<div style="border: 2px solid black; text-align: center;">

EAST CAROLINA UNIVERSITY
2013-2014 FACULTY SENATE

</div>

The fourth regular meeting of the 2013/2014 Faculty Senate will be held on
Tuesday, December 3, 2013, at 2:10 p.m.
in the East Carolina Heart Institute, Banquet Room A

(located at 115 Heart Drive, #248 on map linked here).
(Enter front entrance of building going past the information desk and to the right to Banquet Room A.)

PLEASE NOTE CHANGE IN MEETING LOCATION.

AGENDA (*report revised)

I.   Call to Order

II.   Approval of Minutes
November 5, 2013

III.   Special Order of the Day
   A. Roll Call

   B. Announcements

   C. Steve Ballard, Chancellor

   D. Ron Mitchelson, Interim Vice Chancellor for Research and Graduate Studies

   E. Virginia Hardy, Vice Chancellor for Students Affairs
       Plans for new student centers on east and west campuses

   F. Mark Sprague, Chair of the Faculty

   G. Andrew Morehead, UNC Faculty Assembly Delegate
       Report on the November 22, 2013 Faculty Assembly Meeting.

   H. Question Period

IV.   Unfinished Business

V.   Report of Graduate Council
   1. Formal faculty advice on curriculum and academic matters acted on and recorded in the
       October 21, 2013 and November 18, 2013 Graduate Council meeting minutes, including
       updating forms relating to time limits for completing graduate programs, advancing to
       doctoral candidacy, time extension requests; GRE waivers for MS Health Informatics and
       Information Management and MS Social Work; and reports on Faculty Mentor Awards,
       survey of graduate faculty on plus/minus grading, and Thesis/Dissertation Approval
       Subcommittee.
   2. Formal faculty advice on curriculum matters acted on and recorded in the
       October 2, 2013 and November 6, 2013 Graduate Curriculum Committee meeting minutes,
       including actions taken in the Colleges of Fine Arts and Communication, Nursing,
       Education, and the Department of Political Science and discussion on the differences

between the GCC, GC, and the Faculty Senate on the topic of 5000 level course, with the proposed policy revisions removing the differences.

VI.   **Report of Committees**

    A.   Agenda Committee, Brent Henze
        Proposed 2014-2015 Faculty Senate and Agenda Committee meeting dates (attachment 1).

    B.   Faculty Welfare Committee, Brenda Killingsworth and Linda Crane-Mitchell
        1.   Proposed revisions to the *ECU Faculty Manual*, Part VIII. Section I.D.4. and Part XI, Section I.VI. granting emeritus status to deserving deceased faculty upon request (attachment 2).
        2.   Resolution on Contingent Faculty Participation in Shared Governance (attachment 3).
        3.   Formal Faculty Advice on University Lactation Support Interim Regulation (attachment 4).

    C.   University Curriculum Committee, Donna Kain
        1.   Curriculum matters acted on and recorded in the October 10, 2013 and October 24, 2013 Committee meetings (attachments 5 and 6).
        2.   Update on University Studies (BSUS) curriculum.

    D.   Writing Across the Curriculum Committee, Hector Garza
        Curriculum matters acted on and recorded in the November 11, 2013 Committee meeting minutes, including requests for writing intensive course designation for WI status for SPAN 4560: Major Latin-American Authors and NURS 4910: Nursing leadership and the healthcare system.

    E.   *Service Learning Committee, Katy Kavanagh
        Curriculum matters acted on and recorded in the November 12, 2013 Committee meeting minutes, including requests for service learning course designation for BUSI 2200: Leadership I: Team Building and Interpersonal Skills, HLTH 2500: Peer Health Education Training, COAD 6406: Counseling in Schools, NURS 3340/3341: Nursing Care of Children, THEA 3031: Youth Theatre II, THEA 4141: Internship in Production and Performance in Theatre for Youth II, and THEA 3032: Constructing Performance Projects in Theatre for Youth.

    F.   Foundations Curriculum and Instructional Effectiveness Committee, George Bailey
        1.   Diversity Course Report on courses approved by the Chancellor and currently in the *University* Undergraduate *Course Catalog* (attachment 7).
        2.   Curriculum matters acted on and recorded in the October 21, 2013, and November 18, 2013 Committee meeting minutes, including requests for domestic diversity course designation for PSYC 2777, ENGL 4340, ENGL 3240, ENGL 3250, ENGL 3260, ENGL 3300; global diversity course designation for ENGL 2400, ENGL 3280, FORL 2520, ENGL 3290; and foundations course designation for ANTH 1200 (social science), ATMO 1300 (cross-listed with) GEOG 1300 (natural science) and FORL 2690 (humanities).
        3.   Recommendations on Universal General Education Transfer Component Core Courses (attachment 8).

