Resolution #18-01
Approved by the Faculty Senate: January 30, 2018
Received by the Chancellor: February 23, 2018

Revised University Diversity Plan Goal, Commitments, and Strategies (with Metrics) 2017-2022, with suggested changes noted in red.

Committee reservations with the Plan include the need for a reference to a rapid response to campus incidents, the lack of a detailed implementation plan and the need to add “such as” when providing lists (racial and ethnic minorities, gender minorities, first generation college students, low income students, etc.) to avoid leaving a group out.

Fostering an inclusive environment. Preparing students for success in a culturally diverse world.

ECU Diversity Definition:

ECU defines diversity in a broad context to include the representation, integration and interaction of different races, genders, ages, ethnicities, cultures, national origins, abilities, religions, sexual orientations, gender identities, veteran status, socio-economic status, intellectual positions and perspectives. ECU desires a pluralistic academic community where teaching, learning and living occurs in an atmosphere of mutual respect in pursuit of excellence.

ECU Diversity Goal:

ECU will cultivate excellence by:
• fostering an inclusive and respectful working, living and learning environment;
• providing culturally and academically rich educational experiences;
• preparing our students to lead in a global multicultural society; and,
• engaging the region through inclusive social and economic opportunities.

Commitment 1:
ECU will communicate and demonstrate the value of diversity and inclusion through our leadership, practice, policy, and assessment.

Commitment 1 Strategies:

1. ECU will promote diversity and inclusion in the content of our marketing materials and online forums to demonstrate the value of diversity and inclusion.
   Metrics:
   a) Number of current online marketing materials
   b) Stories related to, or tagged as, diversity and/or inclusion

2. ECU will include and align diversity goals as a part of our strategic planning documents to coordinate and enhance campus programming.
Metrics:
a) Unit has a diversity-related goal as part of unit's strategic plan
b) Unit develops annual programming to better coordinate efforts in meeting diversity goal

3. ECU will ensure diversity initiatives are actively reviewed by the senior leadership and disseminated throughout the University community.
   Metrics:
   a) Annual presentation to senior leadership
   b) Annual report to campus community

4. ECU will establish and support participation in campus-based diversity committees, councils and working groups to advance diversity and inclusion.
   Metrics:
   a) Administrative support provided to diversity groups, committees and councils

5. ECU will implement best practices for diversity and inclusion.
   Metrics:
   a) Best practice initiatives/programs implemented.

6. ECU will recognize faculty, staff, students, and alumni engaged in diversity and inclusion best practices.
   Metrics:
   a) Number of awards and recognitions

7. ECU will review key indicators of climate and culture and establish responsibility for action-oriented enhancement programs.
   Metrics:
   a) Engagement, satisfaction, and climate surveys and focus group responses
   b) Trends and patterns in harassment and discrimination complaints
   c) Number of climate enhancement programs
   d) Number of incidents related to protected class

Commitment 2:
ECU will recruit, develop, and retain an engaged and diverse workforce at all levels of the University.

Commitment 2 Strategies:
1. ECU will promote and utilize best practices for diversifying its workforce through strategic pipeline partnerships and recruitment initiatives.
   Metrics:
   a) Number of new faculty and staff disaggregated by gender, race/ethnicity, veteran’s status, international status, and disability
   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\(^2\)
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\(^3\).
b) Number of access, recruitment and outreach programs created targeting underrepresented and diverse student populations\(^4\).

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 students5.

b) Number of success, retention and graduation programs targeting underrepresented and diverse student populations6.

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+d\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.

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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.

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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

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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, studies, 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)”
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>
</tr>
</thead>
<tbody>
<tr>
<td>March 15, Friday</td>
<td>Early registration for special populations begins at 1:00 pm.</td>
</tr>
<tr>
<td>March 18, Monday</td>
<td>Registration for Summer Session begins.</td>
</tr>
<tr>
<td>May 10, Friday</td>
<td>New student registration; schedule adjustments.</td>
</tr>
<tr>
<td>May 13, Monday</td>
<td>Classes begin; schedule adjustments.</td>
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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</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</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 Codes</th>
<th>Time and day of examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 1001, 2003, SPAN 1001, 2004,</td>
<td>5:00 - 7:30 Tuesday, December 10</td>
</tr>
<tr>
<td>GERM 1001</td>
<td></td>
</tr>
<tr>
<td>FREN 1002, SPAN 1002, 2003, GERM 1002</td>
<td>5:00 - 7:30 Wednesday, December 11</td>
</tr>
<tr>
<td>MATH 1066</td>
<td>5:00 - 7:30 Friday, December 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Times class regularly meets</th>
<th>Time and day of examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 MWF</td>
<td>8:00 - 10:30 Monday, December 9</td>
</tr>
<tr>
<td>8:00 TTh</td>
<td>8:00 - 10:30 Tuesday, December 10</td>
</tr>
<tr>
<td>9:00 MWF</td>
<td>8:00 - 10:30 Wednesday, December 11</td>
</tr>
<tr>
<td>9:00 TTh (9:30)</td>
<td>8:00 - 10:30 Thursday, December 12</td>
</tr>
<tr>
<td>10:00 MWF</td>
<td>8:00 - 10:30 Friday, December 6</td>
</tr>
<tr>
<td>10:00 TTh</td>
<td>8:00 - 10:30 Thursday, December 12</td>
</tr>
<tr>
<td>11:00 MWF</td>
<td>11:00 - 1:30 Monday, December 9</td>
</tr>
<tr>
<td>11:00 TTh</td>
<td>11:00 - 1:30 Tuesday, December 10</td>
</tr>
<tr>
<td>12:00 MWF</td>
<td>11:00 - 1:30 Wednesday, December 11</td>
</tr>
<tr>
<td>12:00 TTh (12:30)</td>
<td>11:00 - 1:30 Thursday, December 12</td>
</tr>
<tr>
<td>1:00 MWF</td>
<td>11:00 - 1:30 Friday, December 6</td>
</tr>
<tr>
<td>1:00 TTh</td>
<td>11:00 - 1:30 Tuesday, December 10</td>
</tr>
<tr>
<td>2:00 MWF</td>
<td>2:00 - 4:30 Monday, December 9</td>
</tr>
<tr>
<td>2:00 TTh</td>
<td>2:00 - 4:30 Tuesday, December 10</td>
</tr>
<tr>
<td>3:00 MWF (3:30)</td>
<td>2:00 - 4:30 Wednesday, December 11</td>
</tr>
<tr>
<td>3:00 TTh (3:30)</td>
<td>2:00 - 4:30 Thursday, December 5</td>
</tr>
<tr>
<td>4:00 MWF</td>
<td>2:00 - 4:30 Friday, December 6</td>
</tr>
<tr>
<td>4:00 TTh</td>
<td>2:00 - 4:30 Thursday, December 12</td>
</tr>
<tr>
<td>5:00 MWF</td>
<td>5:00 - 7:30 Monday, December 9</td>
</tr>
<tr>
<td>5:00 TTh</td>
<td>5:00 - 7:30 Thursday, December 5</td>
</tr>
</tbody>
</table>
# Spring Semester 2020

(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-Saturday</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 Details</th>
<th>Time and Day of Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 1001, 2003, SPAN 1001, 2004, GERM 1001</td>
<td>5:00 - 7:30 Friday, May 1</td>
</tr>
<tr>
<td>FREN 1002, SPAN 1002, 2003, GERM 1002</td>
<td>5:00 - 7:30 Monday, May 4</td>
</tr>
<tr>
<td>MATH 1066</td>
<td>5:00 - 7:30 Tuesday, May 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time and Day of Examination</th>
<th>Time and Day of Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 MWF</td>
<td>8:00 - 10:30 Friday, May 1</td>
</tr>
<tr>
<td>8:00 TTh</td>
<td>8:00 - 10:30 Thursday, April 30</td>
</tr>
<tr>
<td>9:00 MWF</td>
<td>8:00 - 10:30 Monday, May 4</td>
</tr>
<tr>
<td>9:00 TTh (9:30)</td>
<td>8:00 - 10:30 Tuesday, May 5</td>
</tr>
<tr>
<td>10:00 MWF</td>
<td>8:00 - 10:30 Wednesday, May 6</td>
</tr>
<tr>
<td>10:00 TTh</td>
<td>8:00 - 10:30 Thursday, May 7</td>
</tr>
<tr>
<td>11:00 MWF</td>
<td>11:00 - 1:30 Friday, May 1</td>
</tr>
<tr>
<td>11:00 TTh</td>
<td>11:00 - 1:30 Thursday, May 7</td>
</tr>
<tr>
<td>12:00 MWF</td>
<td>11:00 - 1:30 Monday, May 4</td>
</tr>
<tr>
<td>12:00 TTh (12:30)</td>
<td>11:00 - 1:30 Tuesday, May 5</td>
</tr>
<tr>
<td>1:00 MWF</td>
<td>11:00 - 1:30 Wednesday, May 6</td>
</tr>
<tr>
<td>1:00 TTh</td>
<td>11:00 - 1:30 Thursday, April 30</td>
</tr>
<tr>
<td>2:00 MWF</td>
<td>2:00 - 4:30 Friday, May 1</td>
</tr>
<tr>
<td>2:00 TTh</td>
<td>2:00 - 4:30 Thursday, April 30</td>
</tr>
<tr>
<td>3:00 MWF (3:30)</td>
<td>2:00 - 4:30 Monday, May 4</td>
</tr>
<tr>
<td>3:00 TTh (3:30)</td>
<td>2:00 - 4:30 Thursday, May 7</td>
</tr>
<tr>
<td>4:00 MWF</td>
<td>2:00 - 4:30 Wednesday, May 6</td>
</tr>
<tr>
<td>4:00 TTh</td>
<td>2:00 - 4:30 Tuesday, May 5</td>
</tr>
<tr>
<td>5:00 MWF</td>
<td>5:00 - 7:30 Wednesday, May 6</td>
</tr>
</tbody>
</table>
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. departmental representative will notify the immediate supervisor of the noncompliant employee. The immediate supervisor will follow up with the employee to remind him/her about the regulation and available resources. Continuing violations may also result in appropriate corrective action under the applicable disciplinary policy.

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
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 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. Three levels of approval have been identified and actions are grouped **defined** according to the specific delegated authority of final approval 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 the faculty planners to strengthen program proposals and makes recommendations to the Academic Council, EPPC, and the dean of the Graduate School (as applicable) on developing programs, and inform the Educational Policies and Planning Committee (EPPC), of its recommendations to Academic Council and the dean of the Graduate School, concerning graduate programs under consideration.

**Academic committees of the Faculty Senate and the Graduate School review course and program proposals in accordance with their stated charges. Faculty Senate committees also approve requests for special course designations, such as service learning, writing intensive, and diversity.**
In cases of financial exigency or the initiation of a discontinuation, curtailment, or elimination of a teaching, research, or public service program, the provisions of the ECU Faculty Manual will apply.

The Chancellor or his or her designee in consultation with the Chair of the Faculty may establish deadlines of not less than two weeks by which each person and/or committee listed must report its concurrence (approval) or non-concurrence with the proposed action. Failure to report by the established deadline shall be considered an abstention and the proposed action shall progress to the next level for consideration.

A. Definitions

1. Degree Programs
   A degree program is a program of study in a discipline specialty that leads to a degree in that distinct specialty area at a specified level of instruction. All degree programs are categorized individually in the University’s academic program inventory (API) at the six-digit CIP code level, with a unique GA UNC-SO identifying code, and teacher licensure area, if applicable. As a rule, a degree program requires coursework in the discipline specialty of at least 27 semester hours at the undergraduate level and 21 semester hours at the doctoral level. A master’s level program requires that at least one-half of the total hours be in the program area. Anything less than this should be designated a concentration. Degree programs require final approval by GA UNC-SO and the UNC Board of Governors (BOG). Minors and concentrations receive final approval at the campus level. (Paraphrased from Academic Program Guidance, UNC System Office, 1/25/16. Accessed at http://www.northcarolina.edu/sites/default/files/documents/academicprogramdevelopment_guidance_january25.2016v1.pdf, 2/23/18.)

2. Certificates
   A certificate program provides an organized program of study that leads to the awarding of a certificate rather than a degree. ECU offers certificate programs at a minimum of 9 credit hours at the pre-baccalaureate, post-baccalaureate, and-post-master’s, and post-doctoral levels. UNC-GA UNC-SO has indicated that post-baccalaureate and post-master’s certificates must require a specified number of hours (18 s.h. for post-baccalaureate and 24 s.h. for post-master’s) to be reported to the Integrated Postsecondary Education Data System (IPEDS). Once a certificate is approved, it must be submitted to ECU will submit it to the U.S. Department of Education to determine if the program is eligible for participation in Title IV (financial aid) programs, as appropriate.

3. Teacher Licensure Areas (TLAs)
   These are specific course clusters that meet licensure requirements of the State Board of Education but do not lead to the conferral of a particular degree or certificate. These may be at either entry level or advanced level of teacher licensure. When an institution receives authorization from the State Board of Education to offer a TLA, GA UNC-SO must be notified. A current inventory of teacher licensure programs approved by the State Board of Education is available on the North Carolina Department of Public Instruction Website.

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

5. Program Development
   Program development includes developing new academic degree programs, minors, and certificates; and new concentrations within existing degree programs; as well as requesting
degree title and/or CIP code changes, and moving or discontinuing programs.

B. Levels of Delegated Authority for Curriculum Course and Program Approval Process

Level I Curricular Course and Program Changes: Delegated authority to the Undergraduate and Graduate Curriculum Committees. Level I are curricular course and program changes that require campus approval by the department, college/school, and university Undergraduate Curriculum or Graduate Curriculum Committees. The Graduate Council delegates authority for these actions to the Graduate Curriculum Committee.

The following are Level 1 Curricular Course Changes:
1. Revising a course: title, description, objectives, prerequisite(s), prefix, repeatability, credit hours, and content
2. Renumbering an existing course at the same or different level
3. Revising the prefix for an entire course list or program*
4. Banking or deleting courses
5. Removing a 5000-level course from the undergraduate catalog
6. Proposing new or unbanking course (undergraduate courses require Faculty Senate review)

* Memo-only action; committee may waive faculty attendance

The following are Level I Program Changes:
1. Revising degrees, concentrations, and minors: deleting courses; revising core requirements, electives, admission standards, and descriptive text
2. Revising titles of existing concentrations and minors
3. Revising certificate course selections (excludes total hours), admission standards, and descriptive text
4. Discontinuing a minor or concentration
5. Adding or removing thesis/non-thesis options of degree program

Program changes excluded from Level I are degree and certificate title and/or CIP code changes; revising total hours of degree programs; change in delivery mode; and moving degree and certificate programs to a new academic home, as these actions require EPPC review and some are reported to GA UNC-SO as indicated below.

Level II Curricular Course and Program Changes: Delegated authority to EPPC and Academic Council. Level II changes are substantial curricular course and program changes that require approval at the department, college or school, and university levels including Undergraduate Curriculum/Graduate Curriculum Committee, Graduate Council, and EPPC review prior to Senate review and approval by Academic Council. They require no approval by the Chancellor or by GA UNC-SO.

1. Moving a degree, certificate, concentration, or minor program to a new academic home
2. Proposing an integrated accelerated degree program
3. Proposing a new concentration in an existing degree program
4. Proposing a new minor
5. Moving a minor or concentration to a new academic home
Level III Program Changes: Require Chancellor Approval

Level III changes are also substantial program changes or proposals that require approval at the department, college/school, and university levels; Chancellor approval; and GA UNC-SO and/or SACSCOC approvals or notifications.

EPPC campus review; additional and GA-UNC-SO and/or SACSCOC approvals or notifications
1. Discontinuing an existing degree or certificate program
2. Proposing a new certificate program
3. Proposing a new degree program (two-phase process: planning and establishing)
4. Revising an existing degree or certificate title
5. Consolidating two or more existing degrees
6. Proposing a new delivery mode for an existing degree
7. Revising Increasing/decreasing degree or certificate credit hours
8. Changing a degree designation (e.g., MA to MS)

GA and/or SACSCOC approvals or notifications only (no UCC, GCC, or EPPC review required)
1. Revising a CIP code for an existing degree or certificate program
2. Discontinuing an existing teacher licensure area

C. New Degree Program Development Approval Process
Program development includes creation of new academic degree programs, minors, certificates, and new concentrations within existing degree programs, as well as requesting degree title and/or CIP code changes, and moving or discontinuing programs.

Proposed programs must be approved for inclusion on the ECU Academic Program Plan through the Request for Inclusion process and, by special circumstance, through the Academic Council in consultation with the Educational Policies and Planning Committee. All program proposals accepted on the plan will be presented in a campus-wide forums, with opportunities for questions and written feedback concerning inclusion. All new Requests to Plan undergo a rigorous, thorough campus-wide vetting process and are submitted in accordance with UNC-SO policies and procedures. New degree programs follow Level III processes/actions. Curriculum development, as part of new degree program development, will follow Level I vetting processes. New degree programs may not be advertised until ECU receives UNC BOG approval.

1. New Degree Programs
   must include a list of all UNC and private in-state institutions that offer the same or a similar degree. Program planners are expected to contact those institutions regarding their experience with program productivity (applicants student demand, majors, job market, placement, etc.). Further, program planners are expected to identify opportunities for collaboration with institutions offering related degrees and discuss what steps have or will be taken to actively pursue those opportunities where appropriate and advantageous. To facilitate this portion of the planning process, the UNC-GA UNC-SO Division of Academic Affairs provides a link to the UNC Academic Program Inventory and a link to program inventories for other in-state institutions. In addition, proposals must include the Classification of Instructional Programs (CIP) code under which the proposed program is to be classified. Faculty should allow ample time for review of proposals at all levels.

The approval process to plan or establish new undergraduate or graduate degree programs involves two three distinct phases:
Phase I: Planning (UNC Request to Plan) a New Degree Program
Phase II: Development (UNC Request to Establish; curriculum development) a New Academic Degree Program
New Degree Program Curriculum Development

The Request to Plan, which contains questions of full campus concern, will undergo the full Level III campus review. Once GA approves the plan, ECU has four months to submit the Request to Establish. The Request to Establish updates the Request to Plan, as well as curriculum and other materials that are the purview of unit faculty for administering the program. The Request to Establish will be approved through the appropriate academic units, the APD Collaborative Team, (an advisory body). Curriculum development, as part of new degree program development, will follow Level II vetting processes.

2. Process Completion
The proposing academic unit, Institutional Academic Planning and Accreditation, and the Office of the Registrar will collaborate to ensure that all approved actions are communicated to the campus community, as well as to GA UNC-SO and SACSCOC as required.

D. Academic Program Review
Every academic program that is not accredited by a specialized accrediting agency is required to be reviewed as part of a seven-year unit program evaluation. The unit Academic Program Review will be conducted according to the Academic Program Review Guidelines. Changes to these guidelines need to be approved by the Educational Policies and Planning Committee and the Faculty Senate. The unit Academic Program Review shall be used in the development of the unit’s operational and strategic planning.

Faculty Senate Resolution #12-50, March 2012
Faculty Senate Resolution #15-63, May 2015
Faculty Senate Resolution #14-62, May 2014
Faculty Senate Resolution #17-13, March 2017

Resolution #18-23
Approved by the Faculty Senate: March 27, 2018
Approved by the Chancellor: April 27, 2018

Revised ECU Faculty Manual, Part X, Section II. Tenure and Promotion Schedule, as follows:

(The revised section would replace the current text located here.)

“Tenure and Promotion Schedule

The timelines designated in these schedules are the normal review cycles for the stated personnel actions. The Chancellor (or designee) may approve an adjustment to these timelines when compelling circumstances, as determined by the Chancellor (or designee), justify a temporary revision. For Promotion and Tenure consideration, the Chancellor (or designee) will adjust the schedule for notifications to faculty candidates when required by unforeseen circumstances, such as a change in the Board of Trustees meeting date normally held in the spring of the academic year.
<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>1st Friday in February</td>
<td></td>
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<tr>
<td>Faculty member submits a list of potential external reviewers to the tenure committee</td>
<td>3rd 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>4th 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>
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</tbody>
</table>

See endnote below for deadlines affecting 12-month faculty member with prior academic credit**
<table>
<thead>
<tr>
<th>Action</th>
<th>9 and 12 Month Faculty Deadline (AA and HS)</th>
<th>Time Allotted for Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit administrator informs committee of upcoming need for a meeting</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Tuesday in September</td>
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<tr>
<td>External reviewers’ reports due</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Tuesday in September</td>
<td></td>
</tr>
<tr>
<td>Faculty member meets with unit administrator to verify that all required documents are in PAD (optional but recommended)</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Tuesday in September</td>
<td></td>
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<tr>
<td>Faculty member turns in PAD to Committee</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Tuesday in September</td>
<td></td>
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<tr>
<td>Committee recommendation/PAD to unit administrator</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; Tuesday in October</td>
<td>6 weeks</td>
</tr>
<tr>
<td>Unit administrator recommendation/PAD to Dean (note: Brody School of Medicine P&amp;T Committee reviews &amp; makes recommendation to BSOM Dean)</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Tuesday in December</td>
<td>5 weeks</td>
</tr>
<tr>
<td>Dean recommendation/PAD to VCAA or VCHS</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Tuesday in February</td>
<td>6 weeks</td>
</tr>
<tr>
<td>VC decision/PAD to Chancellor</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Tuesday in March</td>
<td>4 weeks</td>
</tr>
</tbody>
</table>
### Reappointment of Probationary-Term Faculty Members Timeline*

<table>
<thead>
<tr>
<th>Action</th>
<th>9 Month Faculty Deadline</th>
<th>12 Month Faculty Deadline</th>
<th>Approx. Time Allotted for Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAD due to Tenure Committee for reappointment decision</td>
<td>3rd Tuesday in January</td>
<td>4th Tuesday in February</td>
<td></td>
</tr>
<tr>
<td>Committee recommendation to unit administrator</td>
<td>2nd Tuesday in February</td>
<td>3rd Tuesday in March</td>
<td>3 weeks</td>
</tr>
<tr>
<td>Unit administrator recommendation to Dean (if applicable)</td>
<td>1st Tuesday in March</td>
<td>2nd Tuesday in April</td>
<td>3 weeks</td>
</tr>
<tr>
<td>Dean recommendation to VCAA or VCHS</td>
<td>Last Tuesday in March</td>
<td>1st Tuesday in May</td>
<td>3 weeks</td>
</tr>
<tr>
<td>VCAA or VCHS decision</td>
<td>Last Tuesday in April</td>
<td>1st Tuesday in June</td>
<td>4 weeks</td>
</tr>
</tbody>
</table>

### 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>
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<tr>
<td>Action</td>
<td>9 and 12 Month Faculty Deadline</td>
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<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>3&lt;sup&gt;rd&lt;/sup&gt; Friday in April</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenure Committee meets with the unit administrator to review the cumulative record of a candidate’s progress and finalize the Progress Toward Tenure letter</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; Friday in April</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delivery of PTT letter and meeting that includes the faculty member, representative of the Tenure Committee and unit administrator to discuss the letter</td>
<td>End of the Spring Semester</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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>administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit administrator recommendation to Dean (if applicable)</td>
</tr>
<tr>
<td>Dean recommendation to VCAA or VCHS</td>
</tr>
<tr>
<td>VCAA or VCHS decision</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Action</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fixed-term faculty members request consideration of a subsequent appointment and submit portfolio required by unit code</td>
<td>No later than 75 calendar days before term expires</td>
</tr>
<tr>
<td>Committee and unit administrator notify fixed-term faculty member in writing of subsequent appointment recommendation</td>
<td>No later than 45 days before term expires</td>
</tr>
</tbody>
</table>
*Faculty candidate will be notified of the recommendation or decision, as appropriate, in writing within one week at each decision point.

**For 12-month Assistant Professor with 1 year of prior academic credit, in the fourth year of appointment, external reviewer list is due to Tenure Committee on the 2nd Tuesday in April; Tenure Committee’s final list of external peer reviewers is due to unit administrator on 4th Tuesday in April; unit administrator will send letters and selected materials to reviewers by the 3rd Thursday in May."

(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](http://www.collegeboard.com)) or American College Test ([www.act.org](http://www.act.org)). Registration forms for either of these examinations are available online and at individual high schools. Official scores must be sent to the ECU Office of Undergraduate Admissions to be eligible to be considered for admission to the institution.
4. A nondeductible, nonrefundable application fee of $75.

**Transfer Students**

**General Transfer**
General admission requirements for transfer students are listed below:
1. Official transcript(s) from each regionally accredited college, technical institute, or university previously attended showing the following:
   a. A 2.5 grade point average (GPA) on all transferable hours attempted. (Admission to programs in some professional schools may require a GPA which is higher than that required by the university.) A minimum of 24 transferable semester hours is required for transfer consideration which must include the equivalent college credit hours for ENGL 1100.
   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 #18-26
Approved by the Faculty Senate: March 27, 2018
Received by the Chancellor: April 27, 2018

Resolution on the Status of Faculty Salaries for the Divisions of Academic Affairs and Health Sciences at ECU, as follows:

Whereas, a review of College and University Personnel Association (CUPA) reports generated by IPAR for the 2016-17 academic year display evidence of salary compression/inversion, particularly between the ranks of assistant and associate professor across ECU; and

Whereas, the blunt instrument of a CUPA report does not display evidence on an individual level, but merely displays trends in units; and

Whereas, IPAR representatives have stated that a new salary study is scheduled for the 2018-2019 academic year for the Division of Academic Affairs and in the following year for the Division of Health Sciences; and

Whereas, salary issues create demoralization among the faculty, especially where senior faculty make less than junior faculty, affecting productivity and risking the loss of qualified faculty to institutions in other states.

Therefore Be It Resolved, that the Faculty Senate recommends the Chancellor:

1. Add a Faculty Welfare Committee representative to the task force being established to develop salary predictors used in generating data for future faculty salary studies;
2. Support the efforts of the taskforce in both the data analysis and the methods by which the data is presented, including but not limited to, the use of established benchmark expectations for faculty salaries involving years of experience and rank;
3. Encourage public presentations on information gathered upon completion of each Division’s faculty salary study;
4. Instruct IPAR to provide academic unit heads the faculty salary data on faculty in their units who fall below the salary predictors, taking into account annual performance reviews, rank, and years of experience;
5. Encourage academic unit heads to provide respective Vice Chancellors with recommendations for faculty salary adjustments in accordance with data collected from the faculty salary studies;
6. Ensure that salary compensation will be a financial priority in the 2020-2021 ECU budget for those identified in the faculty salary studies who fall below the salary predictors.

Resolution #18-27
Approved by the Faculty Senate: April 24, 2018
Approved by the Chancellor: not applicable

Commendation for Dr. Phyllis N. Horns, Vice Chancellor for the Health Sciences Division (2009 - July 2018)

WHEREAS, Vice Chancellor Phyllis Horns has served as Vice Chancellor of the Health Sciences Division at East Carolina University from 2009 - July 2018, and is the only nurse in the nation serving in the distinguished role as Vice Chancellor of a Health Sciences Division; and
WHEREAS, Vice Chancellor Phyllis Horns during her tenure, led the expansion of the Division of Health Sciences to include the School of Dental Medicine and its eight community service learning centers across the state, the East Carolina Heart Institute, the Health Sciences Student Center, and the Family Medicine and Monk Geriatric Centers building.

WHEREAS, Vice Chancellor Phyllis Horns played a key role in planning integration of ECU Physicians and Vidant Medical Group, and spearheaded efforts to expand ECU’s Department of Public Health into a School of Public Health.

WHEREAS, Vice Chancellor Phyllis Horns served also as Interim Vice Chancellor for the Health Sciences Division from 2001-2002 and again in 2006 until her permanent appointment in 2009; and

WHEREAS, Vice Chancellor Phyllis Horns also served as Interim Dean of the Brody School of Medicine; and

WHEREAS, Vice Chancellor Phyllis Horns served as Dean of the School of Nursing from 1990-2006, and under her leadership, the school became a college, launched the doctoral program in nursing, MSN options in Nurse Midwifery, Nurse Anesthesia, Nursing Education and Neonatal Nurse Practitioner, doubled enrollment in both undergraduate and graduate programs, piloted the first Blackboard course offered at East Carolina University, became a national leader in technology integration through simulation and on-line programming; and

WHEREAS, Vice Chancellor Phyllis Horns, with the opening of the new Health Sciences Building in 2006 brought all the health sciences schools together on the west campus; and

WHEREAS, Vice Chancellor Phyllis Horns has provided oversight and recruited top-notch administrators, faculty, staff, and students for almost a decade to the division, which comprises the College of Nursing, Brody School of Medicine, the School of Dental Medicine, the College of Allied Health Sciences, the North Carolina Agromedicine Institute, the East Carolina Heart Institute, the East Carolina Diabetes and Obesity Institute and William E. Laupus Health Sciences Library; and

WHEREAS, Vice Chancellor Phyllis Horns has provided vision for and support of interprofessional education and research enabling ECU to have among the greatest number of faculty members with interprofessional education implementation and research expertise in the nation; and

WHEREAS, Vice Chancellor Phyllis Horns is to be commended for her effective communication, collaborative spirit, and protection of the faculty role in governance as she sought to utilize the talents of administrators, faculty, staff, and students in the most productive way at East Carolina University; and

WHEREAS, Vice Chancellor Phyllis Horns has provided advocacy and support for the faculty throughout the university, and the UNC system as she instrumentally sought and transformed the Health Sciences Division into a collaborative health center and served as role model and mentor to women leaders on campus.

THEREFORE, BE IT RESOLVED, that we the members of East Carolina University’s Faculty Senate, hereby express our greatest appreciation and accolades to Vice Chancellor Phyllis Horns, for her exemplary and visionary leadership by embracing countless innovative changes in transforming the health of citizens in our region and preparing the next generation of highly qualified health professionals; while at the same time, since her return to ECU in 1988, she has continued to support and be respectful of the Faculty Senate and the entire faculty of East Carolina University.
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


2. A recent study from Health Affairs shows firearms are the third leading cause of injury-related deaths in the United States, having killed 36,252 people in 2015 alone and that firearms also levy a $2.9 billion dollar burden on hospitals annually.

3. Statistics indicate that perpetrators are increasingly using semi-automatic weapons on an unarmed populace. After the 2004 expiration of the Assault Weapons Ban, gun massacres (defined as 6+ deaths) rose 183% and massacre deaths rose 239%.


Other sources:


Resolution #18-30
Approved by the Faculty Senate: April 24, 2018
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](https://example.com) minutes, including curriculum action items (GC 18-7, and GC 18-9) within the Graduate Curriculum Committee meeting minutes from [February 28, 2018](https://example.com), [March 14, 2018](https://example.com), and [March 21, 2018](https://example.com) which included level 2 and level 3 programmatic actions that were forwarded to the Educational Policies and Planning Committee (EPPC), and included a Memorandum of Request to discontinue the Business Foundations Certificate (level 3) in the College of Business, and a proposal of a New Certificate: Leadership in Organizations (level 3) in the Department of Management Information Systems within the College of Business; a revision of an Existing Degree: Elementary Education, MAED (Level 2) in the Department of Elementary Education and Middle Grades Education within the College of Education.

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

Curriculum and academic matters acted on and recorded in the General Education and Instructional Effectiveness Committee’s [March 19, 2018](https://example.com) 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 delivery 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 designate 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** should 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.

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

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).

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").

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.

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

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

<p>| East Carolina University School of Public Health Advisory Panel Final Report – October 21, 2016 |</p>
<table>
<thead>
<tr>
<th>COMMITTEE</th>
<th>MEMBERS</th>
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<tr>
<td></td>
<td>Stephanie Richards, PhD, Associate Professor of Health Education and Promotion, College of Health and Human Performance</td>
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<td>Kristina Simeonsson, MD, MSPH, Associate Professor of Pediatrics and Public Health, Brody School of Medicine</td>
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<td>Kathryn Verbanac, PhD, Professor of Surgery; Interim Assistant Vice Chancellor for Health Sciences Research</td>
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<td>Xiaoming Zeng, MD, PhD, Professor and Chair of Health Services and Information</td>
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<tr>
<td>External Consultants</td>
<td>Charles Hardy, PhD, MS, Founding Dean, College of Health and Human Services, University of North Carolina at Wilmington</td>
<td>East Carolina University School of Public Health Site Visit Report of the External Consultant Team, September 2016</td>
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<tr>
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<td>Kathleen Stewart, PhD, MPH, Vice Provost for Faculty Affairs, North Carolina State University</td>
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<td>Robert Pack, PhD, MPH, Professor of Community and Behavioral Health, Associate Dean for Academic Affairs, College of Public Health, East Tennessee State University</td>
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<tr>
<td>COMMITTEE</td>
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<tr>
<td>SPH Implementation Committee</td>
<td>• Ronny Bell, PhD, Professor and Chair, Department of Public Health, Brody School of Medicine (Co-Chair)</td>
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<td></td>
<td>• Don Chaney, PhD, Associate Professor and Chair, Department of Health Education and Promotion, College of Health and Human Performance (Co-Chair)</td>
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<td>• Ruth Little, EdD, Vice-Chair &amp; Assistant Professor, Department of Public Health, Brody School of Medicine</td>
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<td>• Paul Vos, PhD, Professor and Chair, Department of Biostatistics, College of Allied Health Sciences</td>
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<td>• Xiaoming Zeng, MD, PhD, Professor and Chair, Department of Health Services and Information Management, College of Allied Health Sciences</td>
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<td>• Stephanie Richards, PhD, Associate Professor, Department of Health Education and Promotion, College of Health and Human Performance</td>
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<td>• Linda Ingalls, Associate Vice Chancellor for Personnel Administration</td>
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<td>• Rita Reaves, EdD, SACSCOC Liaison, Institutional Planning, Assessment and Research</td>
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Appendix 2: Academic Units and Impacted Faculty in the Inaugural Launch of the ECU School of Rural Public Health

<table>
<thead>
<tr>
<th>UNIT</th>
<th>LEADER</th>
<th>ACADEMIC PROGRAMS</th>
<th>AFFECTED FACULTY/STAFF</th>
</tr>
</thead>
</table>
| Department of Public Health, Brody School of Medicine | Ronny Bell, PhD, MS Professor and Chair | - Master of Public Health (MPH)  
  - Doctor of Public Health (DrPH)  
  - Certificate Programs  | Faculty:  
  - Marysia Grzybowska, 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  
  - Wanda Strickland  
  - Kristin Wooten  
  - Zoe Yetman  
  - Kelly Bass  |
| Department of Biostatistics, College of Allied Health Sciences | Paul Vos, PhD Professor and Chair | N/A  | Faculty  
  - Xiangming Fang, PhD  
  - Suzanne Hudson, PhD  
  - Kevin O’Brien, PhD  
  - Qiang Wu, PhD  
  - Rhonda Bode  |

- Epidemiology  
- Health Behavior  
- Health Administration  
- Environmental and Occupational Health  
- Health Policy, Administration, and Leadership  
- Foundations of Public Health Practice  
- Ethnic and Rural Health Disparities
<table>
<thead>
<tr>
<th>UNIT</th>
<th>LEADER</th>
<th>ACADEMIC PROGRAMS</th>
<th>AFFECTED FACULTY/STAFF</th>
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</thead>
</table>
| Department of Health Services and Information Management, College of Allied Health Sciences | Xiaoming Zeng, MD, PhD Professor and Chair | - BS in Health Information Management  
- BS in Health Services Management  
- Master of Science in Health Informatics and Information Management  
- Certificate Programs  
  o Health Care Administration  
  o Health Informatics  
  o Health Information Management  
  o MBA with Health Care Management | Faculty  
- O. Elijah Asagbra, PhD  
- Paul Bell, PhD  
- Robert Campbell, EdD  
- Leight Cellucci, PhD, MBA  
- Susie Harris, PhD, MBA, RHIA, CCS, FAHIMA  
- Ray Hylock, PhD  
- Molly Jacobs, PhD  
- Akshat Kapoor, PhD  
- Robert Kulesher, PhD  
- Jason Mose, PhD, MBA, MS, CHFP  
- Melissa Rhodes, MPA  
- Bonita Sasnett, MA |
| Department of Health Education and Promotion, College of Health and Human Performance | Don Chaney, PhD, MCHES Associate Professor and Chair | - BS in Athletic Training  
- BS in Environmental Health  
- BS in Public Health Studies  
  o Community Health  
  o Pre-Health Professions  
  o Worksite Health Promotion  
- MA in Health Education  
- MS in Athletic Training  
- MS in Environmental Health | Faculty  
- Vic Aeby, EdD  
- Jo Anne Balanay, PhD, CIH  
- Craig Becker, PhD  
- Kristen Brooks, MA  
- Brian Cavanaugh, MAEd  
- Beth Chaney, PhD, MCHES  
- Tamra Church, MAEd  
- Melissa Cox, PhD, MPH  
- Deeonna Farr, DrPH, MPH, CHES  
- Katie Flanagan, EdD, ATC, LAT  
- Glen Gilbert, PhD  
- Rose Haddock, MAEd  
- William Hill, MSA  
- Charles Humphrey, PhD  
- Madison Johnson, MA |
<table>
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<tr>
<th>UNIT</th>
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<th>ACADEMIC PROGRAMS</th>
<th>AFFECTED FACULTY/STAFF</th>
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<tbody>
<tr>
<td>Center for Health Disparities, Brody School of Medicine</td>
<td>Hope Landrine, PhD Professor and Co-Director Ronny Bell, PhD Professor and Co-Director</td>
<td>N/A</td>
<td>Sharon Knight, PhD, RN</td>
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<td>Julie Kulas, Med, ATC, LAT</td>
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<td>Anthony Kulas, PhD, ATC, LAT</td>
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<td>Joseph Lee, PhD, MPH</td>
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<td>Ryan Martin, PhD</td>
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<td>Jennifer Matthews, PhD, MSPH</td>
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<td>Elizabeth Montgomery, MA</td>
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<td>Sharon Moore, PhD, ATC, LAT</td>
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<td>Andrew Pickett, MAEd, ATC, LAT</td>
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<td>Sue Raedeke, MA, ATC, LAT</td>
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<td>Stephanie Richards, PhD, MSEH</td>
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<td>Alice Richman, PhD, MPH</td>
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<td>Molly Robinson, MPH</td>
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<td>Kelli Russell, MPH</td>
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<td>Joe Shrader, PhD</td>
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<td>Michael Stellefson, PhD</td>
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<td>Debra Tavasso, MAEd</td>
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<td>Essie Torres, PhD, MPH</td>
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<td>Karen Vail-Smith, MPA</td>
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<td>Michele Wallen, PhD, MPH</td>
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<td>David White, EdD</td>
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<td>Jamie Williams, MAEd, MCHES</td>
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<td>Lei Xu, PhD Staff</td>
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<td>Stephanie Boyd</td>
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<td>Avian White, MS</td>
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<tr>
<td>Staff</td>
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<td>Tracy Kono</td>
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<td></td>
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<td>Kevin Mills</td>
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## Appendix 3: Timeline for the Creation of the ECU School of Rural Public Health

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<tbody>
<tr>
<td>Monthly meetings of SRPH Implementation Committee</td>
<td>X</td>
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<tr>
<td>Enroll students in DrPH Program</td>
<td>Spring 2018</td>
<td></td>
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<tr>
<td>Develop proposal for the creation of a SRPH at ECU</td>
<td>Have to EPPC by April 2018</td>
<td>UNC BOG Approval</td>
<td></td>
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</tr>
<tr>
<td>Degrees conferred to students in DrPH Program</td>
<td></td>
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<td>X</td>
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<tr>
<td>Final implementation recommendation submitted to Academic Council</td>
<td>May 2018</td>
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</tr>
<tr>
<td>Formulate SRPH Unit Code Committee(s) and draft Unit Code(s) for approval</td>
<td></td>
<td>Writing and Unit approval</td>
<td>UCSC, Faculty, Senate, Chancellor approval</td>
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<tr>
<td>MPH CEPH reaccreditation site visit (accredited through December 31st, 2019)</td>
<td></td>
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<td>X</td>
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<tr>
<td>BSPHS seek CEPH approval to apply for reaccreditation 1 year early (current accreditation expires in May 2021)</td>
<td>X</td>
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<tr>
<td>BSPHS CEPH reaccreditation site visit</td>
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<tr>
<td>SRPH Founding Dean Search</td>
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<tr>
<td>Launch ECU School of Rural Public Health</td>
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<td>August 15, 2020</td>
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## 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>
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<tr>
<td>Battle Betts</td>
<td>Director, Albemarle Regional Health Services</td>
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<tr>
<td>Name</td>
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<tr>
<td>Greg Bounds</td>
<td>Chief Executive Officer, Goshen Medical Center</td>
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<tr>
<td>Ila Davis</td>
<td>Director, Duplin County Health Department</td>
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<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>
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<tr>
<td>Scott Harrelson</td>
<td>Director, Craven County Health Department</td>
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<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>
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<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>
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<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>
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<tr>
<td>Susan Martin</td>
<td>Representative, District 8</td>
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<tr>
<td>Pat McElraft</td>
<td>Representative, District 13</td>
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<tr>
<td>Ben Money</td>
<td>President, North Carolina Community Health Center Association</td>
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<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>
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<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>
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</tbody>
</table>
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.

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.

Calendar Committee Charge

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

1. Name: Calendar Committee

2. Membership:
   8 elected faculty members.
   Ex-officio members (with vote): The Chancellor or an appointed representative, the Provost or an appointed representative, the Vice Chancellor for Research, Economic Development and Engagement or an appointed representative, the Chair of the Faculty, one faculty senator selected by the Chair of the Faculty, the Dean of the Graduate School or an appointed representative, and one student member from the Student Government Association.

   The chair of the committee may invite resource persons as necessary to realize the committee charge. The chair of the committee may appoint such subcommittees as he or she deems necessary.

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

4. Committee Responsibilities:
   A. The committee considers calendar matters for university units, except the School of Medicine.
   B. The committee is concerned with the number of days the University shall be in session during the regular terms, each semester, and summer-session terms. The committee also recommends the beginning and closing dates of the regular terms, each semester, and summer-session terms.
   C. The committee schedules examination, holiday, and vacation periods.
   D. The committee develops and presents calendar guidelines to the Faculty Senate. The committee makes recommendations based on these approved guidelines and other matters affecting the calendar.
   E. The Committee reviews at least annually those sections within the *University Undergraduate Catalog* and *University Graduate Catalog* that correspond to the Committee’s charge and recommends changes as necessary.

5. To Whom The Committee Reports: The committee makes its recommendations to the Faculty Senate.

6. How Often The Committee Reports: The committee reports to the Faculty Senate at the March meeting and at other times as necessary.

7. Power Of The Committee To Act Without Faculty Senate Approval: None
8. **Standard Meeting Time:**
The committee does not have a standard meeting time.

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**Distance Education and Learning Technology Committee Charge**

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

1. **Name:** Distance Education and Learning Technology Committee

2. **Membership:**
9 elected faculty members.

   Ex-officio members (with vote): The Chancellor or an appointed representative, the Provost or an appointed representative, the Vice Chancellor for Health Sciences or an appointed representative, the Vice Chancellor for Research, Economic Development and Engagement or an appointed representative, the Chair of the Faculty, one Faculty Senator selected by the Chair of the Faculty, one member of the Graduate Council selected by the Dean of the Graduate School, the Chief Information Officer or an appointed representative, and one student member from the Student Government Association.

   The chair of the committee may invite resource persons as necessary to realize the committee charge. The chair of the committee may appoint such subcommittees as he or she deems necessary.

3. **Quorum:** 5 elected members exclusive of ex-officio.

4. **Committee Responsibilities:**
   A. The committee reviews and recommends policies and procedures to enhance faculty teaching and student learning in distance education.
   B. The committee reviews policies from the Office of Continuing Studies relevant to the effectiveness of the University’s distance education policies and procedures and recommends changes as necessary.
   C. The committee ensures timely, informed faculty opinion on any technology action in any area that may affect significantly the University’s academic mission. The committee recommends policy related to the academic use of technology. All information technology actions that affect more than one academic unit or that are initiated above the academic College or School department levels are recognized as actions that may affect significantly the University’s academic mission.
   D. The committee initiates, reviews, and makes recommendations on proposals to plan, implement, revise or eliminate technology initiatives, goals, standards, policies, procedures or actions that significantly impact the University’s academic mission.
   E. The committee prepares and makes available a format for proposals requesting permission to plan, implement, revise or eliminate an information technology initiative, goal, standards, policy, procedure or action.
   F. The Committee reviews at least annually those sections within the *University Undergraduate Catalog* and *University Graduate Catalog* that corresponds to the Committee’s charge and recommends changes as necessary.
G. The Committee reviews at least annually those policies within Part VI, Section III of the *ECU Faculty Manual* that corresponds to the Committee’s charge and recommends changes as necessary.

H. Two appointed representatives serve as ex-officio members on the administrative Information Resources Coordinating Council (IRCC), one appointed representative serves on the administrative Copyright Committee and one appointed representative serves on the administrative IT Accessibility Committee.

