2016-2017 FACULTY SENATE

The eighth regular meeting of the 2016/2017 Faculty Senate will be held on Tuesday, April 18, 2017, at 2:10 pm in the East Carolina Heart Institute-West Campus (#248 on map linked here). Please note change in meeting location.

AGENDA
mediasite link

I. Call to Order

II. Approval of Minutes
February 21, 2017 and March 28, 2017

III. Special Order of the Day
A. Roll Call
B. Announcements
C. Cecil Staton, Chancellor
D. LaKesha Alston Forbes, Associate Provost for Equity and Diversity
   Annual report on equity and diversity of faculty and administration (2013 Resolution)
E. Kimrey Miko, Chair of the Staff Senate
F. Laura Gantt, Co-Chair of Strategic Planning Committee
   Brief update on strategic planning process
G. John Stiller, Chair of the Faculty
H. Question Period

IV. Unfinished Business

V. Report of Graduate Council
Graduate Council, Denise Donica
Formal faculty advice on curriculum and academic matters acted on and recorded in the April 10, 2017 Graduate Council minutes, including curriculum action items (GC 15-39) within the Graduate Curriculum Committee meeting minutes from March 15, 2017, which included packages submitted by the Department of Technology Systems within the College of Engineering and Technology, Department of Interdisciplinary Professions within the College of Education, Department of Public Health within the Brody School of Medicine, and
the Department of Marketing and Supply Chain Management within the College of Business. Programmatic actions within the Graduate Curriculum Committee meeting minutes of March 15, 2017 were forwarded to the Educational Policies and Planning Committee (EPPC), and included removal of an Existing Concentration: HIM Concentration, Health Informatics and Information Management, MS in the Department of Health Services and Information Management within the College of Allied Health; two request for authorization to plan: MS Data Science in the Department of Computer Science, and MS Mechanical Engineering in the Department of Engineering within the College of Engineering and Technology.

VI. Report of Committees  *(Copies of items referenced are available through the Faculty Senate office.)*

A. Undergraduate Curriculum Committee, Jean Luc Scemama
Curriculum and academic matters acted on and recorded in the March 23, 2017 meeting minutes including curricular actions within the Colleges of Nursing, Engineering and Technology and Departments of Mathematics, Political Science, Biology, Physics, Criminal Justice and Sociology.

B. Writing Across the Curriculum Committee, Jen Scott Mobley
1. Curriculum matters acted on and recorded in the meeting minutes of March 13, 2017 including removal of writing intensive (WI) designation for POLS 2010, ICTN 4020 and ICTN 4022 and renumbering of courses including ARTH 2920 to ARTH 3915 and PHYS 3700 to PHYS 4700.
2. Curriculum matters acted on and recorded in the meeting minutes of April 10, 2017 including removal of writing intensive (WI) designation for SPED 5501 and approval of writing intensive (WI) designation for NURS 4614 and THEA 3603.

C. Committee on Committees, Crystal Chambers
Second reading of proposed revisions to the Distance Education and Learning Technology Committee Charge (attachment 1).

D. Revised Policies and Planning Committee, Don Chaney
2. Curriculum and academic matters acted on and recorded in the meeting minutes of April 7, 2017 including PhD in Nursing Academic Program Review, revision of existing Design, BS and Industrial Distribution and Logistics, BS within the Department of Technology Systems in the College of Engineering and Technology; new Composite Natural Science Minor within the College of Arts and Sciences; Integrated Degree Pathway: Mathematics Integrated Bachelors/Masters within the Department of Mathematics in the College of Arts and Sciences; Removal of an Existing Concentration: HIM Concentration, Health Informatics and Information Management, MS within the Department of Health Services and Information Management in the College of Allied Health Sciences; Request to Plan an MS in Mechanical Engineering within the Department of Engineering in the College of Engineering and Technology; Request to Plan a BS in Software Engineering within the Department of Computer Science in the College of Engineering and Technology; and Request to Plan an MS in Data Science within the Department of Computer Science in the College of Engineering and Technology.

E. Academic Awards, Angela Dresselhaus
Revised Selection Procedures for the following University awards:
1. Alumni Association and Jones Teaching Awards (attachment 3).
2. Research/Creative Activities Lifetime and Five-Year Awards (attachment 4).
3. Joyner Distance Education Teaching Award (attachment 5).
4. Scholarship of Engagement Award (attachment 6).
5. Board of Governors Distinguished Professor Awards (attachment 7).
6. Board of Governors Teaching Excellence Award (attachment 8).

F. Teaching Grants Committee, Toyin Babatunde

G. Unit Code Screening Committee, Patricia Anderson
Revised Department of Biology and College of Business unit codes of operation.

H. General Education and Instructional Effectiveness Committee, George Bailey
1. Use of Summary Course Section Reports of the Results of the Student Survey (SSOI) (attachment 10).
2. Proposed changes to the East Carolina University General Education program (attachment 11).

K. University Environment Committee, Erich Keil
Resolution on Recycling Efforts (attachment 12).

L. Distance Education and Learning Technology Committee, Elizabeth Swaggerty
Formal faculty advice on proposed Information Technology Accessibility Regulation (attachment 13).

M. Admission and Retention Policies Committee, Jay Newhard
1. Proposed revisions to the Permission to Take Courses Elsewhere Policy (attachment 14).
2. Proposed revisions to the ECU Faculty Manual, Part VI, Course Expectations and Requirements relating to independent study courses (attachment 15).
3. Formal faculty advice on Proposed Regulation Regarding the Review of Disciplinary Information Disclosed on Student Admission Applications (attachment 16).

N. Faculty Governance Committee, Jay Morris
1. Formal faculty advice on new process for Policies, Rules and Regulations (PRR) review and approval (attachment 17).
2. Revised checklist for updating Unit Performance (Post-Tenure) Review Standards (attachment 18).

O. Faculty Welfare Committee, Chris Duffrin
1. Formal faculty advice on interim HIPAA Medical Photography Regulation (attachment 19).
2. Formal faculty advice on proposed Volunteer Regulation (attachment 20).

