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EAST CAROLINA UNIVERSITY
2015-2016 FACULTY SENATE
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The eighth regular meeting of the 2015/2016 Faculty Senate will be held on
Tuesday, April 19, 2016, at 2:10 pm in the Harvey Hall of the Murphy Center.

Please note meeting location.

AGENDA
REVISED

 I. **Call to Order**

 II. **Approval of Minutes**
 February 23, 2016 and March 15, 2016

 III. **Special Order of the Day**
 A. Roll Call

 B. Announcements

 C. Steve Ballard, Chancellor

 D. Ron Mitchelson, Provost and Vice Chancellor for Academic Affairs

 E. LaKesha Alston, Associate Provost for Equity and Diversity
 Annual report on diversity of faculty and administration as detailed in 2013 Resolution.
 Report on 2013-2015 Data   Report on Programs and Initiatives

 F. James Holloway, Faculty Assembly Delegate
 Report on April 8, 2016 UNC Faculty Assembly Meeting.

 G. John Stiller, Chair of the Faculty

 H. Question Period

 IV. **Unfinished Business**

 V. **Report of Graduate Council**
 Graduate Council, Denise Donica
 1. Formal faculty advice on curriculum and academic matters acted on and recorded in the
 March 14, 2016, Graduate Council minutes, including curriculum action items (GC 15-
 27) within the Graduate Curriculum Committee meeting minutes from February 3, 2016,
 and March 2, 2016 which included packages submitted by the Department of Health
 Services and Information Management; Department of Interdisciplinary Programs –
 Adult Education; Department of Special Education, Foundations and Research;
 Department of Geological Sciences; Department of Mathematics, Science, and
 Instructional Technology Education. Programmatic actions within the Graduate
 Curriculum Committee meeting minutes of March 2, 2016 were forwarded to the
 Educational Policies and Planning Committee (EPPC), and included a proposal of New

Doctoral Degree: DrPH in the Department of Public Health within The Brody School of Medicine.

(Please note DrPH courses in the March 2, 2016 Graduate Council Committee meeting minutes will be held until fall 2016 when additional course proposals will be presented.)

2. Formal faculty advice on policy, curriculum and academic matters acted on and recorded in the April 11, 2016, Graduate Council minutes, including policy and curriculum action items (GC 15-28), changes to the Faculty Manual, Section G – Removal of Graduate Faculty policy; changes to last date to drop policy to reflect 60% of the term, to align with the new undergraduate drop date and the ECU Office Financial Aid payback; changes to Admission by Exception rule from 9 hours attempted to return to good academic standing to 9 hours completed to return to good academic standing; within the Graduate Curriculum Committee meeting minutes from February 17, 2016, March 16, 2016, and March 30, 2016, which included packages from the Department of Political Science; Department of Human Development and Family Science; Department of Public Health; Department of Addictions and Rehabilitation Studies; Department of International Studies; Department of Occupational Therapy; College of Nursing; Department of Recreation and Leisure Studies; Department of Educational Leadership; Department of Political Sciences – Security Studies Program. Programmatic actions within the Graduate Curriculum Committee meeting minutes of February 17, 2016, March 16, 2016, and March 30, 2016 were forwarded to the Educational Policies and Planning Committee (EPPC), and included title revision from MS in Child Development and Family Relations to MS in Human Development and Family Science in the Department of Human Development and Family Science within the College of Health and Human Performance, revision of an existing degree title: MS in Substance Abuse and Clinical Counseling program to MS in Clinical Counseling program in the Department of Addictions and Rehabilitation Studies within the College of Allied Health Sciences, proposal of a new post-doctoral certificate: Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Concentration and the Family Nurse Practitioner Concentration (FNP) within the College of Nursing, proposal of a new graduate certificate: Dual Language Immersion Administration (DLI) and proposal of a New Concentration: DLI Concentration in Educational Specialist in Administration in the Department of Educational Leadership within the College of Education.

VI.   Report of Committees

A. Undergraduate Curriculum Committee, Lori Flint
Curriculum and academic matters acted on and recorded in the February 25, 2016 meeting minutes, including curricular actions within the College of Nursing and School of Art and Design and March 24, 2016 meeting minutes, including curricular actions within the College of Engineering and Technology, Department of Mathematics, College of Education, and College of Arts and Sciences African and African American Studies program.

B. Distance Education and Learning Technology Committee, Timm Hackett
Proposed revisions to *ECU Faculty Manual*, Part VI, Section III. Distance Education Policies, subsection VI. Evaluation of Distance Education (attachment 1).

C. Unit Code Screening Committee, Patricia Anderson
Proposed revised School of Communication, School of Art and Design and

[College of Nursing](#) unit codes of operation.

D. Foundations Curriculum and Instructional Effectiveness Committee, George Bailey
   1. Curriculum and academic matters acted on and recorded in the [March 21, 2016](#) meeting minutes, including approval for domestic diversity designation for RELI 1500: Uses and Abuses of the Bible, IDIS 3790: Technical Presentations, IDIS 4802: Distribution and Logistics research and global diversity designation for RELI 2697: Judaism, ITEC 3290: Technical Writing, HIST 3840: Africa and the Atlantic World.
   2. Recommend the use of proposed questions in a Student Opinion of Instruction Survey that would replace SPOTS (attachment 2).
   3. Recommend a pilot of the new Student Opinion of Instruction Survey delivery system (attachment 3).

E. Committee on Committees, Crystal Chambers
   Second reading of proposed revisions to the Foundations Curriculum and Instructional Effectiveness Committee charge (attachment 4).

F. Educational Policies and Planning Committee, Ed Stellwag
   1. Curriculum and academic matters acted on and recorded in the [April 8, 2016](#) meeting minutes, including Addition of new concentration (Caribbean, Latin America and the Diaspora) within the BA in African and African American Studies program in the College of Art and Sciences; revision of an existing degree title: M.S. in Substance Abuse and Clinical Counseling Program to M.S. in Clinical Counseling Program in the Department of Addictions and Rehabilitation Studies within the College of Allied Health Sciences; revision of an existing degree title: MS in Child Development and Family Relations to MS in Human Development and Family Science in the Department of Human Development and Family Science within the College of Health and Human Performance; proposed new post-doctoral certificates: Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) and Family Nurse Practitioner (FNP) within the College of Nursing; proposed new doctoral degree: DrPH in the Department of Public Health within the School of Medicine; Program Review revision response for the Department of Economics; and Program Review revision response for the Department of Criminal Justice.
   2. Review of the Bachelor of Science University Studies [Faculty Oversight Committee Manual and Guidelines](#), including proposed revisions to the process for the selection of members (attachment 5).
   3. Report on [2014 Low Productivity Program Review](#) and [Recommendation Summary](#) (for information only).