I. The chair serves as a liaison between the Faculty Senate and Chief Information Officer.

5. **To Whom The Committee Reports:**
The committee reports to the Faculty Senate its recommendations of policies, procedures, and criteria cited in 4. above.

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

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

8. **Standard Meeting Time:**
The committee meeting time is scheduled for the fourth Wednesday of each month.

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**University Athletics Committee Charge**

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

1. **Name:** University Athletics Committee

2. **Membership:**
8 faculty members. 5 elected by the Faculty Senate, 3 appointed by the Chancellor.

Ex-officio members (with vote): The Chair of the Faculty, one faculty senator selected by the Chair of the Faculty, NCAA Faculty Athletics Representative, President of the Student Government Association, President of the Alumni Association, and President of the Pirate Club or their alternates.

Ex-officio member (without vote but with all other parliamentary privileges): Chancellor, Provost/Vice Chancellor for Academic Affairs, **Vice Chancellor for Student Affairs**, Director of Athletics, Assistant Director of Athletics for Student Development, Director of Compliance, Chair of the University General Education and Instructional Effectiveness Committee; or their designees, and the President of the Student Athlete Advisory Council.

3. **Quorum:** 5 faculty members exclusive of ex-officio.

4. **Committee Functions:**
A. The Committee is concerned with issues pertaining to intercollegiate athletics at East Carolina University.
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.

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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.
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
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.
## Annual Administrator Survey

<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>** Survey Items</td>
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<tr>
<td>* indicates items from the current annual survey</td>
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<td>** indicates items from the Five-year Review Survey</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>
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<td>2. Communicates priorities, standards, and administrative procedures effectively**</td>
<td>x</td>
<td>x</td>
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<td>3. Represents the <strong>university</strong> effectively to the community, region, and state*</td>
<td>x</td>
<td>x</td>
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<tr>
<td>- Represents the <strong>college/library</strong> effectively to the community, region, and state</td>
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<td>x</td>
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<td><strong>Teaching, Research/Creative Activity, and Service</strong></td>
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<td>4. Fosters a climate that promotes excellence in research/creative activities**</td>
<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>
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All items will be on a 6-point Likert scale as displayed below:
1=Strongly Disagree; 2=Disagree; 3=Neither Agree nor Disagree; 4=Agree; 5=Strongly Agree; 6=Don’t Know/NA

Appendix One: Current Annual Administrator Survey Items

Chancellor

Likert-Scale Questions:

1. Establishes/maintains administrative structures which are effective in carrying out the policies of the university.
2. Manages the flow of work efficiently.
3. Works effectively within the shared governance of the institution.
4. Maintains an appropriate balance of support for the teaching, research/creative activity, and service missions of the university.
5. Allocates the resources of the institution effectively.
6. Allocates the resources of the institution in accordance with institutional priorities and mandates of his Board and the Board of Governors.
7. Works effectively for the development of the funding and facilities necessary to support the operations of the university.
8. Represents the university effectively to the community, region, and state.

Open-Ended Questions: (Note: these questions are repeated for each administrator)

1. Which matters need priority attention by this administrator during the next year or two?
2. Identify any policies and procedures which you feel need immediate improvement.
3. What is the most important observation you can make about this administrator's effectiveness?
4. What is the most important observation you can make about this administrator's style?
5. Other Comments:

Vice Chancellor

1. Effectively implements the policies of the division and university.
2. Encourages a high level of teaching effectiveness.
3. Allocates resources efficiently and equitably.
4. Displays effective leadership for the strategic planning process for the division.
5. Maintains an appropriate balance of support for the teaching, research/creative activity and service functions of the university.
6. Is effective in acquiring university and external resources for the division.
7. Represents the division effectively to the university and external constituents.
8. Encourages productive and high quality research/creative activity.
9. Supports an effective structure for the reward of faculty members and professional staff.
10. Is fair and impartial in decision-making.

Dean/Director

1. Acquisition and management of resources for the college or school.
2. Leadership for the continuing development of the college or school.
3. Encouragement and support for teaching among faculty.
4. Encouragement and support for research/creative activity among faculty.
5. Encouragement and support for service among faculty.
6. Establishment and maintenance of relationships with constituents outside the college or school.
7. Commitment to recruiting and retaining talented faculty.
8. Support for the principles of shared governance.
9. Availability to faculty.
10. Establishment of an atmosphere of trust and respect

Appendix Two: Current Five-Year Review Survey Items

**Leadership:**

1. Communicates priorities, standards, and administrative procedures effectively
2. Articulates a vision for the future
3. Communicates ideas in a clear and timely fashion to faculty, staff, and other University administrators
4. Demonstrates listening skills
5. Provides national and statewide visibility and recognition for the constituency
6. Contributes to the leadership of the university and effectively advocates for all relevant constituencies

**Administration and Management**

7. Provides support for the successful recruitment and retention of administrators, faculty, staff, and students
8. Manages the administrative office effectively
9. Provides for effective budget management
10. Works effectively with other administrative officers
11. Makes decisions in a timely fashion

**Diversity and Collaboration**

12. Encourages diversity and implements mechanisms for attracting and retaining underrepresented groups
13. Is responsive to cultural, ethnic, and gender diversity
14. Demonstrates and encourages respect for all persons in the constituency and the University
15. Applies sound practices of collaboration, openness and shared governance

**Planning, Development, and Assessment**

16. Works effectively with faculty, staff, administrators, and other relevant constituencies in identifying appropriate short-term and long-term goals, in setting priorities, and in focusing resources across all constituencies
17. Within the context of the administrative office, works to identify and pursue philanthropic support for the constituency
18. Develops public and constituency support for the University
19. Provides guidance, support and resources for staff development, particularly related to advancement and promotion
20. Demonstrates equitable judgment and action in personnel development
21. Effectively evaluates or assesses the units under his/her administration, acknowledges areas of excellence, and recommends areas where improvement is needed
Teaching, Research/Creative Activity, and Service

22. Supports and defends academic freedom as defined in the ECU Faculty Manual and in the Code of the Board of Governors of the University of North Carolina
23. Supports and fosters a climate that promotes excellence in teaching
24. Supports and fosters a climate that promotes excellence in research/creative activities
25. Participates and encourages service activities related to the fulfillment of the University’s mission

Open-Ended Question

26. Please share any comments in the space below.

References


Spring 2018 Administrator Survey
Chancellor Form

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14. Supports sound practices of collaboration, openness and shared governance

Open-ended Comments

15. Which matters need priority attention by this administrator during the next year or two?

16. What is the most important observation you can make about this administrator's effectiveness?

Demographics

17. What is your faculty status?
   - Tenured
   - **Probationary term** (Tenure track)
   - Fixed term
   - EHRA nonfaculty

18. How many years have you been employed at ECU?
   - 0-3 years
   - 4-10 years
   - More than 10 years

19. What is your gender?
   - Male
   - Female

20. What is your race/ethnicity?
   - Asian
   - Black or African American
   - Hispanic
   - White
   - Other
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Open-ended Comments

15. Which matters need priority attention by this administrator during the next year or two?

16. What is the most important observation you can make about this administrator's effectiveness?
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 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.
electronic means to communicate. (The Southern Association of Colleges and Schools Commission on Colleges definition of “distance education”.)

I. Distance Education Courses and Programs

Programs offered via distance education shall be consistent with the mission of East Carolina University and the academic unit offering the courses or programs. There shall be no distinctions in academic rigor or content between programs offered through distance education and those offered on campus. Development of new online programs and courses will follow the same development and approval procedures as for face-to-face programs and courses (Part V, Section III 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 proficiency 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 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.”
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 degree entirely over the Internet. ECU currently offers more than 90 degrees and certificate programs online, in fields such as **business**, education, business, health care, and technology, among others.

East Carolina University’s online distance education degree programs allow students to access their coursework twenty-four hours a day, seven days a week. Online courses are taught by the same faculty instructors that teach on-campus courses. The level of coursework, required readings, and examinations are the same for online and on-campus courses. Programs are designed with the student in mind, and the instruction is focused on active participation and academic success.

Distance Education Students
Online learning is ideal for those who are concerned about balancing the rigors of an academic workload with full-time employment or family obligations.

Online courses are typically delivered using course learning management systems that have been selected due to for their ease of use for both 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 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 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 with 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 Office of Continuing Studies ECU Online student services area for assistance by emailing onlineservices@ecu.edu or calling 1-800-398-9275. The offices are located in the Self-Help Center, 301 Evans Street.

Students enrolled in distance education classes in which proctored exams are required may incur charges levied by the proctoring site they choose, but the university does not impose any additional charges specifically related to verification of student identity. Students may obtain a list of proctors located within their geographic area along with any associated fees on the UNC Online Academic Services website. Students enrolled in online distance education classes through ECU, or through UNC Online, in which proctored exams are required, have access to the DE (Distance Education) Proctoring Center, http://www.ecu.edu/cs-acad/deproctoring/. The university does not impose any proctoring fees on students enrolled in its distance education courses if they utilize the ECU proctoring center. However, students can select alternate proctoring sites/providers and may obtain a list of proctors located within their geographic area, along with any associated fees on the UNC Online Academic Services website. Students may incur charges with alternate providers if they choose to have their exams proctored at sites external to ECU. When students select alternate proctoring sites, the university does not impose any additional charges specifically related to verification of student identity.

Online Degree and Certificate Programs
Add-On Licensure
- Birth-Kindergarten Education
- Special Endorsement in Computer Education

Undergraduate Degree-Completion Programs
The programs listed below allow students with college credit to complete the last half of their degrees online. Applicable program concentrations are italicized.

- Birth Through Kindergarten Teacher Education, BS
- Communication, BS Interpersonal/Organizational
- Elementary Education (K-6), BS*
Family and Consumer Sciences Education, BS
Health Information Management, BS
Health Services Management, BS
Hospitality Management, BS
Industrial Distribution and Logistics, BS
Industrial Technology, BS Bioprocess Manufacturing, Distribution and Logistics, Health Information Technologies, Industrial Supervision, Information and Computer Technology, Manufacturing Systems
Management, BSBA Management and General Business
Management Information Systems, BSBA Management Information Systems
Marketing, BSBA Marketing, Operations and Supply Chain Management
Middle Grades Education, BS*
Nursing, Bachelor of Science, BSN RN to BSN Nursing Option
Special Education, General Curriculum, BS*
University Studies, BS

* The State Employees Credit Union (SECU) Partnership East utilizes a part-time cohort model and is designed for students transferring from a North Carolina community college. Interested students should contact the appropriate coordinator prior to applying to the ECU. Please see www.ecu.edu/cs-educ/partner_east/Index.cfm for more information.

Note: East Carolina University offers a substantial number of graduate online degrees and certificate programs. For a complete list of programs, please see the Distance Education section of the current graduate catalog."

Resolution #18-46
Approved by the Faculty Senate: April 24, 2018
Approved by the Chancellor: 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 and must be used for appropriate instructional activity. Online courses that do not give a final exam must use the final exam week for instructional purposes. The chair of the unit is responsible for monitoring adherence to scheduled examination requirements.

The University establishes a final examination schedule each semester to reduce conflicts in course final examination and to meet the UNC established course hour requirements. There will be no departure from the printed schedule of examinations schedule officially published as part of the ECU Academic Calendar except for clinical and non-traditional class schedules, including graduate level courses. Changes for individual student emergencies of a serious nature will be made only with the approval of the instructor. A student who is absent from an examination without excuse will be given a grade of F for the examination. An incomplete (I) for the course will only be given in the case of a student absent from the final examination who has presented a satisfactory excuse to the instructor. No test intended to substitute for the serving as a final exam may be given during regular class meetings the week preceding the final examination period. Faculty may not give an examination or an assignment in lieu of an examination on Reading Day. (FS Resolution #11-51, April 2011)"

Resolution #18-47
Approved by the Faculty Senate: April 24, 2018
Approved by the Chancellor: 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 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>
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<tbody>
<tr>
<td>FREN 1001, 2003, SPAN 1001, 2004, GERM 1001</td>
<td>5:00 - 7:30 Wednesday, December 5</td>
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<tr>
<td>FREN 1002, SPAN 1002, 2003, GERM 1002</td>
<td>5:00 - 7:30 Thursday, December 6</td>
<td></td>
</tr>
<tr>
<td>MATH 1066 1064</td>
<td>5:00 - 7:30 Friday, December 7</td>
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</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).

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<tr>
<td>FREN 1002, SPAN 1002, 2003, GERM 1002</td>
<td>5:00 - 7:30 Tuesday, April 30</td>
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<tr>
<td>MATH 1066 1064</td>
<td>5:00 - 7:30 Wednesday, May 1</td>
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</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).

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<tr>
<td>FREN 1002, SPAN 1002, 2003, GERM 1002</td>
<td>5:00 - 7:30 Wednesday, December 11</td>
<td></td>
</tr>
<tr>
<td>MATH 1066 1064</td>
<td>5:00 - 7:30 Friday, December 6</td>
<td></td>
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</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)

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<td></td>
</tr>
<tr>
<td>FREN 1002, SPAN 1002, 2003, GERM 1002</td>
<td>5:00 - 7:30 Monday, May 4</td>
<td></td>
</tr>
<tr>
<td>MATH 1066 1064</td>
<td>5:00 - 7:30 Tuesday, May 5</td>
<td></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-
(designation) including: Academically Gifted, Content Pedagogy, Early Childhood, Teacher Leadership in the Elementary School and Teaching English as a Second Language and establish one new concentration entitled Teaching Children in Poverty in the MAEd in Elementary Education within the College of Education; and Academic Program Review responses for the Department of Chemistry and the Brody School of Medicine Office of Research and Graduate Studies: Biomedical Sciences (MS).

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.

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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

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I. Principle of Academic Integrity.
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   c. Procedures for Responding to a Suspected Academic Integrity Violation
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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.

l. 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, ________________

Resolution #18-57
Approved by the Faculty Senate: November 13, 2018
Received by the Chancellor: December 12, 2018

Curriculum and academic matters acted on and recorded in the Graduate Council meeting minutes of October 15, 2018, including programmatic action items (GC 18-10) within the September 5, 2018 Graduate Curriculum Committee meeting minutes which were forwarded to the Educational Policies and Planning Committee (EPPC), included a proposal of an Accelerated Bachelors/Master’s degree – BS in Communication/MS in Communication (level 2) in the School of Communication within the College of Fine Arts and Communications; and a proposal of an Accelerated Bachelors/Masters Degree: BS in Design/MS in Technology Management, BS in Industrial Distribution and Logistics/MS in Technology Management, BS in Industrial Engineering Technology/MS in Technology Management, BS in Industrial Technology/MS in Technology Management (Level 2) in the Department of Technology Systems within the College of Engineering and Technology were approved as formal faculty advice to the Chancellor.
Resolution #18-58  
Approved by the Faculty Senate: November 13, 2018  
Approved by the Chancellor: December 12, 2018  

Curriculum and academic matters contained in the Service-Learning Committee meeting minutes of October 23, 2018, including service-learning (SL*) designation for PSYC 4250 Advanced Seminar: Humans and dogs through the lens of developmental psychology.

Resolution #18-59  
Approved by the Faculty Senate: November 13, 2018  
Received by the Chancellor: December 12, 2018  
(with recommendation of review and comment by the Staff Senate and Student Government Association, if they choose).

Revised Freedom of Expression Regulation as follows containing all recommended revisions. In addition, provided [here](#) is a document showing all proposed edits to the regulation and [here](#) a summary highlighting the most important issues addressed in the document.

<table>
<thead>
<tr>
<th>Policy</th>
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<tr>
<td>Title</td>
<td>Freedom of Expression Regulation</td>
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<tr>
<td>Category</td>
<td>Finance, Operations and Auxiliary Services</td>
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<tr>
<td>Sub-category</td>
<td>Facilities</td>
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<td>Authority</td>
<td>Chancellor</td>
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<tr>
<td>History</td>
<td>April 19, 2017; revised July 17, 2017; revised ________, 2018</td>
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</tbody>
</table>
| Contacts   | For questions about reserving University Property: Central Reservations Office  
             Web site: [http://www.ecu.edu/cro/](http://www.ecu.edu/cro/)  
             Email: CRO@ecu.edu  
             Telephone: 252-328-4731  
             
             For questions about this Regulation:  
             Responsible Officer  
             University Counsel and Vice-Chancellor of Legal Affairs  
             Telephone: 252-328-6940 |
| Related Policies | [Student Conduct Process http://www.ecu.edu/prr/11/30/01](http://www.ecu.edu/prr/11/30/01)  
                  [Brody School of Medicine Code of Student Conduct](#)  
                  [Brody School of Medicine Code of Professional Conduct](#) |
### Additional References

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<th>Reference</th>
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<tr>
<td>Article I, Section 14, North Carolina Constitution:</td>
<td><a href="https://www.ncga.state.nc.us/legislation/constitution/nccomposition.html">https://www.ncga.state.nc.us/legislation/constitution/nccomposition.html</a></td>
</tr>
<tr>
<td>UNC Policy Manual § 101.3.1; § 300.1.1; and § 300.2.1;</td>
<td><a href="http://www.northcarolina.edu/apps/policy/index.php">http://www.northcarolina.edu/apps/policy/index.php</a></td>
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<tr>
<td>UNC Policy Manual 700.4.1, Policy on Minimum Substantive and Procedural Standards for Student Disciplinary Proceedings</td>
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<tr>
<td>UNC Policy Manual 700.4.1.1[R] Regulation Applicable to Student Disciplinary or Conduct Procedures: Right to an Attorney or Non-Attorney Advocate for Students and Student Organizations</td>
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<tr>
<td>UNC Policy Manual 700.4.2, Policy on Student Conduct</td>
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<td>UNC Policy Manual 700.4.3[G], Guidelines on Student Disciplinary Proceedings: Meaning and Effect of Expulsion</td>
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<td>N.C.G.S. § 14-288.4:</td>
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<td><a href="https://www.ncleg.net/gascripts/statutes/statutelookup.pl?statute=143-318.17">https://www.ncleg.net/gascripts/statutes/statutelookup.pl?statute=143-318.17</a></td>
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1. Introduction

The primary function of East Carolina University (the “University”) is the discovery, improvement, transmission, and dissemination of knowledge by means of research, teaching, discussion, and debate. To fulfill this function, the University must strive to ensure the fullest degree of intellectual freedom and free expression as guaranteed by the First Amendment to the United States Constitution (“First Amendment”).

The diverse ideas and opinions of members of the University Community will sometimes conflict. However intellectual conflict may give rise to the theories and concepts that drive our society forward, and must not be suppressed solely because they are thought by others to be offensive, unwise, immoral, disagreeable or wrongheaded.

Students, staff, and faculty have the freedom to discuss any problem that presents itself, as the First Amendment permits, and within the limits of viewpoint and content-neutral restrictions on time, place, and manner of expression that are necessary to achieve significant University interests. All University policies, regulations, rules and standard operating practices (SOP’s) governing use of University Property for Expressive Activities shall be publicly available on the University’s website.

The University shall not take action, as an institution, on the public policy controversies of the day in such a way as to require students, faculty, or administrators to publicly express a given view of public policy.

Any University Regulations, Rules and SOP’s are hereby nullified to the extent they restrict Expressive Activity to a greater extent than allowed by the First Amendment or this Regulation, whichever provides the greatest level of protection of Expressive Activity.

2. Definitions

2.1. "All Persons and Organizations" means, collectively, all Members of the University Community, their Guests and Non-Members of the University Community.

2.2. "Associated Entity" means a private organization, foundation or association that operates under its own charter or bylaws, but which exists to provide funding or other support to the University.

2.3. "Brickyard" means the approximately 2.3 acre East Campus space, which consists of a brick plaza and associated greenspace. It is bounded on the south by Mendenhall, bounded on the north by the Erwin, Bloxton and Mamie Jenkins Buildings, bordered on the west by the Student Recreation Center parking lot, and bordered on the east by the Old Cafeteria Building.
2.4. "Central Reservations Office" ("CRO") means the University Department responsible for coordinating, scheduling and approving space reservations for Events and Expressive Activities on University Property. In doing so, the CRO coordinates with Sub-Schedulers and other campus officials to facilitate Expressive Activities and Events.

2.5. "Common Areas of the Student Center(s)" means, with regard to the West Campus, the second floor lounge of the Health Sciences Student Center. With regard to East Campus, for so long as Mendenhall functions as the Student Center, the Common Areas are the student lounge located on the main floor of Mendenhall and the two student lounges on the top floor. When Mendenhall ceases functioning as the Student Center, then the East Campus Student Center Common Areas will be the first and second floor student lounges along the east corridor of the building that becomes the East Campus Student Center.

2.6. "Designated Forum." Designated forums:

2.6.1. "East Campus Designated Forum" means the approximately 5,250 square foot area, within the Mall, that contains the Cupola and is bounded on all four sides by well-traveled pedestrian sidewalks. Contact the CRO for details.

2.6.2. "West Campus Designated Forum" means the approximately .5 acre green space located immediately northwest of the intersection of the street designated as “North Campus Loop” and the street designated as “East Campus Loop,” and bounded on the east by a parking lot, which site affords those in attendance an unobstructed view of any speaker and is easily accessible to event participants. Contact the CRO with questions.

2.7. “Event” is any use of University Property which falls outside the definition of “Expressive Activity.” The term "Event" includes advertising or solicitation that promotes the sale or use of a product or service; training seminars; workshops; job fairs; fundraisers; receptions; ceremonies; banquets; recreational events; and dances. Events should be scheduled using content-neutral criteria, including a consistently applied fee structure for use of University Property.

2.8. "Expressive Activity" or "Activity" means all forms of expression that occur on University Property and that fall within the ambit of the First Amendment to the United States Constitution, which may include, but are not limited to, demonstration, speech-making, oral presentation, protest (including silent protest), marching, signs, picketing, petition circulation, distribution of written information, counter-protest, symbols, and similar expressive communications and activities that are non-commercial in nature.

2.9. "Expressive Activity Area" ("EAA") means, with regard to the East Campus, the Mall, the Brickyard, the East Campus Designated Forum, the Sculpture Garden, those out-of-doors areas that have been consistently open to the Expressive Activity of Members of the University Community by tradition or by administrative approval, and the Common Areas of the Student Center. With regard to the West Campus, EAA means the West Campus Designated Forum, the Common Areas of the Student Center, and those out-of-doors areas that have been consistently open to the Expressive Activity of Members of the University Community by tradition or by administrative approval. All parking lots are excluded during hours when they are in use. All Expressive Activity on or in University Property, whether inside or outside an EAA, remains subject to the provisions of this Regulation.

2.10. "Guest" means a person, group, club or other organization that is invited to engage in
Expressive Activity or Events on University Property and sponsored by a Member of the University Community. Any Member of the University Community may revoke their own Guests’ invitations at any time.

2.11. "Mall" means the approximately 5.5 acre site in the heart of East Campus that is bounded on the east by Founders Drive, bounded on the north by Faculty Way, bounded on the west by Cupola Court and bounded on the south by Alumni Walk.

2.12. "Material and Substantial" or "Materially and Substantially" refers to actions or activities that have an actual impact, as opposed to a predicted or feared impact. It includes actions that materially infringe upon the rights of others to engage in, or listen to, Expressive Activity. When determining whether this threshold has been met, officials should apply content-neutral, objective and relevant factors, including, but not limited to, whether an Expressive Activity is closed to the public; whether the Activity is occurring inside or outside; whether someone is interfering with the ability of others to hear, participate in or otherwise benefit from an Expressive Activity; whether someone is impeding ingress or egress to/from an Expressive Activity; and whether University functions are impeded or disrupted, including, but not limited to, University offices, classrooms, walkways, streets, and medical facilities.

2.13. "Member of the University Community" or "Member" means a University Unit (including the Board of Trustees), a Registered Student Organization, an Associated Entity, a current employee, or a currently enrolled student. This definition excludes K-12 students and K-12 employees when they are in attendance at, or operating in the course and scope of their work duties, within a secondary school, as applicable, because such students and employees enjoy different First Amendment protections in the secondary school setting.

2.14. "Non-Member of the University Community" means all persons, groups, clubs or other organizations that do not come within the definitions of Member of the University Community or Guest.

2.15. "Registered Student Organization" means an organization (including a club), that is officially registered and in good standing with the Department of Student Activities and Organizations.

2.16. "Responsible Officer" means the University Official(s), office(s) or department(s) appointed by the Chancellor to respond to questions about this Regulation.

2.17. "Responsible Person" is one who serves as a liaison between a person or persons engaging in an Expressive Activity and University Officials in order to promote compliance with this Regulation. The University recognizes that the nature of the Expressive Activity may make it impractical to have someone serving in this role. An example could be Spontaneous Expressive Activity involving a large number of persons. If there is only one person exercising their free speech rights, then that person would serve as the Responsible Person. The Responsible Person shall be a Member of the University Community, except in cases where the Expressive Activity is carried out by Nonmembers of the Community in a Designated Forum.

2.18. "Sculpture Garden" means the approximately 1 acre East Campus space that is bounded on the east by Mendenhall, bounded on the west by Joyner Library and bounded on the north by Erwin and Old Cafeteria.
2.19. "Spontaneous Expressive Activity" means Expressive Activity by Members of the University Community in an Expressive Activity Area which Activity was planned fewer than two business days prior to the date of the Expressive Activity. Spontaneous Expressive Activity is a subset of the broader concept of "Expressive Activity."

2.20. "Sub-Schedulers" means those University employees and Units who have responsibilities for managing space reservations for Events and Expressive Activities on or in University Property that is outside of the CRO’s scheduling jurisdiction. In doing so, the Sub-Schedulers coordinate with the CRO and other campus officials to facilitate Expressive Activities and Events.

2.21. "True Threats" means statements meant by the speaker to communicate a serious expression of intent to commit an act of unlawful violence to a particular individual or group of individuals.

2.22. "University," except when otherwise indicated, means ECU (East Carolina University).

2.23. "University of North Carolina System" or "UNC System" means the organization that oversees, regulates and directs the 16 constituent institutions of the University of North Carolina. This University (East Carolina University) is one of those 16 constituent institutions.

2.24. "University Officials" means University employees who are authorized to act on behalf of the University with regard to the subject matter of this Regulation. This includes, but is not limited to, Police Officers, Student Affairs Administrators and Facilities Administrators.

2.25. "University Property" means all grounds, buildings, rooms, auditoriums, facilities, stadiums, or other space or improvements, that are owned, leased, used, or otherwise controlled by the University.

2.26. "University Unit" means the Board of Trustees, the Chancellor, and all University Divisions, Departments, Associated Entities, Registered Student Organizations, Centers, Institutes; and any other organization that is wholly sanctioned, supervised and governed by the University or a division or department of the University.

3. Responsibilities and Duties Applicable to All Persons and Organizations Engaging in Expressive Activity Anywhere on University Property

The University supports and encourages Expressive Activity on and in its Property. Thus, subject to this Regulation, Expressive Activity is not to be confined to the Expressive Activity Areas. At the same time, the University recognizes that its primary mission is to provide an environment that is conducive to education, research and patient care. The University has a significant institutional interest in preserving its limited space and employee resources.

3.1. All Persons and Organizations engaging in Expressive Activity (including Spontaneous Expressive Activity) anywhere on or in University Property shall:

3.1.1. Comply with this Regulation and any applicable laws, Policies, Regulations and Rules;

3.1.2. Be liable for any damage to University Property they cause;

3.1.3. Unless officially authorized to do so, refrain from representing that the Person or Organization is speaking on behalf of the University;
3.1.4. Unless officially authorized to do so, pursuant to content-neutral time, place and manner limitations, refrain from placement of any of the following on University Property: stages, podiums, chairs, tables, vehicles, trailers or any object that will pierce or be driven into any grounds or buildings;

3.1.5. Have at least one Responsible Person physically present for the duration of the Expressive Activity, who shall, upon request by a University Official, identify him/herself for the purpose of facilitating communications;

3.1.6. At the conclusion of the Expressive Activity, remove and properly dispose of all garbage, signs, placards, papers, flyers and other materials that remain in the area of the Expressive Activity. If this is not accomplished, the Person or Organization organizing or sponsoring the Expressive Activity may be held financially responsible. Any items left behind or unattended (including memorials) may be removed by University Officials at the conclusion of the Expressive Activity; and

3.1.7. Whenever possible, hold Expressive Activities in locations that are accessible to persons with disabilities. When in doubt about accessibility, the ECU ADA Coordinator should be contacted with sufficient lead time to make a determination and/or provide modifications to the location in order to enhance accessibility.

3.2. Before moving or limiting a planned or ongoing Expressive Activity, the University will first attempt to avoid or minimize any negative impact on the Activity. If a move or limitation becomes necessary, the University will allow and facilitate alternative means of expression whenever possible.

3.2.1. A planned or ongoing Expressive Activity on or in University Property may be moved or limited:

3.2.1.1. To the extent it is (a) directed to inciting or producing imminent lawless action; and (2) is likely to incite or produce such action, including unlawful infliction of bodily injury or substantial damage to University property or grounds; or

3.2.1.2. Upon the occurrence of:

3.2.1.2.1. Circumstances beyond the control of the University, such as facility infrastructure disruption and/or weather related conditions;

3.2.1.2.2. Bonafide unanticipated needs of the University for use of the space; or

3.2.1.2.3. Material and Substantial changes in the needs or size of the scheduled Activity.

3.2.2. An ongoing Expressive Activity on or in University Property may be moved or limited to the extent it Materially and Substantially:

3.2.2.1. Disrupts another Expressive Activity, including impeding others from participating in, listening to or observing such Expressive Activity;

3.2.2.2. Disrupts University activities or functions;
3.2.2.3. Interferes with lawful forms of dissent;

3.2.2.4. Obstructs or Materially and Substantially limits ingress or egress to University Property, including building entrances, walk-ways or rights-of-way of vehicular or pedestrian traffic;

3.2.2.5. Provokes immediate violence ("fighting words");

3.2.2.6. Impedes the classroom environment, laboratory or research environments;

3.2.2.7. Interferes with patient care environments or treatment of patients;

3.2.2.8. Creates conditions that are likely to lead to injury or harm to persons or property;

3.2.2.9. Exposes another to a True Threat;

3.2.2.10. Constitutes a violation of the University Chancellor’s content-neutral designation of a curfew period pursuant to N.C.G.S. § 116-212;

3.2.2.11. Violates applicable laws or regulations, including:
   3.2.2.11.1. Disorderly conduct under N.C.G.S. § 14-288.4;
   3.2.2.11.2. Disruption under N.C.G.S. § 143-318.17;
   3.2.2.11.3. Trespass under N.C.G.S. 14-159.13
   3.2.2.11.4. Invasion of privacy or confidentiality on a matter not involving a matter of public concern;
   3.2.2.11.5. Expression that a court applying controlling law has lawfully and finally deemed to be defamation that is unprotected by the First Amendment;
   3.2.2.11.6. Obscenity; or
   3.2.2.11.7. Harassment.

4. Expressive Activity
With the exception of Spontaneous Expressive Activity (see below) all Persons and Organizations planning to engage in Expressive Activity on or in University Property that is under the scheduling jurisdiction of the CRO must pre-schedule with the CRO or its Sub-Schedulers, pay applicable charges, and comply with published content-neutral and publicly available Regulations, Rules and SOP’s. If the particular University Property requested is not within the jurisdiction of the CRO or Sub-Schedulers, they will direct such requestors to the persons or Units, if any, that have jurisdiction over those areas, and this Regulation will continue to apply.

4.1. Spontaneous Expressive Activity
4.1.1. Without prior notice or prior payment, but in all cases subject to this Regulation,
Members of the University Community and their Guests may assemble and engage in Spontaneous Expressive Activity in the Expressive Activity Areas.

4.1.2. Although not required, those planning to engage in Spontaneous Expressive Activity are strongly encouraged to provide prior notice to the Central Reservations Office (“CRO”) with as much lead time as possible. The CRO offers guidance in scheduling and planning, and works with campus facilities and service providers to help ensure a successful and safe event. The CRO may also be helpful in identifying alternative space if an area is already reserved or in use.

5. Expressive Activity by Non-Members of the University Community
Free of charge, but in all cases subject to this Regulation, Non-Members of the University Community may use the East Campus Designated Forum or the West Campus Designated Forum for Expressive Activity, if they provide the CRO with a completed written request for use of the particular Designated Forum at least two (2) business days prior to the Expressive Activity.

6. Academic Freedom shall not be Adversely Impacted
All Members of the University Community share the responsibility for maintaining an environment in which Academic Freedom flourishes and in which the rights of each member of the academic community are respected. This Regulation shall not be interpreted as limiting the right of Academic Freedom as set forth in the University’s Faculty Manual.

7. Potential Sanctions and Procedural Safeguards

7.1. Potential Sanctions: Members of the University Community

7.1.1. Any student or employee who has Materially and Substantially disrupted or interfered with official meetings or other official functions of the UNC System, another UNC System constituent institution, the University, or any Unit, Associated Entity or board of any of these; who is found to have Materially and Substantially interfered with the protected Expressive Activities of other individuals or groups; or who is found to have violated this Regulation, is subject to the full range of applicable disciplinary sanctions, up to and including suspension or expulsion (applicable to students) and termination (applicable to employees). In conformance with existing University policies, repeat violations may be considered when determining the severity of disciplinary sanctions.

7.2. Procedural Safeguards for Students

7.2.1. In all student disciplinary cases where disciplinary action is proposed for a student who allegedly Materially and Substantially disrupted or interfered with official meetings or other official functions of the UNC System, another UNC System constituent institution, the University, or any Unit, Associated Entity or board of any of these; or who is alleged to have Materially and Substantially interfered with the protected Expressive Activities of other individuals or groups, is entitled to a disciplinary hearing in compliance with (a) applicable published University Policies, Regulations and Rules, including but not necessarily limited to the Student Conduct Process Regulation; and (b) UNC Policy Manual, Section 700.4.1, including the following:

7.2.1.1. The right to receive advance written notice of the charges;
7.2.1.2. The right to review the evidence in support of the charges;

7.2.1.3. The right to confront witnesses against them, in the manner required by law, which may differ depending on the violation alleged;

7.2.1.4. The right to present a defense;

7.2.1.5. The right to call witnesses;

7.2.1.6. A decision by an impartial arbiter or panel;

7.2.1.7. The right of appeal; and

7.2.1.8. The right to active assistance of counsel, consistent with N.C. G.S. § 116-40.11.

7.3. Procedural Safeguards for Employees

7.3.1. Whenever disciplinary action is proposed for an employee who allegedly Materially and Substantially disrupted or interfered with official meetings or other official functions of the UNC System, another UNC System constituent institution, the University, or any Unit, Associated Entity or board of any of these; who is alleged to have Materially and Substantially interfered with the protected Expressive Activities of other individuals or groups; or who is alleged to have violated this Regulation, the employee is entitled to the same procedural safeguards that already apply by virtue of the employee’s classification. (Discontinuation of at-will employment without cause and non-renewal of contractual employment shall not be considered to be disciplinary action) See a non-exhaustive list of procedural safeguards below.

7.3.1.1 Faculty Members are entitled to any and all applicable procedural safeguards set forth in University Policies, Regulations and Rules, including but not necessarily limited to, the Faculty Manual and sections 603, 604, and 609 of the UNC System Code;

7.3.1.2. EHRA Non-Faculty Employees are entitled to any and all applicable procedural safeguards set forth in University Policies, Regulations and Rules, including but not necessarily limited to, the Employment Policy for Employees Exempt from the State Human Resources Act; the Review Process and Procedure for EHRA Non-Faculty Employees; and sections 300.1.1, 300.2.1 of the UNC Policy Manual; and

7.3.1.3. SHRA and CSS Employees are entitled to any and all applicable procedural safeguards set forth in University Policies, Regulations and Rules, including but not necessarily limited to, the SHRA and CSS Employee Handbooks; and the policies of the Office of State Human Resources.

7.4. Potential Sanctions: Guests and Non-Members of the University Community

7.4.1. Any Guest or other Non-Member of the University Community who has Materially and Substantially disrupted or interfered with official meetings or other official functions of the University, or any Unit, Associated Entity or board of any of these; who is found to have Materially and Substantially interfered with the protected Expressive Activities of other individuals or groups; or who is found to have violated this Regulation, is subject to removal
from the vicinity to the extent necessary to end the Material and Substantial disruption, as may be allowed by law. In addition, if the conduct occurred on University Property, then the Guest or other Non-Member of the University Community may be barred from University Property, and/or subject to criminal sanctions, to the extent allowed by law.

7.5. The Freedom of Expression Rights of Dissenters and Counter-Protestors

7.5.1. Dissenters and counter-protestors have the same free speech rights as those who are conducting or attending a planned meeting or Expressive Activity. Any students, employees, Guests and/or Non-Members of the University Community who materially and substantially disrupt the protected rights to freedom of expression and/or Expressive Activities of dissenters or counter-protestors are subject to the same potential sanctions set forth in this Regulation.

8. Dissemination of Information

The University will disseminate information to the Campus Community describing the University’s published Policies, Regulations and Rules governing Expressive Activities, free speech and free expression, including links to where the information may be found on the University website. This information will be provided:

8.1. To matriculating students as part of each new student orientation program;

8.2. Annually, during the first week in September, to all then-current students;

8.3. Annually, during the first week in September, to all University employees; and

8.4. To outside parties upon request.

9. Appointment of Responsible Officer and Deputy Responsible Officers

9.1. The Chancellor shall appoint one or more University Officials, offices or departments to serve as the Responsible Officer. The Chancellor, in his/her discretion, may appoint Deputy Responsible Officers in other offices or departments as may be necessary to assist the Responsible Officer.

9.1.1. The Chancellor/Designee will notify the UNC System Vice-President and General Counsel of the identity of the Responsible Officer, and any changes to that designation.

9.1.2. The Responsible Officer is the University Counsel and Vice Chancellor for Legal Affairs, who may be contacted with questions about this Regulation at 252-328-6940.

Resolution #18-60
Approved by the Faculty Senate: November 13, 2018
Approved by the Chancellor: December 12, 2018

Revised Department of Anthropology Unit Code of Operations.
Resolution #18-61
Approved by the Faculty Senate: November 13, 2018
Approved by the Chancellor: December 12, 2018

Curriculum and academic matters contained in the Undergraduate Curriculum Committee meeting minutes of September 27, 2018, October 11, 2018 and October 25, 2018 including curricular actions within the Colleges of Allied Health Sciences, Engineering and Technology and Business; Schools of Art and Design, Communication and Theatre and Dance; and Departments of English and Kinesiology.

Resolution #18-62
Approved by the Faculty Senate: November 13, 2018
Approved by the Chancellor: December 12, 2018

Curriculum and academic matters contained in the Educational Policies and Planning Committee meeting minutes of November 12, 2018 including request for reduction in program hours for BFA in Art Education within the School of Art and Design; request for reduction in program hours for BA in English within the Department of English; request for reduction in program hours for BS in Health Fitness Specialist within the Department of Kinesiology; request to deliver online/hybrid for Master of Social Work within the School of Social Work; and Academic Program Review responses for the Department of Nutrition Science and Department of Mathematics.

Resolution #18-63
Approved by the Faculty Senate: December 11, 2018
Approved by the Chancellor: January 22, 2019

Curriculum and academic matters acted on and recorded in the Graduate Council meeting minutes of November 5, 2018 and November 26, 2018 including programmatic action items (GC 18-13) within the October 3, 2018 and October 31, 2018 Graduate Curriculum Committee meeting minutes which were forwarded to the Educational Policies and Planning Committee (EPPC), these included a revision of an Existing Program: Athletic Training, MS (Level 3) in the Department of Health Education and Promotion within the College of Health and Human Performance; revision of an Existing Degree: Rehabilitation Sciences, PhD (Level 2) in the Department of Communication Sciences and Disorders within the College of Allied Health Sciences approved as formal faculty advice to the Chancellor.

Resolution #18-64
Approved by the Faculty Senate: December 11, 2018
Approved by the Chancellor: January 22, 2019

Revised Faculty Serious Illness and Parental Leave Regulation approved as formal faculty advice to the Chancellor.

Below is the proposed regulation containing all recommended revisions. Provided [here](#) is a document showing all proposed edits to the regulation.
1. Purpose
This policy provides leave with pay for eligible faculty (defined in Section 2 below) for cases of a serious health condition and/or parental leave (defined as birth, adoption, and foster care placement of a child). For further explanation, see the federal Family and Medical Leave Act (“FMLA”) link under Related Policies, above. In addition, faculty to whom this policy applies shall also be subject to the same family and medical leave policy as may be prescribed for employees subject to the State Human Resources Act. For further explanation, see the State Human Resources Manual, Family and Medical Leave link under Related Policies, above. To the extent this policy conflicts with the State Human Resources Manual, Family and Medical Leave, this policy shall govern.

2. Eligibility
2.1 This policy applies only to faculty members who meet all of the following conditions:

2.1.1 have been continuously employed by East Carolina University for at least twelve (12) consecutive calendar months, and

2.1.2 have continuously held a permanent appointment of at least seventy-five percent (75%) of full-time, and

2.1.3 participate in either the Teachers’ and State Employees’ Retirement System of North Carolina or the Optional Retirement Program, and

2.1.4 have met all other requirements for FMLA leave as described in the State Human Resources Manual, Family and Medical Leave [see link under Related Policies, above].

2.2 This policy does not apply to faculty members with temporary appointments or to faculty who are employed with less than seventy-five percent (75%) appointments. In addition, the benefits provided in accordance with this policy for those faculty members whose appointments are less than 1.0 FTE will be pro-rated accordingly.

2.3 A period of employment in a non-eligible status may not be used to partially meet the requirement for twelve (12) consecutive months in an eligible capacity.

2.4 Leave benefits are available to faculty members who meet the eligibility requirements, and paid leave may be taken during the term of appointment.

2.4.1 For a twelve (12)-month faculty member, the term of appointment is twelve (12) calendar months (usually defined as July 1 through June 30).

2.4.2 For a nine (9)-month faculty member, the term of appointment is August 16th through May 15th.

2.4.2.1 An eligible nine (9)-month faculty member may receive leave with pay for a documented qualifying event that begins during the regular academic term of appointment. If the documented qualifying event begins outside of the appointment term (i.e., August 16th through May 15th), the faculty member may receive leave with pay after the beginning of the next appointment term (i.e., August 16th) up to a maximum of twelve (12) calendar weeks from the date of the documented qualifying event.

2.4.2.2 Teaching duties in the summer terms by nine (9)-month faculty members are covered under a separate contract, and paid leave under this policy is not provided for absence during a contracted summer term.

2.5 This policy applies only to faculty and not to other employment categories including, but not limited to, categories of Senior Academic and Administrative Officer (SAAO Tier I or Tier II), EHRA Non-faculty (NF-EHRA Instructional, Research, or Information Technology), SHRA/CSS, Postdoctoral Fellows, or student employees.

2.6 Any faculty member who is on a less than twelve (12)-month appointment will be treated as a nine-(9) month faculty member for the purposes of this policy.

3. Description of Benefits
3.1 The total maximum leave benefit for an individual faculty member for all leave benefits is as described in section 3.2 below for leave with pay and as described in section 3.3 below for leave without pay. All leave benefits provided pursuant to this policy are in accordance with the FMLA and run concurrently with the FMLA for up to twelve (12) calendar weeks within any consecutive twelve (12) calendar month period regardless of the number of qualifying events that occur. [See section 4.6.] Note in section 3.3.1.3 below, under the North Carolina Family Illness Act, a faculty member is entitled to additional leave without pay that, combined with FMLA or the paid leave under this policy, totals up to fifty-two (52) weeks of leave during a five (5)-year period in cases of serious illness of a child, spouse, or parent.

3.1.1 The start date of the first leave starts the clock for the twelve (12)-month period for leave with or without pay under this policy.

3.2 Leave with pay

3.2.1 For qualifying reasons as defined in the FMLA, leave with pay is available to a faculty member who meets the eligibility criteria defined in section 2 above.

3.2.2 Serious Health Conditions: For documented serious health conditions, as defined in the FMLA, faculty members are eligible for leave with pay in accordance with this policy for a maximum of the following amounts in any consecutive twelve (12)-month period:

3.2.2.1 For nine (9)-month faculty, twelve (12) calendar weeks; and

3.2.2.2. For twelve (12)-month faculty, sixty (60) calendar days. (Twelve (12)-month faculty may also be eligible to take accrued sick and/or vacation leave in accordance with the Leave Policy for Twelve-Month Faculty in addition to paid leave pursuant to this policy.)

See section 4.3 for certification requirements.

3.2.3 Birth, Adoption, or Foster Care Placement of a Child

3.2.3.1 For the documented birth, adoption or foster care placement of a child, faculty members are eligible for leave with pay in accordance with this policy for a maximum of the following amounts, beginning on the date of the documented qualifying event:

3.2.3.1.1. For nine (9)-month faculty, twelve (12) calendar weeks; and

3.2.3.1.2. For twelve (12)-month faculty, sixty (60) calendar days. (Twelve (12)-month faculty may also be eligible to take accrued sick and/or vacation leave in accordance with the Leave Policy for Twelve-Month Faculty in addition to paid leave pursuant to this policy.)