VII. New Business
Faculty Senate Agenda
April 18, 2017
Attachment 1.

COMMITTEE ON COMMITTEES REPORT
Second Reading of Proposed Revisions to the Distance Education and Learning Technology Committee Charge

Additions are noted in bold print and deletions in strikethrough.

1. Name: Distance Education and Learning Technology Committee

2. Membership:
   9 elected faculty members.

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

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

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

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

G. The Committee reviews at least annually those policies within Part VI, Section III of the ECU Faculty Manual that corresponds to the Committee’s charge and recommends changes as necessary.

H. The chair and vice chair or Two appointed representatives serve as ex-officio members on the administrative Information Resources Coordinating Council (IRCC) and the chair serves as a member one appointed representative serves on the administrative Technology Steering Committee.

I. The chair serves as a liaison between the Faculty Senate and Chief Information Officer. The chair or appointed representative serves as ex-officio member on the University Online Quality Council.

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

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

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

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

Faculty Senate Agenda
April 18, 2017
Attachment 2.

EDUCATIONAL POLICIES AND PLANNING COMMITTEE REPORT
Revised Academic Program Review Guidelines
(replacing 2015 Pilot Academic Program Review Guidelines)

I. Purpose of Academic Program Review

The purpose of the seven-year Academic Program Review (APR) of all undergraduate and graduate programs in a department/school is to engage faculty in a reflective process of thoughtful study and evaluation of program quality and alignment to East Carolina University’s values, mission, and commitments in support of our students and the region. Program review is an integral part of the university’s ongoing assessment and strategic planning processes designed to enhance the quality of all educational programs. Programs that are periodically reviewed by an external accrediting body are not part of the formal APR process described here. Rather, reports from these external accreditations satisfy program review reporting requirements and are archived by the SACSCOC liaison in Institutional Planning, Assessment, and Research (IPAR).
The review of programs without specialized accreditation is intended to help faculty and administrators gain an understanding of the following:

- Purpose and outcomes for each degree and certificate program being reviewed;
- Each program’s effectiveness in achieving its purpose and outcomes, along with overall quality;
- The faculty’s vision for each program and improvement actions taken as a result of institutional and assessment data; and
- Future programmatic improvements to the curriculum, pedagogy, and/or operational functions of the department.

APR at ECU consists of two interrelated activities: on-site program review which occurs approximately every seven years for each program, and student learning outcomes assessment which is conducted on an ongoing basis. These two forms of reviews are interrelated in three ways: (1) analysis of what has been learned about program quality through assessment of student learning outcomes is an integral part of the seven-year review; (2) analysis of programmatic and operational outcomes beyond student learning provides the program an opportunity to examine and align its actions with priorities and strategic initiatives of the university and college; and (3) in both reviews, faculty report progress in implementing the action plan from the previous review and develop a new action plan.

II. Academic Program Review Process

APR focuses on program improvement, which is based on three products: 1) an internal self-study of the program by its faculty, 2) an on-site review conducted by an External Review Committee, and 3) a final action plan produced by faculty and supported by the Dean and the Academic Council. The Director of Institutional Assessment serves as the Coordinator of ECU’s Program Review Processes.

The major steps in planning and conducting a formal review are outlined below:

1. Orientation to Academic Program Review
   a. One year prior to the review the unit will be notified of the upcoming review.
   b. One semester prior to the scheduled academic program review, unit faculty attend an orientation led by the Coordinator to go through the review processes and resources.
   c. The unit faculty consult with the chair and select possible dates for the on-site review and propose names of external and internal reviewers.
   d. One external reviewer must be faculty from ECU’s official peer institutions who are familiar with the discipline; another external reviewer could either be from an official peer institution or a regional peer institution; internal reviewers are ECU faculty from a related campus-based discipline who are external to the department under review and internal to the college where the department under review is housed.
   Note: In departments where only certificate programs are being reviewed an internal review will be conducted with three ECU faculty.
   e. The Coordinator, in consultation with the Internal Review Committee, selects two external and one internal reviewer and invites them to serve on the upcoming External Review Committee. The Coordinator works with the unit chair and/or the unit undergraduate program coordinator and the unit graduate program coordinator to develop the 2-3 day itinerary for the on-site review meetings, which include meetings of the External Review Committee with the unit administrators, faculty, undergraduate and graduate students, college/school administrators, university and community constituents, dean of the Graduate
School, and members of the Academic Council. 

2. Unit Self-Study
   The unit faculty prepares a Self-Study according to the APR Guidelines provided on pages 7-10. Unless otherwise codified by either the program’s faculty coordinating committee or the unit code, the unit undergraduate program coordinator, the unit graduate program coordinator, and/or unit chair coordinate the preparation of the Self-Study, but it is important to have broad-based input from the faculty. An electronic copy should be sent to the Coordinator for distribution to the Internal Review Committee eight weeks before the on-site review.

3. Internal Review Committee
   The Internal Review Committee reviews the self-study for accuracy, clarity, consistency, and completeness. The Coordinator chairs the Internal Review Committee; members include the dean of the home college of the program(s) under review, a representative of the Educational Policies and Programs Committee (EPPC) of the Faculty Senate, and the Dean of the Graduate School if graduate programs are under review. A liaison to APR from Institutional Research also reviews the self-study for data accuracy.

4. Revision of Self-Study
   Unit faculty revise the Self-Study based on input from the Internal Review Committee. The Coordinator distributes the revised Self-Study and supporting documents to the External Review Committee (one month prior to on-site review).

5. External Review Committee
   The External Review Committee conducts its review of the undergraduate and graduate programs. A summary of major findings is presented to the Unit, Dean, and the Academic Council on the second day of the review. Within 30 days of the completion of the on-site review, the External Review Committee sends an electronic copy and a signed hard copy of the final Review Committee Report to the Coordinator, who will distribute to the Unit, the Internal Review Committee, and the Academic Council.

6. Unit Response Report
   In a Unit Response Report, faculty respond to each of the recommendations in the Review Committee Report, describing actions they will/will not take to implement the recommendations, who is responsible for the actions, and when they will occur. Faculty also prioritize the resource needs that emerge from the recommendations.