G. Research/Creative Activities Committee, Richard McCabe
   Formal faculty advice on the proposed Research Space Allocation PRR (attachment 6).

H. Admission and Retention Policies Committee, Katie Flanagan
   Proposed changes in the categories to change grades via Banner (attachment 7).

I. Academic Awards Committee, Zac Domire
   Proposed Policy Relating to University Teaching Awards (attachment 8).

J. Faculty Governance Committee, Kylie Dotson-Blake
   1. Proposed rename and addition to the *ECU Faculty Manual*, Part VI, Section IV. Student Privacy and Conduct, subsection III. entitled Student Complaints (attachment 9).
   2. *Proposed addition to the *ECU Faculty Manual*, Part VIII, Section I. Personnel Policies and Procedures for the Faculty of East Carolina University, Subsection III. entitled Faculty Presence (attachment 10). *REVISED*

VII. New Business
Resolution of support for the current Nondiscrimination policy at East Carolina University, Andrew Morehead (attachment 11).

DISTANCE EDUCATION AND LEARNING TECHNOLOGY COMMITTEE REPORT
Proposed revisions to *ECU Faculty Manual*, Part VI, Section III. Distance Education Policies,
subsection VI. Evaluation of Distance Education

(Additions are noted in <mark>**bold highlighted**</mark> print and deletions in ~~strikethrough~~.)

Distance education is a formal educational process in which the majority (i.e. more than 50%) of instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not co-located. Instruction may be synchronous or asynchronous. The course may use Internet, closed circuit, cable, fiber optics, DVDs, CD-ROM or other electronic means to communicate. (The Southern Association of Colleges and Schools definition of "distance education".)

I.   Distance Education Courses and Programs
Programs offered via distance education shall be consistent with the mission of East Carolina University and the academic unit offering the courses or programs. There shall be no distinctions in academic rigor or content between programs offered through distance education and those offered on campus. Development of new online programs and courses will follow the same development and approval procedures as for face-to-face programs and courses (Part V, Section III). Selection of courses and programs to be offered via distance education is the purview of the offering academic unit. The academic units shall provide oversight of programs and courses delivered via distance 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 faculty assumes primary responsibility for ensuring the rigor of programs and the quality of instruction offered through distance education.

III.   Courses Delivered by Distance Education
The faculty member teaching a distance education course shall have the same control of content and instruction as in face-to-face courses, consistent with university policies on instruction and academic freedom. Proposals for distance educations courses shall be evaluated at the department or school, college and university level. The faculty member, unit curriculum committees, and the unit administrator play a significant role in guiding the development and implementation of distance education courses. Only those proposals demonstrating suitable content and sufficient quality and rigor shall be approved.

Faculty members develop syllabi for distance education courses consistent with the [ECU Standards for Online Learning](). These standards address learning objectives and other things necessary for student success in distance education courses. The structure of distance education courses and programs reflects consideration of the challenges of time management and the risk of attrition for students in these courses. Course design takes into consideration the need for and importance of interaction between faculty and students and among students.

IV.   Faculty Preparation

All courses offered via distance education shall be taught by a qualified, credentialed faculty member approved and assigned by the unit administrator. Faculty who teach distance education courses and programs shall have the same academic qualifications as faculty who teach face-to-face courses. Each faculty member who teaches one or more distance education courses must complete a university training program. Academic units that wish to develop their own training program must use the university training program until their own training program is approved by the appropriate vice chancellor.

Unit administrators are responsible for ensuring that each faculty member teaching distance education courses has the appropriate distance education training. All faculty teaching distance education courses will engage in at least one training activity each academic year that addresses advances in the methodologies and technologies used in distance education. Training is documented in the faculty annual report of each faculty member teaching one or more distance education course. The unit administrator will provide a complete list of faculty members teaching distance education courses and documentation that each faculty member has met the training requirements annually to the Provost's office.

Faculty members teaching a distance education course have access to consultation, implementation, and evaluation support from appropriate supporting units (i.e. Office of Faculty Excellence, IPAR, college Instructional Support Consultants, library services, etc.). The University shall provide appropriate equipment, software, and communications access to faculty necessary to provide effective distance education. The University will ensure the availability of continuing faculty education and training to enhance proficiencies in the methodology and the technologies used in distance education.

V.   Quality Standards

Distance education courses shall comply with the [ECU Standards for Online Learning](.).

VI.   Evaluation of Distance Education

DE Courses and **F**aculty members teaching through distance education **will be peer reviewed** are subject to periodic review in addition to the faculty annual evaluation (at a minimum, once every three years) **to assure the rigor of programs and the quality of instruction**. Faculty teaching multiple DE courses will submit only one course for review. Instruction in distance education courses shall be evaluated according to the instruction evaluation procedures in effect for face-to-face courses with appropriate additions consistent with the delivery method, including use of the University Peer Review Instrument for Online Learning or an approved Peer Review Instrument developed by the academic unit. Units that wish to develop their own Peer Review Instrument must use the university instrument until their own instrument is approved by the appropriate vice chancellor. Peer reviewers will be selected based on criteria determined by the faculty of the college, school or department.

Student opinion of instruction will be evaluated through an online evaluation specific for distance education courses approved by the Faculty Senate and the chancellor and administered through the Office of Institutional Planning, Assessment and Research.

Each distance education academic degree program shall be assessed in the same manner and the same frequency as the unit's assessment of academic programs offered on campus. The unit administrator shall review assessment results with assigned faculty and the departmental faculty to facilitate the continual enhancement of the unit's distance education program.