See section 3.4 regarding intermittent leave and section 4.3 for documentation requirements.

3.2.4 Health/medical complications arising due to pregnancy and childbirth will be treated as any other serious health condition [see section 3.2.2 above].

3.2.5 Care for an Immediate Family Member: For required care of an FMLA-defined spouse, child (son or daughter), or parent who has an FMLA-qualified serious health condition, faculty members are eligible for leave with pay in accordance with this policy for a maximum of the following amounts in any consecutive twelve (12)-month period:
3.2.5.1 For nine (9)-month faculty, twelve (12) calendar weeks; and

3.2.5.2 For twelve (12)-month faculty, sixty (60) calendar days. (Twelve (12)-month faculty may also be eligible to take accrued sick and/or vacation leave in accordance with the Leave Policy for Twelve-Month Faculty in addition to paid leave pursuant to this policy.)

See section 3.3.1.3 for additional family illness provisions. See section 4.3 for certification requirements.

3.3 Leave without pay

3.3.1 For qualifying reasons defined in the FMLA, leave without pay is available to faculty members who meet the eligibility criteria defined in section 2 above.

3.3.1.1 For qualifying events defined in section 3.2 above, after a period of approved leave with pay is exhausted in accordance with this policy, faculty members unable to return to work and who may otherwise qualify under the Americans with Disabilities Act (ADA), will be referred to the University’s ADA Coordinator to engage in the interactive process to determine what reasonable accommodations are needed in order to return to work, which may include a period of additional unpaid leave as an accommodation. In order to be approved for additional unpaid leave as an accommodation under the ADA, faculty members must participate in the interactive process through the University’s ADA Coordinator.

3.3.1.2 For qualifying events defined in section 3.2 above, after a period of approved leave with pay is exhausted in accordance with this policy, twelve (12)-month faculty many be eligible for additional leave (e.g., without pay; and/or, to the extent eligible, accrued sick and/or vacation leave) in accordance with the Leave Policy for Twelve-Month Faculty.

3.3.1.3 After exhausting twelve (12) calendar weeks of leave with or without pay pursuant to this policy, a faculty member with twelve (12) months of eligible service is entitled, under the North Carolina Family Illness Act, to additional leave without pay that, combined with FMLA or the paid leave under this policy, totals up to fifty-two (52) weeks of leave during a five (5)-year period in cases of serious illness of a child, spouse, or parent. Application is made through the Department of Human Resources Benefits Office.

3.4 Intermittent and Reduced Leave

3.4.1 Leave may be taken intermittently or on a reduced leave schedule if the qualifying event has created a documented medical need as allowable under FMLA that may be best accommodated through an intermittent or reduced leave schedule. Any revisions to a faculty member’s assignments or schedule will be documented in a written agreement signed by the unit administrator and the faculty member, based on the advice of an eligible health care provider (as defined under the FMLA).

3.4.2 Intermittent leave is leave taken in blocks of time due to a single qualifying event rather than for one continuous period of time. This allows employees to engage in work between leave periods without exhausting the requested leave time in a continuous span. Leave for birth and bonding with a child must be taken in a continuous period of time from the date of the qualifying event, unless intermittent leave is medically necessary.
3.4.3 Reduced leave is a reduced schedule (e.g., shifting from full to part time) where the documented medical need as allowable under FMLA is best addressed by partial return to work.

3.4.4 The Human Resources Benefits Office and the respective Division Office (the Office of the Assistant Vice Chancellor for Personnel & Resource Administration for faculty in the Division of Academic Affairs and the Office of the Associate Vice Chancellor for Health Sciences Human Resources for faculty in the Division of Health Sciences) will assist the unit in determining any and all faculty workload adjustments that become necessary as a result of intermittent leave requests and approvals. These offices will also work together to assist the unit in the calculation and documentation of leave taken.

3.5 Short-term Disability Benefits

3.5.1 Employees are eligible for short-term disability benefits under the Disability Income Plan of North Carolina after both of the following conditions are met:

   3.5.1.1 one (1) year of contributing membership within the past thirty-six (36) months in the Teachers' and State Employees' Retirement System of North Carolina or the Optional Retirement Program, and

   3.5.1.2 a sixty (60) calendar-day waiting period from the date of disability onset. More information about disability benefits can be found on the Human Resources Benefits web site [see link in Additional References, above].

3.5.2 Employees may purchase supplemental disability insurance coverage offered by plans approved and available through the Human Resources Benefits Office. [See link in Additional References, above]

4. Administration of Benefit

4.1 The faculty member’s request for leave with pay must be made in writing to the Human Resources Benefits Office by completing the form entitled FSIL Request located on the Human Resources Benefits web site.

4.2 It is the faculty member’s responsibility to inform the unit administrator in writing of the anticipated absence under this policy at least sixty (60) calendar days in advance of the leave or as soon as practicable after the need for leave is foreseeable so that qualified substitute personnel can be secured by the unit administrator as early as possible.

   4.2.1 The unit administrator is responsible for securing, to the extent possible, substitute personnel for the duration of the faculty member’s approved leave (with or without pay). Cost of substitute personnel will be supported by the academic unit when funds are available within the unit. When the academic unit is unable to provide the funds to support substitute personnel, the unit administrator will submit a written justification to request funding from the next higher administrator up to the appropriate vice chancellor. Any adjustments in work schedules within the unit are at the discretion of the unit administrator, with the approval of the next higher administrator, and are subject to unit and institutional needs and resources. [See section 3.4.4.]

   4.2.2 Upon the faculty member’s return to work after a period of approved leave (with or without pay) under this policy, the unit administrator and the faculty member will jointly determine the completion of assigned responsibilities during the remainder of the academic term. Similarly, when a faculty member will begin a period of approved leave (with or without pay) after the
academic term has begun, the unit administrator and the faculty member will jointly determine the faculty member’s assigned responsibilities for the period of the academic term not covered by approved leave (with or without pay).

4.3 Certification and Documentation Requirements for Qualifying Events

4.3.1 Serious Health Conditions: Medical certification of the faculty member’s serious health condition, including a statement from an eligible health care provider (as defined under the FMLA) about the probable length of absence from normal duties, is required. If the request is for the purpose of caring for a FMLA-defined spouse, child (son or daughter), or parent who has an FMLA-qualified serious health condition, the University also requires medical certification of that person’s illness or disability and documentation of the circumstances which make it impossible or difficult for the faculty member to carry on with normal duties.

4.3.2 Birth, Adoption, or Foster Care Placement of a Child: Documentation of the qualifying event is required. Note that a faculty member who meets the eligibility requirements in section 2 above and who is an expectant mother may take leave pursuant to this policy before the birth of a child for prenatal care or if her condition makes her unable to work or requires a reduced work schedule in accordance with section 3.4. Also, leave pursuant to this policy may be granted before the actual placement or adoption of a child if an absence from work is required for the placement for adoption or foster care to proceed.

4.3.3 Forms for certification and documentation of each category of qualifying event are located on the Human Resources Benefits web site and must be submitted by the faculty member within fifteen (15) calendar days after submitting the request for leave benefits.

4.4 The Human Resources Benefits Counselor will review the certification or documentation of the qualifying event and determine the eligibility of the faculty member for leave with pay under this policy. If the Human Resources Benefits Counselor determines that the employee is not eligible for leave with pay benefits under this policy, the Human Resources Benefits Counselor will notify the faculty member of the decision in writing, including the grounds for denial of the requested leave benefit. The faculty member may appeal this decision to the Director of Benefits. The decision of the Director of Benefits is final.

4.5 The Human Resources Benefits Counselor will provide the appropriate vice chancellor with written notification of the faculty member’s eligibility for leave with pay under this policy. For approved leave with pay, the appropriate vice chancellor will issue a letter to the faculty member informing him or her of the beginning and ending dates of authorized leave with pay, with copies to appropriate unit administrators.

4.6 The FMLA entitlement of twelve (12) weeks of leave without pay will run concurrently with any period of leave with pay under this policy. The period of leave with pay will also be designated as family medical leave under the FMLA.

4.7 Leave (with or without pay) applies to the faculty member’s employment during a regular term of appointment as defined in section 2.4 above.

4.7.1 If the illness or disability requires an absence from faculty duties longer than twelve (12) calendar weeks within a twelve (12) consecutive calendar month period, the faculty member
may apply in writing to his or her unit administrator for a leave of absence without pay in accordance with provisions of the ECU Faculty Manual.

4.7.1.1 The faculty member may also apply to the Human Resources Benefits Office for salary continuation through the Disability Income Plan of North Carolina and through any other optional disability program(s) in which he or she may be enrolled.

4.9 Any unused leave pursuant to this policy is not eligible for terminal leave payment when the faculty member leaves the employment of the University, and it may not be used to extend years of creditable state service for retirement benefits. However, it must be exhausted prior to participation in the Disability Income Plan of North Carolina available to eligible employees.

5. Use of Leave with Pay

5.1 Leave with pay provided under this policy may be used for serious health conditions, pregnancy, birth, adoption, or foster care placement of a child as defined in section 3.2 above. A faculty member who anticipates an absence from duties for longer than three (3) days for qualifying reasons as defined by the FMLA shall inform the unit administrator at least sixty (60) calendar days in advance of the leave or as soon as practicable after the need for leave is foreseeable. (See section 4.2 above.)

5.2 A faculty member will not be penalized because of time required away from work caused by or contributed to by conditions such as pregnancy, miscarriage, childbirth, or recovery. Disabilities resulting from pregnancy shall be treated the same as any other covered disability.

6. Record-Keeping

6.1 This policy provides an important financial benefit; therefore, accurate records must be maintained. The Human Resources Benefits Office and the respective Division Office (the Office of the Assistant Vice Chancellor for Personnel & Resource Administration for faculty in the Division of Academic Affairs and the Office of the Associate Vice Chancellor for Health Sciences Human Resources for faculty in the Division of Health Sciences) will maintain all official records.

7. Coordination with Other Policies

7.1 When a faculty member takes intermittent or reduced leave in accordance with section 3.4 above, the relative weights among teaching, research, service, and clinical care may be revised [see Part VIII of the Faculty Manual] so long as the reassignment of responsibilities is completed in a manner that minimizes the impact on academic program quality.

7.2 Consistent with Part IX of the Faculty Manual, an untenured, probationary term (tenure-track) faculty member who is granted leave under this policy may be eligible for an extension of the probationary term. If the faculty member wishes to request an extension of the probationary term on the basis of leave granted under this policy, he/she must submit a written request in accordance with the requirements of Part IX of the Faculty Manual for Extensions of the Probationary Term.

7.3 The leave with pay provided under this policy shall have no effect on the faculty member's other employment benefits.

7.4 Consistent with the Faculty Manual, Part XI and Part VIII, the faculty member may not engage in other employment or compensated arrangements during the period of leave with or without pay under this policy.
7.5 If a faculty member granted leave under this policy wishes to request that his or her five (5)-
year post-tenure review be delayed, he/she must submit a written request to the unit administrator.
The terms of such an agreement will be stated in writing, signed by the faculty member, and
approved by the unit administrator, dean (or other appropriate administrator), and the appropriate
vice chancellor.

8. Confidentiality

8.1 Communications and documentation concerning leave requested or approved pursuant to
this policy shall constitute confidential records in accordance with North Carolina law.

9. Effective Date

9.1 This policy is effective July 1, 2011, and shall supersede any previous policies granting leave
to faculty members for qualifying events as defined by the FMLA. A faculty member who is absent
on approved leave at the time this policy becomes effective will continue to receive the leave
benefits approved for that absence until the period of approved leave expires.

9.2 Any revisions and/or amendments to this policy shall become effective upon the approval of
the ECU Board of Trustees.

Resolution #18-65
Approved by the Faculty Senate: December 11, 2018
Approved by the Chancellor: not applicable

2019/2020 Agenda Committee and Faculty Senate Meeting Dates

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Resolution #18-66
Approved by the Faculty Senate: December 11, 2018
Approved by the Chancellor: January 22, 2019

Curriculum and academic matters contained in the Undergraduate Curriculum Committee meeting
minutes of November 8, 2018 including curricular actions within the College of Business and
Department of Health Education and Promotion.
Resolution #18-67
Approved by the Faculty Senate: December 11, 2018
Approved by the Chancellor: January 22, 2019

Curriculum and academic matters contained in the Educational Policies and Planning Committee meeting minutes of December 7, 2018 including a request for program name change: PhD in Coastal Resource Management to PhD Integrated Coastal Sciences within the Department of Coastal Studies; new concentration in PhD in Rehabilitation Sciences within the Department of Communication Sciences and Disorders in the Allied Health Sciences; program discontinuation of MA in Science Education within the Department of Mathematics, Science, and Instructional Technology Education in Education; program revision in MS in Athletic Training within the Department of Health Education and Promotion in Health and Human Performance; program revision/reduction in program hours for BS in Environmental Health within the Department of Health Education and Promotion in Health and Human Performance; program revision/reduction in program hours for BS in Public Health within the Department of Health Education and Promotion in Health and Human Performance; new program entitled Accelerated Bachelor of Science in Design/Master of Science in Technology Management within the Department of Technology Systems in Engineering and Technology; new program entitled Accelerated Bachelor of Science in Industrial Distribution and Logistics/Master of Science in Technology Management within the Department of Technology Systems in Engineering and Technology; new program entitled Accelerated Bachelor of Science in Industrial Engineering Technology/Master of Science in Technology Management within the Department of Technology Systems in Engineering and Technology; new program entitled Accelerated Bachelor of Science in Industrial Technology/Master of Science in Technology Management within the Department of Technology Systems in Engineering and Technology; program revision/reduction in program hours for BFA in Dance within the School of Theatre & Dance in Fine Arts and Communication; program revision/reduction in program hours for BFA in Theatre Arts Education within the School of Theatre & Dance in Fine Arts and Communication; program revision/reduction in program hours for BFA in Theatre Arts within the School of Theatre & Dance in Fine Arts and Communication; new program entitled Minor in Theatre Design and Production within the School of Theatre & Dance in Fine Arts and Communication; new program entitled Accelerated Bachelor of Science in Communication/Master of Arts in Communication within the School of Communications in Fine Arts and Communication; program reinstatement of BS in Child Life within the Department of Human Development and Family Science in the College of Health and Human Performance and Academic Program Review Response from School of Communications.

Resolution #18-68
Approved by the Faculty Senate: December 11, 2018
Approved by the Chancellor: January 22, 2019

Revisions to Part VI, Section VII. Curriculum Procedures and Academic Program Development of the ECU Faculty Manual, as follows:

(Additions are noted in bold print and deletions 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 changes are initiated, prepared, and presented for review through ECU’s curriculum management system. All proposals follow an approval process
inclusive of all relevant ECU campus bodies and voting faculty as defined in this document. Three levels of approval are defined according to the specific delegated authority of final approval bodies. Proposals governed by the policies and procedures of the UNC 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.

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 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, Academic Planning and Accreditation, and Division of Health Sciences; and the Chair of the Faculty. APDCT collaborates with 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.

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 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.

E. Definitions

6. 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 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 within an existing degree program should be designated a concentration. Degree programs require final approval by 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
7. 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, post-master’s, and post-doctoral levels. Once a certificate is approved, it must be submitted to the U.S. Department of Education to determine if the program is eligible for participation in Title IV (financial aid) programs.

8. 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, 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.

F. Levels of Delegated Authority for Course and Program Approval Process
Level I Course and Program Changes: Delegated authority to the Undergraduate and Graduate Curriculum Committees. Level I course and program changes require campus approval by the department, college/school, and university Undergraduate Curriculum or Graduate Curriculum Committees. The Faculty Senate delegates authority to the Undergraduate Curriculum Committee and the Graduate Council delegates authority for these actions to the Graduate Curriculum Committee.

Level I Course Changes:
7. Revising a course: title, description, objectives, prerequisite(s), prefix, repeatability, credit hours, and content
8. Renumbering an existing course at the same or different level
9. Revising the prefix for an entire course list or program*
10. Banking or deleting courses
11. Removing a 5000-level course from the undergraduate catalog
12. Proposing new or unbanking course (undergraduate courses require Faculty Senate review)

* Memo-only action; committee may waive faculty attendance

Level I Program Changes:
6. Revising degrees, concentrations, and minors: deleting courses; revising core requirements, electives, admission standards, and descriptive text
7. Revising titles of existing concentrations and minors
8. Revising certificate course selections (excludes total hours), admission standards, and descriptive text
9. Discontinuing a minor or concentration
10. Adding or removing thesis/non-thesis options of degree program
1. Revising degrees: revising course selections (excludes total credit hours); revising core requirements, electives, admission standards, and/or descriptive text; adding or removing thesis/non-thesis options
2. Revising certificates: revising course selections (excludes total credit hours); revising core requirements, electives, admission standards, and/or descriptive text
3. Revising concentrations and minors: revising course selections (including total credit hours); revising titles; revising core requirements, electives, admission standards, and/or descriptive text; discontinuing

Program changes excluded from Level I are degree and certificate title and/or CIP code changes; revising total credit 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 UNC-SO and/or SACSCOC as indicated below.

Level II Course and Program Changes: Delegated authority to EPPC and Academic Council. Level II changes course and program changes 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 the Academic Council. They require no approval by the Chancellor or by UNC-SO.

6. Increasing/decreasing degree or certificate total credit hours by less than 25%
7. Moving a degree, certificate, concentration, or minor program to a new academic home
8. Proposing an accelerated degree program
9. Proposing a new concentration in an existing degree program
10. Proposing a new minor

Level III Program Changes: Require Chancellor Approval
Level III changes are program changes or proposals that require approval at the department, college/school, and university levels/committees; Chancellor; and UNC-SO and/or SACSCOC approvals or notifications.

EPPC campus review; additional UNC-SO and/or SACSCOC approvals or notifications
9. Discontinuing an existing degree or certificate program (no UCC/GCC review required)
10. Proposing a new certificate program
11. Proposing a new degree program
12. Revising an existing degree or certificate title
13. Consolidating two or more existing degrees
14. Proposing a new delivery mode for an existing degree (no UCC/GCC review required)
15. Increasing/decreasing degree or certificate total credit hours by 25% or more
16. Changing a degree designation (e.g., MA to MS)

UNC-GASO and/or SACSCOC approvals or notifications only (no UCC/GCC, or EPPC review required)
3. Revising a CIP code for an existing degree or certificate program
4. Discontinuing an existing teacher licensure area

G. New Degree Program Development Approval Process
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 undergo a rigorous campus-wide vetting process and are submitted in accordance with UNC-SO policies and procedures. New degree programs may not be advertised until ECU receives UNC BOG approval.

Programs included on the ECU Academic Program Plan require approval at the department, college/school and university levels/committees through approval of the Academic Program Development Collaborative Team. In the first (planning) phase of development, all ECU faculty are invited to participate in a campus-wide process and are invited to provide formal feedback to aid in decision-making by the Academic Council. Upon approval of the Academic Council, the planning document is submitted to the UNC-SO. The establishment phase of development follows normal campus review processes, including curriculum and program proposals.

The proposing academic unit, 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 UNC-SO and SACSCOC as required.

H. 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
Faculty Senate Resolution #18-22, April 2018
Faculty Senate Resolution #18-68, ________

Resolution #18-69
Approved by the Faculty Senate: December 11, 2018
Approved by the Chancellor: January 22, 2019

Curriculum and academic matters contained in the Writing Across the Curriculum Committee meeting minutes of November 12, 2018 including a notification of changes to prerequisites in SPED 3005: Instructional Programming in Special Education.

Resolution #18-70
Approved by the Faculty Senate: December 11, 2018
Approved by the Chancellor: January 22, 2019

Curriculum and academic matters acted on and recorded in the General Education and Instructional Effectiveness Committee meeting minutes of November 26, 2018 including Global Diversity course credit for HMGT 3200: Dimensions of Tourism, HIST 1030: World Civilizations to 1500, MUSC 2248: Introduction to World Music Cultures and MUSC 2249: Music in World Music Cultures; Domestic
Diversity course credit for HLTH 3020: Understanding and Achieving Health Equity; and Fine Arts Foundations course credit for MUSC 1765: Symphonic Band, MUSC 2248: Introduction to World Music Cultures and MUSC 2249: Music in World Music Cultures.

Resolution #19-01
Approved by the Faculty Senate: January 29, 2019
Received by the Chancellor: February 28, 2019

Curriculum and academic matters acted on recorded in the January 14, 2019, Graduate Council meeting minutes, including programmatic action items (GC 19-1) within the November 14, 2018 and December 5, 2018 Graduate Curriculum Committee meeting minutes which were forwarded to the Educational Policies and Planning Committee (EPPC), included a proposal of a new certificate: Medical Family Therapy in the Department of Human Development and Family Science, a revision of an existing program: Recreation Services and Interventions in the Department of Recreation and Leisure Studies within the College of Health and Human Performance; a revision of an existing program: Coastal Resources Management (PhD) in the Department of Coastal Studies within the Integrated Coastal Programs approved as formal faculty advice to the Chancellor.

Resolution #19-02
Approved by the Faculty Senate: January 29, 2019
Approved by the Chancellor: February 28, 2019  *with edits noted below

Proposed ECU Credit/Contact Hour Guidelines as follows:

ECU adheres to institutional definition of credit hour as outlined in REG02.07.01, the federal definition of a credit hour, as well as UNC Policy Manual 400.1.6, and the Carnegie unit for contact time. 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, and experiential learning activities.

One 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. (Federal Regulation 34 CFR 668.8, July 1, 2011)

In fully online, hybrid and other courses where direct instruction is not the primary instructional method of delivery, an equivalent amount of work inside and/or outside of an online learning...
A management system is required, which includes but not limited to readings, recorded lectures, tutorials, interactive activities, virtual labs, online testing, discussion boards, virtual project groups, essays, etc. Time expectations for students in online and hybrid courses are consistent with traditional classes when time committed to readings and videos, participation in shared discussions or group work, and time working independently on course-related activities and assignments are equivalent. Credits hours assigned to a course where direct instruction is not the primary mode of learning must equal the number of credit hours that would be assigned to that course were direct instruction the primary mode of learning. Regardless of the format of course content delivery, course workload expectations must align with the stated learning outcomes for students. This basic measure may be adjusted proportionately to reflect modified academic calendars and formats of study.

**Definition of Credit and Contact Hours**

**Credit Hour:** A unit of measure representing the time and activity required for one semester hour of credit.

**Contact Hour:** A unit of measure consisting of 50 minutes of either scheduled faculty instruction given to the student or student self-directed activity.

**Relationship of Pedagogical Forms to Instructional Format**

Pedagogical forms are the learning activities that support the unit of content. Different instructional formats utilize different combinations of pedagogical forms, such as direct faculty instruction; faculty directed experiential work; self-directed experiential work; supervised group activity; and outside of class student preparation. Some instructional formats require little to no student preparation, while others require an average of 2 hours of student preparation for each contact hour of faculty instruction.

In adhering to the [Federal Student Aid Handbook](#) definition of a credit hour, the amount of academic work assigned through different pedagogical forms that goes into a single semester credit hour is often calculated as follows:

- One lecture (taught) or seminar (discussion) credit hour represents 1 hour per week of scheduled class/seminar time and 2 hours of student preparation time. Most lecture and seminar courses are awarded 3 credit hours. Over an entire semester, this formula represents at least 45 hours of class time and 90 hours of student preparation.

- Other academic activities (supervised clinical rounds, visual or performing art studio, supervised student teaching, field work, etc.) one credit hour represents 3-4 hours per week of supervised and/or independent practice. This in turn represents between 45 and 60 hours of work per semester. Blocks of 3 contact hours, which equate to a studio or practice course, represent between 135 and 180 total hours of academic work per semester.

**Application of Credit Hour Policy to Instructional Format**

**Clinical**

A course that requires medical- or healthcare-focused experiential work where students test, observe, experiment, or practice a field or discipline in a hands-on or simulated environment.
Clinical experience credit hours are assigned based on 40 contact hours, or one week, per credit hour or otherwise determined by programmatic accreditors.

**Colloquia**
A course that requires students to participate in an unstructured or informal meeting for the exchange of views on a specific topic with an expert or qualified representative of the field or discipline.

Credit hours associated with this type of instruction will be assigned credit depending upon the amount of activity undertaken, faculty supervision, the student's outside activity and determination of programmatic accreditors, when applicable.

**Individual Study**
A course that requires students to participate in individualized, independent, directed, or guided studies under the supervision of an expert or qualified representative of the field or discipline that cannot be otherwise classified as internship, field experience, cooperative education, practicum, recital, performance, or ensemble.

Credit hours associated with this type of instruction will be assigned credit depending upon the amount of activity undertaken, faculty supervision, and the student's outside activity.

**Internship/Field Experience/Cooperative Education**
A course that requires students to participate in a partnership, professional employment, work experience, or cooperative education with an entity external to the institution, generally under the supervision of an employee of the given external entity.
A minimum of 45 contact hours per semester = 1 credit or as otherwise determined by programmatic accreditors.

**Laboratory**
A course that requires scientific- or research-focused experiential work where students test, observe, experiment, or practice a field or discipline in a hands-on environment, typically held in spaces containing special purpose equipment or a specific space configuration for student participation, experimentation, observation, or practice in an academic discipline.

Faculty-directed and/or laboratory courses with outside preparation assigned require a total of 2 contact hours per week of combined faculty instruction, *and* experiential/laboratory work, *and* plus one hour of student preparation for 15 weeks for each credit hour.

Self-directed laboratory courses require a total of 3 contact hours per week of combined faculty supervision, experiential/laboratory work, and student preparation for 15 weeks for each credit hour.

**Lecture**
A course that requires the extended expression of thought supported by generally-accepted principles or theorems of a field or discipline led by an expert or qualified representative of the field or discipline.

One credit requires one contact hour of faculty instruction and a minimum of two contact hours Student preparation each week for 15 weeks.
Lecture & Lab
A course that requires the combined attributes of a lecture course and a lab course. Credit hours should be an aggregate of the credit hours for lecture and lab based on the existing lecture and lab credit hour guidelines.

Physical Activity
A course that requires students to participate in physical training, physical conditioning, or other physical exercise activities, sports, or games.

Faculty-directed and/or physical activity laboratory courses with student outside preparation assigned require a total of 2 contact hours per week of combined faculty instruction; and experiential/laboratory work, and plus one hour of student preparation for 15 weeks for each credit hour.

Self-directed physical activity courses require a total of 3 contact hours per week of combined faculty supervision, experiential/laboratory work, and student preparation for 15 for each credit hour.

Practicum
A course that requires students to participate in an approved project or proposal that practically applies previously studied theory of the field or discipline under the supervision of an expert or qualified representative of the field or discipline.

A minimum of 45 contact hours per semester = 1 credit hour or as otherwise determined by programmatic accreditors.

Recitation
A course that requires the extended expression of thought supported by generally-accepted principals or theorems of a field or discipline led by a teaching assistant or instructor under the guidance of a permanent faculty member, which often supplements or expands upon the content of a related or co-requisite course.

One credit requires one contact hour of faculty instruction and a minimum of two contact hours student preparation each week for 15 weeks.

Recital/Performance/Ensemble
A course that requires recital-, performance-, or ensemble-focused experiential work, including individual lessons, where students practice or rehearse and ultimately perform works of music, dance, or theatre for a jury or audience.

A course that requires no fewer than 2 contact hours per week of combined faculty instruction, supervision, and experiential/studio laboratory work, and plus one hour of student preparation for 15 weeks for each credit hour.

Seminar
A course that requires students to participate in structured conversation or debate focused on assigned readings, current or historical events, or shared experiences led by an expert or qualified representative of the field or discipline.
One credit requires one contact hour of faculty instruction and a minimum of two contact hours student preparation each week for 15 weeks per credit hour.

**Studio**
A course that requires visual- or aesthetic-focused experiential work where students test, observe, experiment, or practice a field or discipline in a hands-on environment.

For studio coursework, 1 semester hour represents 2 contact hours of in-class time and one hour of work outside of class for each credit hour.

**Student Teaching**
A course that requires students to instruct or teach at an entity external to the institution, generally as part of the culminating curriculum of a teacher education or certification program.

A minimum of 45 contact hours per semester = 1 credit hour or as otherwise determined by programmatic accreditors.

**Study Abroad**
A course that includes a short-term, faculty-led study abroad experience. Credit hours vary by the duration of overseas experience as well as the amount of pre-trip and post-trip academic work. A minimum of 45 contact hours per semester = 1 credit as outlined on the Study Abroad Contact Hour Worksheet. (*link to word document)

**Dissertation/Thesis**
A course that includes individual research towards a project completed as part of a postgraduate degree.

Credit hours associated with this type of instruction will depend upon the amount of activity undertaken, faculty supervision, and the student’s outside activity.

1 Note: An hour of instruction/student work is defined as 50 minutes.

Resolution #19-03
Approved by the Faculty Senate: January 29, 2019
Approved by the Chancellor: February 28, 2019

Curriculum and academic matters acted on and recorded in the Undergraduate Curriculum Committee meeting minutes of November 29, 2018 including curricular actions within the College of Engineering and Technology, Department of Human Development and Family Science and Department of Mathematics; December 13, 2018 including curricular actions within the Colleges of Nursing, Education, and Allied Health Sciences, Departments of Recreation and Leisure Studies and Human Development and Family Science, and Schools of Social Work, Music; January 10, 2019 including curricular actions within the Colleges of Education, Business, Engineering and Technology and Department of Human Development and Family Science.
Resolution #19-04
Approved by the Faculty Senate: January 29, 2019
Approved by the Chancellor: March 13, 2019

Revised College of Allied Health Sciences Unit Code of Operations and Departmental Promotion, Tenure, and Advancement Guidelines

Resolution #19-05
Approved by the Faculty Senate: January 29, 2019
Approved by the Chancellor: February 28, 2019

Report on New Summer 2019 Faculty Teaching Compensation as follows:

In Summer 2018 the university began to prorate faculty compensation for faculty teaching summer school face-to-face (F2F) and DE courses based on individual class enrollment. It was based on state policy requiring F2F summer school be self-funded, declining F2F summer enrollments, and lack of consistency since some colleges were already using the prorated system, but not in a consistent manner across the Academic Affairs Division. Faculty with under-enrolled summer classes were given the opportunity to teach the class but be paid proportionately less than the long-established rate of 8.33% of their salary per course. The prorated system was applied universally across the Academic Affairs Division. Savings from the prorated compensation model were used for strategic projects including global classrooms, new greenhouse, and Building 43 adaptive issues.

Some were unhappy about the change believing that it devalued faculty and framed their teaching activity as piece-work. As a result, in June 2018 the former Chair of the Faculty charged the University Budget Committee (UBC) to work with the Provost to address the issue and propose advice. The UBC met with the Provost and Assistant Vice-Chancellor for Personnel and Resource Administration in November. The history of DE and F2F summer enrollment, funding methods, and the upcoming university goal for all summer courses, regardless of delivery method, to be funded equally by state appropriations were discussed. It was noted that if summer classes become a normal budgeted activity, ECU needs to make sure it is efficient with the courses being offered for summer. Fortunately, the number of under-enrolled summer classes has already been reduced in Academic Affairs by 40% over the past four years.

In response to expressed faculty concerns, University officials do not want to return to the prorated pay system for summer classes. Faculty who teach summer classes in Summer 2019 will receive their full summer pay, but those classes will be offered only if they meet minimum enrollment thresholds. Lower level undergraduate courses must have 20 students; upper level undergraduate courses must have 15 students; Master’s level courses must have 10 students; and doctoral level courses must have 5 students to be offered. Exceptions to these minimums will be considered, for instance, if several students need a certain summer course to graduate. There was support among the UBC faculty members for eliminating prorated compensation and establishing a standardized, university-wide summer compensation model that recognized the requirement of class-size thresholds, importance of course management, and allowance for exceptions when necessary.
Includes I, II, and 11 week terms. All DE sections are funded as part of FY budget and include state appropriation.
Resolution #19-06
Approved by the Faculty Senate: January 29, 2019
Approved by the Chancellor: February 28, 2019 *approved with minor edits

Proposed revisions to the Department Chair Survey – Spring 2019 as follows:

You are evaluating: __________

For each section, please indicate your level of agreement with each statement with reference to your chair’s performance.

Leadership

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Don’t Know/Unable to Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department chair actively listens and responds constructively.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
</tr>
<tr>
<td>The department chair builds consensus in the department.</td>
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<tr>
<td>The department chair builds consensus in the department.</td>
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<tr>
<td>The department chair communicates priorities, policies, and administrative procedures effectively.</td>
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<tr>
<td>The department chair is open and transparent.</td>
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<table>
<thead>
<tr>
<th>Departmental Climate</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Don't Know/Unable to Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department chair promotes collaboration and collegiality.</td>
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<tr>
<td>The department chair promotes diversity and inclusiveness among students, faculty and staff.</td>
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<thead>
<tr>
<th>Teaching, Research/Creative Activity, and Service</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Don't Know/Unable to Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department chair promotes excellence in teaching.</td>
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</tbody>
</table>
The department chair promotes excellence in research/creative activities.

The department chair promotes excellence in patient care.

The department chair promotes and values service contributions.

The department chair promotes student success.

**Administration and Management**

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Don't Know/Unable to Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department chair facilitates the recruitment and retention of qualified faculty.</td>
<td>○</td>
<td>○</td>
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<tr>
<td>The department chair <em>effectively recruits, retains and manages staff effectively.</em></td>
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<tr>
<td>The department chair <em>effectively manages departmental resources effectively.</em></td>
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Personnel Development

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Don't Know/Unable to Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>The chair supports faculty and staff professional development.</td>
<td>○</td>
<td>○</td>
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<tr>
<td>The department chair assigns faculty workloads fairly.</td>
<td>○</td>
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<td>○</td>
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<tr>
<td>The department chair evaluates faculty performance fairly.</td>
<td>○</td>
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Assessment

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<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Don't Know/Unable to Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department chair includes faculty in planning and goal setting.</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>The department chair effectively engages faculty in program assessment and curriculum development.</td>
<td>○</td>
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<td>○</td>
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<td>○</td>
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</table>

Overall

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Don't Know/Unable to Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, the department chair has been effective.</td>
<td>○</td>
<td>○</td>
<td>○</td>
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</tbody>
</table>
What are the chair’s main strengths?

What are the chair’s main weaknesses?

What issues should the chair focus on next year?

Resolution #19-07
Approved by the Faculty Senate: January 29, 2019
Approved by the Chancellor: February 28, 2019

Proposed revisions to the *ECU Faculty Manual*, Part IV, Section II.IV Minimum Unit Code Requirements as follows:

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

IV. Minimal Unit Code Requirements
To provide consistency, unit codes should be developed following an approved outline that includes at least:

1. a preamble
2. definitions of the unit's faculty, its criteria for serving as a voting faculty member of the unit, and, where appropriate, its approved criteria for appointment to the graduate faculty
3. criteria for emeritus status in the unit
4. the administrative organization of the unit
5. the membership, terms, and duties of standing committees
6. **responsibility for program coordination and curriculum oversight**
7. current, updated, and approved guidelines, criteria, and weights governing the evaluation of tenured, and tenure-track faculty members annually and otherwise for all personnel actions, including recommendations for raises, merit awards, reappointment, promotion and the award of permanent tenure (*ECU Faculty Manual*, Parts VIII and IX).
8. guidelines, criteria, and weights governing the evaluation of fixed-term faculty members annually and otherwise for all personnel actions, including new or subsequent appointments, performance evaluations and advancement in title
9. standards for post-tenure review
10. procedures for meetings within the unit
11. procedures for the unit's voting faculty members to indicate in a timely fashion and by vote their approval or disapproval of the unit's major planning documents, assessment documents, Guidelines for Unit Academic Program Review, and other major reports prior to their submission in final form to person(s) outside the unit
12. procedures for discussing with its unit administrator the unit's annual budget request and annual report
13. amendment procedures.”
Resolution #19-08
Approved by the Faculty Senate: January 29, 2019
Approved by the Chancellor: February 28, 2019

Proposed addition to the ECU Faculty Manual, Part VI, Section VII. Curriculum Procedures and Academic Program Development as follows:

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

Setting the General Expectation

ECU Faculty Manual, Part II, Section II. A states the following regarding graduate programs: Each Graduate Program and Graduate Certificate will have a designated Graduate Program Director or Coordinator who must be a Graduate or Associate Graduate Faculty member, approved by the unit chair and college dean and qualified to lead development and review of the program’s curriculum.

To make this a more general expectation, we propose to add the following language below to Part VI, Section VII:

“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 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 within an existing degree program should be designated a concentration. Degree programs require final approval by 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, post-master’s, and post-doctoral levels. Once a certificate is approved, it must be submitted 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, 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.
B. Program Coordination
Each degree program and certificate will have a designated Program Director or Coordinator who must be approved by the unit chair (or, in the case of interdisciplinary programs, appointed by the college dean) and qualified to lead development and review of the program’s curriculum.

C. B. Levels of Delegated Authority for Course and Program Approval Process
Level I are 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."

Resolution #19-09
Approved by the Faculty Senate: January 29, 2019
Approved by the Chancellor: February 28, 2019 *with minor edits

Proposed revisions to the ECU Faculty Manual, Part VIII, Section I.III Annual Evaluation, 1. Teaching as follows:

Replace the following text in the ECU Faculty Manual, Part VIII Section I.III Annual Evaluation, 1. Teaching with new text that follows in bold print.

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)

Teaching
Teaching is the primary function of the university. Teaching includes instruction in the classroom, laboratory, clinic, studio, or other setting, online instruction, other forms of distance education, study abroad, service learning, student advising, mentoring student research, and other pedagogical activities.
Teaching shall be evaluated using information from multiple sources documenting accomplishments during the period under review, including those that follow below, where applicable in a given discipline or academic unit. Additional discipline-specific provisions may be found in the unit code (FS Resolution #12-76, July 2012).

Instruction
A. Instructional Materials
   1. Syllabus, including the course description, student learning outcomes, and course requirements.
   2. Student assignments, examinations, and other materials relevant to teaching.
   3. New or revised course materials.
   4. Examples of student work, such as tests, exams, quizzes, assignments, projects, papers, juries, or other examples of student achievement.
   5. Grade distributions.
   6. Evidence of pedagogical innovations in response to feedback and/or to promote student success.

B. Student, Peer and Unit Administrator Review
   1. The results of formal peer review, as detailed in Faculty Senate resolution #17-61, where required.
   2. Direct observation of teaching (face-to-face or online) by the unit administrator.
   3. University-approved student evaluations of the course and instructor.
   4. Results of assessment of student achievement submitted by the faculty member or as otherwise enabled by the unit code

Workload
   1. Courses taught and number of students taught.
   2. Numbers of undergraduate, master's, doctoral, post-doctoral students, and students supervised in the clinic.
   3. Number of master’s theses and doctoral dissertations directed.
   4. Number of memberships on doctoral dissertation and master's and honors research committees.
   5. Number of honors research projects and theses supervised.
   6. Number of honors courses taught.
   7. Number of undergraduate research projects, directed readings, and independent studies supervised.

Impact of scholarly activity on improving the quality of instruction at ECU or elsewhere
   1. Awards and honors recognizing excellence in teaching.
   2. Grants to support instructional activities and programs; if the activities are collaborative, the faculty member’s distinctive contribution must be defined.
   3. Recognition by professional organizations for leadership in educational endeavors.
   4. Teaching workshops conducted.
   5. Publication of scholarly articles addressing pedagogy (if not classified as Scholarship in the candidate's unit or discipline).
   6. State, regional or national leadership roles related to education.
   7. Invitations from other institutions to serve as an education consultant.
   8. Continuing education courses taught.
   9. Evidence of leadership and scholarly engagement in the development of pedagogy.
10. Scholarly reputations of journals and publishers of teaching publications.
11. Evidence that contributions to teaching are being adopted or are affecting teaching.
12. Evidence of impact on the professional careers of others (e.g., former students, junior faculty, colleagues).

Student complaints may not be used to evaluate a faculty member unless they have been addressed under the provisions of Faculty Manual, Part IV, Section III, *Part VI, Section IV, subsection III, which defines faculty members’ due process rights.

Resolution #19-10 (includes revisions to three sections of the ECU Faculty Manual)
Approved by the Faculty Senate: January 29, 2019
Rejected by the Chancellor: February 28, 2019*
Approved by the Board of Trustees: pending
Approved by the UNC General Administration: pending

* Sections of the Faculty Manual amended by the resolution will need to be further, materially revised if proposed revisions to the Code of the University of North Carolina, Sections 603, 604, and 609, are adopted by the UNC Board of Governors, as planned, at its meeting in March of this year. If the proposed revisions to the Code are approved by Board of Governors at its meeting in March, they are set to be effective July 1, 2019. Donna Payne, University Counsel and Vice Chancellor for Legal Affairs, will talk with Senator Popke about getting the likely Code mandated revisions, ready for approval before the end of the semester, with the goal of getting them in place by July 1.

Proposed Revisions to the ECU Faculty Manual Part II. East Carolina University Organization and Shared Governance, Section II. Faculty Constitution and By-Laws, subsection By-Laws of the Faculty of East Carolina University as follows:

Key proposed revisions to the ECU Faculty Appellate Structure are linked here.

Detailed here are the proposed revisions and provided below is the clean copy that replaces what is currently in the manual.

"I. Attendance, Seating, and Participation
   A. To facilitate the efficient flow of business, Senators shall be seated as follows:
      1. Ex-officio members shall be assigned seats on one row.
      2. Elected members shall be assigned seats in alphabetical order by electoral units
   B. Only elected and ex-officio members (including alternates, representing their electoral units) may answer the roll call, vote, or occupy seats assigned to senators.
   C. Faculty members visiting the Senate shall seat themselves in the back of the meeting room, behind the seats assigned to Senate members.
   D. Visitors may not participate in Senate discussions and business except by advance invitation of the Senate Agenda Committee or the Chair of the Faculty. Such an invitation will be announced to the Senators prior to the meeting.
   E. Each electoral unit of the University may elect a number of alternate representatives equal to its allotment of senators, not to exceed the electoral unit’s number of apportioned senators. If more than one alternate is elected, they should be elected to two-year terms. The alternate(s) will be elected in the same manner as faculty senators at the time of regular election of senators, and will serve for a two-year term.
Alternates shall be eligible for re-election. The alternate will represent that electoral unit at the discretion of any Senator within the electoral unit, and in such a situation, shall notify the Secretary of the Faculty or Faculty Senate office that he or she is representing that electoral unit prior to the convening of the Senate session in question.

II. Minutes of the Faculty Senate
A. There shall be a Faculty Senate Committee on Minutes composed of the Chair of the Faculty, Vice Chair of the Faculty, and Secretary of the Faculty.
B. Minutes shall become official on approval by the Faculty Senate Committee on Minutes. The official minutes shall be distributed to all faculty as soon as possible after a Senate meeting. Any corrections to the minutes by the Senate shall be made a part of the official minutes of the subsequent meeting.
C. Incorporation into the official minutes of verbatim remarks shall be allowed or disallowed at the discretion of the Faculty Senate Committee on Minutes. The Chair of the Faculty may request that verbatim remarks be submitted in writing to the Secretary of the Faculty.

III. Special Committees
A. Special committees shall be established by the Senate at the discretion of the Chair of the Faculty, in consultation with the Faculty Officers.
B. Members of the special committees may be appointed by the Chair of the Faculty or he or she may ask the Senate to elect committee members. At least one senator shall be on each special committee.
C. The Chair of the Faculty may appoint the chair of special committees or these chairs may be elected by the committee members.
D. Non-Senate faculty members as well as Senators may serve on special committees.

IV. Appellate Committees
Appellate Committee members must be permanently tenured, voting faculty holding no administrative title (ECU Faculty Manual Part IX, Section I - Tenure and Promotion Policies and Procedures). The process for election of faculty to the Appellate Committee, which serves as a pool for populating hearing panels (see ECU Faculty Manual Part XII, Faculty Grievance Policies and Procedures) will be as follows:
1. Each year in January, the Committee on Committees will solicit volunteers to serve on the Appellate Committee. Responses are due in the Faculty Senate office in February.
2. The Committee on Committees will review all responses and present to the Faculty Senate a slate of one or more nominees as there are vacancies to fill. Nominations may also be made from the Faculty Senate floor. Appellate Committee members will be elected at the spring Faculty Senate Organizational meeting. Election will be by a majority of Senators present and voting. This by-law may be suspended in accordance with procedures specified in Robert’s Rules of Order, Newly Revised.
3. A total of 30 faculty will comprise the Appellate Committee, all serving three year terms that are staggered with 10 members elected annually. Individual faculty members are eligible to serve two consecutive three-year terms, which may extend to the beginning of the fall semester in the final year of a term. Faculty will be ineligible to serve again for one academic year after conclusion of a second consecutive term.
4. When vacancies occur in the Appellate Committee between annual elections, the Faculty Senate will elect additional faculty members to the committee through nominations initiated by the Committee on Committees.
5. Faculty who have been involved as either a grievant or respondent in an appellate hearing cannot serve on the Appellate Committee for the period of one three-year term from the
date of the final decision on that appeal. A Committee member who becomes a grievant or respondent while serving will be replaced by the usual procedure for vacancies between annual elections.