7. Review of Unit Response Report
   Unit and college administrators meet to review the Unit Response Report and discuss the unit’s top priorities, needs that can be addressed at the college level, and issues for discussion with the Academic Council. After this meeting, the unit faculty revise the Unit Response Report to reflect actions to be taken by the department, college/school, and those needing institutional support.

8. Unit Response Report to EPPC
   Each Unit Response will be sent to EPPC for their review and approval. The self-study, external review committee report, and unit response will be sent to the Chair of EPPC and the review will be placed on an EPPC agenda. The unit administrator attends the EPPC meeting to answer
any questions and hear the committee’s decision on whether the unit response is approved or not. If the unit response is not approved, the EPPC Chair will write a memo with concrete recommendations for improvement within ten days. The unit response is to be edited and resubmitted to the Chair of EPPC for the next committee meeting. Units should consult the EPPC “Criteria for Reviewing Unit Academic Program Reviews” document as the unit response is written.

*Note: For certificate only reviews this will serve as the last step in the APR process.*

9. Final Action Plan with the Academic Council
   Academic Council leads a Final Action Plan meeting with unit administrators and Internal Review Committee. In this meeting, the unit administrator summarizes the program faculty’s responses and action plan; the college/school dean summarizes actions to be taken by the college/school; and the Academic Council provides further recommendations on the actions planned. The Coordinator records major decisions made at the meeting, to include revisions made or new actions added to the Unit Response Report. The Coordinator distributes the major decisions in the form of a memorandum to unit faculty, Dean, the Internal Review Committee and the Academic Council. All program review related documentations are maintained by the Office of Institutional Planning, Assessment, and Research.

10. Ongoing Program Review and Enhancement
    The unit administrator and/or faculty report on progress one year after implementation of the action plan and again three years later.

III. Roles and Responsibilities

A. Unit Faculty
   1. Propose dates for the on-site visit and names of internal and external reviewers and participate in onsite review
   2. Collaborate in writing the Self-Study, analyzing data, and reflecting on the strengths and weakness of the program
   3. Revise the Self-Study after internal review
   4. Address each recommendation in the External Review Report and develop Unit Response Report with an action plan
   5. Work with the Dean and the Academic Council to refine and finalize the action plan, implement the plan, and report progress 1 year out and 3 years out

B. Dean of the College or School Having the Program Reviewed
   1. Serve on the Internal Review Committee
   2. During on-site review
      a. Participate in dinner meeting with the External Review Committee
      b. Participate in faculty/staff debriefing with External Review Committee
      c. Participate in Exit Meeting with External Review Committee and Academic Council
   3. Lead meeting of college/school and department leaders to revise Unit Response Report to identify actions to be taken at the college level
   4. Participate in Final Action Plan meeting with Academic Council

C. Internal Review Committee
   1. Includes the following people:
      a. Director of Institutional Assessment, chair
      b. Dean of the college

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c.  Dean of the graduate school

d.  Educational Policies and Planning Committee (EPPC) Representative

2.  Select the External Review Committee members

3.  Review the Self-Study and appendices for accuracy, clarity, consistency, and completeness

4.  Meet with unit faculty and Academic Council to finalize action plans and resource priorities

D.  External Review Committee

1.  Review the Self-Study prior to arrival on campus

2.  Meet with department faculty, staff, students, and other constituencies

3.  Prepare a written report within 30 days of the on-site visit which is then shared with the college/school, unit faculty, graduate school, and division administrators

E.  The Academic Council

1.  Meet with External Review Committee on the first day of the on-site review to give the formal charge and on the second day to review major findings

2.  Lead the Final Action Plan meeting that includes the Internal Review Committee

F.  The Educational Policies and Planning Committee (EPPC) Representative

1.  Serve on the Internal Review Committee

2.  Provide EPPC with a timely update regarding the quality of self-study and major recommendations found in the External Review Committee Report

3.  Provide feedback to the unit administrator and dean on the unit response

4.  Report the final EPPC recommendation decision to the Coordinator

Note: If the Unit Response is not accepted by EPPC, the Chair of EPPC will provide concrete recommendations for improvement to the unit administrator within 10 days.

G.  Institutional Research

1.  Maintain the Academic Program Profile desktop located in the ECU Analytics Portal

2.  Meet with department and faculty to review data and resources during the orientation meeting

3.  Serve on the Internal Review Committee (as needed) in order to review the self-study data for accuracy

H.  Director, Institutional Assessment and/or Designee

1.  Coordinate the review process, establish the review schedule and facilitate all logistical arrangements

2.  Chair the Internal Review Committee

3.  Receive and distribute all documents

4.  Record the Final Action Plan and monitor the one-year and three-year progress reports

5.  Provide a repository for self-studies, external review reports, unit response plans, final action plan memoranda, and progress reports
Academic Program Review Timeline

Proposed Unit Program Review Process

- Led by IPAR to describe program review processes and resources.

Proposed Timeline

- One semester prior to academic program review

Orientation Meeting

- Due 8 weeks before the scheduled external review

Unit Self Study

Internal Review

- 2 weeks upon receipt of the self-study

Revised Self-Study

External Review

- 2 weeks upon receipt of the feedback from the Internal Review Committee

- Onsite review: 2-3 days
  - External Review Committee Report due one month after onsite review

Unit Response Report

Review of Unit Response Report

- Due 1 month following the receipt of the External Review Committee Report

EPPC/Final Action Plan Meeting

- Meeting to occur and revision completed within 6 weeks following the receipt of the External Review Committee Report

Ongoing Program Review & Enhancement

- Unit response is placed on an upcoming EPPC agenda and will be approved or revised.
  - Resulting Final Action Plan Memo distributed 1 week after meeting with the Academic Council

- 1-year out, as indicated in the Memo
- 3-year out, as indicated in the Memo

Program engages in implementation of activities and tasks in Final Action Plan and reports on progress one year after implementation and during the four year of implementation.

- Faculty respond to each recommendation with actions to be taken and the resources needed (prioritized) to implement recommendations.

- Faculty submit Unit Response Plan and meet with college/school administration to discuss and revise actions planned.

- External Review Committee reads self-study and conducts program review onsite. Review Committee submits report within 30 days of on-site visit which is provided to college/school, unit faculty, graduate school, and division administrators.