(FS Resolution #10-77, November 2010)

FOUNDATIONS CURRICULUM AND INSTRUCTIONAL EFFECTIVENESS COMMITTEE REPORT
Recommend the use of proposed questions in a Student Opinion of Instruction Survey
that would replace SPOTS

<u>Survey Form One: Standard Course Evaluation</u>

<u>Section I. University Core Questions</u>

To what extent do you agree with the following statements?
    Response Options: Strongly Agree – Agree – Neutral – Disagree – Strongly Disagree – N/A

Relevance of Content
1. My instructor has an extensive knowledge of the subject matter.
2. My instructor demonstrates the importance and significance of the subject matter.

Teaching/Learning of Relationships and Concepts
3. My instructor explains new ideas by relating them to familiar concepts.
4. My instructor presents sufficient and relevant examples.

Organization and Clarity of Presentation
5. My instructor checks on students' understanding during presentations or in online course modules.

Discussion
6. My instructor provides opportunity for questions during class or in online course modules.
7. My instructor asks questions which challenge me to think.

Readings and Assignments
8. Course activities/assignments help me learn the subject matter.

Exams/Grades/Evaluation
9. My work is evaluated in ways that are helpful to my learning.

Providing Feedback to Students
10. My instructor provides useful feedback throughout the semester.

Providing Help as Needed
11. My instructor provides individual assistance when asked.

Overall Rating
12. Overall, I would rate this course as: Excellent - Good - Fair - Poor - Very Poor

Section II. Student Participation and Effort

To what extent do you agree with the following statements?
    Response Options: Strongly Agree – Agree – Neutral – Disagree – Strongly Disagree – N/A

    13. This course has been challenging.
    14. I always prepare before class.

Section III. Student Comments
    15. What do you feel are the strengths of this course?
    16. What would you change to improve this course?

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Faculty Senate Agenda
April 19, 2016
Attachment 3.

FOUNDATIONS CURRICULUM AND INSTRUCTIONAL EFFECTIVENESS COMMITTEE REPORT
Recommend a pilot of the new Student Opinion of Instruction Survey delivery system

Recommend that ECU do a pilot of the new Student Opinion of Instruction Survey delivery system during the summer and fall 2016 terms using the proposed questions listed above. Results would not be used in evaluating faculty, just to test the delivery system and tweak it to meet our needs.

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Faculty Senate Agenda
April 19, 2016
Attachment 4.

COMMITTEE ON COMMITTEES REPORT
Second Reading of Proposed Revisions to the Foundations Curriculum
and Instructional Effectiveness Committee Charge

(Deletions are noted in ~~strikethrough~~ and additions in **bold** print.)

1. Name: ~~Foundations Curriculum and Instructional Effectiveness~~
        General Education and Instructional Effectiveness

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

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

4. Committee Responsibilities:

A. The committee recommends policies to improve and advance faculty teaching and student learning.

B. The committee promotes teaching excellence and recommends means to identify faculty teaching success, including development of peer review instruments for teaching face-to-face and distance education courses. The committee assists units requesting aid in developing teaching evaluation instruments for personnel decisions. The committee recommends policies and programs to improve the physical environment in which teaching occurs. The committee provides a forum for faculty opinion concerning the design of new academic buildings and renovation of existing academic buildings.

C. The committee makes recommendations regarding proposed changes, including individual courses, in the ~~Foundations Curriculum~~ **general education and diversity curriculum**. The committee makes recommendations to the Faculty Senate regarding proposed changes in the ~~Foundations~~ **General Education** Curriculum requirements.

D. The committee reviews the annual report of the Director of the Writing Across the Curriculum Program and the Dean of The Honors College.

E. The committee reviews honors seminar proposals for general education credit, diversity credit, or both.

~~E.~~ **F.** The chair or appointed representative serves as an ex-officio member of the University Athletics Committee and Honors College Advisory Committee.

~~F.~~ **G.** The Committee reviews at least annually those sections within the University Undergraduate Catalog and University Graduate Catalog that correspond to the Committee's charge and recommends changes as necessary.

~~G. The chair or appointed representative serves as ex-officio on the University Online Quality Council.~~

5. To Whom The Committee Reports:

The committee reports to the Faculty Senate its recommendations of policies, procedures, and criteria cited above. The committee recommends curricular changes in the ~~Foundations Curriculum~~ **general education and diversity curriculum** to the Faculty Senate.

6. How Often The Committee Reports:

The committee reports to the Faculty Senate at least once a year and at other times as necessary.

7. Power Of The Committee To Act Without Faculty Senate Approval:

None

8. Standard Meeting Time:

The committee meeting time is scheduled for the third Monday of each month.

EDUCATIONAL POLICIES AND PLANNING COMMITTEE REPORT
Review of the Bachelor of Science University Studies Faculty Oversight Committee (FOC) Manual and Guidelines, including proposed revisions to the process for the selection of members

(Additions are noted in **<mark>bold highlighted</mark>** print and deletions in ~~strikethrough~~.)

UNIVERSITY STUDIES FACULTY OVERSIGHT COMMITTEE MANUAL AND GUIDELINES

TABLE OF CONTENTS

PREFACE

University Studies is a university-wide degree program designed for students who seek a course of study that is personally interesting and professionally relevant outside of the traditional majors path to successful degree completion. Students are required to identify a career objective and design a specific *Degree Plan and Proposal* of integrative coursework around a thematic core. Upon completion of the program, graduates are awarded the Bachelor of Science in University Studies (BSUS) degree, and their transcript will include the title of their thematic core.

The University Studies Faculty Oversight Committee (FOC) is composed of faculty representatives from each of the colleges throughout the university. The committee provides final approval of each student's course of study and thematic core and serves as a resource to University Studies students. Further, the committee provides advice and support to the University Studies Program.

The Faculty Oversight Committee Manual and Guidelines provides operating guidelines, instructions, and procedures for Faculty Oversight Committee (FOC) members and associated responsibilities and duties of the Director of University Studies.