6. Members of the Faculty Governance Committee cannot be elected concurrently to the Appellate Committee.

V. Faculty Senate, Academic and Administrative Committees, Membership, and Structure

Membership of Faculty Senate Committees and Academic Committees shall consist of faculty members in at least their second consecutive year of full-time employment at East Carolina University. A majority of the members of all committees must be tenured or tenure-track faculty members, and in no case shall more than two elected members of each committee be fixed term faculty members. The Chancellor and the Chair of the Faculty are ex-officio members of all committees. (Faculty Senate Resolution #14-88)

Members of committees serve in accordance with their ability, training, and experience rather than as representatives of their electoral unit.

The process for election of academic and selective administrative committees will be as follows:

1. The Academic and Administrative Committee preference forms will be distributed to all faculty, by the Committee on Committees with assistance of the office personnel in January. The completed forms are due in the Faculty Senate office in February.

2. The Committee on Committees will review all preference forms and present to the Faculty Senate a slate of one or more nominees as there are vacancies to fill. Nominations may also be made from the floor of the Faculty Senate. Election of Academic and Administrative Committee members will take place at the Faculty Senate Organizational Meeting in April. Election will be by a majority present and voting.

Members are elected to staggered three-year terms, which may extend to the beginning of the fall semester. Faculty members are not eligible to serve as an elected regular member on more than one standing university academic committee at a time. Service on a single academic or administrative committee is limited to election to two consecutive 3-year terms with ineligibility for election to the same committee for at least one academic year. Student members are nominated by the Student Government Association for appointment by the Chancellor.

Faculty Senate and Academic Committees meet on a standard schedule, set and revised by the Committee on Committees. When a Faculty Senate academic committee deals with matters that directly concern any administrator these matters should be discussed with the administrator during the development of a proposed policy. Further, the administrator should have adequate input before the finished resolution is presented to the Senate. This not only would involve ex-officio committee members but also would involve working with any administrator involved in a particular policy under consideration.

All University Academic Committees are Standing Committees of the Faculty Senate. Information relating to each committee is available in the Faculty Senate office and electronically on the Faculty Senate web site.

Officers: Officers of each committee are elected from the membership of the committee, excluding ex-officio, by the members of the committee, for a term of one year. Previous service as
a committee officer shall not prejudice a member’s election to any committee office. Under normal circumstances each committee shall have a chairperson, a vice chairperson, and a secretary. Upon organization of the new committees, at the Committees' Organizational meetings beginning in the Fall, the former chairperson if available will turn over committee records to the new chairperson. The Chair of the Faculty may declare an elected member's seat vacant upon the occurrence of three consecutive absences of that member. The Chair of the Faculty will appoint faculty members to fill vacancies of any University Academic Committee that may occur during the academic year. Interim elections may be held to fill an office that has become vacant or to replace an officer that two-thirds of the full committee membership deems is not fulfilling the obligations of the office.

The charge of each Faculty Senate and academic committee is on file in the Faculty Senate office and available electronically on the Faculty Senate web site. Many administrative committee charges are available on the East Carolina University web site.

Each committee shall operate according to the latest version of Robert's Rules of Order, Newly Revised. Minutes of each committee are on file in the Faculty Senate office and available electronically on the Faculty Senate web site and shall be sent to members of the committee and Chair of the Faculty.

A file on each committee’s activities, minutes, and other records shall be maintained in the Faculty Senate office. All committees and subcommittees, unless prohibited explicitly by the committee's charge, University policies, or state statutes, shall hold their regular and special meetings in open session in accordance with the North Carolina Open Meetings Law, and the chairperson of committees shall inform the Senate office of the time and place of such meetings so they may be placed on the Senate calendar and publicized in order that interested faculty may attend.

The committees' annual reports shall be composed by the committee officers according to the official form and submitted to the Faculty Senate office for duplication and distribution to the Chair of the Faculty, the Chair of the Committee on Committees, the present members of the committee, and the new members of the committee whose terms begin next academic year. Copies of the committees' annual reports will be kept on file in the University Archives, Faculty Senate office, and made available electronically on the Faculty Senate web site. Upon request, copies of committees' annual reports shall be made available by the Faculty Senate office.

The Chair of the Faculty shall each year compile the Annual Report of the Faculty Senate. This report, among other things, shall contain a summary of Senate and Senate committees' activities for the immediate past year.

The Annual Report of the Faculty Senate will be distributed to the Chancellor, academic Vice Chancellors and made available on the Faculty Senate web site. Copies of the report will also be kept on file in the University Archives and the Faculty Senate office. In addition, copies of the Annual Report of the Faculty Senate will be distributed to the members of the Faculty Senate not later than the first regular Faculty Senate meeting of the next academic year.

Currently there are two Faculty Senate committees (Agenda Committee and Committee on Committees), one Appellate Committee that serves as a pool for hearing panels for four different appeal processes (Due Process, Faculty Grievance, Hearing, and Reconsideration), and 20 academic committees as follows:
As the need arises, additional committees are created, by the Committee on Committees, to assist in the academic policy-making process.

VI. Graduate Council
The Chair of the Faculty or his/her designee shall serve as an ex-officio member. The duties and responsibilities of the Graduate Council are described in the ECU Faculty Manual under Graduate School Governance. The Chair of the Graduate Council provides a monthly report to the Faculty Senate for information, comment, and advice.

VII. Faculty Assembly Delegates and Alternates
The process for election of Faculty Assembly Delegates and Alternates (Part III, Section II; The Faculty Assembly of the University of North Carolina) will be as follows:
A. The Faculty Assembly nomination form will be distributed to all faculty by the Committee on Committees with assistance of the office personnel in November. The completed nomination forms are due in the Faculty Senate office in December.
B. The Committee on Committees will review the nominations and present to the Faculty Senate a slate of one or more nominees as there are vacancies to fill. Nominations may also be made from the Faculty Senate floor. Faculty Assembly representatives will be elected by the Faculty Senate at its January regular meeting. Election will be by majority present and voting. One Faculty Assembly Delegate will be the Chair of the Faculty, holding a term for each year he/she is elected to serve as Chair of the Faculty. No Chair of the Faculty may serve as a Faculty Assembly Delegate for more than six consecutive years.

VIII. Election by Acclamation
When an election that otherwise requires a vote by written, secret ballot is uncontested, that is, the number of nominees does not exceed the number of individuals to be elected, the Faculty Senate may vote by acclamation according to provisions in Robert’s Rules of Order, Newly Revised.”
Proposed Revisions to the *ECU Faculty Manual, Part XII. Faculty Appellate Provisions, Section I. General Appellate Procedures and Reviews of Non-Reappointment, Non-Conferral of Tenure at the End of the Probationary Period, Discharge or Imposition of Serious Sanctions, and Termination Based on Institutional Considerations* as follows:

Key proposed revisions to the ECU Faculty Appellate Structure are linked [here](#). Detailed [here](#) are the proposed revisions and provided below is the clean copy that replaces what is currently in the manual.

Contents

I. General Provisions on Faculty Appeals

II. Review of Non-Reappointment or Non-Conferral of Tenure at the Completion of a Probationary Term

III. Due Process Before Discharge or the Imposition of Serious Sanctions

IV. Appeals of Termination of Faculty Employment Based upon Institutional Considerations

SECTION I.I, General Provisions on Faculty Appeals

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I. Constituting an Appeal Panel

II. Descriptions of Grievants and Respondents

III. Annual Reports

I. Constituting an Appeal Panel

A. The Faculty Appellate Committee, established through the Bylaws (*Faculty Manual, Part II, Section II*) of the ECU Faculty Senate, shall serve as a pool for populating appeals panels for the four appellate processes covered by provisions of Part XII of this Faculty Manual. These are:

1) Hearing Panel (Section I.II),
2) Due Process Panel (Section I.III),
3) Reconsideration Panel (Section I.IV)
4) Grievance Panel (Section II.I)
Because hearings in matters of non-reappointment or conferral of permanent tenure can present complex and difficult questions of fact, policy, and law, and because of the central role of the panel in gathering and preserving the evidence upon which most subsequent decisions related to the matter will be based, it is important for the chancellor to ensure that Faculty Appellate Committee members, as well as relevant administrators and aggrieved faculty members, are appropriately trained in accordance with guidelines and procedures jointly established by the faculty officers and chancellor.

B. At its initial organizational meeting each year, the Faculty Appellate Committee will elect a steering committee of four individuals, each responsible for taking the lead in processing requests for hearings before one of the four respective types of appellate panels. These individuals will be designated as the “appellate chair” for grievances in their respective areas. Once constituted, the steering committee will elect a Chair and Secretary.

C. To determine panelists for appellate hearings, at the beginning of each academic year, the steering committee will develop a rank order for all members of the Faculty Appellate Committee by random lottery. Individuals will be asked to serve on panels in order of lottery rank, except when disqualified because of a conflict of interest. Conflicts of interest include, but are not limited to, those cases in which Appellate Committee members are from either the grievant’s or respondent’s relevant department, unit, college, or school, or with whom either the grievant or respondent has had an amorous relationship, or is related by blood, law, or marriage (as defined in UNC Policy Manual 300.4.2 and 300.4.2.1[G]). Individuals will not be asked to serve on a second panel until all eligible Appellate Committee members have already served, unless otherwise ruled out by conflicts of interest, at which time the steering committee will return to the top of the ranked list and proceed through the Appellate Committee membership again in the same order.

D. A request for an appeal panel is directed to the chair of the Appellate Steering Committee. The steering committee will determine the appropriate appellate process to be followed and the steering committee member responsible for that process (appellate chair for that area) will take the lead in further actions on that appeal request. The specified appellate chair will assemble a panel of five regular members and one alternate based on the rank order of Appellate Committee members. Once established, the panel will elect a chair and secretary, and follow the appropriate provisions, detailed below, for the specific type of appeal filed.

E. Notwithstanding anything in this document, the chancellor may extend any deadline for a reasonable amount of time in the best interests of the university. The chancellor will promptly inform grievants, respondent(s), the panel, the Chair of the Faculty and the vice chancellor with supervisory authority of the timing and basis of a deadline extension.

II. Descriptions of Grievants and Respondent(s)

A. A grievant is any faculty member or members who seek(s) the remedies afforded by the provisions of Part XII of the Faculty Manual. Grievants must be current faculty members of East Carolina University. If a faculty member’s employment ends voluntarily during the grievance process, prior to the end of employment the grievant may request the chancellor to allow the grievance to continue. Copies of such a request must be provided to the appellate chair. The chancellor should respond to such a request, with a copy to the appellate chair, within 30 calendar days.

B. A respondent is the person or persons identified by a grievant as the individual(s) whose action is the object of the grievance and may include the person(s) who requested the action that is the object of the grievance. “Respondent” may be used in the singular form, even where it stands for more than
one person. Named respondents must be current employees of East Carolina University. If a named respondent is a former administrator and, therefore no longer in a position to provide a remedy regarding grieved issues, the person who presently occupies the administrative position will be considered as a substitute respondent for that purpose. If still an ECU employee, the former administrator may remain as a respondent or be called as a witness as determined by the Panel. An individual or a departmental/unit committee and/or its chairperson may be named as a respondent.

III. Annual Reports

Annually, the Appellate Committee will write a report specifying the number of each type of appeal, the outcomes, and the duration of the process, as well as any other concerns that occur to the committee. The report will be submitted to the Faculty Governance Committee for review.

SECTION I.II, Review of Non-Reappointment or Non-Conferral of Tenure at the Completion of a Probationary Term.

CONTENTS
I. Deadlines for Review
II. Request for a Hearing Panel
III. Procedures for the Hearing
IV. Procedures After the Hearing

I. Deadlines for Review

Failure to submit the review documents specified in this section within the time periods allotted constitutes a waiver of the right to have the decision reviewed by ECU faculty committees, institutional authorities, or the UNC Board of Governors; however, before the expiration of the deadline the faculty member may request an extension, provided that the request is made in writing and presented to the appellate chair for grievances covered by Part XII, Section I.II. The Appellate Steering Committee shall decide on an extension within 10 calendar days of receiving a request. The committee will endeavor to complete the review within the time limits specified except under unusual circumstances such as when the time period includes official university breaks and holidays and when, despite reasonable efforts, the steering committee cannot be assembled.

II. Request for a Hearing Panel

Within 25 calendar days of receiving written notice from the vice chancellor of non-reappointment or non-conferral of permanent tenure, a faculty member (hereafter, the complainant) may request a review of the decision before a Hearing Panel.

1. The Hearing Panel

The Hearing Panel (hereafter, “the panel”) shall be composed of five members and one alternate each of whom is a full-time, permanently tenured voting faculty member without administrative appointment (as per Part IX, Section IV). The alternate shall attend all sessions of the hearing and replace a regular member should that member be unable to attend the entire hearing. Members shall be chosen in accordance with the procedures for election of the Appellate Committee specified in the Bylaws of the East Carolina University Faculty Senate and provisions for appointment of appellate panels specified in Part XII, Section I.I. Upon organization, the members of the Hearing Panel shall elect a chair and secretary. Should either officer be absent at the beginning of a hearing, the panel
members shall elect an alternate for the purposes of the hearing. A quorum for the panel shall be the five members or four members and the alternate.

When the panel is convened to consider any matter associated with a complainant's request for a hearing, those Appellate Committee members who (i) hold an appointment in the complainant's academic unit, (ii) might reasonably expect to be called as witnesses, (iii) might reasonably expect to be asked to serve as an advisor (see subsection III.2, Conduct of the Hearing) to any party of the hearing, or (iv) may have any other conflict of interest should be disqualified from participation on a panel related to the specific request for a hearing. The complainant and those individuals or groups who are alleged to be responsible for the action or actions described by the complainant in the request for the hearing [hereafter, the respondent(s)] are permitted to challenge panel members for just cause. The other members of the panel, in consultation with the Appellate Steering Committee, will decide on any potential disqualifications if a panel member is challenged but wishes to remain.

When membership of the panel falls below the specified five members and one alternate, the appellate chair will select additional members of the Appellate Committee to the panel as specified in Part XII, Section I.I of the Faculty Manual.

The panel may at any time consult with an attorney in the office of the University Attorney. The consulting attorney should not have present or prior substantive involvement in the matter that gave rise to the hearing, nor advise the University administrator(s) substantively regarding the panel’s recommendation(s) during the review process.

2. Initiation of the Hearing Process
The basis for a request for a hearing must be found in one or more of the following reasons: (a) the decision was based on any ground stated to be impermissible in Chapter 101.1, Section 604B of The Code of The University of North Carolina; (b) the decision was attended by a material procedural irregularity such that doubt is cast on the integrity of the decision not to reappoint. In addition, the University Equal Employment Opportunity policy prohibits employment discrimination based on sexual orientation.

Chapter 101.1, Section 604B of The Code of The University of North Carolina states: “In no event shall a decision not to reappoint a faculty member be based upon (a) the exercise by the faculty member of rights guaranteed by the First Amendment to the United States Constitution, or by Article I of the North Carolina Constitution, or (b) any of the protected statuses included in Section 103 of The Code, or other forms of discrimination prohibited under policies adopted by campus Boards of Trustees, or (c) personal malice. For purposes of this section, the term “personal malice” means dislike, animosity, ill-will, or hatred based on personal characteristics, traits or circumstances of an individual. See Policy 101.3.1 II.B. for details.”

Personnel decisions based on negative reactions to an employee’s anatomical features, marital status or social acquaintances are intrinsically suspect. If reappointment is withheld because of personal characteristics that cannot be shown to impinge on job performance, a wrong likely has been committed. On the other hand, if personal characteristics can be shown to impede a faculty member’s capacity to relate constructively to his or her peers, in a necessarily collegial environment, withholding advancement may be warranted. For example, the undisputed record of evidence might establish that the responsible
department chair declined to recommend a probationary faculty member for reappointment with tenure because of the faculty member’s ‘unpleasant personality and negative attitude’. Disposition of such a case requires a determination of whether the personality and attitude impeded the faculty member’s job performance. While the terms ‘ill-will’, ‘dislike’, ‘hatred’ and ‘malevolence’ may connote different degrees of antipathy, such distinctions make no difference in applying the fundamental rationale of the prohibition. Any significant degree of negative feeling toward a candidate based on irrelevant personal factors, regardless of the intensity of that feeling, is an improper basis for making decisions.” (UNC Policy Manual Policy 101.3.1 II.B)

"Material procedural irregularity" means a departure from prescribed procedures governing reappointment and conferral of permanent tenure that is of such significance as to cast reasonable doubt upon the integrity of the original decision not to reappoint or not to confer permanent tenure. Whether a procedural irregularity occurred, and whether it is material, shall be determined by reference to those procedures that were in effect when the initial decision not to reappoint or not to confer permanent tenure was made and communicated. The Hearing Panel shall ask the chancellor to certify what procedures were then in effect if that question is a matter of dispute. (Faculty Senate Resolution #03-49)

The complainant's request for a hearing must specifically identify and enumerate all reasons for the request. The request must include the following: a) a description that is as complete as possible of the actions or the failures to act that support each specified contention; b) identification of the respondent(s); c) an enumeration and description of the information or documents that are to be used to support the contention (copies of the described documents are to be made a part of the request for a hearing); d) identification of persons who may be willing to provide information in support of the contention; and e) a brief description of the information those persons identified in (d) may provide, and f) a copy of the vice chancellor’s notice of non-reappointment or non-conferral of permanent tenure. The complainant's request for a hearing shall be made to the appropriate appellate chair and delivered to the Faculty Senate office by a method that provides delivery verification and is consistent with UNC Policy Manual Policy 101.3.3. The Faculty Senate Office will promptly notify the appropriate vice chancellor.

III. Procedures for the Hearing.
1. Time and Date of Hearing
After the membership of a Hearing Panel is determined by the Appellate Steering Committee, the panel chair shall provide a complete copy of the request for a hearing to the individuals named in the request for a hearing. The panel shall set the time, date, and place for the hearing. The date for the hearing must be within 42 calendar days after receiving the request, except under unusual circumstances such as when a hearing request is received during official university breaks and holidays and despite reasonable efforts a panel cannot be assembled. Once determined, the panel chair shall notify the complainant, the respondent(s), the chair of the faculty, and the chancellor, of the time, date, and place of the hearing. At least 21 calendar days before the hearing, the complainant shall notify the panel, the respondent(s), the chair of the faculty, and the chancellor of the identity of the complainant’s advisor, if any, and whether or not the advisor is an attorney (“attorney” is defined as anyone with a Juris Doctor, or other recognized law degree, regardless of whether or not that person is licensed to practice law in the State of North Carolina and/or whether or not that person is “representing” the employee). Within 14 calendar days before the hearing, the complainant and
respondent(s) will submit documents and a list of witnesses to be used in the hearing along with a brief statement of the relevance of each witness.

2. Conduct of the Hearing
   The panel chair is responsible for conducting the hearing and maintaining order. Except as provided for herein, the hearing shall be conducted according to the latest edition of *Robert's Rules of Order, Newly Revised*. Attendance at the hearing is limited to the panel members and alternate, the complainant, one person who may advise the complainant, the respondent(s), and one person who may advise the respondent(s). If there is more than one respondent, the respondents will designate a spokesperson for the hearing. The persons advising the complainant and respondent(s) may not take an active part in the proceedings. The person advising the respondent(s) at the hearing may be either an East Carolina University faculty member (with or without administrative appointment) approved by the chancellor, or an East Carolina University attorney under the condition that the complainant is accompanied by an attorney. Other persons (witnesses) providing information to the panel shall not be present throughout the hearing, but shall be available at a convenient location to appear before the panel as appropriate.

   A professional court reporter must be used to record and transcribe the hearing (Faculty Senate Resolution #03-37). Any such record is a part of the personnel inquiry and must be treated with appropriate confidentiality. Only the immediate parties to the controversy, the responsible administrators and attorneys, and the members of the University governing boards and their respective committees and staff are permitted access to such materials. (Faculty Senate Resolution #03-49)

   The hearing shall begin with an opening statement by the panel chair. This statement shall be limited to explaining the purpose of the hearing and the procedures to be followed. The hearing chair explicitly will note that the panel shall consider only information bearing on the allegations presented in the complainant’s request for the hearing.

   Following the opening remarks by the panel chair, the complainant shall present his or her contentions and any supporting witnesses and documentary evidence. The respondent(s), through their spokesperson, may then reply to these contentions and present any supporting witnesses and evidence. During these presentations, the complainant, and the respondent(s), through their spokesperson, may cross-examine opposing witnesses. For purposes of clarification, panel members may question witnesses, including the complainant and any respondent or spokesperson. At the conclusion of the hearing, the complainant may make a summary statement of up to ten minutes in duration. If the complainant elects to do so, then the respondent(s), through their spokesperson, will be given the same opportunity.

IV. Procedures After the Hearing
   After the hearing, the panel shall meet in executive session within 3 calendar days and begin its deliberations on whether to sustain or not sustain the allegations stated in the request for the hearing. In reaching decisions on which the panel’s written recommendations to the chancellor shall be based, the panel shall consider only the evidence presented at the hearing.
and such written or oral arguments as the committee, in its discretion, may allow. The complainant shall have the burden of proof. The standard applied by the panel shall be that the preponderance of the evidence establishes that a basis for the complainant’s contentions is found in one of the reasons listed in subsection II.2, “Initiation of Hearing.” Preponderance is defined as the greater weight of evidence and its probable truth or accuracy, and not the amount of evidence presented.

Within 14 calendar days of finishing its deliberations the panel shall provide the complainant, respondent(s), and the chancellor with a copy of the panel's report and, a copy of the court reporter's transcript of the hearing (Faculty Senate Resolution #03-37).

If the Hearing Panel determines that the complainant's contention has not been established, it shall, by simple, unelaborated statement, so notify the complainant, the respondent(s), the chair of the faculty, and the chancellor. Such a determination confirms the decision not to reappoint or not to confer permanent tenure.

If the Hearing Panel determines that the complainant’s contention has been satisfactorily established, it shall notify the complainant, the respondent(s), the chair of the faculty, and the chancellor by written notice and shall recommend further substantive review.

Within 42 calendar days after receiving the recommendation of the Hearing Panel and the transcript, the chancellor shall notify the complainant, the respondent(s), the chair of the faculty, and Hearing Panel chair what further substantive review, if any, will be made of the original decision not to reappoint or not to confer permanent tenure. If the chancellor is considering taking action inconsistent with the panel’s recommendations, the chancellor shall request within 14 calendar days that a joint meeting with the panel occur. At the joint meeting, the chancellor will communicate his or her concerns and the panel will have an opportunity to respond. The joint meeting must occur within the 42 calendar-day period. No meeting is required if the chancellor decides to concur with the panel’s recommendations.

The chancellor must base his or her decision on a thorough review of (1) the record evidence from the hearing and (2) the report of the panel. While the chancellor should give deference to the advice of the faculty panel, the final campus-based decision lies with the chancellor.

The chancellor will inform the complainant of a decision in writing by a method that produces adequate evidence of delivery. In the event of an adverse decision, the chancellor's notice must inform the complainant that: 1) within 14 calendar days of the complainant's receipt of the decision, the complainant may file a notice of appeal with the UNC President requesting review by the Board of Governors in accordance with the Board of Governors Policy 101.3.1; 2) a simple written notice of appeal with a brief statement of its basis is all that is required within this fourteen day period, and 3) that, thereafter, a detailed schedule for the submission of relevant documents will be established if such notice of appeal is received in a timely manner (Faculty Senate Resolution #03-49).

The purpose of the appeal to the Board of Governors is to assure 1) that the campus-based process for reviewing the decision was not materially flawed, so as to raise questions about whether the faculty member’s contentions were fairly and reliably considered, 2) that the decision reached by the chancellor was not clearly erroneous, and 3) that the decision was not contrary to controlling law or policy. No appeals for denial of early tenure will be heard by the Board of Governors.
SECTION I. III, Due Process Before Discharge or Imposition of Serious Sanctions

CONTENTS
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VIII. Suspension During a Period of Intent to Discharge

I. Bases for Serious Disciplinary Sanctions or Discharge

A faculty member who is the beneficiary of institutional guarantees of tenure shall enjoy protection against unjust and arbitrary application of disciplinary sanctions. For purposes of the Faculty Manual, a faculty member serving in a fixed-term or probationary appointment shall be regarded as having tenure until the end of the term. During the period of such guarantees, the faculty member may be discharged from employment, suspended, or demoted in rank or serious sanctions may be imposed only for reasons of:

A. Incompetence, including significant, sustained unsatisfactory performance after the faculty member has been given the opportunity to remedy such performance and fails to do so within a reasonable time;
B. neglect of duty, including sustained failure to meet assigned classes or to perform other significant faculty professional obligations; or
C. misconduct of such a nature as to indicate that the individual is unfit to continue as a member of the faculty, including violations of professional ethics, mistreatment of students or other employees, research misconduct, financial fraud, criminal or other illegal, or inappropriate or unethical conduct. To justify serious disciplinary actions, such misconduct should be either (i) sufficiently related to a faculty member’s academic responsibilities as to disqualify the individual from effective performance of university duties, or (ii) sufficiently serious to adversely reflect on the individual’s honesty, trustworthiness, or fitness to be a faculty member.

Classification of alleged conduct as one categorical basis for imposition of sanctions or discharge, when the conduct more appropriately meets the definition of another (e.g., willful, intentional neglect of duty might be considered misconduct), shall not be considered a deficiency in the charge if the conduct at issue is clearly referenced in the notice of intent to discharge and evidence of the nature and/or duration of the alleged conduct supports the severity of the sanction or discharge proposed.

These provisions do not apply to non-reappointment or non-conferral of permanent tenure at the end of the probationary period (governed by provisions in Part XII, Section I.II), or termination of employment based on institutional considerations (governed by provisions in Part XII, Section I.IV).

II. Notice to Faculty of Imposition of Sanctions or Discharge

The vice chancellor with supervisory authority shall provide written notice to the faculty member of intent to discharge from employment or to impose serious sanction, including a
written specification of the reasons for the sanction. The notification shall be sent by a method that provides delivery verification and is consistent with UNC Policy 101.3.3. The notice shall include a statement of the faculty member's right, upon request, to a hearing by a Due Process Panel (Faculty Senate Resolution #99-10). If no written request for a hearing (see III. below) is received within 14 calendar days after receipt of this notification, the faculty member may be discharged or sanctions may be imposed without recourse to any institutional grievance or appellate procedure.

III. Request for a Hearing
A faculty member has 14 calendar days to request a hearing after receipt of written notification of the reasons for the sanction. A request for a hearing is made to the vice chancellor with supervisory authority, in writing by a method that provides delivery verification and is consistent with UNC Policy 101.3.3. The vice chancellor shall notify the appropriate appellate chair of the need to convene a Due Process Panel within 10 calendar days of receiving this request.

IV. Due Process Panel
The Due Process Panel (hereafter, “the panel”) shall be composed of five regular members and one alternate who shall attend all sessions of the hearing and replace, for the remainder of the process, a regular member who is unable to attend the entire hearing. Members shall be chosen in accordance with the procedures for election of the Appellate Committee specified in the Bylaws of the East Carolina University Faculty Senate, and appointment of appeals panels described in Part XII, Section I.I of this Faculty Manual. Upon organization, the members of the panel shall elect a chair and secretary. Should either officer be absent at the beginning of a hearing, the panel members shall elect an alternate for the purposes of the hearing. A quorum for the panel shall be the five members or four members and the alternate.

When the panel is convened to consider any matter associated with a faculty member's request for a hearing, those Appellate Committee members who (i) hold an appointment in the complainant's academic unit, (ii) might reasonably expect to be called as witnesses, (iii) might reasonably expect to be asked to serve as an advisor (see subsection V.B, Procedures for the Hearing) to any party of the hearing, or (iv) may have any other conflict of interest, should be disqualified from participation on a panel related to the specific request for a hearing. The faculty member and the vice chancellor with supervisory authority are permitted to challenge panel members for just cause. The other members of the panel will decide by majority vote on any potential disqualifications if a panel member is so challenged but wishes to remain (Faculty Senate Resolution #99-10).

When membership of the panel falls below the specified five members and one alternate, the appellate chair will select additional members of the Appellate Committee to serve on the panel as specified in Part XII, Section I.I of the Faculty Manual.

The panel may at any time consult with an attorney in the office of the University Counsel. The consulting attorney should not have present or prior substantive involvement in the matter that gave rise to the hearing, nor advise University administrator(s) substantively regarding the panel's recommendation(s) during the review process.

V. Procedures for the Hearing
A. Time and Date of Hearing
The Due Process Panel shall set the time, date, and place for the hearing. The panel shall accord the faculty member 30 calendar days to prepare a defense from the time it receives the faculty member’s written request for a hearing. The panel may, upon the faculty member’s written request and for good cause, postpone the date of the hearing by written notice to the faculty member and vice chancellor. The panel shall promptly notify the affected faculty member, the vice chancellor with supervisory authority, and the chair of the faculty of the time, date, and place of the hearing. The panel ordinarily will endeavor to complete the hearing within 90 calendar days except under unusual circumstances such as when a hearing request is received during official university breaks and holidays and, despite reasonable efforts, the panel cannot be assembled.

B. Conduct of Hearing
The hearing shall be concerned with the written specification of reasons for the intended discharge or imposition of a serious sanction. The panel chair is responsible for conducting the hearing and for maintaining order. Except as provided for herein, the hearing shall be conducted according to the latest edition of Robert’s Rules of Order, Newly Revised. Attendance at the hearing is limited to panel members and the alternate, the faculty member requesting the hearing, advisor/attorney for the faculty member, the vice chancellor with supervisory authority, or his/her designee, and an advisor/attorney for the vice chancellor. The person advising the respondent(s) at the hearing may be either an East Carolina University faculty member (with or without administrative appointment) approved by the chancellor, or an East Carolina University attorney. Other persons (witnesses) providing information to the panel shall not be present throughout the hearing but shall be available at a convenient location to appear before the panel as appropriate. A professional court reporter must be used to record and transcribe the hearing (Faculty Senate Resolution #03-37). The hearing shall be closed to the public unless both the faculty member and the panel agree that it may be open.

The hearing shall begin with an opening statement by the panel chair limited to explaining the purpose of the hearing and the procedures to be followed. Following the opening remarks by the panel chair, the vice chancellor with supervisory authority (or his/her designee) or advisor/attorney, shall present the university’s contentions and any supporting witnesses and documentary evidence. The faculty member or his/her advisor/attorney may then reply and present any supporting witnesses and documentary evidence. During these presentations, the vice chancellor, or designee, the faculty member and their respective advisors/attorneys shall have the right to question and cross-examine witnesses, and to make arguments. Panel members may question witnesses for purposes of clarification. At the conclusion of the hearing, the faculty member and then the vice chancellor or designee, or their respective advisors/attorneys will be given the opportunity to provide summary statements (Faculty Senate Resolution #99-10).

VI. Procedures After the Hearing
After the hearing, the panel shall meet in executive session and begin its deliberations within three calendar days. In reaching its decisions the panel shall consider only the testimony and other materials entered or presented as evidence during the hearing and such written or oral arguments as the panel, at its discretion, may allow. The University has the burden of proof. In evaluating evidence, the panel shall use the standard of “clear and convincing” evidence in determining whether the institution has met its burden of showing that permissible grounds for the discharge or serious sanction exist and are the basis for the recommended action. “Clear and convincing” is a higher standard than “preponderance” of evidence and must indicate that the University’s case is substantially more likely to be true than not true.
Within 14 calendar days of finishing its deliberations or after the full transcript is received, whichever is later, the panel shall provide the faculty member and the chancellor with a copy of its report, including materials entered as evidence, and a copy of the court reporter's transcript of the hearing. In its report, the panel shall state whether it recommends that the intended sanction be imposed (Faculty Senate Resolution #03-37).

In reaching a decision, the chancellor shall consider only the written transcript of the hearing, including materials offered in evidence in the panel's hearing and the documents that constitute the record of the appeal, including but not limited to the notice of intent to discharge or impose sanctions, the faculty member's request for a hearing, and the report of the panel. Within 30 calendar days of receiving the report and the court reporter’s written transcript of the hearing along with the materials offered in evidence at the hearing, the chancellor's decision shall be conveyed in writing to the panel and the affected faculty member by a method that provides delivery verification and is consistent with UNC Policy 101.3.3.

VII. Appeal of Chancellor’s Decision
If the chancellor concurs in a recommendation of the panel that is favorable to the faculty member, the decision shall be final. If the chancellor rejects a recommendation of the panel, the chancellor shall state the reasons for doing so in a written decision. If the chancellor either declines to accept a panel recommendation that is favorable to the faculty member or concurs in a panel recommendation that is unfavorable to the faculty member, the faculty member may appeal the chancellor's decision to the Board of Trustees.

This appeal shall be transmitted through the chancellor and be addressed to the chair of the Board. The faculty member must file a notice of appeal within 14 calendar days after the faculty member receives the chancellor's decision. The appeal to the Board of Trustees shall be decided by the full Board of Trustees; however, the Board may delegate the duty of conducting a hearing to a standing or ad hoc committee of at least three members.

The Board of Trustees, or its committee shall consider the appeal based on the written transcript of the hearing held by the Due Process Panel, including materials offered in evidence and the documents that constitute the record of the appeal, including but not limited to the notice of intent to discharge or impose sanctions, the faculty member's request for a hearing, and the report of the panel; however, at its discretion, the Board may hear such other evidence as it deems necessary, with the opportunity for rebuttal. The Board of Trustees' decision shall be made as soon as reasonably possible after the chancellor has received the faculty member's request for an appeal to the Trustees.

This decision shall be final except that the faculty member may, within 14 calendar days after receiving the Trustees' decision, file a written notice of appeal by a method that provides delivery verification and is consistent with UNC Policy 101.3.3 to the Board of Governors by alleging that one or more specified provisions of the Code of The University of North Carolina have been violated. Any such appeal to the Board of Governors shall be transmitted through the President of the University of North Carolina.

VIII. Suspension During a Period of Intent to Discharge
When a faculty member has been notified of the institution's intention to discharge the faculty member, the chancellor may reassign the individual to other duties or suspend the faculty member at any time until a final decision concerning discharge or imposition of serious
sanctions has been reached by the procedures prescribed herein. Suspension shall be exceptional and shall be with full pay and benefits.

SECTION I.IV, Appeals of Termination of Faculty Employment Based Upon Institutional Considerations

CONTENTS
I. Reasons Justifying Termination and Consultation Required
   II. Termination Procedures
   III. Request for a Reconsideration Hearing
   IV. The Reconsideration Panel
   V. Procedures for a Hearing
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   VII. Appeal to the Board of Trustees

I. Reasons Justifying Termination and Consultation Required
   A. Reasons for Terminating Employment
      The employment of a faculty member with permanent tenure or a faculty member holding a fixed-term or probationary appointment may be terminated by East Carolina University because of 1) demonstrable, *bona fide* institutional financial exigency, or 2) major curtailment or elimination of a teaching, research or public service program. Financial exigency is defined as a significant decline in the financial resources of the institution that is brought about by a decline in institutional enrollment or by other action or events that compel a reduction in the institution's current operations budget. If the institution faces financial exigency or needs to consider a major curtailment or elimination of a teaching, research, or public service program, the chancellor or chancellor’s designee shall first seek the advice and recommendations of the academic administrative officers and faculties following the process defined in subsection I.B below.

      This determination is subject to concurrence by the UNC President and then approval of the UNC Board of Governors. If the financial exigency or curtailment or elimination of a program is such that the institution’s contractual obligation to a faculty member cannot be met, the employment of the faculty member may be terminated in accordance with Section 605 B (1) of *The Code of The University of North Carolina* and the institutional procedures set out below.

   B. Consultation with Faculty and Administrative Officers
      If it appears that the institution will experience financial exigency or needs to consider a major curtailment or elimination of a teaching, research, or public-service program, the chancellor or chancellor’s delegate shall seek the advice and recommendations of the academic administrative officers and faculties of the department(s) in question, from units representing complementary disciplines, and from other units that might be affected.

      The chancellor or the chancellor’s designee shall prepare a report that identifies specifically the state of financial exigency or the program change. The report should outline the options readily apparent to the chancellor at the time and must describe clearly any options that would or might involve terminations of faculty employment.

      The chancellor’s report shall be directed to the Educational Policies and Planning Committee (EPPC) for their written advice and recommendations. In considering this report the EPPC
shall have access to information that formed the basis for the chancellor's report and may interview appropriate persons. The EPPC shall be provided a reasonable timeframe to prepare a response to the chancellor’s report, to be submitted no later than a date determined by the chancellor.

Following receipt of the EPPC’s report or expiration of the time allowed for submission of the report, should the chancellor decide to consider reducing a unit's faculty for reasons of financial exigency or major curtailment or elimination of a program, the chancellor shall promptly notify, in writing, any faculty member to be terminated following procedures outlined in section II below.

II. Termination Procedures

A. Consideration in Determining Whose Employment is to be Terminated
   In determining which faculty member's employment is to be terminated for reasons set forth in Section 605 A of the UNC Policy Manual, the chancellor shall give consideration to tenure status, to years of service to the institution, and to other factors deemed relevant, but the primary consideration shall be the maintenance of a sound and balanced educational program that is consistent with the functions and responsibilities of the institution.

B. Timely Notice of Termination
   1. When a faculty member's employment is to be terminated because of major curtailment or elimination of a teaching, research, or public-service program, and such curtailment or elimination of program is not founded upon financial exigency, a permanently tenured faculty member shall be given at least twelve months of notice. A faculty member without permanent tenure shall be given notice in accordance with the requirements specified in subsection II.C below.
   2. When a faculty member's employment is to be terminated because of financial exigency, the institution will make every reasonable effort, consistent with the need to maintain sound educational programs and within the limits of available resources, to give the same notice as set forth in the preceding paragraph.

C. Type of Notice to be Given
   1. An individual faculty member whose employment is to be terminated shall be notified of this fact in writing by a method that provides delivery verification and is consistent with UNC Policy 101.3.3. This notice shall include: (i) a statement of the conditions requiring termination of the faculty member's employment; (ii) a general description of the procedures followed in making the decision; (iii) a disclosure of pertinent financial or other data upon which the decision was based; (iv) a statement of the faculty member's right to reconsideration of the decision by a faculty appellate panel if the faculty member alleges that the decision to terminate employment was arbitrary or capricious; and (v) a copy of this procedure on termination of employment.
   2. For a period of two years after the effective date of termination of a faculty member's contract for only reasons specified in subsection I.A above, the institution shall not replace the faculty member in a comparably defined position without first offering the position to the person whose employment was terminated. The offer shall be sent by a method that provides delivery verification and is consistent with UNC Policy 101.3.3 to the address last furnished to the chancellor's office, and the faculty member will be given 30 calendar days after attempted delivery of the notice to accept or reject the
offer. The offer to resume a terminated position shall provide for tenure status, rank, and salary at least equal to those held by the faculty member at the time of termination.

3. When requested by a faculty member whose employment has been terminated, the institution shall give reasonable assistance in finding other employment. Such assistance should include, for example, administrative assistance, access to the telephone (including long distance), University/unit stationery and postage, travel funds to professional meetings, and other assistance as deemed reasonable and appropriate in the profession.

D. Termination if Reconsideration is Not Requested

If, within 14 calendar days after receipt of required notice, the faculty member makes no written request for a reconsideration hearing, employment will be terminated at the date specified in the notice, and without recourse to any institutional grievance or appellate procedure.

III. Request for Reconsideration Hearing

Within 14 calendar days after receiving the required notice, the faculty member may request a reconsideration of the decision to terminate employment by a method that provides delivery verification and is consistent with UNC Policy 101.3.3. The request shall be submitted to the chancellor and shall specify the contention that the decision to terminate employment was arbitrary or capricious, and shall include a short, plain statement of facts that the faculty member believes support that contention. Upon receipt of such a request the chancellor shall, within 10 calendar days, notify the appropriate appellate chair of the need to convene a Reconsideration Hearing Panel.

IV. The Reconsideration Panel

The Reconsideration Panel (hereafter, “the panel”) shall be composed of five members and one alternate, each of whom is a full time permanently tenured voting faculty member without administrative appointment. The alternate shall attend all sessions of the hearing and shall replace a regular member should that member be unable to attend the entire hearing. Members shall be chosen in accordance with the procedures for election of the Appellate Committee specified in the Bylaws of the East Carolina University Faculty Senate, and appointment of appeals panels described in Part XII, Section I.I of this Faculty Manual. A quorum for the panel shall be five members or four members and the alternate. If membership of the panel falls below the specified five members and one alternate, the appellate chair will appoint additional members of the Appellate Committee as described in Part XII, Section I of the Faculty Manual.

Upon organization, the members of the Reconsideration Panel shall elect a chair and secretary. Should either officer be absent at the beginning of a hearing, the panel members shall elect an alternate for the purposes of the hearing.

When the panel is convened to consider any matter associated with a faculty member's request for a hearing, those Appellate Committee members who hold an appointment in the faculty member's academic unit, those who might reasonably expect to be called as witnesses, those who participated directly in the decision to terminate the faculty member's employment, or those who may have any other conflict of interest should be disqualified from participation in the activities of a panel related to this specific request for a hearing. The faculty member and the chancellor, or the chancellor's designee, are permitted to challenge panel members for just cause. The other members of the panel, including the alternate, will decide by majority vote (excluding
the panel member challenged) on any potential disqualifications if a panel member is challenged but wishes to remain.

The panel may at any time consult with an attorney in the office of the University Attorney. The consulting attorney should not have present or prior substantive involvement in the matter that gave rise to the hearing, nor advise the University administrator(s) substantively regarding the panel's recommendation(s) during the review, although individual attorneys may play the same role at different points in the process.

V. Procedures for the Hearing
A. Time and Date of Hearing
   The Reconsideration Panel shall set the time, date, and place for the hearing. The date for the hearing should be within 42 calendar days of the time the appellate chair receives the chancellor's notification of the faculty member's written request for a hearing. The panel chair shall notify the affected faculty member, the chancellor, and the chair of the faculty of the time, date, and place of the hearing. The panel may, upon the faculty member's written request and for good cause, postpone the date of the hearing by written notice to the faculty member, chancellor, appellate chair, and chair of the faculty.

B. Conduct of Hearing
   The Reconsideration Panel's review of the faculty member's appeal shall be limited solely to determining whether the decision to terminate employment was arbitrary or capricious. The panel chair is responsible for conducting the hearing and for maintaining order during the hearing. Except as provided for herein, the hearing shall be conducted according to the latest edition of *Robert's Rules of Order, Newly Revised*. Attendance at the hearing is limited to the panel members and alternate, the faculty member requesting the hearing, advisor or counsel for the faculty member, the chancellor or designee (hereinafter, the chancellor), and counsel for the chancellor. Other persons (witnesses) providing information to the panel shall not be present throughout the hearing, but shall be available at a convenient location to appear before the panel as appropriate. Upon request, the faculty member and the panel shall be given access to documents that were used in making the decision to terminate the faculty member's employment. A professional court reporter must be used to record and transcribe the hearing (Faculty Senate Resolution #03-37).

The hearing shall begin with an opening statement by the panel chair limited to explaining the purpose of the hearing and the procedures to be followed. Following the opening remarks by the panel chair, the faculty member or the faculty member's counsel shall present his or her contentions and any supporting witnesses and documentary evidence. The chancellor or the chancellor's counsel may then reply and present any supporting witnesses and evidence in rebuttal of the faculty members contentions or in general support of the decision to terminate the faculty member's employment. During these presentations, the faculty member or his or her counsel, and the chancellor, chancellor's designee, or his or her counsel, may question any of the witnesses. Panel members may question witnesses for purposes of clarification. At the conclusion of the hearing, the faculty member or his/her advisor or legal counsel, and then the chancellor, designee, or counsel will be given the opportunity to provide summary statements.
VI. Procedures After the Hearing

The panel shall meet in executive session to begin its deliberations no more than three calendar days after the hearing. In reaching its decisions the panel shall consider only the testimony and other materials entered or presented as evidence during the hearing.

Within 14 calendar days of finishing its deliberations or receipt of the court reporter's transcript, whichever is later, the panel shall provide the faculty member and the chancellor with a copy of its report, including materials entered as evidence, and a copy of the court reporter's transcript of the hearing (Faculty Senate Resolution #03-37).

If the Reconsideration Panel determines that the contention of the faculty member has not been established, the report shall, by a simple unelaborated statement, so notify the faculty member, the chair of the faculty and the chancellor.

If the panel determines that the faculty member's contention has been satisfactorily established, the report shall so notify the faculty member, the chair of the faculty, and the chancellor, and provide a recommendation for corrective action by the chancellor.

Within 10 calendar days after receiving the recommendation, the chancellor shall send written notice to the faculty member by a method that provides delivery verification and is consistent with UNC Policy 101.3.3, with copies to the chair of the faculty and the chair of the Reconsideration Panel, giving a decision and stating what modification, if any, will be made with respect to the original decision to terminate the faculty member's employment.