- ECU Internal Review Committee reviews the Self Study and suggests revisions.
IV. Components of the Self Study (Limit to 50 pages, excluding appendixes)

Executive Summary (3-5 pages): Based on the information presented in the self-study, prepare an executive summary describing:

a. the overall quality of each degree/certificate that has been reviewed and the indicators you used to assess the quality;

b. strengths and weaknesses of the department (e.g., How effectively do faculty contribute to teaching, research and service mission of the department and its programs? How effective are the support staff?);

c. major findings that resulted from the self-study; and

d. significant actions or changes that have been planned as a result of the self-study.

1. Program Purpose

For each degree/certificate program without specialized accreditation in the department/school:

1.1 Provide a clear and concise statement of the program’s purpose;

1.2 Describe how the program’s purpose aligns to the University’s mission and strategic initiatives;

1.3 Articulate specific and unique features of the program that distinguish it from others;

1.4 Describe the external factors that impact the program’s enrollment and market demand of its graduates based on statewide, national and/or professional studies (e.g., enrollment growth or decline of major competitors as reported by IPEDS, market demand as determined by Bureau of Labor Statistics or NC Department of Commerce occupation projections, market forecast by professional organizations, etc. See APR Resources for potential data sources).

2. Enrollment, Degrees and Student Success

IPAR has provided an Academic Program Profile desktop within the ECU Analytics Portal with information for each degree/certificate program without specialized accreditation. Review the data, collect additional data/information, and respond to the following questions for each program.

NOTE: Departments will need to collect additional data on job placement and licensure exam pass rates.

Enrollment and Degrees Analysis

2.1 Describe the program’s enrollment trend over the last seven years to include:
   - headcount enrollment (FT/PT ratio),
   - student diversity,
   - characteristics of incoming graduate students (in terms of undergraduate GPAs, admission test scores, number of complete applications, selectivity, and yield rates),
   - characteristics of undergraduate majors (in terms of high school GPAs, SAT/ACT scores, and undergraduate GPAs).

2.2 Describe the trend regarding the number of degrees conferred each year.

2.3 For graduate programs, describe the trend regarding completion rates (1 – 3 years for certificate programs; 3 and 5 years for master’s; 7 and 10 years for doctoral programs) and time-to-degree of the students. What actions have been taken to improve degree completion and time-to-degree?

2.4 Regarding the program size, is there a justification for expansion or contraction? What actions have been taken that implement the University’s/College’s strategic initiatives regarding enrollment management?

NOTE: For certificate programs degrees awarded, rather than enrollment, may be more accurate and can be used for this section.
Student Success
2.5 What is the 3-year trend regarding D/F/W rates in 1000- and 2000-level courses? Where appropriate, how do the D/F/W rates in face-to-face courses compare to those in online courses? What has the program done to address the courses with high D/F/W rates?

2.6 What is the job placement rate of the graduates? Does it meet faculty expectations?

NOTE: For certificate programs many students are currently employed so discuss their employment status.

2.7 If applicable, what is the licensure pass rate of the graduates? Does it meet faculty expectations?

2.8 What actions has the program taken over the past seven years to improve student success?

Action Plans
2.9 What actions does the program plan to take in the next seven years to increase enrollment and student success? What resources are needed?

3. Curriculum, Learning Outcomes and Student Satisfaction:
Provide an interpretation of assessment findings and other relevant data about the curriculum and quality of student learning in each program being reviewed. Focus on interpretation of data, use of results, and program improvements.

Curriculum Analysis
To support this section, a link to the degree requirements as published in the Catalog should be provided. Also include in an Appendix an updated curriculum map from TracDat that illustrates alignment of student learning outcomes to courses in the curriculum.

3.1 Based on degree requirements and the updated curriculum map, describe how course sequences, including prerequisites, are used to introduce and reinforce student learning prior to students being assessed.

3.2 Describe the process the program uses to ensure the curriculum is up-to-date. Describe any innovative approaches in the curriculum.

Student Learning Outcomes Assessment
To support this section, review program assessment reports from TracDat as well as other relevant data obtained since the last program review.

3.3 Based on learning outcomes assessment reports/data, what are the identified strengths and weaknesses in student learning outcomes?

3.4 Where applicable, are there any significant differences in student outcomes in face-to-face and online programs?

3.5 What decisions have been made and what changes have been instituted on the basis of ongoing assessments (e.g., curricular or pedagogical changes, faculty, instructional facilities, student support, funding priorities, the assessment procedure – including objectives and outcomes and methods of gathering and analyzing data, etc.)?

3.6 How effective were the changes?

Student Satisfaction
To support this section, review the student survey data such as the Graduating Senior Survey, Graduate Student Exit Survey, and program-level employer/alumni surveys.

NOTE: The Graduate Student Exit Survey is not administered to certificate students so the department can use their own data or consider this section as optional for certificate reviews.
3.7 How satisfied are graduating students with the program?
3.8 How do graduating students/alumni evaluate the knowledge and skills they have acquired in the program?
3.9 How do employers evaluate the graduates' knowledge and skills?
3.10 What actions has the program taken to improve student support, services, and satisfaction?

Action Plans
3.11 Are there new curricular and pedagogical changes that the program plans to implement in the next seven years to improve student learning?
3.12 What will the program do to improve students' educational experience and overall satisfaction?
3.13 Describe any additional resources needed to implement those changes.

4. Strength of Faculty: Teaching, Research and Scholarship
To support this section, include faculty bio sketches in an Appendix (1-2 pages per faculty).

Faculty Resources
Review department faculty data provided by IPAR and respond to the following:
4.1 Faculty Profile: Describe the current faculty affiliated with the department (e.g., percent full- versus part-time, diversity, percent with terminal degree, tenure status, etc.).
4.2 Faculty Resources: Does the department have the number and type of faculty to achieve its goals?
4.3 What actions has the department taken to recruit and retain highly qualified, diverse faculty?