CONSTRUCT OF THE FACULTY OVERSIGHT COMMITTEE

<u>Composition</u>

Each ECU college provides one member to serve on the FOC, except for the Thomas Harriot College of Arts and Sciences, which holds three committee positions, and the College of Health and

Human Performance, which will have two representatives. Thus, the FOC will include the following members:

Thomas Harriot College of Arts and Sciences (THCAS) – 3 members
- Humanities
- Social Sciences
- Natural Sciences/Mathematics

College of Allied Health Sciences (CAHS)
College of Business (COB)
College of Education (COE)
College of Fine Arts and Communication (CFAC)
College of Health and Human Performance (CHHP) – 2 members
- Child Development & Family Services/Social Work/Interior Design
- Kinesiology/Health Education/Recreation

College of Nursing (CON)
College of **Engineering and Technology (CET)** ~~Technology and Computer Science (CTCS)~~

Election to the FOC ~~Selection and Appointment to the FOC~~
~~During each spring semester,~~ the Director of University Studies will notify ~~those college deans~~ **the Chair of the Faculty** ~~whose~~ **of those** FOC members ~~are~~ due to change the next academic year (see schedule and rotation below). **The Chair of the Faculty will forward that information to the Committee on Committees. The Committee on Committees will compile a list of volunteers for the FOC and forward their nominations to the Faculty Senate, along with all other nominees for standing University committees. Faculty nominees must have a minimum of three years of full-time service at ECU. The Faculty Senate will annually elect the required number of committee members during their April organizational meeting.** ~~Not later than spring break, those college deans will forward their selections for vacancies for the next academic year to the Director of University Studies.~~

~~The Director will consolidate the nominations and present them to the Senior Associate Provost, who forwards the nominations to the Provost. The Provost will forward the nominations to the Chair of the Faculty for approval prior to the end of the spring semester. However, t~~ **T**he standing/current FOC will remain intact and conduct any FOC business through the two summer sessions.

Terms of Service
~~Except for the first two years of the program's implementation,~~ FOC members will serve a three-year term. ~~During the program's first two years, terms will vary between one, two, and three years, allowing some members to become "senior," and setting up a committee with a rotational membership. Beginning with Academic Year 2016-2017, all members will serve a three-year term.~~
FOC terms will begin with the fall semester and carry-on through the end of the second summer session. Any UNIV 2000 summer session students who need to make minor changes and obtain approval of their *Degree Plan and Proposal* will continue to work with members of the previous committee for approval (if those committee members are completing their terms), which should occur prior to the start of the fall semester. Should changes become major, or student issues require additional work, the Director of University Studies will work with the student, who will resubmit their proposal to the FOC during the fall semester.
FOC members may not serve consecutive full terms. ~~At the conclusion of their full term, the dean of the college will nominate a new faculty member for FOC duties.~~ Previous FOC members may serve on the committee again, after a one-term break-in-service.

~~For the first three full years of FOC operations, the implementation schedule is as follows:~~
~~*2014-2015 Academic Year*~~
~~3-year term: These FOC member will serve a full three years.~~
~~Thomas Harriot College of Arts & Sciences – Humanities~~
~~College of Allied Health Sciences~~
~~College of Business~~
~~College of Health and Human Performance – CDFR/Social Work/Interior Design~~

~~2-year term: These FOC members will serve two years and their Colleges will nominate new members in 2016, who will serve full three-year terms.~~
~~Thomas Harriot College of Arts & Sciences – Social Sciences~~
~~College of Education~~
~~College of Fine Arts and Communication~~
~~College of Health and Human Performance – Kinesiology/Health Education/Recreation~~

~~1-year term: These FOC members will serve one year and their Colleges will nominate new members in 2015, who will serve full three-year terms.~~
~~Thomas Harriot College of Arts & Sciences – Natural Sciences/Mathematics~~
~~College of Nursing~~
~~College of Engineering and Technology~~

~~At the start of the 2016/2017 Academic Year, the FOC membership will include all three-year term members.~~ Approximately one-third of the membership will ~~change~~ **rotate** each year **as follows:** ~~, and will rotate based upon the initial plan above. Therefore the Colleges will change on the dates noted:~~

New members for AY 2015/2016, and every three years thereafter:
Thomas Harriot College of Arts & Sciences – Natural Sciences/Mathematics
College of Engineering and Technology
College of Nursing

New members for AY 2016/2017, and every three years thereafter:
Thomas Harriot College of Arts & Sciences – Social Sciences
College of Education
College of Fine Arts and Communication
College of Health and Human Performance – Kinesiology/Health Education/Recreation

New members for AY 2017/2018, and every three years thereafter:
Thomas Harriot College of Arts & Sciences – Humanities
College of Allied Health Sciences
College of Business
College of Health and Human Performance – CDFR/Social Work/Interior Design

Out-of-Cycle Replacement of FOC Members
        Unless special circumstances arise, faculty appointees to the FOC should complete their full terms. From time to time, a replacement may be required (e.g., a faculty member leaving ECU, an appointment to duties at ECU where the commitment to the FOC cannot be maintained, as in becoming a dean or other administrative position). In those cases, the FOC member ~~and/or the dean of the college~~ will notify the Director of University Studies ~~and the Senior Associate Provost~~. **T h e**

Director of University Studies will notify the Chair of the Faculty who will, in a timely manner, appoint a ~~The dean will select a replacement FOC member and forward the nomination to the Senior Associate Provost, who will seek the concurrence of the Provost and the Chair of the Faculty. Once confirmed, the~~ new FOC member **from the college of the departing member to** ~~will~~ serve the remaining term of the previous member.

The new FOC member, who will complete the original member's term, may be nominated to continue on the FOC only if they served less than half of the original member's term (18 months). If the replacement served more than 18 months, the replacement FOC member will serve the balance of the term **and the Committee on Committees** ~~College Dean~~ will nominate **to the Faculty Senate** a new FOC member at the College's normal rotational schedule (see previous section).

Selection and Terms of FOC Chair and Vice Chair

The FOC will meet prior to, or early in, the new academic year (scheduled as early as possible and based upon availability of the FOC membership). The Director of University Studies will organize the meeting and direct the meeting's first order of business, which will be to elect a chair and vice chair.

1. FOC members will select a chair and vice chair through a nomination process (a FOC member may volunteer for a term of service in either position).
2. The position of chair is selected from members of the FOC with at least one year of service. The vice chair may be selected from among FOC members regardless of time served.
3. The committee will vote on the Chair and Vice Chair nominations, with the positions being selected by a simple majority.
4. Once the Chair has been elected, the Chair will direct the remainder of the meeting, but may use the proposed agenda submitted by the Director of University Studies.