G.   Research/Creative Activities Committee, Jason Brinkley
       Formal faculty advice on the Interim Regulation on Institutional Survey Administration
       (attachment 9).

VII.   New Business

Faculty Senate Agenda
December 3, 2013
Attachment 1.

AGENDA COMMITTEE REPORT
Proposed 2014-2015 Faculty Senate and Agenda Committee Meeting Dates

2014/2015 University Academic Calendar			
August 26	Classes Begin	January 12	Classes Begin
September 1	State Holiday	January 19	State Holiday
September 2	Holiday Make up Day	March 8-15	Spring Break
October 11-14	Fall Break	March 23-27	Early Registration
October 27-31	Early Registration	April 3	State Holiday
November 26-30	Thanksgiving Break	April 28	Holiday Make up Day
December 9	Classes End	April 28	Classes End
December 10	Reading Day	April 29	Reading Day
December 11-18	Exams	April 30-May 7	Exams

Agenda Committee will meet:	Faculty Senate will meet:
September 2, 2014	September 16, 2014
September 23, 2014	October 7, 2014
October 21, 2014	November 4, 2014
November 18, 2014	December 2, 2014
January 13, 2015	January 27, 2015
February 2, 2015	February 16, 2015
March 3, 2015	March 17, 2015
March 31, 2015	April 14, 2015
	April 21, 2015 (2015/16 organizational mtg.)

<div align="center">

FACULTY WELFARE COMMITTEE REPORT
Proposed revisions to the *ECU Faculty Manual*, Part VIII. Section I.D.4.
and Part XI, Section I.VI. granting emeritus status to deserving deceased faculty upon request.

</div>

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

Propose *ECU Faculty Manual*, Part VIII, Section I.D.4. to read as follows:

"Based on criteria specified in the unit code and upon recommendation by the unit personnel committee and appropriate administrators, the Chancellor may confer the title "emeritus" or "emerita" upon a retired **(including Phased Retirement participant),** ~~or~~ permanently disabled**, or deceased** faculty member, ~~including a Phased Retirement participant,~~ who has made a significant contribution to the university through a long and distinguished record of scholarship, teaching, and/or service."

Propose ECU Faculty Manual, Part XI, Section I.VI. to read as follows:

"Upon the recommendation of the unit personnel committee, unit head, appropriate dean, and appropriate vice chancellor, in accordance with criteria defined in the unit code, the chancellor may grant the faculty retiree emeritus status (as defined in Personnel Policies and Procedures for the Faculty, ECU Faculty Manual, Part VIII, Section I.) which includes **listing in Undergraduate and Graduate Catalogs,** the continuance of eligibility to march, wearing appropriate regalia, in University commencement exercises and other University formal processions, as active faculty."

_____

<div align="center">

FACULTY WELFARE COMMITTEE REPORT
Resolution on Contingent Faculty Participation in Shared Governance

</div>

WHEREAS, 41.8% of ECU faculty members are employed on fixed-term (contingent) contracts, according to the 2012–13 Fact Book, and

WHEREAS, in particular, the majority or near-majority of the faculty members in the College of Education (53.7%), the School of Dental Medicine (74.1%), the Brody School of Medicine (48.5%), the College of Nursing (75.2%) and the Laupus Health Sciences Library (50.0%) are employed on fixed-term contracts, and

WHEREAS, female faculty comprise a significantly higher percentage of the contingent faculty (58.4%) than of the tenured and tenure-track faculty (39.5%) and are thus underrepresented when contingent faculty are excluded, and

WHEREAS, the American Association of University Professors (AAUP), in its November 2012 policy "The Inclusion in Governance of Faculty Members Holding Contingent Appointments," recommends,

"Institutional policies should define as 'faculty' and include in governance bodies at all levels individuals whose appointments consist primarily of teaching or research activities conducted at a professional level. These include (1) tenured faculty, (2) tenure-track faculty, (3) full- and part-time non-tenure-track teachers, (4) graduate-student employees and postdoctoral fellows who are primarily teachers or researchers, and (5) librarians who participate substantially in the process of teaching or research," and

WHEREAS, the AAUP, in the same policy, also recommends, "Eligibility for voting and holding office in institutional governance bodies should be the same for all faculty regardless of full- or part-time status," and

WHEREAS, the ECU Faculty Manual's Constitution and By-Laws open membership in the Faculty Senate to "all full-time faculty members of East Carolina University in at least their second year of appointment to the electoral unit which they will represent," but limits membership of Appellate Committees to tenured faculty and limits membership of Faculty Senate and Academic Committees to those with the rank of instructor, assistant professor, associate professor and professor, i.e. tenured and tenure-track faculty, and