If the chancellor concurs in the recommendation of the Reconsideration Panel and withdraws the termination notice, the decision is final and written notification thereof shall be sent to the faculty member, the chair of the faculty, and the chair of the Reconsideration Panel. If the original termination decision is not reversed, the chancellor shall send written notice of such to the faculty member by a method that provides delivery verification and is consistent with UNC Policy 101.3.3, with copies to the chair of the faculty and the chair of the Reconsideration Panel. The faculty member may appeal the termination to the Board of Trustees within 10 calendar days following receipt of the chancellor's decision (Faculty Senate Resolution #99-4).

VII. Appeal to the Board of Trustees

This appeal shall be transmitted through the chancellor and shall be addressed to the chair of the Board. The faculty member must file a notice of appeal within 14 calendar days after the faculty member receives the chancellor's decision. The appeal to the Board of Trustees shall be decided by the full Board; however, the Board may delegate the duty of conducting a hearing to a standing or ad hoc committee of at least three members.

The Board of Trustees or its designated committee shall consider the appeal based on the written transcript of the hearing held by the Reconsideration Panel, including materials offered in evidence and the documents that constitute the record of the appeal. These include, but are not limited to, the statement of termination, the faculty member's request for a hearing, and the report of the panel. At its discretion, the Board may hear such other evidence as it deems necessary, with the opportunity for rebuttal. The Board of Trustees' decision shall be made as soon as reasonably possible after the chancellor has received the faculty member's request for an appeal to the Trustees. The decision of the Board of Trustees shall be final.
In compliance with UNC Code 602 (1) final approval of this Part XII, Section I involves the Faculty Senate, Chancellor, Senior Vice President for Academic Affairs, General Counsel, and President of UNC System."

Approved (entire document)
FS Resolution #06-19, January 9, 2007 Erskine Bowles, President of UNC System
FS Resolution #09-51, July 12, 2010 Erskine Bowles, President of UNC System
(with editorial revision to section V.B.2 as suggested)
FS Resolution #16-15, April 7, 2017 Margaret Spellings, President of UNC System
(with editorial revisions as suggested, effective date: July 1, 2017)
FS Resolution #19-10, pending UNC General Administration approval

Proposed Revisions to the *ECU Faculty Manual, Part XII. Faculty Appellate Provisions, Section II. General Faculty Grievance Procedures and Appeals of Non-Conferral of Early Tenure as follows:*

Key proposed revisions to the ECU Faculty Appellate Structure are linked [here](#).

Detailed [here](#) are the proposed revisions and provided below is the clean copy that replaces what is currently in the manual.

"CONTENTS
I. Policies and Procedures for General Faculty Grievances and for Appeals of Non-conferral of Early Tenure

II. Grievance Procedures Related to Complaints of Unlawful or Prohibited Harassment, Discrimination or Improper Relationships Brought Against East Carolina University Faculty Members or Administrators Holding Faculty Status

III. Effective Date

SECTION II.I, Policies and Procedures for General Faculty Grievances and for Appeals of Non-conferral of Early Tenure

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I. Faculty Grievances
II. The Grievance Panel
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IV. Grievances Resulting From the Non-Conferral of Early Permanent Tenure When the Non-Conferral Decision is Not Concurrent with A Reappointment Decision

V. Annual Report

VI. Application

VII. Grievance Committee By-Laws and Procedures

Footnotes

Part XII, Section II.I provides for peer review of general faculty grievances and appeals of non-conferral of early tenure through a formal procedure that, depending on the grievance, includes access to mediation or direct review, and the potential for an appellate panel hearing of the grievance. Grievance procedures in Part XII, Section II.I are confined to the faculty and administrative structure of East Carolina University. There are no appeals through Part XII-Section II.I beyond the Board of Trustees.

I. Faculty Grievances

There are two classifications of grievances covered by this section. The first is referred to as a “General Grievance” and the second is a “Grievance Resulting From The Non-conferral of Early Permanent Tenure When The Non-conferral Decision Is Not Concurrent With A Reappointment Decision” (hereafter, non-conferral of early tenure).

The two grievance classifications and differences in the grievance procedures reflect the Board of Governors requirement that an internal grievance process be provided for non-conferral of early permanent tenure that is not concurrent with a reappointment decision. This requirement and the authority to establish different grievance procedures are set forth in Section 607 of The Code of The University of North Carolina and further elaborated in The UNC Policy Manual 101.3.2. The establishment of separate grievance procedures provides two assurances. First, it ensures there is a review process for the faculty member when the non-conferral of permanent tenure was based on an early request, for which appeals to the Board of Governors are not allowed. Appeals of non-conferral of tenure at end of the established probationary period are governed by the provisions in Part XII, Section I.II. Second, the bases for the grievance provided in Part XII, subsection II.I.IV for a grievance of non-conferral of early tenure do not apply to General Grievances covered in this section.

No grievance that involves matters related to a formal proceeding for the imposition of serious sanction, discharge, or termination of a faculty member’s employment, or that is within the jurisdiction of another appellate panel, falls within the charge of these general Faculty Grievance provisions (See Part XII, Sections I.II covering review of non-reappointment or non-conferral of tenure at the completion of a probationary term; I.III covering due process before discharge or the imposition of serious sanctions; and I.IV covering appeals of termination of faculty employment based upon institutional considerations).

II. Grievance Panel

The Grievance Panel (or “the panel”) shall be composed of five regular members and one alternate, chosen from the Appellate Committee in accordance with Part XII, Section I.I.

Upon receipt of the grievant’s Petition for Redress (Step Two), the appellate chair responsible for Grievance Panel hearings (Part XII, Section I.I) will inquire of panel members about the existence of potential conflicts of interest (which include, but are not limited to, any grounds for recusal listed in this paragraph) and will automatically recuse from participation in the appeal any member from the
grievant’s or respondent’s relevant department, unit, college, or school, or any member with whom either the grievant or respondent(s) has had an amorous relationship, or is related by blood, law, or marriage (as defined in UNC Policy Manual 300.4.2 and 300.4.2.1[G]). Committee members shall recuse themselves from participating in a grievance if they have a reason to believe that such participation represents or will create a conflict of interest.

The appellate chair’s responsibility is to provide the grievant and respondent(s) a process for a possible resolution of the grievance. The appellate chair will provide only procedural information to the parties of the grievance, and shall not function as an advocate for either party. Procedural information includes the membership of the Appellate Committee, its charge, the options open to the parties to the grievance, and similar information.

Upon receipt of a request for a hearing (Step Four), the appellate chair shall determine the availability of the Appellate Committee members in lottery rank order to form a Grievance Panel consisting of five members plus one alternate who will replace any member unable to attend the entire hearing. Any party to a grievance may request that any member of the panel be recused from the hearing for conflict of interest. Such a request shall be in writing, stating the reason(s) for the request and be provided to the appellate chair not later than 5 calendar days after notification in Step Four of a hearing date. If the panel member declines recusal, the established panel, including the alternate, shall determine obligatory recusal by a majority vote (the member in question not participating). The recused panel member will be replaced by the current alternate member, and the appellate chair will appoint a new alternate following the same procedure as above.

III. General Grievances

General grievances shall be limited to matters directly related to a faculty member’s employment status and institutional relationships within East Carolina University. Grievances shall be limited to remediable injuries attributable to the violation of a right or privilege based on federal or state law, university policies or regulations, or commonly shared understandings within the academic community about the rights, privileges, and responsibilities of university employment or conduct that deprived the faculty member of an advantage that he or she otherwise would have received.

To promote and allow for adequate efforts at informal conflict resolution, the deadline for initiating a grievance is the end of the following Spring semester for an incident alleged to have occurred during the Fall semester (August 16th to December 31st) and the end of the Fall semester for an incident alleged to have occurred during the Spring semester or during the summer months between the Spring and the Fall semesters (January 1st to August 15th). This deadline may be extended by a majority vote of the Appellate Steering Committee if, in the committee’s opinion, there are extenuating circumstances despite due diligence.

The Appellate Steering Committee and Grievance Panel shall hold the grievant responsible for progressing through the grievance steps in a timely manner. If time delays are encountered because of the respondent(s), the grievant shall bring this to the attention of the appellate or panel chair as appropriate to the stage of the grievance at the time.

The grievant may terminate the grievance at any time during the process by notifying the appellate chair in writing. The appellate chair will issue a written memorandum to all parties regarding the termination of the grievance. Any such notice of termination is final and the grievance is closed.
A. Step One: Conflict Resolution.

Prior to initiating a grievance with the Appellate Committee, a faculty member shall make a concerted effort to resolve the issue through informal conflict resolution. Faculty are encouraged to take advantage of University resources for conflict resolution and informal mediation (http://www.ecu.edu/cs-acad/conflictresolution/) in trying to settle complaints without entering into formal grievance procedures. This can provide a less antagonistic venue, in the presence of a neutral third party trained to facilitate discussions, which can reduce tensions and lead to an equitable agreement.

Before filing a complaint with the Appellate Committee, an objecting faculty member (the potential grievant) at a minimum shall meet with the potential respondent(s) and attempt to resolve the conflict at issue. At or before this meeting the objecting faculty member shall provide the potential respondent(s) with a written statement setting forth the nature of the problem and the redress sought. If there are multiple claims, each should be presented clearly. This statement should include all information necessary to support each of the objecting faculty member’s claims, giving the respondent an opportunity to identify, understand, and address each concern. Both parties will have an opportunity to submit information and documents in support of their claims and responses before a hearing, should the issue proceed to a grievance (see Step Four below).

The objecting faculty member and respondent should meet in face-to-face discussion(s) about the substance of the problem and are encouraged to use University resources for informal conflict resolution to aid in resolving differences. In cases where the respondent refuses to meet, the objecting faculty member shall, by a memorandum with a copy to the respondent, inform the appellate chair and the next higher-level administrator in their program. Before proceeding to a formal grievance (Step Two), the objecting faculty member shall provide the respondent with the Petition for Redress that the grievant intends to submit in Step Two.

During attempts to resolve conflicts, each party may select a counselor who may also serve as an advisor throughout a conflict resolution and/or grievance process, but who shall not participate nor be called as a witness in a hearing (see Step Five). A list of potential faculty counselors is maintained by the Faculty Senate Office; however, the parties to the conflict may choose any eligible ECU current or retired faculty members as counselors, or may choose to have no counselor. It is recommended that counselors be tenured professors with extensive experience in faculty governance, as evidenced by service on university governance/appellate committees, and not be associated with the conflict in any way. Association with the conflict includes individuals who may reasonably be called as a witness by either party, should the complaint proceed into the formal grievance process.

For impartial adjudication of a conflict, either party may require availability of information that is controlled or in the possession of the other party or the administration. Upon specific request by a party to the conflict, the other party or the administration shall provide the requesting party with information bearing on the conflict that is not otherwise confidential as a matter of law (“privileged”).

In cases where a formal Petition for Redress has been filed (see Step Two below), either party to the grievance may request that the Appellate Steering Committee or Grievance Panel (once a grievance has proceeded to Step Four) evaluate the basis for a claim of privileged information, and the potential value of that information to resolving the grievance. If the privileged information is deemed to bear substantively on the grievance, the steering committee/panel is required to seek resolution of the issue of privilege through the relevant vice chancellor, or through the chancellor if the vice chancellor is party to the grievance. If the information has a material bearing on the
grievance but cannot be obtained for legal reasons, the steering committee/panel shall decide whether continuing the grievance would be unfair to the grievant and/or respondent. If deemed unfair to continue, the grievance process will be terminated with the reason(s) stated clearly in a memorandum to all parties to the grievance, thereby ending the administrative appeal process at East Carolina University. All requested information that is received shall be distributed to the appellate chair/panel chair and to all parties to the grievance.

B. Step Two (Petition for Redress)
A Petition for Redress by the grievant should be addressed to the Appellate Committee chair, and have appended a copy of the grievant’s written statement from a Step One meeting with the respondent. It shall be submitted with a statement that the grievant completed Step One above, and that with this petition the grievant intends to pursue a formal grievance.

Ten copies of the Petition for Redress, which should not exceed 20 pages, must be delivered to the Faculty Senate Office. The appropriate appellate chair will ascertain if the grievant has completed Step One. If the grievant has not followed Step One, the chair will inform the grievant that Step One is not completed and must be completed prior to any further action being taken by the Appellate Committee.

Based on information contained in the grievant’s Petition for Redress, the Appellate Steering Committee shall determine whether the grievance is within the charge of Part XII, Section II.I. The committee may decide that none, some, or all of the issues in the Petition for Redress are appropriate for a general grievance. Issues not within the charge of Part XII, Section II.I will receive no further attention and the committee’s decision concerning grievance issues shall be communicated by memorandum to the grievant and respondent. The ECU administrative appeal process is ended for those issues rejected by the committee, unless they fall within the scope of a different appellate process. Except after mediation, the Petition for Redress shall not be modified.

All material collected as part of the grievance shall be put in the grievance file maintained in the Faculty Senate Office under the grievant’s name. This grievance file becomes a part of the grievant’s Personnel File and, where appropriate, the respondent’s Personnel File. A note will be placed in the grievant’s and, where appropriate, respondent’s Personnel File(s) to indicate the location of the additional records.

C. Step Three (Mediation and/or Chancellor Review)
After the committee has determined which, if any, issues raised in the grievant’s Petition for Redress are within the charge of Part XII, Section II.I, the grievant may request:

1) Mediation (see C.1) followed by the Chancellor Review (see C.2) or a hearing (see Step Four) on any unresolved issues.
2) The Chancellor Review without mediation (see C.2).
3) A hearing without mediation (see Step Four).
4) Termination of the grievance (see Step Four).

1. Mediation
The appellate chair shall offer the parties to the grievance the opportunity to seek a resolution through mediation (The UNC Policy Manual 101.3.2.III). Mediation is limited solely to the grievant and the respondent. Each party will be asked to respond within 15 calendar days after the date of notification by the appellate chair as to their acceptance of mediation. Once all parties to the grievance have accepted mediation, the grievant shall not pursue the grievances at administrative levels higher than that of the respondent. To do so is inconsistent with the mediation process and
will result in the termination of the grievance procedures, ending administrative review of the grievance. Rejection of mediation shall have no bearing on decisions or recommendations related to the grievance. Unless the grievant pursues a Chancellor Review, if any party to the grievance rejects mediation and the grievant requests a hearing, the appellate chair will notify the parties that a Grievance Panel will be formed and will set a grievance hearing date (Step Four).

If the grievant and the respondent accept mediation, the Faculty Senate Office administrator and chair of the faculty will be responsible for securing a mediator. To avoid real or apparent conflicts of interest, all mediation will be conducted by a third party mediator with no formal association with East Carolina University nor prior association with either party to the grievance, and who is certified by the North Carolina Administrative Office of the Courts.

The parties to the grievance will inform the appellate chair within 5 calendar days of receiving the name as to whether the mediator is acceptable or unacceptable. An alternate mediator will be located if necessary. After the second attempt, unless the grievant pursues a Chancellor Review, if no acceptable mediator can be located, the appellate chair will so notify the parties to the grievance and inform them that, should the grievant request a hearing, a panel will be formed and grievance hearing date set (Step Four).

If an acceptable mediator is identified, the parties to the grievance will be informed of the selection. The Petition for Redress and the committee’s memorandum will be provided to the mediator by the appellate chair. The mediator will communicate to the appellate chair the beginning date of the process. The mediator will inform the appellate chair on a monthly basis that mediation is continuing with measurable progress. The mediation process shall not exceed 42 calendar days without formal approval of the appellate chair or 60 days without the formal approval of the full Appellate Steering Committee.

Mediation will continue until such time that:

a. An agreement among the parties is reached (subject to time limits).
b. A party or the mediator writes to the committee chair that further mediation is unlikely to be successful.
c. A party to the grievance writes to the committee chair a desire to terminate mediation because of resistance to or undue delays in scheduling mediation meetings, or because the mediator is no longer deemed acceptable.

Events b. through c. above will cause the appellate chair to notify the parties to the grievance that the mediation process is being terminated and, unless the grievant requests Chancellor Review, inform the grievant to move to Step Four if desired. Decisions by the grievant, respondent, or mediator to terminate mediation shall have no bearing on decisions or recommendations related to the grievance. All information from the mediation process is confidential and inadmissible in the grievance hearing.

If an agreement is reached, the grievance will be considered closed and a copy of the agreement, signed by all parties to the grievance, will be placed in the grievance file maintained in the Faculty Senate Office. It is expected that most agreements will require only the authority of the respondent for a unit commitment but some may require the authority of the chancellor. If the chancellor rejects the agreement, the parties may continue mediation or the grievant may request either a Chancellor Review or a hearing.
If the mediation process produces a partial settlement, those issues shall be removed from the committee’s memorandum to the grievant and respondent as determined in Step Two. A signed copy of the partial agreement shall be placed in the grievance file. The grievant may request a Chancellor Review or a hearing for remaining issues (Step Four).

2. Chancellor Review
Within 20 calendar days from the request for a Chancellor Review, the grievant shall provide to the chancellor, the respondent, and the appellate chair copies of the Petition for Redress along with the committee’s memorandum and any information that supports the grievant’s contentions. Within 10 calendar days, with copies to the grievant and appellate chair, the respondent may submit to the chancellor a written response to the Petition for Redress and any other documents provided by the grievant. The chancellor shall provide a response to the grievant, with copies to the appellate chair and the respondent, within 20 calendar days of the chancellor’s receipt of all materials. The chancellor may extend any of these deadlines if he or she deems it to be in the best interest of the university.

The chancellor’s decision is final and may not be appealed. A copy of all information submitted to the chancellor and the chancellor’s decision shall be placed in the grievance file and the grievance closed.

D. Step Four (Request for a Hearing)
If the grievance is not resolved, by memorandum to the committee chair with a copy to the respondent, the grievant shall request a hearing, or state that the grievance will not be pursued. If mediation has occurred, the Appellate Steering Committee will again review the grievant’s Petition for Redress in light of any changes that may have resulted from mediation. The steering committee will establish a Grievance Panel if it determines that all or some of the issues unresolved by mediation allege an injury that would entitle the faculty member to relief under Part XII, Section II.I. In this case, the steering committee shall provide an updated memorandum to the grievant and respondent(s) explaining remaining issue(s) to address in a hearing. Should the steering committee determine that remaining issues are no longer within the purview of a Faculty Grievance Panel, this decision will exhaust the administrative appeals process, and shall be communicated by a method that produces adequate evidence of delivery to all parties to the grievance.

Once a Grievance Panel is established, the elected panel chair will notify the grievant and respondent, setting a time, date, and place for a hearing on the Petition for Redress. The date of the hearing shall be within 42 calendar days of this notification, except when the request for a hearing is received during summer months, official university breaks and holidays, and when, despite reasonable efforts, the Grievance Panel cannot be assembled (The UNC Policy Manual 101.3.3). Scheduling an appeal panel during the summer months is complicated by the absence of many faculty and different schedules of those available. If the panel cannot schedule a hearing during the summer, a fall hearing date will be scheduled as soon as possible after the fall organizational meeting of the Appellate Committee.

If either the grievant or the respondent petitions the panel in writing for a postponement of the hearing for health reasons, or due to a serious personal emergency, the panel chair shall postpone the meeting for a period of time appropriate to the circumstances. If either the grievant or respondent petitions the panel for a postponement of the hearing for reasons other than health or serious personal emergency, the panel chair shall determine whether it is the general agreement of the committee to postpone the hearing for good cause until the next possible scheduled date.
The notice of hearing will request that both parties submit to the panel the names of their counselors, and all information and documents they intend to introduce at the hearing to support or defend their respective positions. Such information and documents may include written materials, sound or video recordings, photographs, or other forms of information or documentation approved by the panel. The grievant’s submission shall include a list of witnesses with a brief statement of the relevance of each witness, and all information to be used in support of the grievant’s claim(s). The respondent’s submission shall include a list of witnesses with a brief statement of the relevance of each witness, and all information to be used to defend against the grievant’s claim(s). The panel may also call other witnesses that it deems relevant to the grievance. A mediator shall not be called as a witness in the hearing of a grievance and no part of the mediation effort (e.g., conversations, offers, proposals, etc.) shall be introduced as evidence.

Ten copies of all information and documents shall be submitted to the Faculty Senate Office no less than 14 calendar days prior to the hearing date. The department or unit of each party to a grievance is responsible for providing reasonable access to photocopy services for hearing documents during the grievance process. These services shall be at no cost to the grievant or respondent; provided, however, a party to the grievance or a unit bearing such costs may petition the panel to limit incurrence of copying costs by a grievant and/or respondent at the point those expenses appear to be extraordinary and grossly excessive, in which case the panel may direct alternative or adjusted means of making the information to be copied available for use in the hearing process. The submitted information and documents shall have a table of contents with numbers (Arabic) assigned to all pages that exhibit information. If the back of a page contains information, it also must be numbered. Numbers shall be preceded by a “G” for the grievant’s submission or an “R” for the respondent’s submission. If more than one grievant or more than one respondent is involved, their designation will be communicated by the panel chair.

Once the copies as described above are received from both parties, the Grievance Panel chair will provide one copy of the grievant’s submission to the respondent, and one copy of the respondent’s submission to the grievant. The panel chair will create an agenda prior to the meeting to ensure that the hearing will be completed within one business day. The agenda will state limits on the amount of time that each party will be allocated for presentation of their cases. This agenda, with names of the panel members and procedures for submission of new documents and handling of the witnesses, will be distributed to the Grievance Panel, the grievant and the respondent no less than 5 calendar days prior to the hearing date.

E. Step Five (The Hearing)
The Grievance Panel shall limit its investigations to the issues presented in the Petition for Redress and confirmed by the Appellate Steering Committee’s memorandum to the grievant. During the hearing, the panel may explore issues raised by any party to the grievance that are concretely based on issues raised in the Petition for Redress. The panel’s responsibility is limited to issuing recommendations based on the information presented as part of Step Four and at the hearing. Except as noted in Part XII, Section II.III.D, the authority of the Grievance Panel shall be solely to hear the testimony of the grievant, the respondent, and witnesses.

The panel chair shall preside and be responsible for maintaining order and prompt progression of the hearing process. Except as provided for herein, the hearing shall be conducted according to the latest edition of *Robert's Rules of Order, Newly Revised.* When, despite due diligence, circumstances make it necessary to resolve an issue not addressed in these provisions, the panel
chair shall have the authority to make a reasonable adjustment or exception that maintains the integrity of the process to the extent possible and consistent with applicable law and policy.

The Grievance Panel chair shall begin the hearing by briefly reviewing the panel's authorization and powers, and the procedures to be followed during the hearing. The chair shall then enter into the hearing record correspondence generated prior to the hearing as the Appellate Committee’s Exhibit C, and information submitted in Step Four by the grievant and the respondent as Exhibits G and R.

The submitted information shall include all information necessary to support or defend the grievance; however, with approval of the Grievance Panel, the grievant, respondent, or a witness may submit additional information during the hearing. All such information must be numbered, with copies to be presented to the opposing party and members of the panel, and shall become part of the formal record of the hearing.

Only the grievant, the respondent, members of the Grievance Panel, and the court reporter shall be present for the duration of the hearing. Witnesses, as noted below, will be present only when giving testimony. It shall be the responsibility of the parties to present their respective cases. The burden is on the grievant to establish, by a preponderance of the evidence, that the grievant’s claims and requested redress are consistent with Faculty Manual Part XII, Section II.I. Preponderance is defined as the greater weight of evidence and its probable truth or accuracy, and not the amount of evidence presented.

The grievant is responsible for presentation of the grievant’s case, including the testimony of witnesses. Panel members may question the grievant, the respondent or witness(es) at any time during the hearing. After each of the grievant’s witnesses has completed their testimony, and has responded to questions from the respondent and to the grievant’s further questions (limited to the subject of the respondent’s questions), the witness will be excused from the hearing unless recalled by the Grievance Panel. At the end of the grievant's presentation, the respondent may question the grievant.

The respondent’s presentation will follow the procedures noted above for presentation of the grievant’s case. When the panel and grievant have no further questions, the grievant is given the opportunity to make a 10-minute final statement, and then a total of 10 minutes is available to the respondent(s) for a final statement.

F. Step Six (Grievance Panel Report)

The Grievance Panel's report shall be based only on facts, documentation, arguments presented at the hearing, and applicable law and University policies. Panel recommendations are to be based on, but are not limited to, the grievant’s requested redress.

Copies of the panel’s report will be available to the grievant and respondent for their retrieval from the Faculty Senate Office. A copy of the panel’s report, a copy of the written record of the hearing proceedings, and a copy of all evidence submitted will be placed in the grievance file, and will be open to the Grievance Panel and all parties to the grievance until the grievance is closed.

If the panel finds that the grievant’s contentions are not supported or makes no recommendations in favor of the grievant, the panel shall submit its report to the grievant, respondent, chair of the faculty, and chancellor. In addition, the chancellor shall receive a transcript of the hearing proceedings and the evidence in the grievance file. The chancellor shall provide a decision in
writing to the grievant, respondent, chair of the faculty, and the Grievance Panel within 20 calendar days of receipt of materials from the panel. The decision of the chancellor is final.

If the panel finds that the grievant’s contentions are supported and makes recommendations in favor of the grievant, but, in the opinion of the panel, these recommendations are not within the authority of the respondent to implement, the panel shall submit its report to the grievant, respondent, and chair of the faculty. By memorandum, the panel chair shall inform the chancellor that, in the opinion of the panel, its recommendations are not within the respondent’s authority to implement and request the chancellor make the appropriate adjustments.

If the Grievance Panel finds that some or all the grievant’s contentions are supported and within the authority of the respondent, and the panel makes one or more recommendations in favor of the grievant, the panel shall submit its report to the grievant, respondent, and chair of the faculty. The respondents shall be provided the panel’s report and recommendations along with a copy of the transcript of the hearing proceedings, the evidence in the grievance file, and documents and communications filed by the parties and decision-makers in the proceeding (collectively, the “Record of the Appeal,” which may grow as additional petitions, memoranda and material procedural communications are filed by the parties and decision-makers in the process). Within 20 calendar days of receipt of these materials, the respondent shall communicate, in writing, a response to the panel’s recommendations to the panel chair, grievant and the chair of the faculty. Within 15 calendar days of receipt of the respondent’s response, the grievant will inform the panel chair if the adjustments are satisfactory or not satisfactory. If the adjustments are satisfactory or if the grievant fails to provide timely notice to the panel that the adjustments are not satisfactory, the grievance will be closed.

If the respondent’s adjustments are not satisfactory to the grievant, the grievant may appeal to the chancellor. The grievant shall deliver to the Grievance Panel chair a memorandum addressed to the chancellor explaining in detail the reasons for the appeal. The panel chair shall forward a copy of this memorandum to the respondent and chair of the faculty and shall forward the grievant’s appeal memorandum to the chancellor along with the Grievance Panel report and the full Record of the Appeal described above.

If the grievant appeals to the chancellor, or if the Grievance Panel requests the chancellor to make a recommended adjustment, the chancellor’s decision shall be based on the recommendations of the hearing panel and the Record of the Appeal from the faculty Grievance Panel hearing. The chancellor has the discretion to consult with the panel and/or Appellate Steering Committee before making a decision (The UNC Policy Manual 101.3.2.IV.g). The chancellor will communicate a written decision within 20 calendar days of receipt of appeal materials, with copies to the grievant, respondent, chair of the faculty, and the Grievance Panel chair. The chancellor’s decision shall contain a notice of further appeal rights, if any, and, if the decision is appealable, it shall contain the information in subsection III.G., Step Seven (Appeal to the Board of Trustees) below, and shall be signed by all individuals who contributed to the report.

If the chancellor’s decision does not support the recommendations of the Grievance Panel, the grievant may appeal to the Board of Trustees of ECU in accordance with the procedures in Section III.G. Step Seven (Appeal to the Board of Trustees). The decision of the Board of Trustees is final and may not be appealed to the Board of Governors.
Dissenting Chancellor’s Report
Should the chancellor disagree with the Grievance Panel’s interpretation that the grievance is within the scope of redress covered by provisions of Part XII, Section II.l of the Faculty Manual, the chancellor shall withhold the decision, and inform the panel, all parties to the grievance, and the chair of the faculty of those areas of disagreement within the required 20 calendar days. The panel chair will then request that the chair of the faculty begin the normal interpretation process as set forth in the Faculty Manual. It is expected that the chair of the faculty will expedite this request.
Upon completion of the interpretation process, the panel will make any necessary recommendations. The report will be distributed in accordance with Part XII, Section II.I.III.F., with the grievant’s rights to appeal intact.

G. Step Seven (Appeal to Board of Trustees)
   1. Explanation of decisions that may be appealed.
      a. If the Grievance Panel did not advise an adjustment in favor of the grievant, then the decision of the chancellor is final and may not be appealed.
      b. If the panel found in favor of the grievant, and neither the relevant administrative official nor the chancellor made an adjustment advised by the panel, then the grievant may appeal to the Board of Trustees. The decision of the Board of Trustees is final.

   2. The Board of Trustees may delegate to a designated committee the authority to make procedural decisions and to make final decisions on behalf of the Board concerning appeals of faculty grievances submitted pursuant to Section 607 of The Code of The University of North Carolina.

   3. Timeline for Appeals
      a. A grievant who seeks to appeal the chancellor’s disposition of the grievance must file written notice of appeal with the Board of Trustees by submitting such notice to the chancellor, with adequate evidence of delivery (The UNC Policy 101.3.3), within 10 calendar days after receipt of the chancellor’s decision. The notice shall contain a brief statement of the basis for the appeal. Unless the Board determines an appeal is not within its jurisdiction or fails to meet the procedural requirements for consideration by the Board, the Board will consider the appeal on a schedule established by the chancellor, subject to any instructions received from the Board chair or from a committee of the Board that has jurisdiction of the subject matter of the grievance. The Board will issue its decision as expeditiously as is practical. If the grievant fails to comply with the schedule established for perfecting and processing the appeal, the Board at its discretion may extend the time for compliance or may dismiss the appeal.
      b. If the chancellor’s decision is eligible for appeal, the chancellor’s notice of the disposition of a grievant’s case must inform the grievant: (1) that a written notice of appeal to the Board of Trustees containing a brief statement of the basis for appeal is required within the 10 calendar day period and, (2) that, after notice of appeal is received in a timely manner, a detailed schedule for the submission of relevant documents will be established. All such notices of decision are to be conveyed to the grievant by a method that produces adequate evidence of delivery (The UNC Policy 101.3.3).

   4. Standard of Review: In order to prevail before the Board of Trustees, the faculty member must demonstrate that the chancellor’s decision was erroneous based on a preponderance of the evidence, that it violated applicable federal or state law or university policies or regulations, or that the process used in deciding the grievance was materially flawed.
IV. Grievance Resulting From Non-conferral Of Early Permanent Tenure When The Non-conferral Decision Is Not Concurrent With A Reappointment Decision.

A. Initiation of Hearing Process
No later than 25 calendar days of receiving written notice from the vice chancellor of non-conferral of early tenure, a faculty member (hereinafter, the grievant) may initiate the process leading to a hearing before a Faculty Grievance Panel (hereinafter, the panel) by submitting a Petition for Redress to the appellate chair.

Failure to meet the time periods allotted to the grievant constitutes a waiver of the right to a hearing and no further administrative appeals of the non-conferral decision are allowed. Before the expiration of a deadline, however, the faculty member may request an extension, provided the request is made in writing and presented to the appellate chair. The Appellate Steering Committee will make its decision and communicate it to the grievant within 10 calendar days of receiving a request for an extension, except under unusual circumstances such as during summer months, official university breaks and holidays and when, despite reasonable efforts, the steering committee cannot be assembled in a timely manner.

A hearing will be granted if the Petition for Redress is timely (above), complete (1, below), and claims an infringement of one or more of the allowable bases (2, below).

1. The Petition for Redress must include (i) a description that is as complete as possible of the actions or the failures to act which support each specified contention; (ii) the identification of the respondent(s); (iii) an enumeration and description of the information or documents to be used to support the contention (copies of the described documents are to be made a part of the Request for Redress); (iv) the identification of persons who may be willing to provide information in support of the contention; and (v) a brief description of the information those persons identified in (iv) may provide; and (vi) a copy of the vice chancellor’s notice of non-conferral of early permanent tenure.

2. The request for a hearing must be based on one or more of the following reasons.
   (a) The decision was based on any ground stated to be impermissible in Section 604B of The Code of The University of North Carolina. Specifically, in no event shall a non-conferral decision be based upon (i) the exercise by the faculty member of rights guaranteed by the First Amendment to the United States Constitution, or by Article I of the North Carolina Constitution, or (ii) discrimination prohibited under policies adopted by the ECU Board of Trustees i.e., discrimination based on the faculty member's age, color, creed, disability, genetic information, national origin, political affiliation, race/ethnicity, religion, sex/gender, sexual orientation, or veteran's status, or (iii) personal malice. The UNC Policy Manual 101.3.1.II.B).

   (b) The decision was attended by a "material procedural irregularity," meaning a departure from prescribed procedures and established university policies that is of such significance as to cast reasonable doubt upon the integrity of the original decision. Whether a procedural irregularity occurred, and whether it is material, shall be determined by reference to those procedures in effect when the initial decision was made and communicated. The Appellate Steering Committee shall ask the chancellor to certify what procedures were then in effect if that question is a matter of dispute. (Faculty Senate Resolution #03-49).

Ten copies of Petition for Redress not exceeding 20 pages shall be addressed to the appellate chair and delivered to the Faculty Senate Office. Upon receipt of the grievant’s Petition for Redress
the appellate chair shall notify each named respondent that he/she has been named a respondent in a grievance based on the non-conferral of early permanent tenure. Accompanying this letter will be a complete copy of the grievant’s Petition for Redress.

B. Procedures for the Hearing.
The appellate chair will convene a Grievance Panel if the Petition for Redress is timely, complete, and based on one or more of the criteria noted above. If the Petition for Redress fails to meet any one of these requirements, the Appellate Steering Committee shall not grant a hearing, the grievance will be closed, and this decision will exhaust the administrative appeals process for the grievance. This decision will be communicated to all parties of the dispute by a method that produces adequate evidence of delivery (The UNC Policy 101.3.3). If the Petition for Redress meets all of the above requirements, but makes claims beyond valid criteria (defined in IV.A.2.a and b above), the Appellate Steering Committee shall strike those issues from the Petition for Redress and these claims will receive no further attention in the process.

Once established, the Grievance Panel shall set the time, date, and place for the hearing. The date for the hearing shall be within 42 calendar days after receipt of the Petition for Redress by the Faculty Senate Office, except when a Petition for Redress is received during summer months, official university breaks and holidays and despite reasonable efforts the panel cannot be assembled.

The panel chair shall notify the grievant, the respondents, the chair of the faculty, and the chancellor, of the time, date, and place of the hearing. This notification shall call attention to any claims made in the Petition for Redress that have been struck and will not be addressed in the hearing. The notification will include the names of all panel members and alternates who may take part in the hearing.

The grievant and respondent are to submit ten copies of all information and documents to be used in the presentation (by the grievant) or in defense against the grievance (by the respondent). The grievant’s and respondent’s information must include: a) the identification of a witness(es) who may be willing to provide information relevant to the grievance; and b) a brief description of the information each witness may provide. This information and documentation shall be submitted to the Faculty Senate Office not later than 14 calendar days prior to the hearing date. One copy of the grievant’s information will be provided to each respondent and one copy of the respondent’s information will be provided to the grievant.

C. The Hearing
The Grievance Panel shall limit its investigations to the issues presented in the Petition for Redress, and include only those not struck in the Appellate Steering Committee’s notification that a hearing would be granted. The panel’s responsibility is limited to issuing recommendations based on the Petition for Redress, information and documentation submitted prior to or accepted during the hearing, and information developed during the hearing based on the testimony of the grievant, the respondent, and witnesses.

The panel chair shall begin the hearing by briefly reviewing the panel’s authorization and powers, the conditions necessary for a hearing, the panel’s belief that the issues about to be heard satisfy these conditions, and the procedures to be followed during the hearing. Except as provided for herein, the hearing shall be conducted according to the latest edition of Robert’s Rules of Order, Newly Revised.
The Grievance Panel chair shall then enter into the hearing record correspondence (particularly any relevant correspondence from the Appellate Committee and/or panel chair) generated prior to the hearing as the Exhibit C, and information submitted (above) by the grievant and the respondent as Exhibits G and R respectively (Exhibit letter designations are prescribed only for labeling purposes). It is expected that the hearing will be limited to this information; however, with approval of a majority of the panel, the grievant, respondent, or a witness may submit additional information during the hearing. All such information must be numbered, with copies to be presented to the opposing party and members of the panel, and it becomes a part of the formal record of the hearing.

Only the grievant, the respondent, members of the Grievance Panel, and the court reporter shall be present for the duration of the hearing. Others who are witnesses, as noted below, will be present only when giving testimony. It shall be the responsibility of the parties to present their respective cases. The grievant’s case will be evaluated on the basis of the preponderance of the evidence. This means the greater weight of evidence and its probable truth or accuracy, and not the amount of evidence presented.

The grievant is responsible for presentation of the grievant’s case, including the testimony of witnesses. Grievance Panel members may question the grievant, the respondent or witness(es) at any time during the hearing. After each of the grievant’s witnesses has completed testimony, and has responded to questions from the respondent, the panel, and to the grievant’s further questions (limited to the subject of the respondent’s questions), the witness will be excused from the hearing unless recalled by the panel. At the end of the grievant's presentation, the respondent may question the grievant.

The respondent’s presentation will follow the procedures noted above for presentation of the grievant’s case. Panel members may question the grievant, the respondent, or witnesses during the hearing. When the panel and grievant have no further questions, the grievant is given the opportunity to make a 10-minute final statement, and then a total of 10 minutes is available for the respondent’s final statement(s).

D. Grievance Panel Report
The Grievance Panel’s report shall be based only on facts, documentation, arguments presented at the hearing, and applicable law and University policies. The panel’s recommendations are to be based upon, but are not limited to, the grievant’s requested redress.

Copies of the Grievance Panel’s report will be available to the grievant and respondent for retrieval from the Faculty Senate Office. A copy of the panel’s report, a copy of the written record of the hearing proceedings, and a copy of all evidence submitted will be placed in the grievance file. This file will be open to the Grievance Panel and all parties to the grievance until the grievance is closed. The panel may make recommendations that a) do not support the grievant’s contentions, b) support the grievant’s contentions and are within the respondent’s authority to implement, or c) support the grievant’s contentions, but are not within the respondent’s authority to implement. The Grievance Panel’s actions for each of these findings are noted below.

a. Panel Recommendations Do Not Support the Grievant’s Contentions.
If the Grievance Panel finds that the grievant’s contentions are not supported or makes no recommendations in favor of the grievant, the panel shall submit its report to the grievant, respondent, chair of the faculty, and chancellor. Within 20 calendar days the chancellor shall, in
writing, inform the grievant, respondent, chair of the faculty, and Grievance Panel of a decision. The decision of the chancellor is final and may not be appealed.

b. Panel Recommendations Support the Grievant’s Contentions and are Within the Respondent’s Authority.
If the Grievance Panel finds that the grievant’s contentions are supported and makes recommendations in favor of the grievant, the panel shall submit its report to the grievant, respondent, and chair of the faculty. Within 20 calendar days of the recommendations, the respondent shall, with copies to the grievant and the chair of the faculty, communicate a response to the panel’s recommendation in writing to the Grievance Panel chair. Within 15 calendar days of receipt of the respondent’s response, the grievant will inform the Grievance Panel chair if the adjustments are satisfactory or not satisfactory. If the respondent’s adjustments are not consistent with the recommendations of the Grievance Panel but are satisfactory to the grievant, the grievance will be closed. If the respondent’s adjustments are not satisfactory to the grievant, the grievant may appeal to the chancellor. The process for an appeal to the chancellor is described below.

c. Panel Recommendations Support the Grievant’s Contentions, but are not Within the Respondent’s Authority to Implement.
If the Grievance Panel finds that the grievant’s contentions are supported and makes recommendations in favor of the grievant, but, in the opinion of the panel, these recommendations are not within the authority of the respondent to implement, the panel shall submit its report to the grievant, respondent, and chair of the faculty. By memorandum, the Grievance Panel chair shall inform the chancellor that, in the opinion of the panel, its recommendations are not within the respondent’s authority to implement and request the chancellor to make the appropriate adjustments.

The Grievance Panel chair shall forward to the chancellor a record of the hearing and copies of all documents submitted during the grievance process.

The chancellor’s decision is to be based solely on a thorough review of the information provided by the Grievance Panel. The chancellor has the discretion to consult with the Grievance Panel (The UNC Policy Manual 101.3.2.IV.g) and individuals with the delegated authority to implement the panel’s recommendations. It is expected that the chancellor will give deference to the advice of the faculty panel, but the final campus-based decision lies with the chancellor. Within 30 calendar days of receipt of the panel’s recommendation, the chancellor will inform the grievant, respondent, Grievance Panel chair, and chair of the faculty of a decision. If the chancellor does not support the panel’s recommendation, the chancellor will inform the grievant that the decision may be appealed to the Board of Trustees. This appeal process is described in Section IV.G. The decision of the Board of Trustees is final and may not be appealed to the Board of Governors.

E. Dissenting Chancellor’s Report
Should the chancellor disagree with the Grievance Panel’s interpretation that the grievance is within the scope of redress covered by provisions of Part XII, Section II.I of the ECU Faculty Manual, UNC Code or Policies, the chancellor shall withhold a decision and inform the Grievance Panel, all parties to the grievance, and the chair of the faculty of those areas of disagreement within 30 calendar days. The Grievance Panel chair will then request the chair of the faculty begin the normal interpretation process as set forth in the Faculty Manual. It is expected that the chair of the faculty will expedite this request. Upon completion of the interpretation process, the Grievance
Panel will make any necessary recommendations. The report will be distributed in accordance with Part XII, Section II.I.III.F., with the grievant’s rights to appeal intact.

F. Appeals to the Chancellor
If the respondent’s adjustments are deemed unsatisfactory by the grievant, an appeal to the chancellor is to be made within 20 calendar days of the receipt of the response. The grievant shall deliver to the Grievance panel chair a memorandum to the chancellor explaining in detail the reasons for the appeal. The panel chair shall forward a copy of this memorandum to the respondent and chair of the faculty, and shall forward the grievant’s appeal memorandum to the chancellor along with the Grievance Panel report and all supporting documentation.

The chancellor’s decision is to be based solely on a thorough review of the information provided by the Grievance Panel and may, at the chancellor’s discretion, include consultation with the panel (The UNC Policy Manual 101.3.2.IV.g). It is expected that the chancellor will give deference to the advice of the faculty panel, but the final campus-based decision lies with the chancellor. Within 30 calendar days of receipt of the grievant’s appeal and Grievance Panel’s recommendations, the chancellor will provide a decision to the grievant, respondent, panel chair and chair of the faculty. If the chancellor does not support the panel’s recommendation, the chancellor will inform the grievant of the provisions for appeal to the Board of Trustees.

G. Appeal to the Board of Trustees
This appeal shall be transmitted through the chancellor and shall be addressed to the chair of the Board. Notice of appeal shall be filed within 14 calendar days after the faculty member receives the chancellor's decision. The appeal to the Board of Trustees shall be decided by the full Board of Trustees; however, the Board may delegate the duty of conducting a hearing to a standing or ad hoc committee of at least three members.

The Board of Trustees, or its designated committee shall consider the appeal on the written transcript of the hearing held by the Grievance Panel (including evidence admitted in connection with the hearing), but it may, at its discretion, accept and consider such other evidence as it deems necessary, with the opportunity for rebuttal. The Board of Trustees’ decision shall be made as soon as reasonably possible after the chancellor has received the faculty member’s request for an appeal to the Trustees. The decision of the Board of Trustees is final and may not be appealed to the Board of Governors.

SECTION II.II, Grievance Procedures Related to Complaints of Unlawful or Prohibited Harassment, Discrimination or Improper Relationships Brought Against East Carolina University Faculty Members or Administrators Holding Faculty Status

CONTENTS

I. Preamble
II. Grievance Procedures

I. Preamble
A. Federal and state laws and/or university policies prohibits unlawful discrimination based on the following protected classes: race/ethnicity, color, genetic information, national origin, religion, sex
(including pregnancy and pregnancy related conditions), sexual orientation, gender identity, age, disability, political affiliation, and veteran status. East Carolina University establishes formal procedures to assure individuals who believe that they are the victims of unlawful or prohibited harassment, discrimination, or improper relationships that their grievances will be dealt with fairly and effectively.

The *East Carolina University Faculty Manual* (Part XII) is subject to university policies governing nondiscrimination, sexual and gender-based harassment and other forms of interpersonal violence at East Carolina University, which are available through the University’s Office for Equity and Diversity (OED) ([http://www.ecu.edu/cs-acad/oed/policies.cfm](http://www.ecu.edu/cs-acad/oed/policies.cfm)).

B. Unlawful or prohibited harassment, discrimination, or improper relationships violate East Carolina University’s policies and will not be tolerated. Members of the University community are encouraged to express freely, responsibly, and in an orderly way their opinions and feelings about any problem or complaint of unlawful or prohibited harassment, discrimination or improper relationships prohibited under the policies of East Carolina University. The University will take every reasonable step to resolve grievances promptly and confidentially.