If the FOC chair can no longer serve on the committee during the academic year (e.g., the faculty member departs ECU, or an appointment duties at ECU where the commitment to the FOC cannot be maintained, as in becoming a dean or other administrative position), the vice chair will assume the chair for the remainder of the academic year. Nominations and elections for a new vice chair will occur at the next meeting, or via electronic means, if the vice chair and the FOC members agree.

The FOC Chair and Vice Chair terms of office are one year. A Vice Chair may be subsequently elected as Chair for a one-year term, but the succession to the Chair position is not automatic or pre-determined.

FACULTY OVERSIGHT COMMITTEE MEMBER RESPONSIBILITIES

Each member of the FOC will:

1. Serve as voting member of the FOC for approval of all thematic core and University Studies students' *Degree Plan and Proposals* submitted to the committee.
2. If required and feasible, serve as a faculty mentor for thematic core proposals that have a near majority of coursework in the proposal from the faculty member's college/school. In the Thomas Harriot College of Arts and Sciences, proposals will be germane to the areas within the college of humanities, social sciences, and natural sciences/mathematics. If a University Studies student's thematic core choices begin to cause an imbalance in the number of students assigned to certain faculty members, the student's primary faculty mentor may not be from the College with the near majority of coursework. However, that FOC member should stand ready to provide advice to the primary faculty mentor.
3. If required and feasible, work with a second faculty member to serve as faculty mentors in the development process of a thematic concentration proposal when the other major coursework is

from the second member's college/school or area within the HCAS.

4. Serve the term of office to which s/he was chosen, unless unforeseen circumstances arise.
5. Provide suggestions for other faculty to assist with the development of a proposal as needed, including the possibility of retired faculty from the appropriate discipline.
6. Other tasks or duties as determined by the University Studies program needs and/or the FOC.

The FOC will report their findings to the Director of University Studies, who serves as the facilitator/coordinator of the FOC.

Conduct of FOC Meetings

The Director of University Studies may propose the need for the FOC to meet and may submit proposed agenda items (to the Chair and Vice Chair), but the FOC Chair will approve and select dates and times for the meetings and direct the meeting and agenda. In the absence of the Chair, the Vice Chair will assume these duties.

The FOC normally will meet at the beginning of the Academic Year, and once each semester. Online/electronic meetings may take place as needed, but at least one meeting will occur in-person during the fall and spring semesters. Summer sessions may be conducted via electronic means or in-person, at the discretion of the Chair.

Student *Degree Plan and Proposal* Review and Approval Process

Declared University Studies students will take UNIV 2000, which is designed to orient students to the University Studies degree program, initiate the student's career planning efforts, and facilitate the approval of each student's *Degree Plan and Proposal*. The first half of the course is designed for the student to compose their proposal. After reviewing, grading, and coordinating student corrections, the Director of University Studies will compile the proposals for FOC review and approval.

The Director of University Studies will guide and facilitate the proposal review and approval process. The process will follow the following steps:

1. The Director will assign student proposals into three categories: Ready for Approval, Full Committee Review, and Incomplete/Not Ready.
2. The Director will assign each student proposal to two FOC reviewers. If feasible (based upon student loads and current groupings/themes of students' thematic cores), one of the two faculty members will be from the College with the near majority of that student's coursework. The second faculty member may be anyone from the FOC. The Director will strive to balance student proposal approval loads. Regardless of assignments, any FOC member is welcome to review proposals and offer feedback.
3. The Director will notify and inform all members of the FOC regarding student proposals in the different categories and assignment of FOC reviewers. The notification will usually occur via a spreadsheet sent to all members and/or posted on the BSUS SharePoint site.
4. For proposals judged to be Ready for Approval:
   a. The Director and Assistant Director/Academic Advisor will select proposals for this category of very high quality.
   b. The two FOC members may take the following actions on the student proposal:
      i. Recommend Approval
      ii. Recommend approved after suggested changes (which the Director will coordinate with the student and FOC faculty mentor)
      iii. Refer to the full FOC for further consideration, which then places this proposal into the Full Committee Review category
   c. At each semester's meeting to review student proposals, the Chair will request full FOC committee approval for these proposals, en masse. Any FOC member may request the

full FOC's review of a particular proposal. If this occurs, that proposal will be moved to the Full Committee Review category, but all other proposals judged Ready for Approval may be approved en masse by agreement of a majority of the FOC.

5.   For proposals selected for Full Committee Review:
    a. At the FOC meeting (or via electronic media discussions), the two reviewers will present the proposal and provide their recommendations and or suggestions.
    b. All FOC members may participate in the discussions and offer suggestions (to include thematic core title and/or course changes).
    c. At the conclusion of the discussions, the proposal may be:
        i. Approved
        ii. Approved after suggested changes (which the Director will coordinate with the student and, if required, FOC faculty reviewers)
        iii. Returned the student for substantive changes and resubmission. The Director will work with the student before resubmitting the proposal to the full committee or to designated FOC reviewers.

6.   The Director will continue to work with students whose proposals were judged as Incomplete/Not Ready. If specifically requested by FOC members, the Director will send requested proposals to specific FOC members or the entire committee for review. After additional review and discussions, the proposal may remain in this category (until the Director deems it appropriate for Full Committee Review), or the FOC member who requested the review may submit the proposal to the FOC for a vote.

Responsibilities during the Student's UNIV 4990 Practicum

UNIV 4990 serves as the capstone course for students completing the University Studies program. The practicum experience, via an internship, project, or research paper will provide the student the opportunity to apply their thematic core and gain experience in project planning and execution, leadership, and professional writing.

The Director of University Studies is responsible for oversight and grading of UNIV 4990, which includes a practicum plan. In part, this plan will illustrate how the student's chosen practicum experience allows them to apply their curriculum and thematic core. As soon as possible (after submissions) each semester, the Director of University Studies will send an electronic communication to FOC members with a list of students enrolled in UNIV 4990, their thematic core title, and the student's chosen practicum experience. This communication is intended to inform FOC members that the students are following their FOC-approved thematic core and plan.