Analysis of Teaching
4.4 Describe the trend in student credit hour production in the department over the past seven years, for both Distance Education and campus courses, highlighting the department’s contribution to the Foundations Curriculum and other degree programs. Consider the trend of average credit hour production per instructional faculty FTE.
4.5 Based on the Delaware Study data, what is the general teaching load of the department faculty? What has the department done to adjust faculty teaching load?
4.6 Describe the direct contributions (course sections taught) and indirect contributions (grading, tutoring, etc.) of graduate teaching assistants to the department’s teaching mission?
4.7 What are the major achievements of department faculty regarding teaching? What has the department done to support faculty teaching?

Analysis of Research, Scholarship and Creative Activities
NOTE: The Graduate School will provide links to graduate program theses and dissertations to reviewers.
4.8 What are the major achievements of the faculty regarding research, scholarship (including scholarship of engagement) and creative activities as documented in Sedona/Faculty 180 and/or RAMSeS?
4.9 What are the relative strengths and weaknesses as compared to departments at peer institutions or major competitors? When available, use Academic Analytics to demonstrate strengths and weakness. The department will need to collect additional data from comparable programs at ECU official peers or major competitors.
4.10 What has the department done to support faculty research, scholarship and creative activities?

Analysis of Service and Outreach activities
4.11 What major service and outreach initiatives have the faculty engaged in? What has the department done to support faculty service/outreach activities?

Action Plans:
4.12 What does the department plan to do to support the teaching, research and service activities of faculty? What resources will it need?

5. Regional Transformation – Economic Development/Public Service
5.1 Provide a summary of major activities the department faculty and students have participated in to support regional transformation over the last seven years.
5.2 What does the department plan to do to support regional transformation? What resources will it need?

6. Resources
6.1 Based on analysis of the operating budget and revenue sources supporting the department as well as annual expenditures, discuss the adequacy of the resources provided and required for maintaining program quality.
6.2 Describe the quality, scope, and projected needs for space to support the program.

7. Other Operational or Programmatic Outcomes
7.1 Describe other assessed outcomes that enable the program/department to achieve its objectives, e.g., academic advising, graduate student support, operational efficiency, structural re-organization, etc. Summarize strengths and weaknesses identified in the assessment and actions taken to improve these outcomes.
7.2 Action Plans: What does the department plan to do to improve these outcomes? What resources will it need?

Signature Page

External Review Committee Report on the Department of [Department Name]
East Carolina University

Prepared for the
Office of Institutional Planning, Assessment and Research
Division of Academic Affairs
East Carolina University

By

[External Reviewer Name]  [External Reviewer Name]
[External Reviewer Institution]  [External Reviewer Institution]

[Internal Reviewer Name]
East Carolina University
V. Institutional Research Support for Academic Program Review

ECU’s Office of Institutional Research has developed a suite of reports in the ECU Analytics Portal titled the “Academic Program Profiles”. With university log-in credentials, users will find several interactive reports providing program-level student and faculty data, and resource guides for accessing relevant publically-available information. This document outlines how specific reports within the Academic Program Profiles desktop align with data-driven items in the self-study. Questions or issues with using the desktop and/or obtaining necessary data for completing the self-study can be directed to research associate, Kari Koss (kossk15@ecu.edu), or IR Director, Dr. Beverly King (kingb14@ecu.edu).

Self-Study Item 1.4. (Program Purpose – External Factors)

Departments are asked to discuss external factors that impact the program’s enrollment and market demand of its graduates. Data to consider for addressing this topic include:

- Surveys of potential or current students. Departments may wish to include data available from surveys conducted within the department, across ECU, and/or the community. Please contact Kyle Chapman (Chapmank@ecu.edu) in Institutional Assessment for more information about survey data.
- Trends in enrollment and/or degrees awarded in similar programs. For programs within the UNC System, fall enrollment and degrees awarded can be obtained through the UNC Data Dashboard (http://www.northcarolina.edu/?q=content/unc-data-dashboard). Numbers of degrees awarded only (enrollment counts not available) can be found for any university through the IPEDS database (http://nces.ed.gov/ipeds/datacenter/). See the Academic Program Profile Resource Guides for step-by-step instructions on navigating these websites.
- Labor market data. The Bureau of Labor Statistics (BLS; www.bls.gov/data) provides nationwide occupational and industry projections in the areas for which graduates of the proposed program are expected to find employment. BLS projections at the state- or county-level can be obtained through NC Commerce (http://d4.nccommerce.com/). See the Academic Program Profiles Resource Guides for additional information regarding these sites.

Self-Study Items 2.1 – 2.7. (Enrollment, Degrees, and Student Success)

Institutional Research provides data relevant to this section through the Academic Program Profiles desktop. With university log-in credentials, users will find several interactive reports under the folder listed as “Students”. The following list shows which report provides each element listed in the self-study template.

- Item 2.1. Enrollment trends. The “Enrollment Trends” report provides headcount enrollment for the last 7 years. Counts are broken down by full-time/part-time, on-campus/DE, and new/transfer/continuing status.
- Item 2.1. Student diversity. The “Student Diversity” report provides enrollment numbers broken down by gender, race/ethnicity, age, and geographic location.
- Item 2.1. Characteristics of incoming graduate students. In the “Admissions Profile” folder, locate the “Graduate Admissions Profile” report. This report provides admission totals, selectivity and yield rates, undergraduate GPA, and admissions test scores.
- Item 2.1. Characteristics of undergraduate majors. In the “Admissions Profile” folder, locate the “Undergraduate Admissions Scores” report. This report provides undergraduate admissions scores and high school GPA in the select undergraduate program.
- Item 2.3. Trends in completion rates. In the “Student Success” folder there are subfolders
labeled as “Undergraduate”, “Graduate”, and “Doctoral”. Within each of these subfolders there are reports for “Retention, Graduates, and Persistence Rates” and “Time to Degree” for the respective level program(s).