WHEREAS, ECU's contingent faculty are therefore unrepresented in many important shared governance activities at the university, and

WHEREAS, the Faculty Welfare Committee recognizes that, while some functions such as the evaluation of tenured and tenure-track faculty ought not to be performed by contingent faculty, many contingent faculty possess full membership in the general faculty and all faculty ought to participate as fully as possible in all shared governance activities at the university,

THEREFORE, BE IT RESOLVED that the Faculty Senate instructs the Chair of the Faculty to direct the Faculty Governance Committee to bring to the Senate, by the March 2014 meeting, revisions to the Faculty Manual that integrate contingent faculty as fully as possible in the structures of shared governance, including participation in all appropriate Faculty Senate, Academic and Appellate Committees.

Faculty Senate Agenda
December 3, 2013
Attachment 4.
FACULTY WELFARE COMMITTEE REPORT
Formal Faculty Advice on University Lactation Support Interim Regulation

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

Authority: Vice Chancellor, Administration and Finance

History: The North Carolina Office of State Personnel requires that State Agencies provide space, privacy, and time for nursing mothers to express breast milk, in compliance with Section 7 of the Fair Labor Standards Act of 1938 (29 U.S.C. 207) as amended by the Patient Protection and Affordable Care Act (H.R. 3590) which was signed into law on March 23, 2010.

Related Policies:
State Personnel Manual: Workplace Environment, Health, Wellness and Work/Life
http://www.osp.state.nc.us/Guide/Policies/8_Workplace%20Environment%20and%20Health/Lactation%20Support.pdf

Additional Resources:
Eat Smart North Carolina: Businesses Leading the Way in Support of Breastfeeding:
http://www.nutritionnc.com/breastfeeding/PDFS/ESMMBreastfeed-HiRez.pdf;
North Carolina Breastfeeding Coalition: http://www.ncbfc.org;
HRSA Business Case for Breastfeeding: http://www.womenshealth.gov/breastfeeding/government-programs/business-case-for-breastfeeding/index.cfm

Contact for Info:
Benefits Administration (328-9887), Employee Relations (328-9848) or appropriate Personnel Administration Office (328-2679 or 744-1910).

---

1. Introduction
It is the intent of East Carolina University to be recognized as a family friendly workplace by assisting working mothers with the transition back to work following the birth of a child by providing lactation support. A lactation support program allows a nursing mother to express breast milk periodically during the work day.

2. Departmental Responsibilities
Departments within East Carolina University will provide space, privacy, and time for nursing mothers to express breast milk ~~for up to one year~~ after the birth of a child.
   2.1. Information – Employees (**faculty, staff, and where relevant, students employed by the university**) shall be advised of this program at the time of application for maternity leave by the appropriate Benefits Counselor. In addition, information regarding this program will be available on appropriate websites.
   2.2. Space – At an employee's request, departments will work with the employee to provide a designated private space that is not in a restroom or other common area for the expression of breast milk ~~for up to one year~~ after the birth of a child.
      2.2.1. The space should have a door that can be secured or locked, adequate lighting and seating, and electrical outlets for pumping equipment.
      2.2.2. To the extent practicable, the space should be in the proximity of the employees' work area and relatively close to a source of running water.
      2.2.3. .Supervisors are encouraged to work with employees to find appropriate locations for expression, and can contact the appropriate Benefits Counselor for assistance in locating an appropriate space.
   2.3. Time – Departments may require the employee to use the regularly scheduled paid break time to express breast milk. If time is needed beyond the regularly scheduled paid break times, departments shall make reasonable efforts to allow employees to use paid leave, unpaid time, or make arrangements for a flexible work schedule for this purpose.
   2.4. This policy is applicable to ECU employees only and does not require ECU to provide similar resources to members of the general public.

3. Employee Responsibility
   3.1. Communication with Management – Employees who wish to participate in this program should discuss this with their supervisor prior to and/or upon return from maternity leave. If an employee wishes, she may consult with her Benefits Counselor to facilitate this discussion. Employees should coordinate with management a mutually agreeable

schedule and keep management informed of any additional needs so that appropriate coverage and accommodations can be made.

3.2. Storage - The employee will be responsible for storage of the expressed breast milk. If the expressed breast milk is stored in a University owned refrigerator, all containers must be clearly labeled with name and date.

3.3. Maintenance of Lactation Rooms – Employees will be responsible for keeping any general lactation room clean and orderly. Employees will also be responsible for their own expressing equipment, supplies, and personal belongings.