As students are seeking practicum experiences, the student and/or Director of University studies may ask for FOC assistance in recommending and/or securing a practicum experience. Usually, the assistance will be required if students select the project or research practicum, as these options require a faculty member to serve as the Practicum Supervisor (for additional information on these duties and the practicum experience, see *UNIV 4990 Practicum Manual*).
FOC members may request a copy of a student's Practicum Final Report.

RESEARCH/CREATIVE ACTIVITIES COMMITTEE REPORT
Formal faculty advice on the proposed Research Space Allocation PRR

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

Related Policies:
Space Allocation Committee (Institutional Planning, Assessment and Research): *ECU Space Allocation Procedures and Guidelines* (Adopted Dec 2003; Amended, Apr 2007)
(http://www.ecu.edu/cs-acad/ipar/FifthYearReport/upload/Space-Allocation-Policy-Revised-April2007.pdf)
Space Allocation/Reallocation Committee (SPARC) (Unit Code of Operations, Brody School of Medicine,
http://www.ecu.edu/cs-acad/fsonline/customcf/unitcodes/medicine.pdf)
Allocation of University Space. REG07.30.01 http://www.ecu.edu/prr/07/30/01
Additional References:
*A concept for the integration of space and physical planning (*Flye, B. and Duncan, C.S., 2008)
(http://www.ecu.edu/cs-acad/ipar/FifthYearReport/upload/A-Concept-for-the-Integration-of-Space-and-Physical-Planning-030708.pdf)
Campus Space Planning (http://www.ecu.edu/cs-acad/ipar/planning/SpacePlanning.cfm#)
IRS Publication4077, Tax Exempt Bonds for 501(c) (3) organizations (http://www.irs.gov/pub/irs-pdf/p4077.pdf)
Contact for Info:
Provost (328-5419)
VC for Administration and Finance (328-6966), VC for Research and Graduate Studies (328-9471), Director of Institutional Planning, IPAR (328-9481), Financial Services, Compliance Management (737-1133)

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1. Introduction
   1.1. Research and graduate education are central to the mission of East Carolina University (e.g., *ECU Strategic Action Plan, 2010-13*). These activities require substantial infrastructure, including research space (Code 250 of the *Space Classification Manual*, USDoEd) and research support space (Code 255 of the *Space Classification Manual*, USDoEd). Research space is intended to promote the scholarly activities of faculty members and students in support of ECU's mission.
   1.2. This regulation and its foundation principles explicitly align with ECU's REG 07.30.01, *Allocation of University Space*. The Chancellor has delegated full authority to the University Space Committee (USC) to approve all allocations and reallocations of existing University-owned and leased research space. In addition, ECU's REG 07.30.01 specifies that issues regarding the use of space in the Brody School of Medicine (BSOM) will first be considered by its Space Allocation and Reallocation Committee (SPARC) with recommendations made to the USC for final approval.

2. Guiding Principles
   2.1. Research Space. Research space (Codes 250 and 255 of the *Space Classification Manual*, USDoEd) is a valuable resource and is the property of the State of North Carolina and is allocated to, and managed by, ECU as noted above. The USC, with administrative support from the Office of Institutional Planning and Research (IPAR), is ultimately responsible for the allocation and/or reallocation of all space (including research space) to colleges, schools, departments, and other units.
   2.2. Research Portfolio. Research space allocations are not permanent. Research space is allocated to individuals and groups of individuals in order to engage research activities. Thus, research space may be reallocated as the University's portfolio of research activities changes.

Since that portfolio is reasonably expected to change over time, research space also is expected to be reallocated in response to the changing environment and institutional priorities.

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

Level I allocations and reallocations occur within departments/units (i.e., between researchers within a department or a unit) and are typically managed by a chair/director, which shall be identified by the USC. *Level II* allocations and reallocations occur within colleges/schools (i.e., between departments and units within a college or school) and are typically managed by a dean which shall be identified by the USC;

Level III allocations and reallocations are less frequent, occur between colleges, schools, and divisions and these are managed by IPAR with direction and approval from the USC. While Level I and Level II allocations and reallocations of research space do not require approvals above their respective levels, all allocations and reallocations must be properly communicated to IPAR via the IPAR website (www.ecu.edu/ipar) after any new allocations or reallocations so that the University's space inventory is current and accurate. Given its authority, the USC will hear and reconcile any (research space) disputes that are not negotiated successfully at Levels I and II.

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

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

2.6. Frequency. It is impractical to reallocate research space too frequently. Effective space-use practice recognizes that research funding and output fluctuate over time and that considerable costs can accompany reallocation activities. ==The department chair or other unit administrator shall cooperate with the current research space occupant to be sure the person is given access to the space during reasonable hours for purposes of arranging disposal of equipment and supplies.== ~~The department chair or other unit administrator shall cooperate with the current research space occupant is given access to the space during reasonable hours for purposes of arranging disposal of equipment and supplies~~.

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

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

2.9. Emeritus Faculty. Emeritus faculty may be provided with research space at the discretion of the units involved if space is available and the emeritus faculty member remains actively engaged in research that is determined by the unit to be aligned with the programmatic needs and priorities of the University.

3. Considerations for Allocating and Reallocating Research Space
   3.1. New allocations or reallocations will bring research space into alignment with long-term University priorities as expressed in units' strategic plans.
   3.2. New allocations or reallocations will increase the productivity of individual, departmental/unit, or college research space utilization.
   3.3. New allocations or reallocations will make explicit the length of the research space commitment.
   3.4. New allocations or reallocations will consider associated one-time and recurring costs. If subsidies are necessary, funding sources will be specified by end-users.
   3.5. New allocations or reallocations will consider opportunities to co-locate similar types of research activity in order to share core or common space and equipment.
   3.6. New allocations or reallocations will consider the effects of space assignments (including equipment and other infrastructure) on health, fire, environmental, accessibility, and safety compliance.
   3.7. New allocations or reallocations will consider the primary reasons for a research space request and any possible secondary issues (indirect effects) that might result.
   3.8. New allocation or reallocation will occur without discrimination on the basis of the protected class status of the affected occupant, except and to the extent required by law, such as that required for reasonable accommodation of a disability as coordinated through the Office of Disability Support Services.