- Item 2.4. Department insight regarding enrollment management. No additional data provided.
- Item 2.5. Trends for D/F/W rates. In the “Student Success” folder and “Undergraduate” subfolder, locate the “Course Grade Distributions” and “Potential Bottleneck Courses” reports. These reports provide course level information on completion rates, attrition, and grade distributions for undergraduate courses by term and department with pass rates, DFW rates, and withdrawal rates.
- Item 2.6. Job placement rates. While IPAR does not currently have this type of data available, we are currently piloting data collection of The Pirate Employment Survey. This survey assesses employment outcomes for recent graduates of ECU undergraduate programs. It is still to be determined when University-level and college-level reports will become available for review. Another option for locating job placement rate data, however, is through NC Tower (www.nctower.com). NC Tower provides employment follow-up data for recent graduates of North Carolina schools that are still employed within the state of NC. There is a guide in the Academic Program Profiles Portal for accessing NC Tower at “Student Success” -> “Employment Rates Wages and Ongoing Higher Education of Graduates”. In addition, it is not uncommon for individual departments to have internal survey data for their own student outcomes. Departments are encouraged to include this type of data if it is available.
- Item 2.7. Licensure pass rates of graduates. IPAR does not systematically track this type of information. It is not uncommon, however, for individual departments to have access to this program specific data. Departments are encouraged to include this data if it is available.

Self-Study Items 4 & 5 (Strength of Faculty - Teaching, Research, Scholarship & Public Service) Institutional Research provides data relevant to this section through the Academic Program Profiles desktop. With university log-in credentials, users will find several interactive reports under the folder listed as “Faculty”. The following list shows which report provides each element listed in the self-study template.

- Item 4.1. Faculty profile. Listed under the “Faculty” folder, the “Faculty Roster” report will provide a list of all university personnel categorized as faculty affiliated with the selected department and year with tenure status, academic rank, highest degree earned, and demographics.
- Item 4.2. Department interpretation of faculty resources. No additional data provided.
- Item 4.3. Department interpretation of faculty recruitment. No additional data provided.
- Item 4.4. SCH Production. Under the “Teaching” folder, select the “Student Credit Hours and Generated FTE” report. This report provides SCHs and generated FTEs by department and fiscal year.
- Item 4.5. Delaware Study (ecu.edu/cs-acad/ipar/research/DelawareStudy.cfm). A guide for accessing/understanding the Delaware Study of Instructional Costs and Productivity can be found under “Teaching” -> “Faculty Teaching Loads and Instructional Costs”.
- Item 4.6. Contribution of graduate assistants: No additional data available from IPAR.
- Item 4.7. Teaching achievements of faculty: No additional data available from IPAR.
- Item 4.8 – Item 5.2. Faculty research and scholarship measures: Under the “Research” folder, users will find the “Ramses Grants and Contracts Awarded” report. Under “Scholarship”, the following four reports are available “Sedona Books Chapters and Other
Publications”, “Sedona Journal Articles and Conference Proceedings”, “Sedona Creative Activities”, “Sedona Presentations and Posters”. Direct access to these databases is also available:

-Sedona (http://www.ecu.edu/cs-acad/ofe/evaluation_sedona.cfm)
-RamSeS (http://www.ecu.edu/cs-acad/osp/RAMSeS.cfm)
- Item 4.9. Comparison to peers: ECU subscribes to the services of Academic Analytics (http://academicanalytics.com/), with online access provided to department representatives. The Academics Analytics Database includes information on over 270,000 faculty members associated with over 385 universities in the United States and abroad, with data to include the primary areas of scholarly research accomplishment: (1) the publication of scholarly work as books and journal articles, (2) citations to published journal articles, (3) research funding by federal agencies, and (4) honorific awards bestowed upon faculty members. These data are structured so that they can be used to enable comparisons at a discipline-by-discipline level as well as overall university performance.

*Other Resources Available (in addition to those referenced above)
- ECU Office of Institutional Planning, Assessment, and Research (http://www.ecu.edu/ipar/)
- Listing of ECU Official Peers (ecu.edu/cs-acad/ipar/customcf/DL/Peers/ECUPeers.pdf)
- ECU Student Achievement Metrics (ecu.edu/sacs/StudentAchievementMetrics.pdf)
- ECU TracDat (https://ecu.tracdat.com/tracdat/)
- Space Utilization Report (produced by IPAR upon request)

VI. Selecting the External Review Team
An important task is for the unit to develop a list of five potential external reviewers from ECU peer institutions, three from regional peer institutions (optional) and three internal reviewers. These external reviewers are to be nominated from institutions identified as official peers of East Carolina University and should be professionally prominent individuals, usually nationally recognized in their field. The potential internal reviewers are ECU faculty from a related campus-based discipline. The unit should forward the list of potential reviews to the Coordinator, and then the Project Manager will contact each reviewer to ascertain availability and interest in serving as an academic program reviewer.

The list of potential reviewers is submitted to the Coordinator containing the following information:
- Name of reviewer
- Name of university
- Complete job title/rank and name of a reviewer’s unit
- Primary area of scholarly activity (related to unit being reviewed)
- Rationale for selection
- Contact information (full mailing address, e-mail, and telephone number)

Nominees from the list provided by the unit will be discussed by the Internal Review Committee and the official team members will be selected according to the following criteria:
- Two reviewers external to East Carolina University;
- One internal reviewer from a related campus-based discipline outside of the department and internal to the college;
- External reviewers must be part of a program that is recognized for excellence in the discipline and able to benchmark the unit’s programs based on discipline-specific rankings and other publically available comparisons;
- External Review Committee is a diverse group with experience in both undergraduate
and graduate programs as well as with the appropriate teaching, research and service components of the discipline; and
- Reviewers must affirm that there exists no conflict of interest related to the unit under review.

VII. Charges to the External Team
The purpose of Academic Program Review (APR) at East Carolina University is to engage faculty in a reflective process of thoughtful study and evaluation of program quality and alignment to East Carolina University’s value, mission, and commitments in support of our students and the region. APR is an integral part of the university’s on-going assessment and strategic planning processes designed to enhance the quality of all educational programs and we sincerely thank you for assisting us. This letter provides you with the charge to the external review team.