4. Benefits for the University

This program will yield positive results, such as reduced healthcare cost, reduced absenteeism, improved productivity, lower turnover, and an enhanced university image.

Faculty Senate Agenda
December 3, 2013
Attachment 5.

UNIVERSITY CURRICULUM COMMITTEE REPORT
Curricular Actions from the October 10, 2013 meeting

- College of Technology, Department of Technology proposed new courses including ITEC 4401, 4402, 4403 (Individual Study in Industrial Technology for 1, 2, or 3 credit hours respectively); 4501, 4502, 4503 (Special Topics in Industrial Technology for 1, 2, or 3 credit hours respectively); revision of prerequisite for ITEC 3300; and removal of ITEC 5100 from the undergraduate catalog. *UCC recommends approval as amended.*

- New Course FORL 2520 (French Cinema Classics) was passed with amendments. *UCC recommends approval as amended.*

- Department of Geography, Planning, and Environment proposed a number of revisions associated with the name change of the department and the addition of courses with the ATMO prefix including

  o changes to existing degrees Applied Atmospheric Science, BS; Applied Geography, BS; Geographic Information Science and Technology, BS; Geography, BA; and the Atmospheric Science Certificate;

  o addition of new courses ATMO 1300, 2510, 3230, 4510, 4530, 4540, 4580, 4590; revisions to prerequisites for a number of GEOG courses; changes of prefix from GEOG to ATMO for several courses

  o banking, cross-listing, and renumbering additional courses. UCC recommends approval as amended.

  UCC recommends approval as amended.

- College of Nursing requested to revise the BSN, to establish a new pathway to the BSN (Accelerated Option & Program of Study) for students who already have BA or BS degrees, and to add related new courses including NURS 3910, NURS 3911, NURS 3920, NURS 3921, NURS 4910, NURS 4920, NURS 4921, and NURS 4930. UCC requested clarifications to the proposed changes, that additional changes be reviewed by faculty in their programs as necessary, and that an updated signature form is provided reflecting review of the changes including. *The items were tabled and resubmitted for the 10/24/2013 UCC meeting.*

UNIVERSITY CURRICULUM COMMITTEE REPORT
Curricular Actions from the October 24, 2013 meeting

- Revision of Existing Degree proposed, Communication, BS; removal of COMM 2210 Writing for the Electronic Mass Media. *UCC recommends approval.*

- Revision of Communication, Communication Studies Minor proposed; removal of MPRD courses no longer taught by communication faculty. *UCC recommends approval.*

- New Course ANTH 1200 Current Topics in Anthropology was passed with amendments. *UCC recommends approval as amended.*

- College of Allied Health Sciences, Department of Addictions and Rehabilitation Studies proposed a new prefix changing REHB course to ADRE (Addictions and Rehabilitation Studies) to reflects the new department name. *UCC recommends approval.*

- Curriculum for a new degree, BS in University Studies, proposed including program and two new courses (gateway and capstone). Several issues and questions were raised.

  o Courses cannot be double-counted for both the major and Foundations and that was removed from the program.

  o The number of hours allowed in the thematic core from one prefix or program should be limited. The proposal was amended to include that a Thematic Core may not include more than 24 semester hours from a single prefix.

  o Questions were raised about how faculty and units will be credited/recognized when students take a number of courses in a program or department given that most of the courses students take will be in other units. Questions were also raised about ensuring that students are not "almost" doing a major from another unit or circumventing requirements of existing majors. Several mechanisms are in place, including annual reports, a faculty fellows program, dedicated advising, and the planned faculty oversight committee that will review students' programs of study. Some of these issues have been raised previously at UCC. Dr. Bunch will be further consulted and EPPC has been asked to provide guidance (see minutes of the April 16, 2013 FS meeting, pp. 9-11: http://www.ecu.edu/cs-acad/fsonline/customcf/fsminute/fsm413.pdf) *UCC recommends approval as amended.*

- College of Nursing requested to revise the BSN, to establish a new pathway to the BSN (Accelerated Option & Program of Study) for students who already have BA or BS degrees, and to add related new courses including NURS 3910, NURS 3911, NURS 3920, NURS 3921, NURS 4910, NURS 4920, NURS 4921, and NURS 4930. *UCC recommends approval as amended.*

FOUNDATIONS CURRICULUM AND INSTRUCTURAL EFFECTIVENESS COMMITTEE REPORT
Diversity Course Report on Courses Approved by the Chancellor
and Currently in the *University* Undergraduate *Course Catalog*

This report is in response to the Chancellor's delay of graduation requirements included in Senate resolution #12-75 Recommendation establishing Domestic and Global Diversity Course Requirements and request that formal faculty advice be provided by the Committee on the sufficiency of available diversity courses.