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

5. Allocation/Reallocation Procedure

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

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

5.3. Whenever a research space is deemed unproductive (falls below the 20th percentile of productivity at any space management Level (see 2.3) as a result of the five-year report, it is eligible to be reviewed for possible reallocation at that Level. Each Level must document and communicate expectations and measures for productivity to the next appropriate Level and IPAR.

5.4. Reallocation at Level I normally involves a chair's reallocation between researchers within a department or unit. Reallocation at Level II normally involves a dean's reallocation of research space between departments. Given its authority, the USC will hear and reconcile any disputes that are not negotiated successfully at Levels I and II. Level III reallocations by the USC must consider financial and non-financial measures of research productivity. Before any Level III allocation/reallocation is accomplished, a site visit and hearing of affected units will be conducted by the USC. Current research space occupant(s) will be provided with at least a six months notice of intended reallocation, except as approved by the chancellor or his or her designee because of exceptional circumstances meriting more immediate reallocation, including but not limited to abuse or abandonment of the space by the space occupant, threats to health or safety, or when change is mandated to ensure compliance with applicable law.

6. Research Space Assignment Record Keeping:
6.1. Space allocations for research are subject to review for private business use in accordance with applicable IRS regulations and IRS Publication 4077. The Department, Unit, office responsible for assignment must maintain records that state how the space is being used so that private business use can be reviewed and analyzed on an annual basis by Financial Services' Office of Compliance Management.

ADMISSION AND RETENTION POLICIES COMMITTEE REPORT
Proposed Changes in the Categories to Change Grades via Banner

The Admission and Retention Policy Committee has reviewed the options available to change a student's grade via Banner and have suggestions for more appropriate names. We request changes of categories on the following change of grade options:

Current option	Proposed Option
Instructor Correction	**Calculation Error**
Entry Error	**Entry Error**
Late Reported (NR)	**Late Grade Submission**
Removal of Incomplete	**Removal of Incomplete**
Change of Grade	**Other Reason**

Please note the committee wishes the suggested categories to remain in the order listed above.

ACADEMIC AWARDS COMMITTEE REPORT
Proposed Policy Relating to University Teaching Awards

The Academic Awards Committee is charged with recommending policies and procedures governing the granting of awards for meritorious teaching, research and scholarship of engagement. The Committee will review all awarding policies and procedures in the upcoming year and bring forward to the Faculty Senate in January 2017 revisions to both the process and submission requirements of each award. Prior to that undertaking, and in an effort to address ongoing concerns from faculty and administration about the number of faculty members awarded multiple awards in a given year, **the Committee requests approval of the below new policy that will go into effect immediately and involve 2016/2017 awards for meritorious teaching that the Committee oversees:**

"While faculty members may self-nominate or be nominated for more than one university teaching award (Board of Governors Award for Excellence in Teaching, Board of Governors Distinguished Professor for Teaching Awards, Max Ray Joyner Award for Outstanding Teaching in Distance Education, and East Carolina Alumni Association Outstanding Teaching Award and Robert L. Jones Teaching Award), faculty members may only accept nomination and submit a portfolio for one university teaching award in a given year."

FACULTY GOVERNANCE COMMITTEE REPORT
Proposed rename and addition to the *ECU Faculty Manual*, Part VI,
Section IV. Student Privacy and Conduct, subsection III. entitled Student Complaints

Rename Part VI, Section IV. Student Privacy and Conduct to read:
    Student Privacy, Conduct, **and Complaints**

Add new subsection III. as follows:

"III. Student Complaints
East Carolina University (ECU) is committed to maximizing student success and providing the highest quality educational experience. In general, the investments that faculty and students make in assuring this excellence are part of ECU's academic culture and are carried out in a very positive learning environment. Occasionally and for varied reasons, the experience can be negative. While this is a relatively rare event, ECU will provide a respectful and responsive avenue for students to lodge complaints concerning the performance of an instructor. In addition, ECU must consider due process in notifying instructors of such complaints and in permitting appropriate responses.

Complaints from students whose identity is known by a chair, dean or other administrative officer of the University will be properly investigated. Confidential student educational records, including student complaints containing personally identifiable information, shall remain confidential to the extent required by applicable law, including the Family Educational Rights and Privacy Act (FERPA). This may require disclosure of some or all of an otherwise confidential student education record when rights protected by Due Process are at stake, as in situations where the results of a disciplinary proceeding could adversely impact an instructor's property interests, such as potential loss of tenure or termination of an instructor on a fixed term contract prior to expiration of the term. Complaints containing personally identifiable information from students whose identities are known by a chair, dean or other administrative officer of the University shall not be considered part of a "secret file," or "obtained from an anonymous source." Evaluations of an instructor's performance may include supervisor opinions based on observations and investigations prompted by such student complaints, so long as the content of the complaint is disclosed to the subject instructor at the initiation of the complaint, to the extent allowed by applicable law.

These provisions apply to those complaints by students about instructors received by unit (or other) administrators that are not covered by specific institutional policies, rules and regulations, such as those relating to academic integrity violations, grade disputes, sexual harassment, or any type of alleged discrimination. In general, the types of complaints covered by these provisions relate to violations of the reasonable expectation of students for a respectful, organized, and productive learning experience.

These provisions apply when a chair/unit (or other) administrator receives a verbal or written complaint from a student whose identity is known to the chair/unit (or other) administrator. The complaint may come directly from a student, a group of students, or from the Office of the Dean of Students, which maintains a student grievances and inquiries policy. If the complaint is against a Chair/unit Administrator, then the next higher-level administrator assumes the role of Chair/unit administrator in this process. Each step should be executed in a timely fashion (generally no more

than five working days).

If the complaining student is willing to be identified to the instructor, a FERPA/Buckley waiver should be administered. A copy of any signed FERPA/Buckley waiver should be forwarded to the Registrar for inclusion in the student's permanent file.

If the student is unwilling to be identified to the instructor, but is known to the unit administrator, protection of personally identifiable information about the student will be maintained to the extent required by law.

Upon receipt of a complaint the Chair/unit administrator will investigate the complaint and engage in fact finding. The Chair/unit administrator will first meet with the complaining party and then with the instructor in question, but personally identifiable information regarding the student will not be revealed to the instructor at this stage unless the student has signed a FERPA/Buckley waiver.