External Review Committee Charge

Please make an objective evaluation of the unit’s efficiency and effectiveness in achieving its programs’ purpose, and make recommendations that will help in planning improvements. Your resources are the APR Guidelines, a Self-Study report prepared by the unit, copies of the Final Action Plan and Progress Reports from the previous review (if applicable), information you gain through interactions while onsite at ECU, and any additional information requested by you. Within the broad charge of recommending ways that the unit can continue to improve, here are some overarching questions that we would like you to address:

- Based on the information/data provided in the Self-Study or gathered by the external review committee, what are the unit’s overall strengths and weaknesses?
- What major improvements (including student learning and faculty development) has the unit made since the previous program review or within the last seven years?
- What is the professional benchmark and how does this program compare?
- What specific recommendations could improve the unit’s performance?
- In addition, you may be asked to focus on program-specific questions during your on-site review of the program.

We look forward to meeting you during your time on campus. If you have any questions or require additional information prior to your visit, contact the Director of Institutional Assessment and Coordinator of Program Reviews or the Executive Assistance to IPAR.

Faculty Senate Agenda
April 18, 2017
Attachment 3.

ACADEMIC AWARDS COMMITTEE REPORT
Revised Selection Procedures for East Carolina University Alumni Association Outstanding Teaching Awards and the Robert L. Jones Teaching Award

The below text replaces the original text linked here.

Objective
Two University Alumni Association Outstanding Teaching Awards and one Robert L. Jones Teaching Award recognize outstanding teaching at East Carolina University.
Awards Per Year
The three award recipients will be recognized at a variety of functions and will each receive a monetary award of $1,000.

Eligibility
Nominees must:
1. be a full-time faculty member;
2. have taught at East Carolina University for three or more years;
3. be teaching in the academic year in which they are selected; and
4. not have won the award within the last four years.

Nomination Procedures and Guidelines
Faculty members are nominated for this award by their academic code unit. Any eligible faculty member may request consideration by the unit.

Each academic unit is to determine its own method for selecting nominees based on the following Seven Characteristics of Effective Teaching (FS Resolution #91-29):

- **Good Organization of Subject Matter and Course** - Reflected in the objectives, course materials, assignments, examinations, instructor preparation for class, and effective use of class time.
- **Effective Communication** - Reflected in lecturing ability including use of motivational techniques such as audiovisual aids, clarity of presentation, verbal fluency, interpretation of abstract ideas, good speaking ability, good listening skills, and the ability to communicate the organization and sequence of a course.
- **Knowledge of and Enthusiasm for the Subject Matter and Teaching** - Reflected in the choice of textbook, readings and reference lists, lecture content, course syllabus, and personal interest displayed in the subject and in teaching.
- **Positive Attitudes Toward Students** - Reflected by helping students master subject matter, encouraging students to ask questions and express opinions, being accessible to students outside the classroom, and expressing a general concern for student learning.
- **Fairness in Examinations and Grading** - Reflected in clarity of student assessment procedures including papers, assignments, exams, classroom discussion, and other activities, including relative weight toward grade, consistency among objectives, course content, and assessment procedures, and timely, useful feedback on student progress.
- **Flexibility in Approaches to Teaching** - Reflected in the use of alternative teaching strategies such as small group discussion, simulations, use of audiovisual materials, and varying the approach and pace of instruction to meet different learning styles among students.
- **Appropriate Student Learning Outcomes** - Reflected in student performance on various assessment measures and positive changes in student attitudes and values.

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

Nominations are made by academic code units by submitting a letter addressing the criteria outlined above. The letter must specify why the nominees deserve the award and should be submitted either electronically or in hardcopy form to the Office for Faculty Excellence (OFE) in Joyner Library Rm.
1001 no later than 5 p.m. on September 15th, or the next business day if the 15th falls on a weekend. Nominees will be contacted by the OFE following the nomination deadline and provided with information about the application packet they must submit if they wish to pursue the award.

The maximum number of nominations will be distributed among the academic code units according to their relative number of faculty within an academic code unit—no more than one nominee for each ten faculty members in the unit.

Nominees who wish to pursue the award must submit their application packets electronically via flash-drive or website to the OFE no later than 5 p.m. on November 1st, or the next business day if the 1st falls on a weekend. Directions for website submission will be provided. In addition, nominees will also be asked to complete an information sheet with their name as it should be listed, academic rank, department, and college or school, as well as a photograph at least 2.5” x 3” with a minimum resolution of 300. Nominees without a photograph can contact the OFE about having one taken.

The application packet:
1. should include representative examples of your instruction methods.
2. must adhere to the specifications presented here; those that do not will be disqualified.
3. should utilize appropriate margins, fonts, type sizes, and colors to ensure readability.
4. must not exceed 50 pages, excluding the itemized list and CV.
5. must contain the following in this order:
   - Contents: itemized list of all materials in the application packet
   - CV: a current curriculum vitae
   - Philosophy: a brief written statement (not to exceed 3 pages, double-spaced) which articulates the nominee’s (1) teaching philosophy, and (2) methods used to achieve his or her educational goals
   - Nomination letter
   - Student letters: typed letters of support from 2 or 3 former students of the nominee
   - Student Evaluations: summaries of the past 3 years and the corresponding grade distributions for each course; nominees will be provided a format for the summary student ratings
   - Course materials: representative samples of course syllabi, tests and teaching materials; do not have to include all courses
   - Peer evaluations: at least 1, and no more than 3, peer evaluations of teaching; if not available please provide a brief explanation
   - Additional materials: any additional materials that, in the opinion of the nominee, will assist the selection committee in reaching a decision.
   - Video (required of all finalists for the award): a 20-minute video of the finalist teaching a class at ECU within the last year. The unedited video must: 1) display the date, time, and class name; 2) contain 20 consecutive minutes of teaching; and 3) include a pan of the audience. Finalists will be given 4 weeks to prepare the video.

Evaluation Procedures
All packets will be made available to members of the Academic Awards Committee via the Blackboard course management software.

In September, the selection committee will be convened by the Director of the Office for Faculty Excellence and consist of 2 members of the Academic Awards Committee, elected by the committee;
1 faculty member each appointed by the Provost and Senior Vice Chancellor for Academic Affairs and the Vice Chancellor for Health Sciences; 1 faculty member appointed by the Chair of the Faculty; and 1 member appointed by the Alumni office. It will have at least one member experienced in classroom observation and evaluation and preferably a previous Alumni award winner. Following the appointment or election of a selection committee chair, the selection committee will develop a checklist and rubric for evaluating and scoring the application packets in accordance with the approved award procedures.