Summary: Global Diversity Courses: 19   Domestic Diversity Courses: 6

Prefix and Number	Type	FCIE Meeting Date	FS Resolution	Chancellor's Approval
HTLH 3520	GD	3/8/2013	#13-45	4/17/2013
HLTH 4800	GD	3/8/2013	#13-45	4/17/2013
HLTH 3020	DD	3/8/2013	#13-45	4/17/2013
ECON 3353	GD	3/8/2013	#13-45	4/17/2013
ECON 3750	DD	3/8/2013	#13-45	4/17/2013
PSYC 1070	GD	3/8/2013	#13-45	4/17/2013
PHIL 1290	GD	3/8/2013	#13-45	4/17/2013
FORL 1060	GD	3/8/2013	#13-45	4/17/2013
EDUC 3002	DD	3/18/2013	#13-62	5/23/2013
HLTH 3002	DD	3/18/2013	#13-62	5/23/2013
CDFR 4303	DD	3/18/2013	#13-62	5/23/2013
ANTH 1050	GD	9/16/2013	#13-77	11/1/2013
ANTH 2010	GD	9/16/2013	#13-77	11/1/2013
ANTH 2200	GD	9/16/2013	#13-77	11/1/2013
ANTH 3002	GD	9/16/2013	#13-77	11/1/2013
ANTH 3003	GD	9/16/2013	#13-77	11/1/2013
ANTH 3004	GD	9/16/2013	#13-77	11/1/2013
ANTH 3013	GD	9/16/2013	#13-77	11/1/2013
ANTH 3016	GD	9/16/2013	#13-77	11/1/2013
ANTH 3017	GD	9/16/2013	#13-77	11/1/2013
ANTH 3018	GD	9/16/2013	#13-77	11/1/2013
ANTH 3200	GD	9/16/2013	#13-77	11/1/2013
ETHN 2001	GD	9/16/2013	#13-77	11/1/2013
GEOG 2110	GD	9/16/2013	#13-77	11/1/2013
ANTH 3005	DD	9/16/2013	#13-77	11/1/2013

Diversity courses approved by the Foundations Curriculum and Instructional Effectiveness Committee that will be reviewed by the Faculty Senate at its December 5, 2013 meeting:

Summary: Global Diversity Courses: 4   Domestic Diversity Courses: 6

ENGL 3290 GD	PSYC 2777 DD
ENGL 2400 GD	ENGL 4340 DD
ENGL 3280 GD	ENGL 3240 DD
FORL 2520 GD	ENGL 3250 DD
	ENGL 3260 DD

	ENGL 3300 DD

Diversity Course proposals that the Foundations Curriculum and Instructional Effectiveness Committee was notified it will receive in the near future: Sociology: 12 proposals approximately, Religious Studies: 8 proposals approximately, History: Three proposals.

Full Course Descriptions

PREFIX	NAME	DESCRIPTION
HLTH 3520	Introduction to Global Health	An overview of how health problems and issues in other parts of the world compare and contrast with those in the U.S.
HLTH 4800	Field Study in International Health	Public health and health care delivery systems in international host countries.
HLTH 3020	Health Disparities	Current health issues of priority populations. Health education strategies that seek to eliminate racial and ethnic health disparities.
ECON 3353	Development Economics	Analysis of problems of less developed countries of the world. National and international policies of such countries
ECON 3750	Economics of Poverty and Discrimination	Economic theories of discrimination and occupational segregation. Analysis of inequalities in earnings distribution. Implications for public policy.
PSYC 1070	Global Understanding: Psychological Perspectives	Virtual exchange with variety of countries to explore impact of culture on psychological development.
PHIL 1290	Introduction to Philosophy of Religion	Analysis of some main concepts, arguments, and issues in philosophy of religion. Topics include meaning of religious language, arguments for existence of God, problem of evil, miracles, and meaning of religious experience.
FORL 1060	Global Understanding Through Literature	Exploration of human cultural diversity through readings in literature and philosophy in the context of virtual exchange with a variety of countries. Selected texts read in English.
EDUC 3002	Introduction to Diversity	Examines how historical and socially constructed beliefs and values impact our perceptions of diversity within and outside of public education institutions and how those perceptions shape domestic and global decisions and actions at the levels of both policy and practice.
HLTH 3002	Women's Health Across the Lifespan	Examination of various aspects of women's health within the context of social, political, and economic environments in public health.
CDFR 4303	Families and Cultural Diversity	Comprehensive study of family diversity that occurs because of different cultural environments. Explores racial, ethnic, and economic differences. Emphasis on developing an understanding and appreciation for families with differing values and beliefs.
ANTH 1050	Global Understanding	Virtual exchange with a variety of countries