If warranted, the Chair/ unit administrator will initiate other actions to investigate the complaint, e.g., visiting class, inspecting the syllabus, and examining grading records. The investigation may continue even if the student withdraws the complaint.

If the complaint is substantiated, then a form/letter documenting, to the extent allowed by law, the investigation and its resolution will be included in instructor's personnel file. Typically, a copy of the student complaint or an administrator's record of a verbal complaint, redacted to remove all personally identifiable information about the student, will be one of the items placed in the file. The instructor will receive timely notification of the addition to his or her personnel file and will be advised of his or her right to include a response in the personnel file, and of potential avenues for appeal as outlined in Part XII, Section I of the Faculty Manual. Disclosure of some or all of an otherwise confidential student education record may occur when rights protected by Due Process are at stake, such as those instances where the results of a disciplinary proceeding could adversely impact an instructor's property interests.

If the complaint is not substantiated, this resolution is communicated to the instructor and the complaining party without inclusion of any record in the personnel file. At the option of the instructor, documentation, to the extent allowed by law, of this resolution may be placed in the personnel file. The student may contact the next higher administrator (usually the dean) with concerns or questions."

Faculty Senate Agenda
April 19, 2016
Attachment 10.

REVISED
FACULTY GOVERNANCE COMMITTEE REPORT
Proposed addition to the *ECU Faculty Manual*, Part VIII, Section I. Personnel Policies and Procedures for the Faculty of East Carolina University, Subsection III. entitled Faculty Presence

Add new subsection as follows:

"III. Faculty Presence
It is expected that faculty members will be consistently present and engaged on campus to carry out

their responsibilities in teaching, scholarship, and service. Faculty members should have regular availability for engagement with colleagues and students during the academic workweek. Since there may be instances in which faculty members have exceptional professional opportunities that entail the need to work remotely, temporary exceptions to these expectations may be requested in advance. In these cases, faculty members must request written approval in advance from the unit Personnel Committee, department chair, unit administrator, dean, and the appropriate vice chancellor, who makes the final decision. Approval of an application for a temporary exception to faculty presence expectations must not impact a faculty member's ability to comply with the reasonable expectations of East Carolina University in how he or she carries out professional responsibilities.

Applicants seeking temporary exceptions to faculty presence expectations must provide departure and return dates, a detailed justification, and an explanation of how the applicant plans to fulfill his or her University responsibilities during the absence.

These provisions do not apply to routine travel for conferences, research, and other short-term professional activities or to leaves of absence as defined in Part XI, Section I."

Renumbering the remaining subsections as follows:

~~III~~**IV**.   Annual Evaluation
~~IV~~**V.**   Reappointment of Probationary Term Faculty Members
~~V~~ **VI.**   Subsequent New Appointments of Fixed-Term Faculty Members
~~VI~~ **VII.**   Professional Advancement
~~VII~~ **VIII.** Salary
      A.   Initial Salary
      B.   Determination of Annual Salary Increments
      C.   Benefits and Salary Increases for Fixed-Term Faculty
~~VIII~~ **IX.**   Faculty Personnel Files
~~IX~~ **X.**   Amendment Procedure
~~X~~ **XI.**   Effective Date
~~XI~~ **XII.**   Faculty Personnel File Checklists
~~XII~~ **XIII.** Conflicts of Interest & Commitment and External Activities for Pay

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Faculty Senate Agenda
April 19, 2016
Attachment 11.

NEW BUSINESS
Resolution of support for the current Nondiscrimination policy at East Carolina University

Whereas, North Carolina House Bill 2 [1] states that Public agencies shall require every multiple-occupancy bathroom or changing facility to be designated for and only used by persons based on their biological sex; and

Whereas, North Carolina House Bill 2 defines biological sex as "The physical condition of being male or female, which is stated on a person's birth certificate;" and

Whereas, North Carolina House Bill 2 excludes sexual orientation, gender identity, and military status in the regulation of discriminatory practices; and

Whereas, the North Carolina Senate Judiciary IV Committee considering House Bill 2 could not agree [2] on the definition of gender identity, with one of the bill sponsors claiming that gender identity refers to one's biological sex based on the birth certificate; and

Whereas, The U. S. Employment Non-Discrimination Act of 2013 prohibits covered entities (employers, employment agencies, labor organizations, or joint labor-management committees) from engaging in employment discrimination on the basis of an individual's actual or perceived sexual orientation or gender identity; and

Whereas, The U. S. Equal Employment Opportunity Commission [3] considers it discriminatory to deny an employee equal access to a common restroom corresponding to the employee's gender identity; and

Whereas, transgender youth have a high suicide rate that is exacerbated by lack of access to bathroom facilities corresponding to their gender identity [4], and in the Charlotte area there have been two recent suicides of transgender youth ages 16 and 18; and

Whereas, North Carolina may lose considerable economic benefits including the possible loss of federal funds due to violations of Title IX of the Education Amendments of 1972 and/or Title VII of the Civil Rights Act of 1964; and

Whereas, East Carolina University, as an institution dedicated to the free and respectful exchange of ideas and the ideal that a diversity of experiences and perspectives enriches our community, has a moral mandate to protect our entire community;

Therefore, Be It Resolved That the Faculty Senate recommends that in its Nondiscrimination policy, East Carolina University uses the definition of gender identity as one's inner sense of one's own gender, which may or may not match the sex assigned at birth, and

Be It Further Resolved That the Faculty Senate recommends that sexual orientation, gender identity, and veteran status continue to be included as protected classes in the East Carolina University Nondiscrimination policy, which includes in part as quoted here:

9.1.1. East Carolina University prohibits unlawful discrimination based on the following protected classes: race/ethnicity, color, genetic information, national origin, religion, sex (including pregnancy and pregnancy related conditions), sexual orientation, gender identity, age, disability, political affiliation, and veteran status.

1. http://www.ncleg.net/Sessions/2015E2/Bills/House/PDF/H2v4.pdf
2. http://www.wral.com/news/state/nccapitol/video/15596204/
3. http://www.eeoc.gov/eeoc/newsroom/wysk/enforcement_protections_lgbt_workers.cfm
4. Kristie L. Seelman, "Transgender Adults' Access to College Bathrooms and Housing and the Relationship to Suicidality", Journal of Homosexuality, Feb. 25 (2016).