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

D. When complaints of harassment, discrimination, or improper relationships have been substantiated, the appropriate vice chancellor or the chancellor may take such disciplinary action as he or she deems appropriate, including discharge from employment, suspension, or reduction in rank in a manner that is consistent with the policies and procedures stated in the *ECU Faculty Manual*.

II. Grievance Procedures

A. Faculty subject to administrative sanction(s) for violations of University policies on harassment, discrimination or improper relationships have the right to due process through appropriate appeals procedures, based on the type of sanction imposed. Faculty not subject to administrative sanction(s) based on an investigation, but who believe the process has contributed to a hostile work environment, or that they otherwise have been harmed by the investigation, have the right to redress of specific findings or actions as allowed under provisions for general grievances covered in Part XII, Section II.I of this *Faculty Manual (Policies and Procedures for General Faculty Grievances and for Appeals of Non-conferral of Early Tenure)*. These rights apply to both the faculty complainants and faculty respondents in the original complaint brought on harassment, discrimination or improper relationship.

B. When disciplinary actions, if any, do not include a serious sanction, a faculty member may appeal minor sanctions, reprimands, or seek other redress through provisions governing general grievances contained in Part XII, Section II.I (this section) of the *Faculty Manual*.

C. Disciplinary actions that include a serious sanction may be appealed following provisions in Part XII, Section I.III of this *Faculty Manual (Due Process Before Discharge or the Imposition of Serious Sanctions)*. Alleging that one or more specified provisions of *The UNC Code* have been
violated in the imposition of a serious sanction, a faculty member may further appeal a Board of Trustees decision to the Board of Governors. Note that The UNC Code, Section 603(3) warns that if, within 14 calendar days after receiving the notice of a serious sanction, the faculty member makes no written request for appeal, the faculty member may be discharged or serious sanction imposed without recourse to any institutional grievance or appellate procedure.

D. Appeals of specific findings, either positive or negative, of an investigation of complaints of unlawful or prohibited discrimination, harassment or improper relationship may be available under specific university policies. Current information on university policies governing these areas is available at the Office for Equity and Diversity (http://www.ecu.edu/cs-acad/oed/policies.cfm).

SECTION II.III, Effective Date

A. Except as otherwise provided below, these provisions shall become operative immediately after they are approved by the President of the University of North Carolina, and are enabled by approved revisions of the Bylaws of the East Carolina University Faculty Senate.

B. Provisions governing establishment of appellate hearing panels will become operative only after the establishment and initial fall organizational meeting of an Appellate Committee, as specified in the revised Bylaws of the East Carolina University Faculty Senate. The Appellate Committee shall be elected at the first April organizational meeting of the ECU Faculty Senate following the date of final approval of both the revised Part XII of the Faculty Manual, and the Bylaws of the Faculty Senate.

C. These provisions as amended shall apply to those appeals initiated after the effective dates indicated in parts A and B above. Appeals for which procedures for a hearing have been initiated before these provisions become operative will continue under the previous Faculty Manual provisions governing the type of appeal involved.

D. If secure electronic platforms for handling grievances become available, requirements for delivery, distribution and resolution of grievance materials may be modified accordingly through recommendation by the Faculty Senate and approval by the chancellor.”

Amended
FS Resolution #11-91, November 2011, Chancellor
FS Resolution #12-17, February 2012, Chancellor
FS Resolution #12-42, March 2012, Chancellor
FS Resolution #12-44, March 2012, Chancellor
FS Resolution #14-19, March 2014, Chancellor
FS Resolution #14-32, April 2014, Chancellor
FS Resolution #19-10, pending UNC General Administration approval

Editorially revised
October 24, 2013, Section II.C. Level Two Grievance Procedures, subsection 9.c.i to state “respondent” not “grievant” is provided with copy of list
Resolution #19-11
Approved by the Faculty Senate: January 29, 2019
Approved by the Chancellor: February 28, 2019

Curriculum and academic matters acted on and recorded in the January 11, 2019 Educational Policies and Planning Committee meeting minutes including request for program reduction in program hours in BS in Clinical Laboratory Science within the Department of Clinical Laboratory Science in the College of Allied Health Sciences, request for program reduction in program hours in BS in Health Information Management within the Department of Health Services and Information Management in the College of Allied Health Sciences, request for program reduction in program hours in BS in Health Services Management within the Department of Health Services and Information Management in the College of Allied Health Sciences, request for program reduction in program hours in BS in Recreational Therapy within the Department of Recreation and Leisure Studies in the College of Health and Human Performance, request for program reduction in program hours in BS in Information and Computer Technology within the Department of Technology Systems in the College of Engineering and Technology and an Academic Program Review Response for the Department of Recreation and Leisure Studies in the College of Health and Human Performance.

Resolution #19-12
Approved by the Faculty Senate: January 29, 2019
Approved by the Chancellor: February 28, 2019

Curriculum and academic matters acted on and recorded in the December 10, 2018 Writing Across the Curriculum meeting minutes including banking COMM 2210 and COMM 3322 and course renumbering and prerequisite changes for ENGL 2830, ENGL 3885 and ENGL 3875 and in the January 14, 2019 meeting minutes including writing intensive course designation (WI) for GEOG 3010, catalog copy revision notification for COMM 2500, and the removal of WI course designation for MIDG 5993 and SOCW 4990. In addition, during the January 14, 2019 meeting, the Committee compiled a report listing all of the following WI removal requests: HIST 3810 - History of Africa, HIST 3820 - History of South Africa, HIST 3830 - Africa and Islam, HIST 1030 - World Civilizations to 1500, HIST 1031 - World Civilizations Since 1500, HIST 1050 - American History to 1877, HIST 1051 - American History Since 1877, HIST 1551 - Honors, American History Since 1877, HIST 2012 - American Business History, HIST 3005 - Selected Topics in History, HIST 3200 - Diplomatic History of the United States, HIST 3210 - Colonial America to 1763, HIST 3215 - American Revolution and the Federal Era, 1763-1800, HIST 3230 - The Birth of Modern America, 1865-1892, HIST 3240 - The Age of Franklin Roosevelt, 1919-1945, HIST 3245 - The United States Since 1945, HIST 3670 - History of the Middle East Since 1500, HIST 3710 - Introduction to Latin-American History: Colonial Period, HIST 3711 - Introduction to Latin-American History: Since 1808, HIST 3780 - Mexico and Central America, HIST 5005 - Selected Topics, HIST 5130 - Comparative History of New World Slavery and Race Relations, HIST 5135 - Problems in North Carolina History, HIST 5141 - The South Since 1877, HIST 5300 - Comparative History of Non-Western Civilizations, HIST 5660 - Imperialism in Theory and Practice, 1800 to the Present, HIST 5765 - Latin America, 1492 to the Present, MATH 3263 - Introduction to Modern Algebra, MATH 5031 - Applied Statistical Analysis, PHIL 1110 - Introduction to Philosophy, PHIL 1175 - Introduction to Ethics, PHIL 1176 - Introduction to Social and Political Philosophy, PHIL 1180 - Introduction to Critical Reasoning, PHIL 1275 - Contemporary Moral Problems, PHIL 2271 - Introduction to Philosophy of Art, PHIL 2274 - Business Ethics, PHIL 2275 - Professional Ethics, PHIL 2282 - Philosophy of Law, PHIL 2455 - Introduction to Africana Philosophy, PSYC 3206 - Developmental Psychology, PSYC 5250 - Topics in Psychology, RELI 3691 - Islam in the Modern World.
Resolution #19-13
Approved by the Faculty Senate: January 29, 2019
Approved by the Chancellor: February 28, 2019

Curriculum and academic matters acted on and recorded in the January 14, 2019 General Education and Instructional Effectiveness Committee meeting minutes including General Education Natural Science Designation (GEN: SC) for GEOG 1250 The Water Planet and GEOG 1251 Water in the Environment Lab; General Education Humanities Designation (GEN: HUM) for ENGL 2470 Topics in Popular Literature, ENGL 2480 Science Fiction, ENGL 2630 Bible as Literature; General Education Social Sciences Designation (GEN: SO) and Domestic Diversity Designation (DD) for ANTH 2250 Race and Ethnic Relations: Discovering New Solutions; Domestic Diversity designation (DD) for SOCI 1010 Introduction to Sociology from the College of Southern Maryland and Global Diversity Designation (GD) for ENGL 2403 English Literature from Kean University; removal of General Education Social Sciences Designation (GEN: SO) for COMM 3152 Interpersonal Communications, and COMM 3172 Media Effects and COMM 3390 International News were approved as presented. In addition, the following reports were discussed in the meeting and provided to the Faculty Senate for information only: General Education Assessment Written Communication Report, General Education Assessment 2016-2017 Mathematics Report and Mathematics Action Plan.

Resolution #19-14
Approved by the Faculty Senate: February 26, 2019
Approved by the Chancellor: March 28, 2019

Approval of Spring 2019 Graduation Roster, including Honors College graduates.

Resolution #19-15
Approved by the Faculty Senate: February 26, 2019
Approved by the Chancellor: March 28, 2019

Revisions to the University Undergraduate Catalog, Academic Regulations: Registration and Schedule Changes, Course and Term Withdrawal, as follows:

http://catalog.ecu.edu/content.php?catoid=14&navoid=1121#course-and-term-withdrawal

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

Academic Regulations: Registration and Schedule Changes, Course and Term Withdrawal

Course Withdrawal Allotment
Students may withdraw from up to 16 semester hours during their undergraduate career. Students may use these withdrawals between the end of the course adjustment period and the deadline to withdraw from term-length courses without a grade, which is 60% of the semester, regularly scheduled class meetings, exclusive of final exams, beginning with the first day of class and ending with commencement.
Course Withdrawal

During the first 60 percent of the semester regularly scheduled class meetings (exclusive of final exams), beginning with the first day of class and ending with commencement, a student may withdraw from the course after consultation with his/her advisor. There are two options for requesting the withdrawal. The preferred option is that the student’s advisor email the Office of the Registrar (copying the student) at regis@ecu.edu. The second option is that the student email the Office of the Registrar at regis@ecu.edu. If the student initiates the request, the Office of the Registrar will contact the student’s advisor for approval prior to granting the request. For either option, the request to the Office of the Registrar should include the student’s name, Banner ID, and course prefix and number of the withdrawn course(s). Please refer to Course or Term Withdrawal Refund Rule below. The same 60 percent withdrawal period rule also applies to block courses of other lengths. It is the student’s responsibility to consult ECU’s Academic Calendars to determine the appropriate withdrawal period for such block courses.

Term Withdrawal

Students desiring to withdraw from an academic term should meet with an academic advisor to review consequences and policies. The student must then obtain an official withdrawal form located on the website of the Office of the Registrar. After the student has obtained the signatures of the various officials designated on the form, the student must submit the form to the Office of the Registrar for final approval by email. The Office of the Registrar will accept a completed form that is scanned and sent via the student’s ECU email address.

Withdrawal Requests Made Within 60% of the Academic Term: During the first 60 percent of the semester regularly scheduled class meetings (exclusive of final exams), beginning with the first day of class and ending with commencement, a student may withdraw from the university without receiving grades for courses in which he/she is enrolled. However, a W (to notate a withdrawal) will appear on the student’s transcript.

Withdrawal Requests Made Beyond 60% of the Academic Term: After 60 percent of the semester regularly scheduled class meetings (exclusive of final exams), beginning with the first day of class and ending with commencement, a student withdrawing from the university shall receive no credit for the courses in which he/she is passing at the time of withdrawal. A student will receive a grade of F for all courses in which he/she is failing at the time of withdrawal, and a W for those courses in which he/she is passing.

Resolution #19-16

Approved by the Faculty Senate: February 26, 2019
Approved by the Chancellor: not applicable

Return the proposed revisions to the Format for University Academic Calendars to the Calendar Committee for further discussion and review.

Resolution #19-17

Approved by the Faculty Senate: February 26, 2019
Approved by the Chancellor: March 28, 2019
Curriculum and academic matters acted on during the Undergraduate Curriculum Committee’s January 24, 2019 meeting, including curricular actions within the Departments of Health Education and Promotion, Geological Sciences and Biology, Colleges of Education and Business and School of Music and the Committee’s January 31, 2019 meeting, including curricular actions within the Departments of Recreation and Leisure Studies, Kinesiology, Hospitality Leadership, College of Business and School of Music.

Resolution #19-18
Approved by the Faculty Senate: February 26, 2019
Approved by the Chancellor: March 28, 2019

Curriculum and academic matters acted on during the Educational Policies and Planning Committee’s February 8, 2019 meeting, including a new Medical Family Therapy Certificate in the Department of Human Development and Family Science within the College of Health and Human Performance, revision/reduction in program hours for the BS in History, Secondary Education in the Department of Literacy Studies, English Education and History Education within the College of Education, revision/reduction in program hours for the BS in Special Education, Adapted Curriculum in the Department of Special Education, Foundations and Research within the College of Education, revision/reduction in program hours for the BS in Special Education, General Curriculum in the Department of Special Education, Foundations and Research within the College of Education, revision/reduction in program hours for BS in Industrial Engineering Technology in the Department of Technology Systems within the College of Engineering and Technology and a degree name change from MS in Recreation Services and Interventions to a MS in Recreation Sciences in the Department of Recreation and Leisure Studies within the College of Health and Human Performance.

Resolution #19-19
Approved by the Faculty Senate: February 26, 2019
Approved by the Chancellor: not applicable

Procedural motion to return the proposed revisions to the ECU Faculty Manual, relating to Faculty Appellate Structure in Part II, Section II. By-Laws of the Faculty of East Carolina University to the Faculty Governance Committee until Part XII. Faculty Appellate Provisions are formally approved. (This action relates to FS Resolution #19-10 which includes revisions to three sections of the Manual.)

Resolution #19-20
Approved by the Faculty Senate: February 26, 2019
Approved by the Chancellor: March 28, 2019

Additions to the ECU Faculty Manual, Part IV, Section II. Unit Codes, New Subsection X. School or College Constitutions or By-Laws, as follows:

(Additions are noted in red print)

CONTENTS
I. Definition of Unit Code
X. School or College Constitutions or By-Laws.
A School or College in which departments are code units may establish a constitution or by-laws. These shall be developed with input from the School or College faculty and the Dean. They must specify the procedures for their ratification and amendment. Prior to their ratification, constitutions and by-laws must be submitted to the Unit Code Screening Committee for review and advice. After review and amendment, if necessary, the constitution or by-laws shall be approved at a general meeting, such as fall convocation, by a majority of the tenured faculty members present and voting. Upon ratification, the Constitution or by-laws shall be re-submitted to the Unit Code Screening Committee for approval and, if approved, forwarded for review and approval to the Faculty Senate and, subsequently, the Chancellor.

If a School or College constitution or by-Laws contains provisions for a School or College Promotion and Tenure Advisory Committee, the applicable policies and procedures must be submitted to the Faculty Governance Committee for review and approval prior to ratification of the constitution or by-laws.

Resolution #19-21
Approved by the Faculty Senate: February 26, 2019
Approved by the Chancellor: March 28, 2019

Curriculum and academic matters acted on during the Writing Across the Curriculum Committee’s February 11, 2019 meeting, including writing intensive course designation (WI) for CHEM 2251.

Resolution #19-22
Approved by the Faculty Senate: February 26, 2019
Approved by the Chancellor: March 28, 2019

Curriculum and academic matters acted on and recorded in the February 18, 2019 meeting minutes including General Education Fine Arts Credit (GEN:FA) for ART 1827: Photography Changes Everything, General Education Humanities Credit (GE: HU) for CLAS 1600: Sex, Spells and Sacrifices: Religion in the Classical World (cross-listed as RELI), Global Diversity Designation (DD) for ANTH 1000: Introduction to Anthropology, Domestic Diversity Designation (DD) for MUSC 2257: Jazz Appreciation, Global Diversity Designation (GD) for CLAS 1600: Sex, Spells and Sacrifices: Religion in the Classical World (cross-listed as RELI), and Global Diversity Designation (GD) for FORL 1551: Introduction to Russia: Land of the Firebird; and Designations for transfer courses:
Global Diversity Designation (GD) for HUM 120: Cultural Studies from Pitt Community College and Global Diversity Designation (GD) from ANTH 101G: Social Cultural Anthropology.

Resolution #19-23
Approved by the Faculty Senate: March 26, 2019
Received by the Chancellor: April 29, 2019

Approval as formal faculty advice on curriculum and academic matters acted on during the Graduate Council’s March 11, 2019 meeting that included programmatic action items (GC 19-2) within the February 6, 2019, February 20, 2019 and February 27, 2019 Graduate Curriculum Committee meetings.

Resolution #19-24
Approved by the Faculty Senate: March 26, 2019
Received by the Chancellor: April 29, 2019

Approval as formal faculty advice on policy action items (GC 19-4) acted on during the Graduate Council’s March 11, 2019 meeting that included Graduate Catalog changes to the Continuous Enrollment policy and the Six-hour rule, and editorial changes to the Graduate Catalog Graduation policy and rejection of the proposed edits to the Faculty Manual, Part II, Section IV on Graduate Faculty Status.

Resolution #19-25
Approved by the Faculty Senate: March 26, 2019
Approved by the Chancellor: April 29, 2019

Curriculum and academic matters acted on during the Undergraduate Curriculum Committee’s February 14, 2019 meeting, including curricular actions within the Departments of English and Geography, Planning and Environment, Interdisciplinary Programs (within College of Arts and Sciences) and School of Art and Design and the Committee’s February 28, 2019 meeting, including curricular actions within the Department of Economics and Colleges of Education and Engineering and Technology.

Resolution #19-26
Approved by the Faculty Senate: March 26, 2019
Approved by the Chancellor: April 29, 2019

Revisions to University Academic Calendars Format, as follows:

(Additions are noted in red highlighted text and deletions in strikethrough.)

Format for University Academic Calendars

20xx-20xx University Academic Calendar
-Summer Session 20xx-
# University Academic Calendar – Summer Sessions 20xx

## First Summer Session 20xx
*(Actual days: x Mondays, x Tuesdays, x Wednesdays, x Thursdays, x Fridays, 1 day for final examinations)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March xx, Friday</td>
<td>Early registration for special populations begins at 1:00 pm.</td>
</tr>
<tr>
<td>March xx, Monday</td>
<td>Registration for Summer Session begins.</td>
</tr>
<tr>
<td>May xx, Friday</td>
<td>New student registration; schedule adjustments</td>
</tr>
<tr>
<td>May xx, Monday</td>
<td>Classes begin; schedule adjustments. <em>(Must be one week post commencement/graduation)</em> <em>(Classes begin at least one week after Spring Commencement; usually on the second Monday following.)</em></td>
</tr>
<tr>
<td>May xx, Tuesday</td>
<td>Last day for registration and schedule adjustments <em>(drop / add) for first session</em> by 5:00 pm <em>(Second class day)</em></td>
</tr>
<tr>
<td>May xx, Wednesday</td>
<td>Census Day (official enrollment count taken at 5:00 pm) <em>(Third day of class; per GA definition it must be 10% of the term.)</em></td>
</tr>
<tr>
<td>May xx, Monday</td>
<td>State Holiday (no classes) <em>(Observance of Memorial Day)</em></td>
</tr>
<tr>
<td>June xx,</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 withdrawn only during the first 60% of their regularly scheduled class meetings. <em>(Based on Financial Aid 60% of semester)</em></td>
</tr>
<tr>
<td>June xx, Tuesday</td>
<td>Survey of Student Opinion of Instruction (SSOI) becomes available. <em>(6 calendar days prior to last day of classes)</em></td>
</tr>
<tr>
<td>June xx, Monday</td>
<td>Classes end; last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td>June xx, Monday</td>
<td>Last day for faculty to remove incompletes for graduate courses from the previous year’s First Summer semester. <em>Last day for graduate students to submit work for removal of incompletes given during First Summer Session 20xx (Same as last class day)</em></td>
</tr>
<tr>
<td>June xx, Tuesday</td>
<td>Final examinations</td>
</tr>
<tr>
<td>June xx, Friday</td>
<td>Grades due at 8:00 am</td>
</tr>
</tbody>
</table>

## Second Summer Session 20xx
*(Actual days: x Mondays, x Tuesdays, x Wednesdays, x Thursdays, x Fridays, 1 day for final examinations)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March xx, Friday</td>
<td>Early registration for special populations begins at 1:00 pm.</td>
</tr>
<tr>
<td>March xx, Monday</td>
<td>Registration for Summer Session begins.</td>
</tr>
<tr>
<td>June xx, Wednesday</td>
<td>New student registration; schedule adjustments</td>
</tr>
<tr>
<td>June xx, Thursday</td>
<td>Classes begin; schedule adjustments. <em>(Must be one day between final exams of first summer session and beginning of second session)</em></td>
</tr>
<tr>
<td>June xx, Friday</td>
<td>Last day for registration and schedule adjustments <em>(drop / add) for Second Summer Session</em> by 5:00 pm <em>(Second class day)</em></td>
</tr>
<tr>
<td>June xx, Monday</td>
<td>Census Day (official enrollment count taken at 5:00 pm) <em>(Third day of class; per GA definition it must be 10% of the term.)</em></td>
</tr>
<tr>
<td>July x, weekday</td>
<td>State Holiday (no classes) <em>(Observance of Independence Day)</em></td>
</tr>
<tr>
<td>July xx,</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 withdrawn only during the first 60% of their regularly scheduled class meetings. <em>(Based on Financial Aid 60% of semester)</em></td>
</tr>
<tr>
<td>July xx, Friday</td>
<td>Survey of Student Opinion of Instruction (SSOI) becomes available. <em>(6 calendar days prior to last day of classes)</em></td>
</tr>
<tr>
<td>July/August xx, Thursday</td>
<td>Classes end; last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>July/August xx, Thursday</td>
<td>Last day for faculty to remove incompletes for graduate courses from the previous year’s Second Summer semester. Last day for graduate students to submit work for removal of incompletes given during Second Summer Session 20xx. (Same as last class day)</td>
</tr>
<tr>
<td>July/August xx, Friday</td>
<td>Final examinations</td>
</tr>
<tr>
<td>July/August xx, Monday</td>
<td>Grades due at noon</td>
</tr>
</tbody>
</table>

**Summer Session 20xx**

**Eleven-week Summer Session 20xx**

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>March xx, Friday</td>
<td>Early registration for special populations begins at 1:00 pm.</td>
</tr>
<tr>
<td>March xx, Monday</td>
<td>Registration for Summer Session begins.</td>
</tr>
<tr>
<td>May xx, Monday</td>
<td>New student registration; schedule adjustments</td>
</tr>
<tr>
<td>May xx, Monday</td>
<td>Classes begin; schedule adjustments. (Must be one week post commencement/graduation). (Classes begin at least one week after Spring Commencement; usually on the second Monday following.)</td>
</tr>
<tr>
<td>May xx, Tuesday</td>
<td>Last day for registration and schedule adjustments (drop / add) by 5:00 pm (Second class day)</td>
</tr>
<tr>
<td>May xx, Wednesday</td>
<td>Census Day (official enrollment count taken at 5:00 pm) (Third day of class; per GA definition it must be 10% of the term.)</td>
</tr>
<tr>
<td>May xx, Monday</td>
<td>State Holiday (no classes) (Observance of Memorial Day)</td>
</tr>
<tr>
<td>June xx-xx, Tuesday - Wednesday</td>
<td>Mid-Summer Break (no classes) (First summer session final exam day and one day break between first and second summer sessions)</td>
</tr>
<tr>
<td>June xx</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 withdrawn only during the first 60% of their regularly scheduled class meetings. (Based on Financial Aid 60% of semester)</td>
</tr>
<tr>
<td>July x, weekday</td>
<td>State Holiday (no classes) (Observance of Independence Day)</td>
</tr>
<tr>
<td>July xx, Friday</td>
<td>Survey of Student Opinion of Instruction (SSOI) becomes available. (6 calendar days prior to last day of classes)</td>
</tr>
<tr>
<td>July/August xx, Thursday</td>
<td>Classes end; last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td>July/August xx, Thursday</td>
<td>Last day for faculty to remove incompletes for graduate courses from the previous year’s Eleven week Summer semester. Last day for graduate students to submit work for removal of incompletes given during the Eleven-week Summer Session 20xx (Same as last class day)</td>
</tr>
<tr>
<td>July/August xx, Friday</td>
<td>Final examinations</td>
</tr>
<tr>
<td>July/August xx, Monday</td>
<td>Grades due at noon</td>
</tr>
</tbody>
</table>

**Fall Semester 20xx**

**University Academic Calendar – Fall Semester 20xx**

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

(Effective class days list is optional when all Actual class days number at least fourteen.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>March xx, Friday</td>
<td>Early registration for special populations begins at 1:00 pm.</td>
</tr>
<tr>
<td>March xx, Monday</td>
<td>Registration for Fall Semester 20xx begins.</td>
</tr>
<tr>
<td>August xx, Friday</td>
<td>Faculty meetings; Faculty Convocation</td>
</tr>
<tr>
<td>August xx, Friday</td>
<td>Advising, registration, and schedule adjustments</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>August xx, Monday</td>
<td>Classes begin; schedule adjustments. (Classes usually begin on the second-to-last Monday in August.)</td>
</tr>
<tr>
<td>August xx, Friday</td>
<td>Last day for registration and schedule adjustments (drop / add) by 5:00 pm (Fifth class day)</td>
</tr>
<tr>
<td>August xx, Friday</td>
<td>Census Day (official enrollment count taken at 5:00 pm) (Tenth class day for fall and spring semesters)</td>
</tr>
<tr>
<td>September x, Monday</td>
<td>State Holiday (no classes) (Observance of Labor Day)</td>
</tr>
<tr>
<td>October xx-xx,</td>
<td>Fall Break</td>
</tr>
<tr>
<td>Saturday-Tuesday</td>
<td></td>
</tr>
<tr>
<td>October xx, Wednesday</td>
<td>8:00 am - Classes resume</td>
</tr>
<tr>
<td>October xx-xx,</td>
<td>Advising for Spring Semester 20xx</td>
</tr>
<tr>
<td>Monday-Friday</td>
<td>(One week prior to early registration for special populations)</td>
</tr>
<tr>
<td>October xx</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 withdrawn only during the first 60% of their regularly scheduled class meetings. (Based on Financial Aid 60% of semester)</td>
</tr>
<tr>
<td>October xx, Friday</td>
<td>Early registration for special populations begins at 1:00 pm. (Friday prior to open registration)</td>
</tr>
<tr>
<td>October xx, Monday</td>
<td>Registration for Spring Semester 20xx begins. (Must be after the last day of course withdrawals)</td>
</tr>
<tr>
<td>November x, Tuesday</td>
<td>Election Day / Civic Engagement Day (Listed annually)</td>
</tr>
<tr>
<td>November xx, Tuesday</td>
<td>Night classes will not meet on this day. (Only when Fall classes end on Tuesday)</td>
</tr>
<tr>
<td>(Pre-Thanksgiving Tues.)</td>
<td></td>
</tr>
<tr>
<td>November xx,</td>
<td>Survey of Student Opinion of Instruction (SSOI) becomes available. (13 calendar days prior to last day of classes)</td>
</tr>
<tr>
<td>Wednesday/Thursday</td>
<td></td>
</tr>
<tr>
<td>November xx,</td>
<td>Undergraduate students last day to remove incompletes given during Spring and/or Summer Session 20xx. Last day for undergraduate students to submit work for removal of incompletes given during Spring and/or Summer Sessions 20xx (Three weeks prior to the end of final exams; must precede Thanksgiving Break.)</td>
</tr>
<tr>
<td>Wednesday/Thursday</td>
<td></td>
</tr>
<tr>
<td>November xx-xx,</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>Wednesday-Sunday</td>
<td></td>
</tr>
<tr>
<td>November/December xx,</td>
<td>8:00 am - Classes resume.</td>
</tr>
<tr>
<td>Monday</td>
<td></td>
</tr>
<tr>
<td>December x Monday</td>
<td>Graduate students last day to remove incompletes given during Fall 20xx. Last day for graduate students to submit work for removal of incompletes given during Fall Semester 20xx (Same as last class day)</td>
</tr>
<tr>
<td>December x Monday</td>
<td>Classes end; last day for submission of grade replacement requests. (Classes end on Tuesday when Thanksgiving falls on the 27th or 28th.)</td>
</tr>
<tr>
<td>December x Tuesday,</td>
<td>Reading day (May fall on Wednesday)</td>
</tr>
<tr>
<td>December x Wednesday</td>
<td>Final Examinations begin. (Exams may begin on Thursday)</td>
</tr>
<tr>
<td>December xx</td>
<td>Exams for Fall Semester close at 4:30 pm end. (Final exams end on December xx Wednesday)</td>
</tr>
<tr>
<td>Wednesday</td>
<td>(Exams may end on Thursday)</td>
</tr>
<tr>
<td>December xx, Friday</td>
<td>Commencement (Must be on Friday)</td>
</tr>
<tr>
<td>December xx, Friday</td>
<td>Grades due at 4:30 pm (On Saturday when exams end on Thursday)</td>
</tr>
</tbody>
</table>
There will be no departure from the printed schedule, except as noted below: All examinations for one credit hour classes will be held during the last regular meeting of the class. Classes meeting more than three times a week will follow the examination schedule for MWF classes. Clinical and non-traditional class schedules, including graduate level courses, may also adopt a modified examination schedule as required. A final course meeting during the exam period is required in order to satisfy the 750 contact minutes per credit hour required by the University of North Carolina Office of the President. Department Chairs are responsible for monitoring adherence to scheduled examination requirements.

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

Classes beginning on the half hour or meeting longer than one hour will have their final examination at the time determined by the hour during which the classes begin (e.g., 9:30-11:00 am TTh classes will follow the examination schedule of the 9:00 am TTh classes; 8:00-10:00 am MWF classes will follow the examination schedule of the 8:00 am MWF classes). 5:30 classes on MWF and TTh should use the same final exam period as their 5:00 counterparts.

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

<table>
<thead>
<tr>
<th>Class Code</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 Thursday, December xx</td>
</tr>
<tr>
<td>FREN 1002, SPAN 1002, 2003, GERM 1002</td>
<td>5:00 - 7:30 Friday, December xx</td>
</tr>
<tr>
<td>MATH 1064</td>
<td>5:00 - 7:30 Tuesday, December xx</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Times class regularly meets</th>
<th>Time and day of examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 MWF</td>
<td>8:00 - 10:30 Monday, December xx</td>
</tr>
<tr>
<td>8:00 TTh</td>
<td>8:00 - 10:30 Tuesday, December xx</td>
</tr>
<tr>
<td>9:00 MWF</td>
<td>8:00 - 10:30 Wednesday, December xx</td>
</tr>
<tr>
<td>9:00 TTh (9:30)</td>
<td>8:00 - 10:30 Wednesday, December xx</td>
</tr>
<tr>
<td>10:00 MWF</td>
<td>8:00 - 10:30 Friday, December xx</td>
</tr>
<tr>
<td>10:00 TTh</td>
<td>8:00 - 10:30 Thursday, December xx</td>
</tr>
<tr>
<td>11:00 MWF</td>
<td>11:00 - 1:30 Monday, December xx</td>
</tr>
<tr>
<td>11:00 TTh</td>
<td>11:00 - 1:30 Thursday, December xx</td>
</tr>
<tr>
<td>12:00 MWF</td>
<td>11:00 - 1:30 Wednesday, December xx</td>
</tr>
<tr>
<td>12:00 TTh (12:30)</td>
<td>11:00 - 1:30 Wednesday, December xx</td>
</tr>
<tr>
<td>1:00 MWF</td>
<td>11:00 - 1:30 Friday, December xx</td>
</tr>
<tr>
<td>1:00 TTh</td>
<td>11:00 - 1:30 Tuesday, December xx</td>
</tr>
<tr>
<td>2:00 MWF</td>
<td>2:00 - 4:30 Monday, December xx</td>
</tr>
<tr>
<td>2:00 TTh</td>
<td>2:00 - 4:30 Tuesday, December xx</td>
</tr>
</tbody>
</table>
### Spring Semester 20xx

**University Academic Calendar – Spring Semester 20xx**

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>October xx, Friday</td>
<td>Early registration for special populations begins at 1:00 pm</td>
</tr>
<tr>
<td>October xx, Monday</td>
<td>Registration for Spring Semester 20xx begins.</td>
</tr>
<tr>
<td>January xx, Friday</td>
<td>Advising, registration, and schedule adjustments.</td>
</tr>
<tr>
<td>January xx, Monday</td>
<td>Classes begin; schedule adjustments. (Classes usually begin on the second Monday in January)</td>
</tr>
<tr>
<td>January xx, Friday</td>
<td>Last day for registration and schedule adjustments (drop / add) by 5:00 pm (Fifth class day)</td>
</tr>
<tr>
<td>January xx, Monday</td>
<td>State Holiday (no classes) (Observance of Martin Luther King's Birthday)</td>
</tr>
<tr>
<td>January xx, Friday</td>
<td>Census Day (Official enrollment count taken at 5:00 pm). (Tenth class day for fall and spring semesters)</td>
</tr>
<tr>
<td>March xx-xx, Sunday – Sunday</td>
<td>Spring Break</td>
</tr>
<tr>
<td>March xx, Monday</td>
<td>8:00 am - Classes resume.</td>
</tr>
<tr>
<td>March xx-xx, Monday-Friday</td>
<td>Advising for Summer Sessions and Fall Semester 20xx (The week after Spring Break)</td>
</tr>
<tr>
<td>March xx</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 withdrawn only during the first 60% of their regularly scheduled class meetings. (Based on Financial Aid 60% of semester)</td>
</tr>
<tr>
<td>March xx, Friday</td>
<td>Early registration for special populations begins at 1:00 pm. (Friday prior to open registration)</td>
</tr>
<tr>
<td>March xx, Monday</td>
<td>Registration for Summer Sessions and Fall Semester 20xx begins. (Must be after the last day of course withdrawals)</td>
</tr>
<tr>
<td>March/April xx-xx, Friday-Saturday</td>
<td>State Holiday (no classes)</td>
</tr>
<tr>
<td>April xx, Wednesday</td>
<td>Survey of Student Opinion of Instruction (SSOI) becomes available. (13 calendar days prior to last day of classes)</td>
</tr>
<tr>
<td>April xx, Thursday</td>
<td>Undergraduate students last day to remove incompletes given during Fall Semester 20xx.– Last day for undergraduate students to submit work for removal of incompletes given during Fall Semester 20xx (Three weeks prior to the end of final exams)</td>
</tr>
<tr>
<td>April xx, Tuesday - (optional)</td>
<td>State holiday makeup day; classes which would have met on Friday, March xx / April xx, will meet on this day so there will effectively be the same number of Fridays and Tuesdays as every other weekday during the semester. Tuesday classes will not meet. (Not needed if classes begin on Friday; (Same as last class day)</td>
</tr>
</tbody>
</table>
| April xx, Tuesday | Graduate students last day to remove incompletes given during Spring Semester and/or Summer Session 20xx.– Last day for graduate students to
submit work for removal of incompletes given during Spring Semester 20xx (Same as last class day)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April xx, Tuesday</td>
<td>Classes end; last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td>April xx, Wednesday</td>
<td>Reading day <em>(May be considered on Saturday or Sunday when classes end on Friday)</em></td>
</tr>
<tr>
<td>April xx, Thursday</td>
<td>Final examinations begin.</td>
</tr>
<tr>
<td>May xx, Thursday</td>
<td>Exams for Spring Semester close at 4:30 pm end.</td>
</tr>
<tr>
<td>May xx, Friday</td>
<td>Commencement <em>(Must be on Friday)</em></td>
</tr>
<tr>
<td>May xx, Monday</td>
<td>Grades due at 8:00 am</td>
</tr>
</tbody>
</table>

---

**Spring Semester 20xx**

**Examination Schedule**

**Final Examinations Schedule – Spring Semester 20xx**

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 xx / May x – May x)*. 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 xx / May x – May x)*. Examinations in classes meeting two or more nights a week and beginning at or after 8:00 pm will be held at 7:30-9:30 pm on the second night of their usual meeting during the examination period May x). 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). 5:30 classes on MWF and TTh should use the same final exam period as their 5:00 counterparts.

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 Monday, May xx</td>
</tr>
<tr>
<td>FREN 1002, SPAN 1002, 2003, GERM 1002</td>
<td>5:00 - 7:30 Tuesday, May xx</td>
</tr>
<tr>
<td>MATH 1064</td>
<td>5:00 - 7:30 Friday, April xx</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time class regularly meets</th>
<th>Time and day of examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 MWF</td>
<td>8:00 - 10:30 Friday, April xx</td>
</tr>
<tr>
<td>8:00 TTh</td>
<td>8:00 - 10:30 Thursday, April xx</td>
</tr>
<tr>
<td>9:00 MWF</td>
<td>8:00 - 10:30 Monday, May xx</td>
</tr>
<tr>
<td>9:00 TTh (9:30)</td>
<td>8:00 - 10:30 Tuesday, May xx</td>
</tr>
<tr>
<td>10:00 MWF</td>
<td>8:00 - 10:30 Wednesday, May xx</td>
</tr>
</tbody>
</table>
### New

**Abridged calendar format for three or more academic years beyond the full calendars posted annually**

#### Academic Year 20xx-xx++

#### Summer Sessions 20xx

<table>
<thead>
<tr>
<th>First Summer Session</th>
<th>Second Summer Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>May xx, Monday</strong></td>
<td><strong>Classes begin.</strong></td>
</tr>
<tr>
<td><strong>June xx, Monday</strong></td>
<td><strong>State Holiday (no classes)</strong></td>
</tr>
<tr>
<td><strong>June xx, Monday</strong></td>
<td><strong>Classes end.</strong></td>
</tr>
<tr>
<td><strong>June xx, Tuesday</strong></td>
<td><strong>Final Examinations</strong></td>
</tr>
</tbody>
</table>

| **May xx, Monday** | **State Holiday (no classes)** |
| **June xx - xx, Tuesday - Wednesday** | **Mid-Summer Break** |
| **July x, weekday** | **State Holiday (no classes)** |
| **July / August xx, Thursday** | **Classes end.** |
### Fall Semester 20xx

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July / August xx, Friday</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>August xx, Monday</td>
<td>Classes begin.</td>
</tr>
<tr>
<td>September xx, Monday</td>
<td>State Holiday (no classes)</td>
</tr>
<tr>
<td>October xx - xx, Saturday - Tuesday</td>
<td>Fall Break</td>
</tr>
<tr>
<td>November xx - xx, Wednesday - Sunday</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>December x, Monday / Tuesday</td>
<td>Classes end.</td>
</tr>
<tr>
<td>December xx, Friday</td>
<td>Commencement</td>
</tr>
</tbody>
</table>

### Spring Semester 20xx++

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January xx, Monday</td>
<td>Classes begin.</td>
</tr>
<tr>
<td>January xx, Monday</td>
<td>State Holiday (no classes)</td>
</tr>
<tr>
<td>March xx - xx, Sunday - Sunday</td>
<td>Spring Break</td>
</tr>
<tr>
<td>March / April xx - xx, Friday - Saturday</td>
<td>State Holiday (no classes)</td>
</tr>
<tr>
<td>April xx, Tuesday</td>
<td>Classes end.</td>
</tr>
<tr>
<td>May xx, Friday</td>
<td>Commencement</td>
</tr>
</tbody>
</table>

---

Resolution #19-27  
Approved by the Faculty Senate: March 26, 2019  
Approved by the Chancellor: April 29, 2019

2020-2021 University Academic Calendars, as follows:

**University Academic Calendar - Summer Sessions 2020**

**First Summer Session**  
(Actual Class Days: 5 Mondays, 5 Tuesdays, 5 Wednesdays, 5 Thursdays, 5 Fridays; 1 day for final examinations)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 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 2020 begins.</td>
</tr>
<tr>
<td>May 15, Friday</td>
<td>Advising, registration and schedule adjustments</td>
</tr>
<tr>
<td>May 18, Monday</td>
<td>Classes begin; schedule adjustments.</td>
</tr>
<tr>
<td>May 19, Tuesday</td>
<td>Last day for registration and schedule adjustments (drop / add), by 5:00 pm</td>
</tr>
<tr>
<td>May 20, Wednesday</td>
<td>Census Day (Official enrollment count taken at 5:00 pm.)</td>
</tr>
<tr>
<td>May 25, Monday</td>
<td>State Holiday (no classes)</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>June 9, 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 16, Tuesday</td>
<td>Survey of Student Opinion of Instruction (SSOI) becomes available.</td>
</tr>
<tr>
<td>June 22, Monday</td>
<td>Last day for graduate students to submit work for removal of incompletes given during First Summer Session 2019.</td>
</tr>
<tr>
<td>June 22, Monday</td>
<td>Classes end; last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td>June 23, Tuesday</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>June 26, Friday</td>
<td>Grades due at 8:30 am</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<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 2020 begins.</td>
</tr>
<tr>
<td>June 24, Wednesday</td>
<td>Advising, registration and schedule adjustments</td>
</tr>
<tr>
<td>June 25, Thursday</td>
<td>Classes begin; schedule adjustments.</td>
</tr>
<tr>
<td>June 26, Friday</td>
<td>Last day for registration and schedule adjustments (drop / add), by 5:00 pm</td>
</tr>
<tr>
<td>June 29, Monday</td>
<td>Census Day (Official enrollment count taken at 5:00 pm.)</td>
</tr>
<tr>
<td>July 3, Friday</td>
<td>State Holiday (no classes)</td>
</tr>
<tr>
<td>July 17, 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 24, Friday</td>
<td>Survey of Student Opinion of Instruction (SSOI) becomes available.</td>
</tr>
<tr>
<td>July 30, Thursday</td>
<td>Last day for graduate students to submit work for removal of incompletes given during Second Summer Session 2019.</td>
</tr>
<tr>
<td>July 30, Thursday</td>
<td>Classes end; last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td>July 31, Friday</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>August 3, Monday</td>
<td>Grades due at noon</td>
</tr>
</tbody>
</table>

Eleven-week Summer Session
(Actual Class Days: 10 Mondays, 10 Tuesdays, 10 Wednesdays, 11 Thursdays, 9 Fridays; 1 day for final examinations)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<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 2020 begins.</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>May 15, Friday</td>
<td>Advising, registration and schedule adjustments</td>
</tr>
<tr>
<td>May 18, Monday</td>
<td>Classes begin; schedule adjustments.</td>
</tr>
<tr>
<td>May 19, Tuesday</td>
<td>Last day for registration and schedule adjustments (drop / add), by 5:00 pm</td>
</tr>
<tr>
<td>May 20, Wednesday</td>
<td>Census Day (Official enrollment count taken at 5:00 pm.)</td>
</tr>
<tr>
<td>May 25, Monday</td>
<td>State Holiday (no classes)</td>
</tr>
<tr>
<td>June 23 - 24,</td>
<td>Mid-Summer Break</td>
</tr>
<tr>
<td>Tuesday - Wednesday</td>
<td></td>
</tr>
<tr>
<td>July 1, 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 3, Friday</td>
<td>State Holiday (no classes)</td>
</tr>
<tr>
<td>July 24, Friday</td>
<td>Survey of Student Opinion of Instruction (SSOI) becomes available.</td>
</tr>
<tr>
<td>July 30, Thursday</td>
<td>Last day for graduate students to submit work for removal of incompletes given during the Eleven-week Summer Session 2019</td>
</tr>
<tr>
<td>July 30, Thursday</td>
<td>Classes end; last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td>July 31, Friday</td>
<td>Final Examinations</td>
</tr>
<tr>
<td>August 3, Monday</td>
<td>Grades due at noon</td>
</tr>
</tbody>
</table>

University Academic Calendar - Fall Semester 2020

(Actual Class Days: 14 Mondays, 14 Tuesdays, 14 Wednesdays, 14 Thursdays, 14 Fridays)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<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 Fall Semester 2020 begins.</td>
</tr>
<tr>
<td>August 21, Friday</td>
<td>Faculty Convocation at 9:00am; Faculty Meetings</td>
</tr>
<tr>
<td>August 21, Friday</td>
<td>Advising, registration and schedule adjustments</td>
</tr>
<tr>
<td>August 24, Monday</td>
<td>Classes begin; schedule adjustments.</td>
</tr>
<tr>
<td>August 28, Friday</td>
<td>Last day for registration and schedule adjustments (drop / add), by 5:00 pm</td>
</tr>
<tr>
<td>September 4, Friday</td>
<td>Census Day (Official enrollment count taken at 5:00 pm.)</td>
</tr>
<tr>
<td>September 7, Monday</td>
<td>State Holiday (no classes)</td>
</tr>
<tr>
<td>October 10 - 13,</td>
<td>Fall Break</td>
</tr>
<tr>
<td>Saturday - Tuesday</td>
<td></td>
</tr>
<tr>
<td>October 14, Wednesday</td>
<td>8:00 am -- Classes resume.</td>
</tr>
<tr>
<td>October 26 - 30,</td>
<td>Advising for Spring Semester 2020</td>
</tr>
<tr>
<td>Monday - Friday</td>
<td></td>
</tr>
<tr>
<td>November 2, 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</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>November 3, Tuesday</td>
<td>Election Day / Civic Engagement Day</td>
</tr>
<tr>
<td>November 6, Friday</td>
<td>Early registration for special populations begins at 1:00 pm.</td>
</tr>
<tr>
<td>November 9, Monday</td>
<td>Registration for Spring Semester 2021 begins.</td>
</tr>
<tr>
<td>November 24, Tuesday</td>
<td>Survey of Student Opinion of Instruction (SSOI) becomes available.</td>
</tr>
<tr>
<td>November 24, Tuesday</td>
<td>Last day for undergraduate students to submit work for removal of in completes given during Spring and/or Summer Sessions 2020</td>
</tr>
<tr>
<td>November 25 - 29, Wednesday - Sunday</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>November 30, Monday</td>
<td>8:00 am - Classes resume.</td>
</tr>
<tr>
<td>December 7, Monday</td>
<td>Last day for graduate students to submit work for removal of in completes given during Fall Semester 2019</td>
</tr>
<tr>
<td>December 7, Monday</td>
<td>Classes end; last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td>December 8, Tuesday</td>
<td>Reading Day</td>
</tr>
<tr>
<td>December 9, Wednesday</td>
<td>Final Examinations begin.</td>
</tr>
<tr>
<td>December 16, Wednesday</td>
<td>Exams for Fall Semester end.</td>
</tr>
<tr>
<td>December 18, Friday</td>
<td>Commencement</td>
</tr>
<tr>
<td>December 18, Friday</td>
<td>Grades due at 4:30 pm</td>
</tr>
</tbody>
</table>

**Final Examinations Schedule - Fall Semester 2020**

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 9 - 16). 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 9 - 16). 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 9 - 16).