		to explore human diversity and the impact of globalization.
ANTH 2010	Societies Around the World	Ethnographic survey of world culture areas showing similarities and variations in cultural patterns.
ANTH 2200	Introduction to Cultural Anthropology	Nature of human culture. Emphasis on concepts and methods of cross-cultural study of human societies
ANTH 3002	Cultures of East Asia	Regions, cultures, historic development, and role in global economy of East Asia (China, Japan, Korea, and Vietnam) and Southeast Asia (Thailand, Burma, Laos, Cambodia, Philippines, Malaysia, and Indonesia).
ANTH 3003	Cultures of Africa	Traditional cultures of Africa south of the Sahara.
ANTH 3004	Cultures of the South Pacific	Traditional cultures of Melanesia, Micronesia, and Polynesia.
ANTH 3013	Cultures of Mainland Southeast Asia	Regions, cultures, social structure and role in global economy of mainland Southeast Asia such as Myanmar, Thailand, Laos, Cambodia, Vietnam.
ANTH 3016	Cultures of the Caribbean	Archipelago and adjacent coastal regions of North, South, and Central America. Focus on multicultural history of area and its place in contemporary world culture.
ANTH 3017	Cultures of Mexico and Guatemala	Indigenous peoples of Mexico and Guatemala. Emphasis on history, social institutions, belief systems, and present-day status in relation to national development.
ANTH 3018	Cultures of South and Central America	Indigenous populations of lower Central and South America. Social organization, ecology, adaptation, and cultural emphasis on particular groups and contemporary trends and issues.
ANTH 3200	Women's Roles in Cross-Cultural Perspective	Comparative study of cross-cultural development and diversity of women's roles.
ETHN 2001	Introduction to Ethnic Studies: Humanities	
GEOG 2110	World Geography: Less Developed Regions	Introductory survey of regions of Latin America, Sub-Saharan Africa, North Africa and the Middle East, South Asia, Southeast Asia, and China. Emphasis on geographic aspects of physical environment, population, economy, resources, and current issues in each region.
ANTH 3005	North American Indians	Origin and cultural development of aboriginal peoples of North America. Survey of representative Indian populations with respect to native economic, social, and religious organization.
PSYC 2777	Ethnocultural Psychology	Importance of various ethnocultural factors (gender, race, nationality, education, occupation, religion, sexual orientation, family background) which affect psychological functioning of the individual.
ENGL 4340	Ethnic American Literature	Examines multicultural literature, including

		African American, Native American, Jewish American, Hispanic American, and Asian American writers.
ENGL 3290	Asian American Literature	Overview of Asian American literature from twentieth- and twenty-first centuries.
ENGL 3240	U.S. Latino/a Literature	Examines literatures written in English in United States by Latino/a writers, including Chicano/a, Cuban-American, Dominican-American, and Puerto Rican-American writers.
ENGL 3250	Native American Literatures	Emphasis on twentieth century.
ENGL 3260	African American Literature	Emphasis on twentieth century.
ENGL 3300	Women and Literature	Literature by and about women.
ENGL 2400	World Literature in English	Examines and compares literatures written in English worldwide, exclusive of the United States and England.
ENGL 3280	African Literature	Overview of African literature in English from the twentieth- and twenty-first centuries.

_____

FOUNDATIONS CURRICULUM AND INSTRUCTURAL EFFECTIVENESS COMMITTEE REPORT
Recommendations on Universal General Education Transfer Component Core Courses

This is a report on a request from the UNC-General Administration that the proposed revisions to the Community College Articulation Agreement policy, including 41 lower division general education courses be vetted by ECU. ECU's response is due the UNC-GA in the first week of December, 2013.

The UNC-GA's proposed revisions to the Community College Articulation Agreement policy:
1. Provisions for a Core 44 that would meet all lower-division general education requirements on all UNC campuses have been eliminated. In its place has been substituted a group of universal general education courses that will meet some of the lower division general education requirements at all UNC constituent institutions.

2. While the general architecture of the Associate in Arts (AA) and Associate in Science (AS) remains the same, including the Universal General Education Transfer Component courses as well as courses related to a student's major or program emphasis, the agreement more practically identifies the expected accessibility of resources for effective advising.
    a. In particular, each UNC institution will develop, publish, and maintain selected four-year degree plans identifying community college courses that provide pathways leading to associate degree completion, admission into the major, and baccalaureate completion.
    b. The two systems will work together to maintain currency and effectiveness of the agreement.

Recommended Universal General Education Transfer Component Core courses:

Social/Behavioral Science	Humanities/Fine Arts	Natural Science	Mathematics	English Composition
ECO 251	ART 111	AST 111/111A	MAT 140	ENG 111
ECO 252	ART 114	AST 151/151A	MAT 151	ENG 112
HIS 112	ART 115	BIO 110	MAT 155	
PSY 150	ENG 231*	BIO 111	MAT 172	
SOC 210	ENG 232*	BIO 112	MAT 175	
HIS 111	MUS 110	CHM 151	MAT 263	
HIS 131	MUS 112	CHM 152	MAT 271	
HIS 132	PHI 215*	GEL 111		
POL 120*	PHI 240*	GEL 120		
		PHY 110/110A		
		PHY 151		
		PHY 152		
		PHY 251		
		PHY 252		

Committee Recommendations

1. **Approval of the list of universal general education transfer component core courses.**

2. **Approval of the recommendation that ECU develop, publish, and maintain selected four-year degree plans identifying community college courses that provide pathways leading to associate degree completion, admission into the major, and baccalaureate completion.**

   Note: ECU initiated this action some time ago. At least 20 ECU degree programs have bi-lateral agreements with specific community colleges that enable seamless transfer from the community college into the ECU major. The university adopted a policy that governs the creation of such agreements (Approval and Review of Bilateral Agreements, REG02.07.04).
   This agreement complies with SACS: Comprehensive Standard 3.4.4: Acceptance of Academic Credit and Comprehensive Standard 3.4.7: Consortial Relationships/ Contractual Agreements; Collaborative Academic Arrangements: Policy and Procedures.

3. **Approval of the recommendation that the two systems will work together to maintain currency and effectiveness of the agreement.**

Additional information available online
   Revised Community College Articulation Agreement (Draft revision 10-9-13)
   Associate in Arts Standard Draft
   Associate in Sciences Standard Draft
   Transfer Course List Updated for Fall 2014

_____

RESEARCH/CREATIVE ACTIVITES COMMITTEE REPORT
Formal faculty advice on the Interim Regulation on Institutional Survey Administration

After reading REG 01.30.01 and associated documentation, the Research and Creative Activity Committee (RCAC) met and discussed several points made in the document (see below). Given the diversity of the RCAC and the range of the survey related concerns, it was decided to share all feedback instead of voting on a list of items that would represent the entire committee's point of view. Indeed it is important to note that feelings toward the existence of the new Survey Review and Oversight Committee were diverse.

Listed below (in no particular order) is the consolidated feedback from the committee members:
1. More should be done to publicize the existence of the Survey Review and Oversight Committee (SROC).
2. REG01.30.01 suggests that the purpose of this committee is to minimize survey fatigue but there is no emphasis placed on to whom the committee places priority for surveying large groups of students. In the eyes of this committee, will such surveys that come from students be considered the same as those that come from faculty? Faculty in certain departments may rely on these types of surveys for research directly tied to their tenure track.
3. Along the same line, there is no mechanism for a college or Dean level mandate for a survey when feedback is necessary and timely for the college's mission, effective operation, or accreditation purposes. It is possible that such surveys are developed to fulfill both an administrative purpose and a research purpose simultaneously.
4. REG01.30.01 states that only IRB approved projects should be sent to the SROC and the RCAC notes that at least one of SROC's members comes from IRB. The RCAC suggests that there be an increased exchange of information between IRB and SROC and that a mechanism be developed for IRB to send some survey research proposals to the SROC prior to IRB approval. If SROC identifies redundancies in the survey or provides feedback to IRB that certain sensitive information on the survey is available via other sources (e.g. IPAR) then this may expedite both the IRB and SROC approval given that both will now be needed in order to perform this type of research.
5. The 200 sample size limit seems somewhat arbitrary and there was a question from one committee member as to whether SROC had arrived at that number based on any university metrics.
6. REG01.30.01 indicates approval for all surveys performed on ECU students, staff, faculty, or alumni using university property or university resources. Many on the committee felt that the entire process could be circumvented using social media resources. Is the SROC concerned about such a possible transition?

Interim Regulation on Institutional Survey Administration

History: issued on October 19, 2011

Related Policies: [Academic Computer Use Policy](); [HIPAA](); [FERPA](); [Sensitive Data](); [UMCIRB]()

Additional References: Survey Approval Standard Operating Procedure (will be linked, document below), Surveys Rating Criteria (will be linked, document below)

---

1. Regulation Statement
Any person (hereafter referred to as Applicant) proposing to administer a survey to ECU students, faculty, staff or alumni on University property and/or using University resources must obtain prior approval from the Survey Review and Oversight Committee. A request for approval must identify the individual Applicant who will be responsible for the survey administration and complying with this regulation. Surveys administered where the survey population is at or below the departmental level and a sample size not to exceed 200 are exempt from this approval process. Exceptions are outlined in the Standard Operating Procedure (link to SOP).