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:
### University Academic Calendar - Spring Semester 2021

(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 6, Friday</td>
<td>Early registration for special populations begins at 1:00 pm.</td>
</tr>
<tr>
<td>November 9, Monday</td>
<td>Registration for Spring Semester 2021 begins.</td>
</tr>
<tr>
<td>January 8, Friday</td>
<td>Advising, registration and schedule adjustments</td>
</tr>
<tr>
<td>January 11, Monday</td>
<td>Classes begin; schedule adjustments.</td>
</tr>
<tr>
<td>January 15, Friday</td>
<td>Last day for registration and schedule adjustments (drop / add) by 5:00 pm</td>
</tr>
<tr>
<td>January 18, Monday</td>
<td>State Holiday (no classes)</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>January 25, Monday</td>
<td>Census Day (Official enrollment count taken at 5:00 pm.)</td>
</tr>
<tr>
<td>March 7 - 14, Sunday - Sunday</td>
<td>Spring Break</td>
</tr>
<tr>
<td>March 15, Monday</td>
<td>8:00 am -- Classes resume.</td>
</tr>
<tr>
<td>March 15 - 19, Monday - Friday</td>
<td>Advising for Summer Sessions and Fall Semester 2021</td>
</tr>
<tr>
<td>March 25, Thursday</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 26, Friday</td>
<td>Early registration for special populations begins at 1:00 pm.</td>
</tr>
<tr>
<td>March 29, Monday</td>
<td>Registration for Summer Sessions and Fall Semester 2021 begins.</td>
</tr>
<tr>
<td>April 2 - 3, Friday - Saturday</td>
<td>State Holiday (no classes)</td>
</tr>
<tr>
<td>April 14, Wednesday</td>
<td>Survey of Student Opinion of Instruction (SSOI) becomes available.</td>
</tr>
<tr>
<td>April 15, Thursday</td>
<td>Last day for undergraduate students to submit work for removal of incompletes given during Fall 2020</td>
</tr>
<tr>
<td>April 27, Tuesday</td>
<td>Last day for graduate students to submit work for removal of incompletes given during Spring Semester 2020</td>
</tr>
<tr>
<td>April 27, Tuesday</td>
<td>State holiday makeup day; classes which would have met on Friday, April 2 will meet on this day so there will be effectively the same number of Fridays and Tuesdays as every other weekday during the semester. Tuesday classes will not meet.</td>
</tr>
<tr>
<td>April 27, Tuesday</td>
<td>Classes end; last day for submission of grade replacement requests.</td>
</tr>
<tr>
<td>April 28, Wednesday</td>
<td>Reading Day</td>
</tr>
<tr>
<td>April 29, Thursday</td>
<td>Final Examinations begin.</td>
</tr>
<tr>
<td>May 6, Thursday</td>
<td>Exams for Spring Semester end.</td>
</tr>
<tr>
<td>May 7, Friday</td>
<td>Commencement</td>
</tr>
<tr>
<td>May 10, Monday</td>
<td>Grades due at 8:00 am</td>
</tr>
</tbody>
</table>

**Final Examinations Schedule - Spring Semester 2021**

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 (April 29 - May 6). 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 29 - May 6). 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 (April 29 - May 6).

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 Monday, May 3</td>
</tr>
<tr>
<td>FREN 1002, SPAN 1002, 2003, GERM 1002</td>
<td>5:00 - 7:30 Tuesday, May 4</td>
</tr>
<tr>
<td>MATH 1064</td>
<td>5:00 - 7:30 Friday, April 30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Times class regularly meets</th>
<th>Time and day of examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 MWF</td>
<td>8:00 - 10:30 Friday, April 30</td>
</tr>
<tr>
<td>8:00 TTh</td>
<td>8:00 - 10:30 Thursday, April 29</td>
</tr>
<tr>
<td>9:00 MWF</td>
<td>8:00 - 10:30 Monday, May 3</td>
</tr>
<tr>
<td>9:00 TTh (9:30)</td>
<td>8:00 - 10:30 Tuesday, May 4</td>
</tr>
<tr>
<td>10:00 MWF</td>
<td>8:00 - 10:30 Wednesday, May 5</td>
</tr>
<tr>
<td>10:00 TTh</td>
<td>8:00 - 10:30 Thursday, May 6</td>
</tr>
<tr>
<td>11:00 MWF</td>
<td>11:00 - 1:30 Friday, April 30</td>
</tr>
<tr>
<td>11:00 TTh</td>
<td>11:00 - 1:30 Thursday, April 29</td>
</tr>
<tr>
<td>12:00 MWF</td>
<td>11:00 - 1:30 Monday, May 3</td>
</tr>
<tr>
<td>12:00 TTh (12:30)</td>
<td>11:00 - 1:30 Tuesday, May 4</td>
</tr>
<tr>
<td>1:00 MWF</td>
<td>11:00 - 1:30 Wednesday, May 5</td>
</tr>
<tr>
<td>1:00 TTh</td>
<td>11:00 - 1:30 Thursday, May 6</td>
</tr>
<tr>
<td>2:00 MWF</td>
<td>2:00 - 4:30 Friday, April 30</td>
</tr>
<tr>
<td>2:00 TTh</td>
<td>2:00 - 4:30 Thursday, April 29</td>
</tr>
<tr>
<td>3:00 MWF (3:30)</td>
<td>2:00 - 4:30 Monday, May 3</td>
</tr>
<tr>
<td>3:00 TTh (3:30)</td>
<td>2:00 - 4:30 Thursday, May 6</td>
</tr>
<tr>
<td>4:00 MWF</td>
<td>2:00 - 4:30 Wednesday, May 5</td>
</tr>
<tr>
<td>4:00 TTh</td>
<td>2:00 - 4:30 Tuesday, May 4</td>
</tr>
<tr>
<td>5:00 MWF</td>
<td>5:00 - 7:30 Wednesday, May 5</td>
</tr>
<tr>
<td>5:00 TTh</td>
<td>5:00 - 7:30 Thursday, April 29</td>
</tr>
</tbody>
</table>

Resolution #19-28
Approved by the Faculty Senate: March 26, 2019
Approved by the Chancellor: April 29, 2019
2021-2022 Abridged University Academic Calendars, as follows:

**University Academic Calendar - Academic Year 2021-22**

**Summer Sessions 2021**

<table>
<thead>
<tr>
<th>First Summer Session</th>
<th>Second Summer Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 17, Monday</td>
<td>Classes begin.</td>
</tr>
<tr>
<td></td>
<td>June 24, Thursday</td>
</tr>
<tr>
<td></td>
<td>Classes begin.</td>
</tr>
<tr>
<td>May 31, Monday</td>
<td>State Holiday (no classes)</td>
</tr>
<tr>
<td></td>
<td>July 5, Monday</td>
</tr>
<tr>
<td></td>
<td>State Holiday (no classes)</td>
</tr>
<tr>
<td>June 21, Monday</td>
<td>Classes end.</td>
</tr>
<tr>
<td></td>
<td>July 29, Thursday</td>
</tr>
<tr>
<td></td>
<td>Classes end.</td>
</tr>
<tr>
<td>June 22, Tuesday</td>
<td>Final Examinations</td>
</tr>
<tr>
<td></td>
<td>July 30, Friday</td>
</tr>
<tr>
<td></td>
<td>Final Examinations</td>
</tr>
</tbody>
</table>
### Eleven-week Summer Session

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 17, Monday</td>
<td>Classes begin.</td>
</tr>
<tr>
<td>May 31, Monday</td>
<td>State Holiday (no classes)</td>
</tr>
<tr>
<td>June 22 - 23, Tuesday - Wednesday</td>
<td>Mid-Summer Break</td>
</tr>
<tr>
<td>July 5, Monday</td>
<td>State Holiday (no classes)</td>
</tr>
<tr>
<td>July 29, Thursday</td>
<td>Classes end.</td>
</tr>
<tr>
<td>July 30, Friday</td>
<td>Final Examinations</td>
</tr>
</tbody>
</table>

### Fall Semester 2021

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 23, Monday</td>
<td>Classes begin.</td>
</tr>
<tr>
<td>September 6, Monday</td>
<td>State Holiday (no classes)</td>
</tr>
<tr>
<td>October 9 - 12, Saturday - Tuesday</td>
<td>Fall Break</td>
</tr>
<tr>
<td>November 24 - 28, Wednesday - Sunday</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>December 6, Monday</td>
<td>Classes end.</td>
</tr>
<tr>
<td>December 17, Friday</td>
<td>Commencement</td>
</tr>
</tbody>
</table>

### Spring Semester 2022

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 10, Monday</td>
<td>Classes begin.</td>
</tr>
<tr>
<td>January 17, Monday</td>
<td>State Holiday (no classes)</td>
</tr>
<tr>
<td>March 6 - 13, Sunday - Sunday</td>
<td>Spring Break</td>
</tr>
<tr>
<td>April 15 - 16, Friday - Saturday</td>
<td>State Holiday (no classes)</td>
</tr>
<tr>
<td>April 26, Tuesday</td>
<td>Classes end.</td>
</tr>
<tr>
<td>May 6, Friday</td>
<td>Commencement</td>
</tr>
</tbody>
</table>

Resolution #19-29  
Approved by the Faculty Senate: March 26, 2019  
Approved by the Chancellor: April 29, 2019  

2022-2023 Abridged University Academic Calendars, as follows:

University Academic Calendar - Academic Year 2022-23
### Summer Sessions 2022

<table>
<thead>
<tr>
<th>First Summer Session</th>
<th>Second Summer Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 16, Monday</td>
<td>June 23, Thursday</td>
</tr>
<tr>
<td>Classes begin.</td>
<td>Classes begin.</td>
</tr>
<tr>
<td>May 30, Monday</td>
<td>July 4, Monday</td>
</tr>
<tr>
<td>State Holiday (no classes)</td>
<td>State Holiday (no classes)</td>
</tr>
<tr>
<td>June 20, Monday</td>
<td>July 28, Thursday</td>
</tr>
<tr>
<td>Classes end.</td>
<td>Classes end.</td>
</tr>
<tr>
<td>June 21, Tuesday</td>
<td>July 29, Friday</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>Final Examinations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eleven-week Summer Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 16, Monday</td>
</tr>
<tr>
<td>May 30, Monday</td>
</tr>
<tr>
<td>June 21 - 22, Tuesday - Wednesday</td>
</tr>
<tr>
<td>July 4, Monday</td>
</tr>
<tr>
<td>July 28, Thursday</td>
</tr>
<tr>
<td>July 29, Friday</td>
</tr>
</tbody>
</table>

### Fall Semester 2022

<table>
<thead>
<tr>
<th>August 22, Monday</th>
<th>Classes begin.</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 5, Monday</td>
<td>State Holiday (no classes)</td>
</tr>
<tr>
<td>October 8 - 11, Saturday - Tuesday</td>
<td>Fall Break</td>
</tr>
<tr>
<td>November 23 - 27, Wednesday - Sunday</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>December 5, Monday</td>
<td>Classes end.</td>
</tr>
<tr>
<td>December 16, Friday</td>
<td>Commencement</td>
</tr>
</tbody>
</table>

### Spring Semester 2023

<table>
<thead>
<tr>
<th>January 9, Monday</th>
<th>Classes begin.</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 16, Monday</td>
<td>State Holiday (no classes)</td>
</tr>
<tr>
<td>March 5 - 12, Sunday - Sunday</td>
<td>Spring Break</td>
</tr>
<tr>
<td>April 7 - 8, Friday - Saturday</td>
<td>State Holiday (no classes)</td>
</tr>
<tr>
<td>April 25, Tuesday</td>
<td>Classes end.</td>
</tr>
<tr>
<td>May 5, Friday</td>
<td>Commencement</td>
</tr>
</tbody>
</table>
Resolution #19-30
Approved by the Faculty Senate: March 26, 2019
Approved by the Chancellor: April 29, 2019

2023-2024 Abridged University Academic Calendars, as follows:

University Academic Calendar - Academic Year 2023-24

### Summer Sessions 2023

<table>
<thead>
<tr>
<th>First Summer Session</th>
<th>Second Summer Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 15, Monday</td>
<td>Classes begin.</td>
</tr>
<tr>
<td>May 29, Monday</td>
<td>State Holiday (no classes)</td>
</tr>
<tr>
<td>June 19, Monday</td>
<td>Classes end.</td>
</tr>
<tr>
<td>June 20, Tuesday</td>
<td>Final Examinations</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>June 22, Thursday Classes begin.</td>
</tr>
<tr>
<td></td>
<td>July 4, Tuesday State Holiday (no classes)</td>
</tr>
<tr>
<td></td>
<td>July 27, Thursday Classes end.</td>
</tr>
<tr>
<td></td>
<td>July 28, Friday Final Examinations</td>
</tr>
</tbody>
</table>

**Eleven-week Summer Session**

| May 15, Monday                | Classes begin.                         |
| May 29, Monday                | State Holiday (no classes)             |
| June 20 - 21, Tuesday - Wednesday | Mid-Summer Break                     |
| July 4, Tuesday               | State Holiday (no classes)             |
| July 27, Thursday             | Classes end.                           |
| July 28, Friday               | Final Examinations                     |

### Fall Semester 2023

| August 21, Monday             | Classes begin.                         |
| September 4, Monday           | State Holiday (no classes)             |
| October 7 - 10, Saturday - Tuesday | Fall Break                      |
| November 22 - 26, Wednesday - Sunday | Thanksgiving Break                |
| December 4, Monday            | Classes end.                           |
| December 15, Friday           | Commencement                          |

### Spring Semester 2024

<p>| January 8, Monday             | Classes begin.                         |
| January 15, Monday            | State Holiday (no classes)             |
| March 3 - 10, Sunday - Sunday | Spring Break                           |</p>
<table>
<thead>
<tr>
<th>March 29 - 30, Friday - Saturday</th>
<th>State Holiday (no classes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 23, Tuesday</td>
<td>Classes end.</td>
</tr>
<tr>
<td>May 3, Friday</td>
<td>Commencement</td>
</tr>
</tbody>
</table>

Resolution #19-31
Approved by the Faculty Senate: March 26, 2019
Approved by the Chancellor: April 29, 2019

Curriculum and academic matters acted on during the Educational Policies and Planning Committee’s [March 15, 2019](#) meeting, including Program revision/reduction in program hours for BFA in Art within the School of Art and Design; Program name change from BS in Urban and Regional Planning to BS in Community and Regional Planning, Program revision/name change in BS in Applied Geography to BS in Geography and Program discontinuation of BA in Geography all within the Department of Geography, Planning and Environment; Program revision/reduction in program hours in BS in Geology within the Department of Geological Sciences; Program revision/reduction in program hours for BS in Hospitality Management within the School of Hospitality Leadership; Program revision/reduction in program hours for BS in English, Secondary Education within the Department of Literacy Studies, English Education and History Education; Program revision/reduction in program hours in BM in Music Education and Program revision/reduction in program hours in BM in Music both within the School of Music; Department name change from Department of Recreation and Leisure Studies to Department of Recreation Sciences within the College of Health and Human Performance; and Academic Program Review Responses from the Department of Anthropology and Department of Foreign Languages and Literatures.

Resolution #19-32
Approved by the Faculty Senate: March 26, 2019
Approved by the Chancellor: not applicable

Return proposed revisions to the [University Undergraduate Catalog](#), Academic Advisement, Progression and Support Services: Academic Requirements for Degrees and Minors to the Educational Policies and Planning Committee for further review.

Resolution #19-33
Approved by the Faculty Senate: March 26, 2019
Approved by the Chancellor: April 29, 2019

Revised University Environment Committee Charge, as follows:

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

1. Name: University Environment Committee
2. Membership:
7 elected faculty members (no more than one of whom may be fixed term). (5 from the Division of Academic Affairs and 2 from the Division of Health Sciences.)
Ex-officio members (with vote): The Chancellor or appointed representative, the Provost or appointed representative, the Vice Chancellor for Health Sciences or appointed representative, the Vice Chancellor for Administration and Finance or appointed representative, the Vice Chancellor for Student Life or appointed representative, the Chair of the Faculty, one faculty senator selected by the Chair of the Faculty, and one student member from the Student Government Association.
The chair of the committee may invite resource persons as necessary to realize the committee charge. The chair of the committee may appoint such subcommittees as deemed necessary by the chair.

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

4. Committee Responsibilities:
A. The committee recommends policies to preserve, improve and advance the general physical environment of the University, including traffic flow patterns, hardened sidewalk designs, speed limits, and parking facilities.
B. The committee provides recommendations to mitigate the loss of habitat that includes repairing or replacing landscaping of the university that have been displaced owing to planned or unplanned actions.
C. The committee makes recommendations relating to traffic flow patterns, hardened sidewalk designs, speed limits, and parking facilities in and around the University campuses.
D. The committee indexes and recommends policies for maintenance of those trees of significant size and type, culturally historic landscape features and ground covers possessing aesthetic, historic, and/or environmental value and to mitigate the loss of displaced habitat.
E. The committee reviews potential and actual effects of university projects upon water quality and quantity, runoff, and other physical impacts upon the community and provides recommendations when necessary.
F. The committee shall be familiar with the current East Carolina University master plan and intended placement of buildings and other construction approved by the Board of Trustees. The Committee shall consult with planning officers regarding future land use, changes to the current master plan, and future campus development.
G. The committee promotes advises and works in coordination with the Sustainability Manager to promote sustainability efforts on campus, which include energy and resource conservation, recycling, and the reduction of waste and to mitigate the loss of displaced habitat.
H. The committee raises awareness of, and promotes, sustainability issues in the curriculum and in faculty research.
E. The committee makes recommendations to promote appropriate management and use for education and research of ECU’s major natural areas.
F. The committee requests information as needed from Campus Operations, including Facilities Engineering and Architectural Services, and makes recommendations related to the following areas: University Master Plan, future land use, design and construction of new buildings, renovations of existing facilities, management and implementation of the utility infrastructure, and management of the University’s repair and renovation program.
G. The Committee serves as a communication link between Campus Operations and the Faculty Senate regarding issues outlined above.
5. To Whom The Committee Reports:
The committee reports to the Faculty Senate its recommended policies, procedures, and other procedural criteria.

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

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

8. Standard Meeting Time:
The committee meeting time is scheduled for the fourth Thursday of each month.

Resolution #19-34
Approved by the Faculty Senate: March 26, 2019
Approved by the Chancellor: April 29, 2019

Revised Student Academic Appellate Committee Charge, as follows:

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

1. Name: Student Academic Appellate Committee

2. Membership:

7 regular and 2 alternate 9 elected members exclusive of ex-officio.

Ex-officio members (with vote): The Chancellor or an appointed representative, the Provost 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.
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 reports its appellate decisions to the appropriate administrative office.

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

7. Power Of The Committee To Act Without Faculty Senate Approval:
The committee is empowered to make appellate decisions regarding students as outlined in its committee responsibilities.

8. Standard Meeting Time:
The committee meeting time is scheduled for the first Wednesday of each month, including January, June, July and August.

Resolution #19-35
Approved by the Faculty Senate: March 26, 2019
Approved by the Chancellor: not applicable

Revised 2020/2021 Teaching Grant Proposal Guidelines, as follows:

(Provided here is the document with track changes detailing all proposed revisions and below are the guidelines with all revisions incorporated within the document.)

TEACHING GRANTS COMMITTEE
Information on 2020/2021 Teaching Grant Proposal
The purpose of these grants is to support new innovative and/or creative teaching approaches with aims to improve instruction at the University.

Eligibility for Teaching Grants
- Full time tenured, tenure-track, and fixed-term faculty members are eligible to apply for these grants. The Committee’s evaluation criteria are included at the end of this document. A listing of previously funded proposals is available on the Committee’s website at: http://www.ecu.edu/cs-acad/fsonline/tg/teachinggrants.cfm.
- Previous recipients of Teaching Grants projects are eligible if they have submitted all reports for previously funded Teaching Grants projects and at least one academic year has elapsed since their last Teaching Grants award.
- Faculty from Academic Affairs and Health Sciences are eligible to apply.

Application Process
Each grant proposal consists of the following parts:
- Signature Form signed by the applicant(s) and the Chairperson (or Dean, as appropriate) of each applicant’s unit involved
- Proposal Review Package including
Submit by the deadline of 5 pm, **Monday, November 4, 2019** two (2) signed, printed copies of the complete application including the original signature form, review package, and checklist to the Teaching Grants Committee, c/o Faculty Senate Office, 140 Rawl Annex, Mail Stop 109, and one (1) electronic copy of the review packet in PDF format to facultysenate@ecu.edu. There is a blind review of the proposals; therefore, the applicant’s/applicants’ name(s) should only appear on the (2) signed, printed signature forms and **not** appear anywhere in the electronic copy of the proposal review packet.

**NO PROPOSALS WILL BE ACCEPTED AFTER THE DEADLINE.**

**Completing the Application**

Items 1-5 below must be completed and submitted together. For your convenience, there is a checklist of the required items included in these materials (p. 8). Grant applicants are asked to attach the proposal cover sheet and checklist only to the two signed print copies of the proposal. The electronic PDF copy should **not** include a cover sheet, signed application or checklist.

Item 1: Completed Teaching Grant Proposal Signature Form (see p. 5)

All fields of the proposal form must be completed. The two submitted copies of the signature form must include signatures of the applicant and the unit head.

Item 2: Proposal Review Packet

Because your proposal will be read by people from many disciplines, it should be clear and free of specialized terms, jargon or technical language. The electronic PDF copy will be used for review; therefore, to ensure anonymity, the electronic copy should not include the signed application form or checklist.

(a) Proposal Title and Abstract (page 1)

The abstract should be between 100 and 200 words, use non-technical language, and indicate course number and title. **No proposal with an abstract containing more than 200 words will be considered.**

(b) Proposal Narrative (pages 2-5)

The format of the proposal description must:

- Be no more than **four 8 1/2 x 11" double-spaced** pages with 1” margins on top, bottom, and both sides of each page. **No proposal with a description over four pages in length will be considered.**
- Use Microsoft Times New Roman 12-point type.

The applicant must verify that the PDF file meets the formatting requirements.

Include each of the following sections in your Teaching Grant Proposal Narrative:

1. Purpose/Objective

   The purpose of these grants is to support new innovative and/or creative instructional approaches with aims to improve teaching. Give specific objectives and student learning outcomes.

2. Project Description (Approach/Method/Procedure)

3. Need and Impact
The need and impact section should show the percentage of each relevant course that will be impacted, the level of the course, the normal size of the course, and how often the course will be taught. The course must have already been approved by all relevant committees. Applicants should seek Institutional Review Board (IRB) approval, if required for the type of project (http://www.ecu.edu/irb). Make it obvious how the project will affect the applicant's/applicants' teaching and student learning outcomes.

4. Schedule of Activities and Their Proposed Deadlines for the weeks of summer session 1. **Please provide a brief rationale as to why the proposed project requires summer stipend (if applicable) or why the project cannot be accomplished during the regular semester.** A summer stipend may be shared among more than one applicant on one proposal. **Proposals with more than one applicant must specify the unique contribution of each applicant.**

5. Evaluation Plan

Part of your evaluation plan should include a short list of questions that will be submitted to the students in impacted classes, and peer evaluations. Make your evaluation plan clear. Be specific as to what you intend to do to determine the effectiveness of your end product.

Item 3: **Budget**

Complete the attached proposed budget (see p. 7) for the Project Expense portion of the Grant. **Summer stipend amount should NOT be included in the budget.** If you are requesting Project-Related Expenses OR Dual Summer Stipend and Project Related Expenses, you should complete this item.

Attach a separate page to the budget that justifies and explains each line item requested. Travel requests must be directly related to the proposed project. Requests to attend regularly held professional meetings or conferences should be thoroughly explained and justified. The proposed travel items may not replace or supplement academic-unit travel funds. List other sources for funding. Be specific on budget items. List to whom tuition or honoraria are to be paid, who is traveling where, how, and when, and your source of price estimates. Student wages are not an allowable expense. If an item is not applicable, please indicate by N/A.

Item 4: **Appendices**

The appendices must include the following items (a-g). **Additional supporting materials and appendices beyond a-g are discouraged.**

(a) Attach a bibliography (Works Cited section) for the proposal.
(b) List courses you teach and your scholarly interests that are relevant to this proposal. If you have release time or compensatory time applicable during the proposed project period, provide brief details.
(c) List all proposal titles and dates of grants previously funded by the Teaching Grants Committee, and include a brief synopsis of the outcomes and impact of that funding (maximum of 150 words). Report other associated grant proposals. Use template for previously funded teaching grants and other associated grant proposals (Appendix C) on p. 8.
(d) If applicable, include the summative report for the most recently funded Teaching Grant
(e) If applicable, indicate IRB approval or evidence of application to IRB
(f) If consultants are to be used in the Project Expense Grant, provide their credentials and your rationale for hiring them.
If your project involves attending a workshop or seminar, attach a copy of the flyer or announcement. (These items must be discussed and justified in the proposal narrative.)

Item 5: Checklist
Attach this checklist (p. 9) to ensure that you have completed all the necessary items. The application process involves a blind review of the proposals; therefore, the applicant’s/applicants’ name(s) should only appear on the two original application forms, proposals, and checklists.

Evaluation:
The attached Evaluation of Proposal form (p. 12) shows the criteria that will be used by the Committee to evaluate the grant proposal. This form should not be included in the proposal packet submitted to the Committee.

A quality proposal includes
- Applications that are complete and meet all guidelines for content and formatting including font size, line spacing, page limits and margins.
- Proposals for course revisions that describe innovative and/or creative approaches that go beyond the usual course maintenance and normal workload expectations.
- Use of nontechnical or laymen’s language suitable for readers from all fields.
- A clear impact statement that describes how the teaching will be enhanced and learning outcomes improved.

Examples of proposals that will not be considered for funding include:
- Proposals for courses that do not exist in the catalog and/or that have not been approved by all relevant committees by the time of submission. Proposals for course revisions that should be expected as usual course maintenance.
- Proposals for course development that does not include innovative or creative approaches and/or falls within normal workload expectations.
- Proposals that are primarily research focused and/or have been submitted/funded in the same year by the Research/Creative Activities Grant committee.
- Proposals that develop a program handbook or recruitment materials.
- Proposals for mainly faculty training and development without implementation in the classroom.

The following proposals may be considered for funding:
- For proposals that involve discipline-specific faculty training, the proposal meets the following criteria:
  1. The application for the training is clearly related to the applicant’s/applicants’ teaching duties.
  2. Implementation of the training presents an innovation in the applicant’s/applicants’ teaching.
  3. A specific program of workshops to impart the training to other faculty is included in the proposal.
- For proposals that request a buy-out option for faculty with 12-month appointment, the proposal includes a plan on how the proposed innovative teaching approach will be continued in the future without buy-out.

Reports Grant Recipients Must Submit (pp. 10-11)
The following reports must be submitted by the grant recipients to the Teaching Grants Committee c/o Faculty Senate Office, 140 Rawl Annex, Mail Stop 109. These reports are not to be included in the proposal packet submitted to the committee.
Progress Report. Attached is a copy of the Progress Report (p. 10) that will be completed by the grant recipients to report the current status of the project. Progress reports are due no later than October 1, 2020, of the next academic year. Progress reports from previously funded grants must be on file with the Committee before an additional application will be considered.

Summative Report. Attached is a copy of the Summative Report (p.11) that will be completed by the grant recipients at the conclusion of the grant period. Summative reports are due no later than May 15, 2021, of the next academic year. Summative reports will be reviewed and scored using the Summative Report Evaluation Criteria (p. 13). Summative reports from previously funded grants must be on file with the Committee before an additional application will be considered.

Progress Report Filed: _____

East Carolina University
TEACHING GRANTS COMMITTEE
Application for 2020/2021 Teaching Grant
SIGNATURE FORM

The applicant's name should appear on the two (2) copies of the original Signature form and Checklist only. The electronic copy of the Proposal Review Packet should not include names to ensure anonymity.

1. Proposal Title:

2. Name:

3. School/Department/College:

4. Please check one: Summer Stipend □ Project Amount Requested:
   Project Related Expense □ Dual Summer Stipend and Project Related Expense □ Project Amount Requested:
   (summer stipends are not included in the project amount requested.)

5. Complete the attached checklist and attach it only to the two (2) signed print copies of the original proposal.

   The application process involves a blind review of the proposals; therefore, the electronic copy of the Proposal Review Packet should not include a Signature Form, Checklist, or Evaluation Form.

6. I understand and accept the terms and conditions set forth in the Teaching Grants Committee Grant Application Guidelines, including the following requirements:
   • Submission of Progress and Summative Reports on this project, if it is funded.
   • Submission of all required reports for previously funded Teaching Grant projects.

   ____________________________     ____________________________
   (Signature of Applicant)                     (Date)
7. I have reviewed and am in support of this Teaching Grant application. I believe that the applicant(s) is/are qualified and that this project will be of substantial benefit to this unit. I understand that:

- The unit is responsible for processing grant expenditures.
- The above applicant(s) is/are required to have submitted all required reports for previously funded Teaching Grant projects to be eligible for this current Teaching Grant.
- The above applicant(s) and I are required to communicate with the Teaching Grants Committee and the Faculty Senate Office regarding any deviation from the proposed project prior to making any changes on the project, and ensure that the documentation of proposal changes will be included in the Summative Report.

_________________________  ___________________________
(Signature of Unit Head)    (Date)

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East Carolina University
TEACHING GRANTS COMMITTEE
Application for 2020/2021 Teaching Grant
Proposal Review Packet

This packet will be used for a blind review of the proposals. The applicant's/applicants' name(s) should not appear anywhere in the proposal review packet. The review packet must adhere to the formatting guidelines described above. Failure to adhere to the formatting guidelines could result in the proposal not being considered for funding.

The review packet should begin on a new page and should not include these instructions.

1. Give a brief description of the project. Each of the following will be used to evaluate your proposal. The proposal must use these headings in the following order:
   (a) Proposal Title and Abstract including course number and title
   (b) Proposal Narrative
      1. purpose/objective
      2. project description (approach/method/procedure)
      3. need and impact
      4. schedule of activities and their proposed deadlines for SS1
      5. evaluation plan

2. Complete the attached budget form for the Project Expense portion of the Grant. Summer stipend amount should NOT be included in the budget. If you are requesting Project Related Expenses OR Dual Summer Stipend and Project Related Expenses, you should complete this form.

3. Appendices
   The appendices must include the following items. **Additional supporting materials and appendices are discouraged.**
   a) Bibliography (works cited) for the proposal.
   b) List courses you teach and your scholarly interests that are relevant to this proposal. If you have release time or compensatory time applicable during the proposed project period, provide brief details.
   c) List all proposal titles and dates of grants previously funded by the Teaching Grants Committee and include up to 150-word description of the outcome and impact of proposals. Report other associated grant proposals. Use template for previously funded teaching grants and other associated grant proposals (Appendix C) on p. 8.
   d) Summative report for the most recently funded Teaching Grant (if applicable)
   e) If applicable, indicate IRB approval or evidence of application to IRB
   f) If consultants are to be used in the Project Expense Grant, give credentials and your rationale for hiring them.
g) If the project involves attending a workshop or seminar, attach a copy of the flyer or announcement. (These items must be discussed and justified in the proposal narrative.)

-------------------------------------------------------------------------------------------------------------------------------

East Carolina University
TEACHING GRANTS COMMITTEE
Budget for a 2020/2021 Teaching Grant
(Request for Summer Stipend Grant does not require a budget.)

<table>
<thead>
<tr>
<th>Item</th>
<th>Funding Requested</th>
<th>*Funds from Other Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Honoraria</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Banner Account #</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Educational/Research Supplies</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Banner Account #</td>
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</tr>
<tr>
<td>c) Travel Expenses - Registration fees</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Banner Account #</td>
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<tr>
<td>Travel Expenses - other</td>
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<td>Banner Account #</td>
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<tr>
<td>d) Communication – Telephone</td>
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<tr>
<td>Banner Account #</td>
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<tr>
<td>Communication - Postage/mail</td>
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<td>Banner Account #</td>
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<tr>
<td>e) Printing</td>
<td>$</td>
<td>$</td>
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<tr>
<td>Banner Account #</td>
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<tr>
<td>f) Other Services (engraving, ads, food,</td>
<td>$</td>
<td>$</td>
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<td>services)</td>
<td></td>
<td></td>
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<td>Banner Account #</td>
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<tr>
<td>g) Equipment - under $500.00</td>
<td>$</td>
<td>$</td>
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<td>Banner Account #</td>
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<td>Equipment - over $500.00</td>
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<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

Student wages are not an allowable expense. Projects expenses are subject to funding availability.

*Identify Other Funding Sources:
Previously Funded Teaching Grants

List all proposal titles and dates of grants previously funded by the Teaching Grants Committee. Include a brief synopsis of the outcomes and impact of that funding (maximum of 150 words).

Related Proposals

Are there other grant proposals (internal or external) associated with this proposal?  Yes ☐ No ☐

If yes, please list the title of the proposal, name of the grant, the granting agency, and the status (funded or unfunded) in the space below.

East Carolina University
TEACHING GRANTS COMMITTEE
Checklist for a 2020/2021 Teaching Grant

Since there is a blind review of the proposals, the applicant's/applicants’ name(s) should appear on the two signed copies of the original application form, proposal, and checklist only. The electronic copy should not include an application form or checklist, to ensure anonymity of the proposal. Proposals that do not comply with the checklist will be immediately rejected.

I. Please check that you qualify for the granting of a Teaching Grant proposal:
☐ full-time faculty member of East Carolina University
☐ completed all previous Progress/Summative Report forms
(If unsure, you may check the listing of Past Funded Grants online at: http://www.ecu.edu/cs-acad/fsonline/tg/teachinggrants.cfm)

II. Please check the following items noting that your original signature form and proposal include:
☐ (Signature form, Item 1) proposal title
☐ (Signature form, Item 2) applicant's/applicants' name(s) (The applicant's/applicants’ name(s) should be on the two signed copies of the original application form, proposal, and checklist only.)
☐ (Signature form, Item 3) school/department/college
☐ (Signature form, Item 4) project related expenses, if necessary
☐ (Signature form, Item 5) checklist attached to only the two print copies of the signature form and proposal review packet
☐ (Signature form, Item 6) applicant's/applicants' signature(s) and date
☐ (Signature form, Item 7) applicant's/applicants’ unit head’s signature and date
☐ (Review Packet, Item 1a) abstract (100 to 200 words)
(Review Packet, Item 1b) proposal narrative, noting the formatting guidelines:
- Microsoft Times New Roman 12-point type
- four 8 1/2 x 11 double-spaced pages
- 1" margins, top, bottom and both sides
- clear writing, free of specialized terms, jargon or technical language
- name and number of the course directly impacted by this proposal

(Review Packet, Item 2) proposed budget and brief justification (Not required for Summer Stipend only proposals.)

(Review Packet, Item 3a) bibliography (works cited) for the proposal

(Review Packet, Item 3b) list of courses the applicant teaches and brief details if applicant has release time

(Review Packet, Item 3c) list of all proposal titles and dates of grants previously funded by the Teaching Grants Committee and other associated grant proposals

(Review Packet, Item 3d) summative report for the most recently funded teaching grant

(Review Packet, Item 3e) If applicable, indication of IRB approval or evidence of application to IRB

(Review Packet, Item 3f) credentials and rationale if consultants are to be used

(Review Packet, Item 3g) flyer or announcement of workshop or seminar if applicable (These items must be discussed and justified in the proposal narrative.)

III. The proposal narrative must use these headings in the following order:

- proposal title
- abstract
- purpose/objective
- project description (approach/method/procedure)
- need and impact
- schedule of activities and their proposed deadlines (Proposals with more than one applicant must specify the unique contribution of each applicant)
- evaluation plan

IV. Please briefly explain (on an attached page if necessary) if you encountered difficulties in writing this proposal and/or give any suggestions that you may have for revising the proposal guidelines and application format.

________________________________________________________________________________________

(Signature of Applicant(s)) __________________________ (Date) ____________________________________

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East Carolina University

TEACHING GRANTS COMMITTEE
Progress Report for 2020/2021 Teaching Grant

DUE: OCTOBER 1, 2020

Future grant proposals will not be considered unless progress and summative reports have been filed on all previous grants.

Name: ________________________________________________________________
Academic unit:

Grant #_______ Please check one: Summer Stipend____ Project Expense____ Dual _____

Amount Awarded: ________________________

Grant Title:

(If possible, please limit the report to 5 pages.)

1. Give the status of this project (e.g., not begun, midway, completed). If project is not near completion, please explain.

2. What were the activities undertaken as stated in your proposal? How do they address your proposal objectives? How effective have your planning activities been towards completion of the proposal?

3. Have you evaluated the effect of your project? If no, explain why. If yes, what were the results?

4. Have you made any changes to your project plan and, if so, how do these changes impact the outcomes of your proposal?

5. Please include a budget report (not required for Summer Stipend proposals).

6. Please add any comments relating to problems with your project, new ideas, or suggestions derived through your communication with others that may be useful to the committee in evaluating and improving its effectiveness.

(Signature of Applicant(s))  (Date)

(Signature of Unit Head)  (Date)

Please return to the Faculty Senate office, 140 Rawl Annex.
PLEASE DO NOT INCLUDE THIS PAGE IN THE GRANT SUBMISSION.

East Carolina University
TEACHING GRANTS COMMITTEE
Summative Report for 2020/2021 Teaching Grant

DUE: MAY 15, 2021
Future grant proposals will not be considered unless progress and summative reports have been filed on all previous grants.
(If possible, please limit the report to 5 pages.)

1. Give the status of this project (e.g., not begun, midway, completed). If project is not near completion, please explain.

2. By what methods did you evaluate the effect of your project? What were the results?

3. In what ways has this project improved your teaching or course?

4. If you were going to do the same project again, what would you change?

5. Please include a 250-word abstract which may be used in university publications.

6. Please include a copy of the questions that you gave to students to evaluate the effect of your project, and examples of the student responses. If you wrote a manual, please attach a copy, or please provide the committee with some other materials that will allow the committee to evaluate the project (e.g., in the case of software development, please include a disk).

7. Please include a budget report (not required for Summer Stipend proposals).

8. Please add any comments relating to problems with your project, new ideas, or suggestions derived through your communication with others that may be useful to the committee in evaluating and improving its effectiveness.

   (Signature of Applicant(s)) (Date)

   (Signature of Unit Head) (Date)
Type: Summer Stipend / Project Expense / Dual Proposal

Recommend Rank: High / Medium / Low
Proposal Title

Is this proposal appropriate for Committee consideration, given our charge to recommend funding for projects to improve teaching? Yes / No

Does this proposal conform to the required formatting and content guidelines? Yes / No

Did the applicant provide adequate discussion of the impact of the previous funding? Yes / No / N/A

Please evaluate the proposal using the following scale: POOR (1) FAIR (2) AVERAGE (3) GOOD (4) EXCELLENT (5)
(Score each item 1-5, multiply the score by the number given for each item, and total the scores for each item)

1. Impact: ( x 7 )

Potential for specific faculty and/or student development for an approved course
Probability for enhancing teaching
Stated expected outcome
Related to teaching assignments: guides, supplements, tutorials, applications, CAI
Demonstrated needs, or creativity and innovation

Some Examples of Inappropriateness:
Research /Creative Activities:
Broad/General faculty development:
Administration-Related activities:
Lack of consideration of other more appropriate sources of funds on campus:
Curriculum assessment/approval:
Course development or revision

Low Impact upon students/applicant
One-time vs. continuing impact:
Product development
Focus on regulatory function (OSHA) rather than teaching-related goals/activities:
Emphasis of the proposal on teaching assistants rather than on the applicant and students

2. Management Design: ( x 5 )

Clear purpose/objectives and description
Realistic time management plan
Appropriate/specific/reasonable budget (not required for Summer Stipend proposals)

3. Delineated Evaluation Plan: ( x 5 )

Addressing the question raised in the proposal
Rating the impact of the evaluation plan on the applicant’s/applicants’ teaching
4. Proposal Presentation: (x 2)

   Organization (Specified format and length of proposal etc.).
   Clarity of presentation

5. Impact of Previously Funded Grants: (x 1)
   New grant applicants will receive full points for this criteria.
   Previous grantees will be evaluated based on summative report for most recent grant.

   TOTAL: ____________________

Comments/recommendations to applicant:

THIS IS A SAMPLE. PLEASE DO NOT INCLUDE THIS PAGE IN THE GRANT SUBMISSION.

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East Carolina University
TEACHING GRANTS COMMITTEE
Summative Report Evaluation Criteria

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 points</td>
<td>The report clearly describes the status of the completed project. Methods for evaluating the effect of the project are clearly described, include multiple metrics, and clearly indicate that the project had a positive effect on the instructor's teaching and the students' learning. Appendices include examples of metrics used to determine effectiveness as well as a budget summary report.</td>
</tr>
<tr>
<td>4 points</td>
<td>The report describes the status of the completed project. Methods for evaluating the effect of the project are described, include multiple metrics, and indicate that the project had a positive effect on the instructor's teaching and the students' learning. Appendices include metrics used to determine effectiveness as well as a budget summary report.</td>
</tr>
<tr>
<td>3 points</td>
<td>The report describes the status of the project as midway or in progress. Methods for evaluating the effect of the project are described, include multiple metrics, but may not have indicated that the project had a positive effect on the instructor's teaching and the students' learning because the project is still under way. Appendices may include metrics used to determine effectiveness as well as a budget summary report.</td>
</tr>
<tr>
<td>2 points</td>
<td>The report describes the status of the project as not yet begun or midway. Methods for evaluating the effect of the project are described, include multiple metrics, but may not have indicated that the project had a positive effect on the instructor's teaching and the students' learning because the project is either still under way or has not yet begun. Appendices may include metrics used to determine effectiveness as well as a budget summary report.</td>
</tr>
<tr>
<td>1 point</td>
<td>The report describes the status of the project as not yet begun. Methods for evaluating the effect of the project are either not clearly described or are missing. Appendices may be missing or incomplete.</td>
</tr>
</tbody>
</table>
Resolution #19-36
Approved by the Faculty Senate: March 26, 2019
Rejected by the Chancellor: April 29, 2019, with request to return to Committee for further review.

Donna Payne, University Counsel and Vice Chancellor for Legal Affairs, recommends that the regulation go back to the Faculty committee that reviewed it to ensure consistency and clarity in the use of this regulation in contrast to the process provided for use in dealing with student complaints about faculty as provided in Part VI, Section IV (III) of the Faculty Manual. It is unclear when the Faculty Manual process will apply and when the process in this PRR will apply, and how the two intersect.

Additional comments (see here) about changes needed, including some that ask for a reference to complaints about Free Speech (this is very much needed in order to comply with UNC policy on Freedom of Expression) and contacts for external agencies that may receive complaints already included in the version of this policy currently posted on the Dean of Students website.

Formal faculty advice on proposed Student Grievance Regulation, as follows:

The Committee has reviewed the regulation and provided input that has been agreed upon and incorporated into the below document.

Authority: Chancellor

History: Approved March 26, 2018.

Related Policies:

ECU Notice of Nondiscrimination and Affirmative Action Policy

ECU Regulation on Gender-Based Harassment and Other Forms of Interpersonal Violence

Undergraduate Grade Appeal Policy

Graduate Student Grade Appeals

Graduate School Appeals Procedures

Institutional Complaints SOP

Additional References:

ECU Office of Equity and Diversity

ECU Admissions Student Academic Appeals

North Carolina Post-Secondary Education Complaints, c/o Student Complaints, UNC System, 910 Raleigh Road, Chapel Hill, NC 27515-2688, Telephone (919) 962-4550
1. Introduction

A grievance arises under this Regulation when a student believes, based on established administrative policies and procedures, that he or she has been treated in an arbitrary or capricious manner or been subjected to inappropriate behavior by a University office, department or other unit or division (herein referred to collectively as “unit”) or a representative of the University (faculty or staff).

2. Grievances Not Covered by this Regulation

2.1. The following grievances are not covered by this Regulation:

2.1.1. A student grievance, complaint or appeal that is covered by any other University or UNC System policy, regulation or rule, including, but not limited to, the following:

2.1.1.1. Grievances involving allegations of discrimination, harassment or retaliation based on membership in a protected class as set forth in the University’s Notice of Nondiscrimination Policy. These grievances should be referred to the Associate Provost for Equity and Diversity (see link to policy above);

2.1.2.2. Graduate and Undergraduate Grade appeals, which are handled pursuant to the applicable grade appeal policy (see link to policy above);

2.1.2.3. Graduate student appeals of adverse academic actions and decisions (see link to policy above); and

2.1.1.4. Institutional Complaints, which are handled pursuant to the Institutional Complaints Standard Operating Procedure, (see link to SOP above).

3. Informal Resolution

Prior to bringing a formal grievance against a University unit or representative, students are encouraged to attempt a good-faith resolution of the grievance directly with the party involved with the disputed matter and/or with the head of the unit in which the grievance arises. Attempts at informal resolution must be initiated by an official Dean of Students office visit within 30 calendar days of the incident(s) in dispute. The 30 days do not include any period of time when the University is officially closed.

4. Formal Grievance Resolution Process
Should a situation arise in which a student is unable to resolve his or her grievance informally, the formal grievance resolution process may be employed. This process, outlined below, must be initiated within 30 calendar days of the failed informal resolution, if applicable. The 30 days do not include any period of time when the University is officially closed.

4.1 Step I: The student must present a formal grievance in writing to the Associate Vice Chancellor /Dean of Students (125 Umstead Hall). This written grievance must include the following:

4.1.1. Name, address, email address and telephone number of the student bringing the grievance;
4.1.2. Identification of the office or individual against whom the grievance is brought;
4.1.3. A detailed description of the specific University action or individual behavior resulting in this grievance;
4.1.4. The date(s) or period of time during which the behavior occurred and the location of the incident(s); and
4.1.5. A listing of all individuals who witnessed any part of the incident in dispute.

4.2. Step II: Upon receipt of the formal grievance covered by this Regulation, an investigator will be appointed within 7 calendar days by the Associate Vice Chancellor/ Dean of Students to investigate the allegations in the grievance.

4.2.1. The investigator shall review the written grievance and gather the pertinent facts and information, which may include determining the involvement of pertinent supervisors, department chairs and deans in the investigation. Depending upon the grievance, pertinent data such as interviews and documents, may be gathered by the investigator or the University unit involved in the grievance. If the grievance involves a University unit or representative acting within the course and scope of their official duties, without allegations of personal misconduct, the facts, information, data and any findings or recommendations are then presented to the unit involved for final resolution of the grievance.

4.2.2 If the grievance is based on allegations of personal misconduct by a faculty member or staff member, the investigator gathers pertinent information as described in the preceding section and presents it to either the Provost or Vice Chancellor for Health Sciences (faculty complaint) or the Director of Employee Relations (staff complaint) for final resolution of the grievance.

4.3 If a grievance cannot be resolved after exhausting East Carolina University's complaint procedure described above, or any other applicable campus procedures, the student may file a complaint with the following agencies:

4.3.1. North Carolina Post-Secondary Education Complaints (see contact information above);
4.3.2. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) (see contact information above);
4.3.3. Any applicable state agency (see contact information above; or
4.3.4. Complaints about East Carolina University may also be filed by students who do not reside in North Carolina by contacting the North Carolina State Education Assistance Authority (NCSEAA), which serves as the portal for the National Council for State Reciprocity (SARA) (see contact information above)
Proposed revisions to the *ECU Faculty Manual*, Part IV, Section II. Unit Codes, subsections I, III and V, as follows:

*(Additions are noted in red text and deletions in strikethrough.)*

“I. Definition of Unit Code
Each Code Unit shall develop a Unit Code of Operations that will provide for the conduct of the unit’s affairs according to *Robert’s Rules of Order, Newly Revised* and the requirements set out below in subsection IV. A new or revised Unit Code shall be approved by a majority of the “Code Unit Voting Faculty Members” applicable code unit voting faculty members of the unit, as defined herein (see subsection III. below). A copy of each Unit Code, after approval, is housed within the Faculty Senate Office, the Code Unit Office, and is available for review by faculty and administrators within the unit.”

“III. Faculty Who May Vote on a Unit’s Code of Operations
Responsibility for voting on a Unit Code rests with full-time faculty with a commitment to the unit demonstrated as follows. All permanently tenured faculty members who is and has been employed for at least twelve (12) consecutive months in a greater than 50% assignment in a unit and all full-time faculty with at least six years in a greater than 50% assignment in a unit count towards a quorum and may vote on the unit’s new or revised Code. This includes administrators who meet these conditions. An affirmative vote of at least two-thirds of faculty voting is required to approve a new or revised Unit Code.

A faculty member on non-medical or other leave from a greater than 50% assignment in a unit may vote if the faculty member wishes to do so but does not count towards a quorum unless he or she is present at a vote. A faculty member on approved medical leave is not permitted to participate in any University activities during the period of approved medical leave without written university approval. Faculty members with 50% or less assignment in a unit do not vote on the unit’s code.

In tenure-granting units, only permanently tenured, eligible voting faculty may vote on or amend a unit’s tenure, promotion, and post-tenure review criteria. A separate affirmative vote of at least a majority of voting tenured faculty is required to approve new or revised tenure, promotion, and post-tenure review criteria. Such approved criteria may not be further amended during the approval process of the full new or revised Unit Code by all voting faculty.”

“V. Use of “Guidelines” by a Code Unit
When a Code Unit maintains separate guidelines stating procedures to be followed with regard to faculty evaluation and/or matters not addressed in the unit’s code, the Faculty Manual, or the ECU Policy Manual, the guidelines shall be approved by a majority of the Code Unit’s applicable code unit voting faculty members (see “III” above). Amendments to Guidelines shall be approved by a majority of the Code Unit’s applicable code unit voting faculty members (see “III” above). Guidelines shall be referenced in the Unit Code, shall be in compliance with all policies in the *ECU Faculty Manual* and the *ECU Policy Manual*, shall be housed in the Code Unit’s administrative offices, in the office of the
next-higher administrator and in the Faculty Senate office. At the time of the mandatory review of a unit’s code, a unit’s guidelines, if any, shall also be reviewed by the Unit Code Screening Committee for compliance with university policy.”

Resolution #19-38
Approved by the Faculty Senate: March 26, 2019
Approved by the Chancellor: April 29, 2019

Curriculum and academic matters acted on during the Writing Across the Curriculum Committee’s March 11, 2019 meeting, including writing intensive course designation (WI) for PHIL 3290, “WI designation for PHIL 3255, 3260, 3331, 3340, 3350, 4250, and 4283 and a notification from POLS 4551 of a proposed new prerequisite Statistical Methods for Political Science (POLS 3032).

Resolution #19-39
Approved by the Faculty Senate: March 26, 2019
Approved by the Chancellor: April 29, 2019

Proposed Mandatory Statement about Survey of Student Opinion of Instruction (SSOI), as follows:

Faculty members who have students in face-to-face classes will set aside 15 minutes of time in class for students to complete the SSOI on their digital devices.

In face-to-face classes, faculty members will read the following statement to students and leave the room:

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

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

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

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

The survey is not an appropriate mechanism to bring forward a complaint against a faculty member or a university employee involving a serious violation of university norms or policies. Such serious issues should be addressed directly with the department chair or other appropriate university authority.
For information about types of grievances and their possible informal and formal resolution, please visit the Student Grievances and Inquiries section on the Dean of Students web page or contact the Dean Students via e-mail (dos@ecu.edu), phone (252-328-9297), or in person at 125 Umstead Hall.”

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

Resolution #19-40
Approved by the Faculty Senate: March 26, 2019
Approved by the Chancellor: April 29, 2019, with following comments:

Ying Zhou noted that the Faculty Senate needs to develop a plan to implement this resolution (i.e., how to remove the 4000-level courses without impacting student’s progress toward graduation).

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

Proposed revisions to the University Undergraduate Catalog, General Education Program:
Competencies and Course Credit, as follows:

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

http://catalog.ecu.edu/content.php?catoid=12&navoid=906#courses-that-carry-general-education-ge-credit

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

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

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

Only undergraduate 1000 or 2000 level courses that have no prerequisites and that have as a primary requirement that the students enrolled in the course achieve the program learning outcomes for one competency area in the general education core can receive general education credit for that competency. This applies to all ECU colleges that offer undergraduate 1000 and 2000 level courses.
Rejected proposed revisions to the *University Undergraduate Catalog*, Academic Advisement, Progression and Support Services: Additional Requirements for Degrees.

Resolution #19-42
Approved by the Faculty Senate: March 26, 2019
Approved by the Chancellor: April 29, 2019

Proposed deletion to the *University Undergraduate Catalog*, General Education Program: Global and Domestic Diversity Competencies, as follows:

(Delete entire section as noted in strikethrough.)


"Global and Domestic Diversity Competencies

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

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

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

**Domestic Diversity:**

1. Describe problems that arise in the USA from differences in age, race/ethnicity, social and economic status, culture, national origin, ability, religion, sexual orientation and gender identity in the context of their historical and contemporary causes and effects, including attempts to resolve these problems.

2. Apply discipline specific methods to evaluate from different perspectives domestic problems arising from differences in age, race/ethnicity, culture, social and economic status, national origin, ability, religion, sexual orientation and gender identity.

**Global Diversity:**
1. Describe how cultural beliefs and values shape people’s perceptions and impact global decisions and actions.

2. Evaluate global issues and events from multiple perspectives.

Resolution #19-43
Approved by the Faculty Senate: March 26, 2019
Approved by the Chancellor: not applicable

Commendation for Professor Mary Gilliland, MD,
Parliamentarian-Faculty Senate


Whereas, Professor Gilliland was awarded the 2015 Faculty Senate’s Award for Service presented by Chancellor Ballard; and

Whereas, physician Mary Gilliland, who was hired as Associate Professor in 1989, granted tenure in 1993 and full professor in 1995 in the Brody School of Medicine, has mentored and facilitated faculty success of colleagues in all aspects of academic life for over 30 years; and

Whereas, as a forensic pathologist, Professor Gilliland has provided the highest level of service to our region, state, and nation and made significant and sustained contributions to the field of forensic pathology, including areas of natural pediatric deaths, child abuse, and domestic violence; and

Whereas, Professor Gilliland, has held multiple medical and leadership positions within the Brody School of Medicine and Vidant Medical Center, including but not limited to M-2 pathology course director, directing the autopsy service, and assistant director of forensic services; and

Whereas, Professor Gilliland, who had mentored learners in graduate medical education at ECU since 1989, has a record of documented success which has been expressed by countless medical learners that have been made better physicians from learning by Dr. Gilliland’s example of service, tutelage, and leadership; and

Whereas, Professor Gilliland, an active and vocal member of the ECU community, has provided spontaneous and insightful comments at any meeting large or small, and will be remembered for her willingness to voice dissent even when not popular; and

Whereas, Dr. Gilliland has been actively involved in the Brody Women Faculty Committee (BWFC), as one of most reliable volunteer speakers for the BWFC Personnel Action Dossier Mentoring workshop each of the last 7 years, guiding junior women faculty to prepare for tenure; and

Whereas, Dr. Gilliland received the Brody Women Faculty Committee Advocacy Award in 2018; and
Whereas, her dry wit and incredibly sharp intellect may seem to intimidate, her loving kindness, nurturing personality, and gentle demeanor always prevail; so,

THEREFORE BE IT RESOLVED, that Professor Mary G. F. Gilliland is commended by the Faculty Senate for her sustained and exceptional leadership as an exemplar member 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 Mary Gilliland, that we recognize her significant contributions to improving the university at multiple levels, and that we express our gratitude for the efforts she has made on behalf of all parts of the university and its long tradition of shared governance.

Resolution #19-44
Approved by the Faculty Senate: April 23, 2019
Approved by the Chancellor: not applicable

The revised Use of University Property Regulation was returned to the Faculty Welfare Committee for further review.

Resolution #19-45
Approved by the Faculty Senate: April 23, 2019
Approved by the Chancellor: May 24, 2019

Curriculum and academic matters acted on during the Undergraduate Curriculum Committee’s March 14, 2019 meeting, including curricular actions within Interdisciplinary Programs, Colleges of Business, Allied Health Sciences, Engineering and Technology and Education and Departments of Kinesiology, Sociology, Political Science, English, Economics, Chemistry and Criminal Justice.

Resolution #19-46
Approved by the Faculty Senate: April 23, 2019
Approved by the Chancellor: June 14, 2019*

Revised Department of English (linked here is version submitted to Faculty Senate) Unit Code of Operations and Departmental Promotion, Tenure, and Advancement Guidelines. (*Requested edits made to unit code before final approval.)

Resolution #19-47
Approved by the Faculty Senate: April 23, 2019
Approved by the Chancellor: May 24, 2019

Revised School of Theatre and Dance Unit Code of Operations.
Service-Learning Designation Course Application Evaluation Rubric, as follows:

<table>
<thead>
<tr>
<th>Course Number &amp; Name:</th>
<th>Department:</th>
<th>Lead Faculty:</th>
<th>Approval Status:</th>
<th>Points (Yes=2, No=0, Partially=1)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Evident (Yes/No/Partially)</th>
<th>Suggestions to strengthen course application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integration of service-learning with the course content and academic focus of the course is evident.</td>
<td></td>
</tr>
<tr>
<td>Includes definition of service-learning in the syllabus.</td>
<td></td>
</tr>
<tr>
<td>From the course application packet, the intent and processes for involving students in meeting identified community needs are clearly documented.</td>
<td></td>
</tr>
<tr>
<td>Community needs addressed by service-learning project are identified through collaboration with community partner.</td>
<td></td>
</tr>
<tr>
<td>Structured reflection opportunities for students are integrated into course requirements.</td>
<td></td>
</tr>
<tr>
<td>Evaluation of student performance is reflective of both demonstrated academic learning and service expectations.</td>
<td></td>
</tr>
<tr>
<td>Service-learning activities in the course are clearly described in the course application packet and course materials.</td>
<td></td>
</tr>
<tr>
<td>Community partners are clearly defined in the course application packet and course materials.</td>
<td></td>
</tr>
<tr>
<td>Instructor includes an opportunity for students to evaluate the service-learning experience. (Suggestions include evaluation of student perceptions of contribution of service-</td>
<td></td>
</tr>
</tbody>
</table>
learning experience to student professional development, student personal growth and/or positive impacts within community.)

Additional questions for instructor submitting application:

Resolution #19-49
Approved by the Faculty Senate: April 23, 2019
Approved by the Chancellor: May 24, 2019

Service-Learning (SL) Designation Course Process, as follows:

1. Faculty member goes to [http://www.ecu.edu/cs-studentaffairs/volunteer/faculty-course_designation.cfm](http://www.ecu.edu/cs-studentaffairs/volunteer/faculty-course_designation.cfm) and fills out the Service-Learning Course Designation Application through the online application system.

2. The associate director of the Center for Leadership and Civic Engagement (CLCE), gets notified of the submission and informs the chair of the Service-Learning Committee (SLC), who then requests that the full SLC view the submission directly through the online application system.

3. SL Designation Subcommittee (2-3 members of the SLC on rotation selected by the SLC chair) reviews proposal, fills out the evaluation rubric, and provides the following information to the SLC chair to be added to the agenda: course, SL or SL*, and the SL Designation Subcommittee’s recommendation.

4. SL Designation Subcommittee discusses satisfaction of the rubric with the full SLC. If the decision is that the applicant needs to make modifications, the SLC chair will notify the applicant and review the subsequent modifications. The SLC chair will then score the application in the online application system.

5. SLC votes to recommend approval of the proposal.

6. SLC secretary clearly notes the course title, number, SL or SL*, and committee decision in the meeting minutes.

7. SLC chair
   a. notifies the provost and the provost’s assistants that a course will be sent to the Faculty Senate for consideration.
   b. presents committee decisions to the Faculty Senate.

8. Faculty Senate votes on SL designation (via approval of the SLC’s minutes).

9. The Faculty Senate resolution is sent to the chancellor.

10. Chancellor approves or denies resolution.
11. Faculty Senate notifies SLC of resolution decisions.

12. SLC chair
   a. forwards resolution to Diane Coltraine (in the Office of the Registrar), who updates the course catalog with the approved resolutions,
   b. forwards resolution to the provost, and
   c. sends email notifying the faculty, course scheduler for the department, and the department chair that the course has been approved as either SL or SL* and reminds them to select SL as an attribute when scheduling each semester.

13. Provost sends letter of commendation to the faculty member, with copy to the college dean and department chair.

Resolution #19-50
Approved by the Faculty Senate: April 23, 2019
Approved by the Chancellor: May 24, 2019

Revised Teaching Grants Committee Charge, as follows:

*(Addition noted in red text.)*

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 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.
   C. The committee reviews and scores the summative reports submitted by teaching grant recipients. The summative report scores shall be used in evaluating new proposals.
submitted by past teaching grant recipients.

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 #19-51
Approved by the Faculty Senate: April 23, 2019
Received by the Chancellor: May 24, 2019

Formal faculty advice on revised Regulation on Export Control Compliance

Following the Committee's review, there are no revisions being suggested.

Authority: Chancellor

History: December 3, 2007; last revised September 2014; revised and approved for placement in University Policy Manual January 2016; revised and submitted for approval June 2018

Related Policies: n/a

Additional References:
Customs Duties (CBP, ITC, ITA, ICE): 19 CFR 0-599
Export Administration Regulations (EAR): 15 CFR 730-774
Foreign Trade Regulations (Census): 15 CFR 30
International Traffic in Arms Regulations (ITAR): 22 CFR 120-130
Office of Foreign Assets Control Regulations (OFAC): 31 CFR 501-599
UNC General Administration Compliance Website

Contact: ECU Office of Export Controls and Customs (252) 744-2395

1. Introduction
1.1 Federal export control laws and regulations govern the shipment, transmission and transfer of certain items, technology, software and services from the United States (U.S.) to foreign persons and entities located outside the U.S., and also govern releases of technology and software source code to foreign nationals located in the U.S., known as “deemed exports.” Providing services to, facilitating transactions for, traveling to, and conducting activities with certain countries, entities, and individuals are also subject to these federal requirements. The laws and their associated regulations exist to support U.S. national security, foreign policy, and economic policy goals. Additionally, the importation of tangible items into the customs territory of the United States is subject to U.S. import procedures, including, but not limited to, accurate and timely declaration to regulatory authorities.

While certain published information and the results of “fundamental research,” as defined within the export control regulations, are not subject to export controls, many activities that individuals associated with the University undertake regularly at, or on behalf of, the University are subject to export control and import-related regulations. Examples include, but are not limited to, a sponsor’s or collaborator’s release of unpublished technology (information) or software to conduct research, including release to conduct “fundamental research,” the hiring of foreign faculty, staff, or students on campus in research laboratories, providing student instruction in U.S.-sanctioned countries or providing instruction via distance education to individuals ordinarily resident in U.S-sanctioned countries, wherever located at the time of provision of services, entering into contractual agreements with non-U.S. entities, traveling internationally, collaborating with foreign entities or persons subject to U.S. sanctions or otherwise determined as restricted or prohibited, mailing documents other than basic admissions or contract-related documents internationally, shipping items, purchasing items or services, or transferring money internationally. Failure to comply with these laws exposes both individuals and the University to severe criminal and civil penalties that include fines and imprisonment, as well as administrative sanctions, such as loss of research funding, and denial of export or import privileges.

2. Policy Statement

2.1 East Carolina University requires that all individuals affiliated with the University, including, but not limited to, faculty, staff, contractors, Clinical Support Services (CSS) employees, post-doctoral scholars, students, volunteers, visiting scholars or other persons or entities using university facilities or funds, comply with the following:

U.S export control laws and regulations, including, but not limited to:

<table>
<thead>
<tr>
<th>Responsible U.S. Department</th>
<th>Regulating U.S. Authority</th>
<th>U.S. Regulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Commerce</td>
<td>Bureau of Industry and Security</td>
<td>Export Administration Regulations (EAR)</td>
</tr>
<tr>
<td></td>
<td>Bureau of the Census</td>
<td>Foreign Trade Regulations</td>
</tr>
<tr>
<td>Department of State</td>
<td>Directorate of Defense Trade Controls</td>
<td>International Traffic in Arms Regulations (ITAR)</td>
</tr>
<tr>
<td>Department of Treasury</td>
<td>Office of Foreign Assets Control</td>
<td>Foreign Assets Control Regulations (FACR)</td>
</tr>
</tbody>
</table>

U.S import laws and regulations, including, but not limited to…
And this Policy and the University’s associated Export Controls and Customs Standard Operating Procedures (the “Export Controls and Customs SOPs”) adopted by the Empowered Official (see 4.1, 4.2 below).

2.2 Each individual shall review the “Export Controls and Customs SOPs” posted on the Office of Export Controls and Customs’ website and where the individual’s role is identified in the “Relevant Audience” or where activities in which the individual participates is identified in the “Relevant Activities” as listed within the section titled, “Scope” of the SOPs.

2.3 Individuals shall exercise reasonable care to follow the SOPs, shall disclose activities when and if solicited by the Office of Export Controls and Customs (the “OECC”) or other responsible institutional areas, and shall make reasonable efforts to comply with the SOPs.

2.4 Individuals shall take any required training as assigned by OECC, shall not willfully or negligently ignore the SOPs, and shall not knowingly take any action that violates export control or import laws and their associated regulations, this Policy, or the ECU Export Controls and Customs SOPs.

2.5 If individuals are uncertain about export control or import requirements, individuals shall submit inquiries to the OECC.

3. Enforcement and Administrative Actions

3.1 Violation of export control or import laws and their associated regulations, this Policy, or the Export Controls and Customs SOPs may result in disciplinary action, up to and including, the imposition of serious University-determined sanctions that may restrict an individual’s activities, dismissal from employment, or expulsion from the University in accordance with applicable University policies regarding the same.

3.2 Government-imposed civil and criminal penalties resulting from violations are separate and distinct from University administrative actions and may include monetary fines and imprisonment applicable to individuals, to University leaders, and to the University.

3.3 Reporting Violations. Individuals who have reason to suspect violations of this Policy shall contact the individual’s immediate supervisor in accordance with ECU Policy and applicable law. Individuals may contact the Director of Export Controls and Customs in lieu of, or in addition to, contacting an immediate supervisor.

4. Implementation

4.1 Empowered Official. The Director of the Office of Export Controls and Customs (“Director”) will serve as the Empowered Official, as defined in the International Traffic and Arms Regulations, 22 CFR 120.25, and is empowered to sign export license applications or other requests for approval on behalf of ECU, and correspond with relevant authorities, as the Director deems appropriate. The Director shall understand the provisions and requirements of the various export control statutes and regulations, and the criminal liability, civil liability and administrative penalties for violation of these statutes and regulations, including the Arms Export Control Act and the International Traffic in Arms Regulations, and has independent authority to:

4.1.1 Inquire into any aspect of a proposed export or temporary import by the University; and
4.1.2 Verify the legality of the transaction and the accuracy of the information to be submitted; and
4.1.3 Refuse to sign any license application or other request for approval without prejudice or other adverse recourse by the University.

4.2 **Export Controls and Customs SOPs.** The Director of the Office of Export Controls and Customs has overall responsibility for the University’s export and import compliance program. As such, the Director shall develop Export Controls and Customs SOPs required to establish and administer the University’s export and import compliance program in accordance with the applicable and related laws and regulations.

4.3 **Awareness and Training.** The Director of Export Controls and Customs shall promote this Policy and topic awareness to audiences the Director deems appropriate and shall make training available to relevant audiences.

4.4 **Annual Report.** The Director of Export Controls and Customs shall report annually to the Director’s immediate administrative leader by June 30 of each year on the state of the export and import compliance program at the University. This report may include, among other information, planned modifications to this Policy, the Export Controls and Customs SOPs, resource needs, and updates concerning material changes in the export control and import-related laws and their associated regulations, as well as their potential impact upon the University.

Resolution #19-52
Approved by the Faculty Senate: April 23, 2019
Approved by the Chancellor: May 24, 2019

Curriculum and academic matters acted on during the Educational Policies and Planning Committee’s **April 12, 2019** meeting, including proposed New program: Accelerated Bachelor of Science in Economics/Master of Science in Quantitative Economics and Econometrics within the Department of Economics; Program revision/new academic home: MAEd in Reading and Literacy Education within the College of Education; New graduate certificate: Integrated Behavioral Health with Rural Youth within College of Education; New degree designation/program revision: MA to MS in Construction Management within Department of Construction Management; Graduate certificate revision: Lean Six-Sigma Black-Belt (LSSBB) within Department of Technology Systems; Program revision/reduction in hours: BS in Elementary Education (K-6) within Department of Elementary and Middle Grades Education; Program revision/reduction in hours: BS in Engineering within Department of Engineering; Graduate certificate title change: Sustainable Tourism and Hospitality Certificate to Sustainable Tourism Certificate within School of Hospitality Leadership; Program revision/reduction in hours: MA in International Studies within International Studies Program; Certificate discontinuation: International Teaching within International Studies Program; Program revision/reduction in hours: BS in Science Education within Department of Mathematics, Science and Instructional Technology Education; Graduate certificate revision: Family Nurse Practitioner within College of Nursing; Program revision/new concentration: MS in Biomedical Sciences within Office of Research and Graduate Studies; Doctoral program revision: PhD in Health Psychology within Department of Psychology; Certificate discontinuation: Community Health Center Administration within Department of Public Health; Doctoral program revision: DrPH in Public Health within Department of Public Health; Certificate discontinuation: Aquatic Therapy within Department of Recreation Science; Program revision/reduction in hours: BS in Physical Education within Department of Kinesiology; Graduate Certificate revision: Family Nurse Practitioner Certificate within Department of Advanced Nursing Practice and Education; Request to deliver online (2 concentrations): MS in Kinesiology within Department of Kinesiology; proposed New program: Accelerated Bachelor of Science in
Resolution #19-53
Approved by the Faculty Senate: April 23, 2019
Approved by the Chancellor: May 2, 2019

Recommendation that ECU adopt Canvas Learning Management System starting in Fall 2019 and that a timeline be developed to overlap with current Blackboard system and not extend archive access past Spring 2022. The Senate also endorsed the three additional recommendations for consideration, provided below:

1. To improve student communication and reduce confusion, we recommend that a syllabus be included within the course shell in all courses within the LMS, and that the syllabus be made available by the first day of class.
2. Research shows that consistent feedback is beneficial for learners. To that end, we recommend if grades are distributed in the course that the gradebook in the LMS be the one location a student visits to receive feedback on progress and performance.
3. To ensure everyone has the necessary base knowledge to be successful using Canvas, we recommend training be required prior to receiving access to the Canvas system. Training will be offered online, face to face, and individually.

Executive Summary
ECU’s current Learning Management System (LMS), Blackboard Learn, supports over 18,000 course sections annually and is a critical tool in the teaching and learning environment. ECU has undertaken a review of our current and future LMS needs to determine next steps as our LMS hardware requires replacing in the next two years. The timing of this hardware replacement, combined with significant changes in the LMS market, makes this an opportune time to evaluate LMS options to determine which system will best meet ECU’s needs.

The Academic Technologies Advisory Committee (ATAC) was formed to help guide this process. The committee includes faculty from each of the colleges and several faculty from the Distance Education and Learning Technology (DELT) Committee, including the current committee chair.

The objectives of the ECU LMS Evaluation are:
2. Determine the instructional needs of faculty and students to guide the selection of ECU’s next Learning Management System. ECU requires a system that will continuously evolve and remain innovative.
3. Assess and analyze the options available and determine which option will best meet the needs of ECU.
4. Compile a final recommendation to be submitted to the DELT Committee, Faculty Senate, and Academic Affairs administration.

The ATAC engaged in several activities this academic year to understand the LMS landscape and market in higher education, reviewed feature sets available in LMS tools, and solicited feedback. The committee has determined that Canvas is the tool of choice that will provide significant
improvements over our current Blackboard Learn system. These improvements and advantages include:

- the ability for the instructor and learner to teach and participate in the class on a mobile device,
- ease of use and intuitive interface,
- accessibility features,
- the ability to manage a large number of sections,
- a rich tool set to provide student feedback, including a full-featured video tool with auto transcribing close captioning, and
- improved course analytics and reporting.

In addition, Canvas has been adopted by eight other institutions across the UNC system and the NC Department of Public Instruction for online K-12 learning. This creates a foundation of knowledge across the system and one less learning hurdle for students. Also considered an advantage by the committee were the positive peer reviews on Canvas support and LMS migration.

Based on student feedback at the public forum and faculty discussion, the ATAC has three additional recommendations for consideration:

1. To improve student communication and reduce confusion, we recommend that a syllabus be included within the course shell in all courses within the LMS, and that the syllabus be made available by the first day of class.
2. Research shows that consistent feedback is beneficial for learners. To that end, we recommend if grades are distributed in the course that the gradebook in the LMS be the one location a student visits to receive feedback on progress and performance.
3. To ensure everyone has the necessary base knowledge to be successful using Canvas, we recommend training be required prior to receiving access to the Canvas system. Training will be offered online, face to face, and individually.

Based on the Academic Technologies Advisory Committee’s review and deliberations, the recommendation is that ECU adopt Canvas starting in the fall 2019. The committee recommends the development of a timeline that will overlap with our current Blackboard system and not extend archive access past spring 2022.

Throughout the evaluation process, faculty reinforced the idea that they are lifelong learners, and many faculty expressed excitement about the opportunity to explore new tools and develop new skills.

(Additional information on background, committee activities, course migration testing, vendor demonstrations, references, criteria and tool comparison, timeline for transition and survey results are available here.)

Resolution #19-54
Approved by the Faculty Senate: April 23, 2019
Approved by the Chancellor: May 24, 2019

Curriculum and academic matters acted on during the General Education and Instructional Effectiveness Committee’s April 15, 2019 meeting, including Global Diversity designation (GD) for MUSC 2207: The Enjoyment of Music; General Education Natural Science Credit (GE: SC) for EHST 2110: Introduction to Environmental Health Sciences; General Education Humanities Credit (GE: HU)
for ENGL 2260: Topics in Contemporary African American Cultural Texts; Domestic Diversity Designation (DD) for ENGL 2260: Topics in Contemporary African American Cultural Texts and ENGL 3260: History of African American Literature.

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

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

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

Revised University Undergraduate Catalog, Academic Advisement, Progression and Support Services: Additional Requirements for Degrees, as follows:

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

http://catalog.ecu.edu/content.php?catoid=14&navoid=1114#Additional_Requirements_for_all_Degrees

“Additional Requirements for Degrees

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

**Domestic and Global Diversity Course Requirements**

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

Undergraduate students are required to complete two three-hour diversity courses: one course with a domestic diversity focus and one with a global diversity focus. These courses can be chosen from courses that meet the general education requirements and/or the requirements for the major.

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

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

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

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

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

**Student Learning Outcomes Goals**

1. Domestic Diversity

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

a. Students can describe how specific disciplinary or interdisciplinary scholarship addresses domestic diversity in their area of study.
b. Students can explain how to apply specific disciplinary or interdisciplinary scholarship to domestic diversity issues in their area of study.

2. Global Diversity

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

a. Students can describe how specific disciplinary or interdisciplinary scholarship addresses global diversity in their area of study.
b. Students can explain how to apply specific disciplinary or interdisciplinary scholarship to global diversity issues in their area of study.

Courses that Carry Diversity (DD, GD) Credit

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

Diversity Competency Area Credit Hour Requirements

The diversity requirement is 6 semester hours as follows:

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

Resolution #19-57
Approved by the Faculty Senate: April 23, 2019
Approved by the Chancellor: May 24, 2019

Revised ECU Faculty Manual, Part X, Section I. Personnel Action Dossier, Attachment 1, Cumulative Report for Reappointment, Promotion and Tenure, subsection B., as follows:

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

B. Teaching (Didactic and Clinical) and Advising [narrative or bulleted list and relevant date(s)]
   1. Teaching experience
      a. Chronological list of all courses taught including year, semester, section, and enrollments.
      b. Chronological list of all peer reviews including year, semester, and reviewer name.
12. Noteworthy accomplishments and practices in teaching
23. Noteworthy accomplishments and practices in advising and retention
34. Extraordinary duties assigned or elected in advising
45. Direction of student research and performances:
   a. List undergraduate students and projects.
   b. List graduate students and projects.
   c. List memberships in graduate student’s thesis/dissertation committees
5. Summary of teaching evaluations (student opinion of instruction survey results, peer reviews, and any additional supporting information)
6. Grants (listed by year in reverse chronological order) in support of teaching and advising. Provide a list of all grants applied for, listing for each the source, amount requested, title, and co-investigators. Designate status: awarded (including amount awarded if different from request), pending, rejected.
   a. Grants/proposals through Office of Sponsored Programs
   b. Grants/proposals through the Division of Institutional Advancement
   c. University Grants
   d. Reports to granting agencies: list agency(ies)
7. Medical Education:
   a. Undergraduate medical student teaching, including didactic lectures, clinical teaching, conferences, laboratories, student advising, and student preceptorships.
   b. Postgraduate medical teaching including clinical teaching and continuing medical education.
   c. Curriculum development in medical education.

Note: Evidence of Teaching Effectiveness shall be included in Section D, Supporting Materials, to include:
   a. (Required) Reports from university approved student evaluations. Data should not be condensed or summarized, but included as it appears in the original survey reports. Student comments may be included at the discretion of the candidate but are not required. If student comments for a class are included, all comments from the original survey report for that class must be included.
   b. (Required) Reports from all peer reviews of instruction.
   c. (Optional) Instructional materials or other evidence of pedagogical innovation or impact (see Faculty Manual, Part VIII, Section I, Subsection III.).

Resolution #19-58
Approved by the Faculty Senate: April 23, 2019
Approved by the Chancellor: pending edits, May 24, 2019

Revised ECU Faculty Manual, Part VIII, Section II, Policy of Conflicts of Interest and Commitment and External Activities of Faculty and Other Professional Staff, as follows:

(Provided here is the document with track changes detailing all proposed revisions and below is the proposed text that includes incorporated revisions.)

“Policy of Conflicts of Interest and Commitment and External Activities of Faculty and Other Professional Staff

CONTENTS
I. Introduction
Faculty are encouraged to engage in appropriate relationships with public and private agencies outside of the University in their scholarly, teaching and service contributions. In doing so, there is a need for commonly understood principles and corresponding procedures that identify, address, and manage potential conflicts that would detract from or interfere with an employee's dedication of unbiased primary professional loyalty, time, and energy to the University’s mission.

All members of the University community are expected to avoid conflicts of interest and conflicts of commitment that have the potential to directly and significantly affect the University’s interests or compromise objectivity in carrying out University Employment Responsibilities, including research, service, and teaching activities and administrative duties, or otherwise compromise performance of University responsibilities. All activities that raise the issue of such conflicts must be disclosed, reviewed, and appropriately managed in accordance with the provisions of ECU REG01.15.03 Regulation on Conflicts of Interest, Commitment, and External Professional Activities for Pay. (http://www.ecu.edu/prr/01/15/03). REG01.15.03 is based on policies and guidelines adopted by the UNC system Board of Governors, federal and state law, and federal agency sponsor requirements. Any questions regarding these procedures, or the Board of Governors’ policies upon which they are based, should be directed to the Conflict of Interest Officer within ECU’s Office of Research Compliance.

II. Conflict of Interest
Conflict of Interest (COI) relates to situations in which financial or other personal considerations, circumstances, or relationships may compromise, have the potential to compromise, or have the appearance of compromising an individual’s objectivity in fulfilling their university duties or responsibilities, including research, service and teaching activities, and administrative duties.

III. Conflict of Commitment
A Conflict of Commitment (COC) relates to an individual's distribution of time and effort between obligations to University employment and participation in other activities outside of University employment. The latter may include such generally encouraged extensions of professional expertise as professional consulting (i.e. External Professional Activities for Pay). Such activities promote professional development and enrich the individual's contributions to the institution, profession, and society; however, a conflict of commitment occurs when their pursuit involves an inordinate investment of time or is conducted at a time that interferes with the employee’s fulfillment of University Employment Responsibilities.

IV. Categories and Examples of Potential Conflicts
Activities that may involve financial conflicts of interest can be categorized under four general headings: (1) activities that are allowable and are disclosed; (2) activities requiring disclosure for further administrative review and analysis; (3) activities or relationships that are generally not allowable or permitted unless an approved Conflict of Interest Management Plan is in place; and (4) activities that are not allowable under any circumstances.
A full explanation of each of these categories is provided in regulation ECU REG01.15.03 on Conflicts of Interest, Commitment, and External Professional Activities for Pay.

Faculty have an obligation to become familiar with, and abide by, the provisions of the university’s COI/COC Regulation. At a minimum, all are required to receive COI/COC training and complete a disclosure annually. Certain situations or activities may precipitate the need to submit or update a disclosure more frequently. If any question of a COI/COC arises, faculty should discuss the situation with the University’s Conflict of Interest Officer and are encouraged to make a formal disclosure to the University.

V. Conflict and Commitment Procedures
The institutional COI Officer reviews the disclosures, categorizes the activity, and when required, works with the faculty member and Conflict of Interest Committee to implement a COI management plan. All questions on allowable activities, potential COIs, disclosures, and management plans should be directed to the University’s COI Officer.

VI. Enforcement
Faculty and all employees are under a clear obligation to adhere to the ECU policies and procedures to disclose and to remove or appropriately manage conflicts of interest or commitment. Violations may include, but are not limited to: (a) failure to properly disclose personal or financial interests as required, failure or refusal to respond to requests for additional information, providing incomplete, misleading, or inaccurate information; (b) failure to comply with a prescribed management or monitoring plan; or (c) engaging in an external activity for pay without receiving prior approval. Possible sanctions for such violations can range from administrative intervention to termination of employment in accordance with applicable University policies, including the Faculty Manual (Part IX, Section I, VI). (FS Resolution #10-36, March 2010)

VII. Political Candidacy and Holding Public Office
The Board of Governors has established rules for monitoring and regulating the involvement of University employees in political candidacy and office holding that could interfere with fulltime commitment to University duties. Faculty seeking to hold or are holding public office should refer to UNC Policy Manual, 300.5.1 for specific policy details."

Resolution #19-59
Approved by the Faculty Senate: April 23, 2019
Approved by the Chancellor: not applicable

Proposed addition to the University Undergraduate Catalog, Academic Regulations: Attendance and Participation relating to student visitors to class with neither prior notice nor permission was returned to the Admission and Retention Policies Committee for further review.
Proposed revisions to the University Undergraduate Catalog, Academic Advisement, Progression and Support Services: Graduation Requirements, Degrees with Distinction, as follows:

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

“Degrees with Distinction

Based on all work attempted at all higher education institutions completed at all regionally accredited United States colleges and universities throughout the students’ academic career and without regard to institutional practices which substitute or “forgive” grades, three levels of distinction are granted to graduating undergraduates as follows:

1. *Summa Cum Laude* for a cumulative average of 3.90 and above
2. *Magna Cum Laude* for a cumulative average of equal to or greater than 3.60 and less than 3.90
3. *Cum Laude* for a cumulative average of equal to or greater than 3.50 and less than 3.60

Note: International credit earned from institutions located outside of the United States is not included in the calculation of cumulative average for awarding degrees with distinction.”

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<th>Resolution #19-60</th>
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<td>Approved by the Faculty Senate: April 23, 2019</td>
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<td>Approved by the Chancellor: May 24, 2019</td>
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Curriculum and academic matters acted on during the Writing Across the Curriculum Committee’s April 8, 2019 meeting, including writing intensive (WI) course designation for MLSC 3001: Training Management and MLSC 3002: Applied Leadership and minor corrections/requests provided for HIST, MATH, MULT, PHIL, PHYS, POLI, PSYC, SOCI.

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<td>Approved by the Chancellor: May 24, 2019</td>
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Summer 2019 thru Spring 2020 Processing Dates, as follows:

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<tr>
<th>Summer Session 2019 First Term</th>
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<tr>
<td><strong>April 1, Monday</strong></td>
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<td><strong>May 5, Sunday</strong></td>
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<tr>
<td><strong>May 8, Wednesday</strong></td>
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<tr>
<td>May 14, Tuesday</td>
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<td>July 12, Friday</td>
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**Summer Session 2019**

**Second Term**

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<th>Date</th>
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<tr>
<td>April 1, Monday</td>
<td>Last day to apply for graduation for Summer</td>
</tr>
<tr>
<td>June 15, Saturday</td>
<td>Graduate School application deadline for Summer 2 (please check specific programs for their deadline)</td>
</tr>
<tr>
<td>June 17, Monday</td>
<td>Last day to pay without a processing fee by 5:00 p.m.</td>
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<td>June 17, Monday</td>
<td>First schedule cancellation for anyone not paid by 5:00 p.m.</td>
</tr>
<tr>
<td>June 21, Tuesday</td>
<td>Second schedule cancellation for anyone not paid by 5:00 p.m.</td>
</tr>
<tr>
<td>July 12, Friday</td>
<td>Last day to submit a thesis or dissertation for Summer graduation</td>
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**Summer Session 2019**

**11-Week Summer Session**

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<th>Date</th>
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<td>April 1, Monday</td>
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<tr>
<td>May 5, Sunday</td>
<td>Graduate School application deadline for 11-Week Summer (please check specific programs for their deadline)</td>
</tr>
<tr>
<td>May 8, Wednesday</td>
<td>Last day to pay without a processing fee by 5:00 p.m.</td>
</tr>
<tr>
<td>May 8, Wednesday</td>
<td>First schedule cancellation for anyone not paid by 5:00 p.m.</td>
</tr>
<tr>
<td>May 14, Tuesday</td>
<td>Second schedule cancellation for anyone not paid by 5:00 p.m.</td>
</tr>
<tr>
<td>July 12, Friday</td>
<td>Last day to submit a thesis or dissertation for Summer graduation</td>
</tr>
</tbody>
</table>

**Fall Semester 2019**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 7, Wednesday</td>
<td>Last day to pay without a processing fee by 5:00 p.m.</td>
</tr>
<tr>
<td>August 7, Wednesday</td>
<td>First schedule cancellation for anyone not paid by 5:00 p.m.</td>
</tr>
<tr>
<td>August 15, Thursday</td>
<td>Graduate School application deadline for Fall (please check specific programs for their deadline)</td>
</tr>
<tr>
<td>August 27, Tuesday</td>
<td>Second schedule cancellation for anyone not paid by 5:00 p.m.</td>
</tr>
<tr>
<td>September 16, Monday</td>
<td>Last day to apply for graduation for Fall semester</td>
</tr>
<tr>
<td>November 25, Monday</td>
<td>Last day to submit a thesis or dissertation for Fall graduation</td>
</tr>
</tbody>
</table>

**Spring Semester 2020**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 16, Monday</td>
<td>Last day to pay without a processing fee by 5:00 p.m.</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>December 16, Monday</td>
<td>First schedule cancellation for anyone not paid by 5:00 p.m.</td>
</tr>
<tr>
<td>December 20, Friday</td>
<td>Graduate School application deadline for Spring (please check specific programs for their deadline)</td>
</tr>
<tr>
<td>January 22, Wednesday</td>
<td>Second schedule cancellation for anyone not paid by 5:00 p.m.</td>
</tr>
<tr>
<td>February 1, Monday</td>
<td>Last day to apply for graduation for Spring semester</td>
</tr>
<tr>
<td>April 23, Thursday</td>
<td>Last day to submit a thesis or dissertation for Spring graduation</td>
</tr>
</tbody>
</table>

Please check Undergraduate Admissions for application deadlines, [www.ecu.edu/admissions](http://www.ecu.edu/admissions).

Please check Graduate Admissions for program specific application deadlines, [http://www.ecu.edu/cs-acad/gradschool/Find-Your-Graduate-Program.cfm](http://www.ecu.edu/cs-acad/gradschool/Find-Your-Graduate-Program.cfm).

Resolution #19-63
Approved by the Faculty Senate: April 23, 2019
Approved by the Chancellor: not applicable

ECU Chapter of the American Association of University Professors (AAUP) Resolution on the Status of Fixed-Term Faculty was forwarded to the Faculty Welfare Committee for collaboration with the ECU Chapter to iron out details of the resolution before presenting a revised version to the Faculty Senate.

6-17-19