2. Rationale for Regulation/Purpose
The purpose of this regulation is to minimize survey fatigue due to such factors as survey volume and redundancy, to maximize response rates and survey quality and to ensure privacy and protection of humans in research by providing a central clearinghouse for internal survey administration.

3. Who Needs to Know this Regulation?
Any Applicant, whether or not are affiliated with the University, who is proposing to administer a survey to ECU students, faculty, staff or alumni on University property and/or using University resources is subject to this regulation.

Deliberate failure to adhere to the policy regulations may result in the suspension of survey privileges and other penalties that may be appropriate. Violators of the survey policy must receive written approval from the Associate Provost of IPAR prior to the reinstatement of survey privileges.

4. Survey Review and Oversight Committee (SROC)
To implement this regulation, the SROC was formed to review and approve surveys administered to faculty, students, staff or alumni on University property and/or using University resources.

4.1 Survey Review and Oversight Committee membership will include at least one representative from each of the following:
 4.1.1 Student Affairs
 4.1.2 Library Services
 4.1.3 University Advising
 4.1.4 Academic Affairs
 4.1.5 Health Science Division
 4.1.6 Institutional Planning, Assessment and Research
 4.1.7 Faculty Senate
 4.1.8 Finance and Administration
 4.1.9 Research and Graduate Studies
 4.1.10 Student Government Association
 4.1.11 Staff Senate
 4.1.12 Institutional Review Board

4.2 Responsibilities of the Committee

    4.2.1 Work with researchers to improve response rates and reduce survey fatigue among the target population by providing non-duplicating samples.

    4.2.2 Develop a university-wide schedule of surveys to increase participant's completion and to minimize where possible duplication and saturation.

    4.2.3 Require, as appropriate, the following practices:

        4.2.3.1 Considering complementary methods for obtaining data including the use of focus groups and interviews.

        4.2.3.2 Combining surveys when possible.

        4.2.3.3 Exploring the feasibility of adding ECU specific survey questions to those surveys required by the University of North Carolina.

        4.2.3.4 Using existing data to satisfy or complement unit data needs.

        4.2.3.5 Complying with any and all privacy laws.

        4.2.3.6 Making results of completed surveys available to the academic community.

(The following 2 documents will be linked to in the Additional References section at top of PRR)

Standard Operating Procedure – Approval Process:

The applicant will submit a completed Survey Approval Form to the SROC via the Office of Institutional Planning, Assessment and Research web site by the 1st of each month. IRB approval, where applicable, is required prior to submission to SROC. Committee decisions will be communicated to applicants by the 15th of each month.

The following factors will be considered in the approval and scheduling process:

1. The schedule of surveys already being administered;
2. The number of surveys already approved for the target population in an academic year; and
3. The SROC's recommendation based on the Survey Ratings Criteria (link to document).

Approved surveys may include the following notice:

This survey has been approved for administration by the ECU Survey Review and Oversight Committee. This approval in no way implies responsibility for or ECU endorsement of the content of the survey instrument.

If a survey is not approved, the Applicant requesting approval may either revise the survey and resubmit it to the Committee for reconsideration, or submit an appeal to the Associate Provost for Institutional Planning, Assessment and Research.

Survey review and approval is needed for *all* surveys administered to East Carolina University students, faculty, staff or alumni on University property and/or using University resources except for the following:

1. Surveys administered where the survey population is at or below the departmental level and a sample size not to exceed 200.
2. University-required (UNC-GA or Faculty Senate mandated) surveys (e.g. NSSE, CLA, COACHE).
3. Course-related surveys of students for the sole purpose of providing feedback to individual instructors and their supervisors.
4. University customer survey forms where specific customers are asked about the services that have been provided or will be provided to them (e.g. point-of-service survey, training or workshop evaluation forms).
5. Surveys of unit customers outside the university (e.g. surrounding businesses, employers of students, community partner organizations).
6. Convenience surveys where individuals are not asked directly to participate (e.g. web page surveys ["Would you like to comment on this web page?"], comment cards, exit surveys).
7. Surveys that students take by self-selecting or for a course requirement.

Surveys Rating Criteria

Required Survey

Appropriate target population/sample

Appropriate sample size

Appropriate sample selection method

Stated survey purpose

Reasonable survey completion time

Institutional priority

IRB, HIPPA, and FERPA approval, as appropriate

Overall survey quality

Multiple applications for data