In November, packets will be made available to members of the selection committee via the Blackboard course management software and the selection committee will review and evaluate the submitted materials according to the developed checklist and rubric. The checklist and rubric must mirror the award guidelines.

By early January, the selection committee will designate a pool of up to twelve finalists who will be contacted by the selection committee chair and given 4 weeks to provide a video as detailed above.

By mid-February, the selection committee will evaluate the finalists’ materials, and, by scoring determine the 2 recipients of the Alumni Association award and the recipient of the Robert L. Jones Award.

In the Spring, the award recipients will be recognized during the annual Teaching Awards Ceremony. Following the public announcement of this award, the Provost or Vice Chancellor for Health Sciences will send letters of recognition to the recipients and letters of appreciation to nominees.

The award winning portfolios will be kept on file for public review in the Office for Faculty Excellence Reading Room, Joyner Library.

(FS Resolution #06-07, February 2006; FS Resolution #16-41, May 2016)

Faculty Senate Agenda
April 18, 2017
Attachment 4.

ACADEMIC AWARDS COMMITTEE REPORT
Revised Selection Procedures for the East Carolina University Lifetime and Five-Year Achievement University Research/Creative Activity Awards

The below text replaces the original text linked here.

Objective
The annual lifetime and five-year achievement university research/creative activity awards reward originality and excellence in research and creative activities as evidenced by sustained high quality work performed while contributing to the academic functions of East Carolina University at any rank or status.

Awards Per Year
A maximum of two annual lifetime and two annual five-year achievement university research/creative activity award recipients. These awards carry a monetary prize and are presented in a special awards ceremony each spring.
Eligibility
Nominees must:
- have demonstrated sustained high quality research and creative activity while contributing to the academic functions of ECU at any rank or status;
- have taught at ECU at least five continuous years; and
- have been involved in research at ECU in the academic year in which they are selected.

Nomination Procedures and Guidelines
Nominations may be made in the following ways:
1. by the department-level academic units (including areas of concentration) or
2. by other representatives in the faculty member's field of work.

Nominations from academic units must be based on the unit's stated criteria for evaluating faculty research and creative activities. Independent nominations must include a similar statement of perspective, specifying criteria against which the applicant may wish to be judged.

Nominations should:
1. provide evidence of the nominee's productivity;
2. provide peer review evidence of the value and influence of the nominee's work;
3. provide any additional information that could assist the selection committee with reaching a decision;
4. focus on the nominee's research and creative achievements during five years of continuous service at ECU if nominated for the five-year award;
5. focus on the nominee's research and creative achievements sustained over their entire career, with an emphasis on work accomplished at ECU, if nominated for the lifetime award.

Nominations are made by submitting a letter addressing the criteria outlined above. The letter must specify the award for which the nominee is to be considered (five-year or lifetime), and should be submitted either electronically or in hardcopy form to the Office for Faculty Excellence (OFE) in Joyner Library Rm. 1001 no later than 5 p.m. on September 15th, or the next business day if the 15th falls on a weekend. Nominees will be contacted by the OFE following the nomination deadline and provided with information about the application packet they must submit if they wish to pursue the award.

Nominees who wish to pursue the award must submit their application packets electronically via flash-drive or website to the OFE no later than 5 p.m. on November 1st, or the next business day if the 1st falls on a weekend. Directions for flash-drive or website submission will be provided. In addition, nominees will be asked to complete an information sheet with their name as it should be listed, academic rank, department, and college or school, as well as a photograph at least 2.5” x 3” with a minimum resolution of 300. Nominees without a photograph can contact the OFE about having one taken.

The application packet:
1. should include representative examples of your research and creative activity.
2. must adhere to the specifications presented here; those that do not will be disqualified.
3. should utilize appropriate margins, fonts, type sizes, and colors to ensure readability.
4. must not exceed 50 pages, excluding the itemized list and vita.
5. must contain the following in this order:
• Contents: itemized list of all materials in the application packet
• Cover letter
• Nomination letter
• CV: a complete curriculum vitae
• Research materials: at least 1, and no more than 3, samples of your published research and/or creative activity output that can be submitted electronically. Examples include, but are not limited to, entire journal articles, excerpts from journal articles or books, still photos, and audio and video recordings (20-minute excerpts)
• 3 external letters of recommendation on institutional stationary providing evaluations of the nominee’s research and creative activity accomplishments and contributions. These letters should describe and emphasize the impact of the nominee’s body of work on their field of scholarship. The person providing the recommendation must describe the nature of any relationships (both past and present) between the writer and the nominee.

Evaluation Procedures
In September, the Academic Awards Committee appoints three to five members to serve as the selection committee. Following the appointment or election of a selection committee chair, the selection committee will develop a checklist and rubric for evaluating and scoring the application packets in accordance with the approved award procedures.

In November, packets will be made available to members of the selection committee via the Blackboard course management software and the selection committee will review and evaluate the submitted materials according to the developed checklist and rubric. The checklist and rubric must mirror the award guidelines. After review of submissions, selection committee will identify their top candidates in rank order for committee discussion.

In December, the selection committee will forward to the Vice Chancellor for Research, Economic Development and Engagement the names of all nominees, indicating those they have selected to receive the awards, and the supporting documentation of the selected recipients. The Vice Chancellor reviews the selected recipients’ research materials in accordance with the approved award procedures and either concurs, or meets with the committee to seek resolution.

In the Spring, the award recipients will be recognized during the annual Research and Scholarship Awards Ceremony. Following the public announcement of this award, the Vice Chancellor will send letters of recognition to the recipients and letters of appreciation to nominees.

The award winning portfolios will be kept on file for public review in the Office for Faculty Excellence Reading Room, Joyner Library.

(FS Resolution #09-34, October 2009; FS Resolution #12-72, April 2012)
Objective
The Max Ray Joyner award for outstanding teaching in distance education honors an outstanding faculty member who has shown commitment and enthusiasm in teaching and mentoring off-campus students and who has demonstrated excellence in the delivery of courses offered through distance education. Hereafter, both online distance education classes and face-to-face classes taught off-campus, will be referred to as distance education classes.

Awards Per Year
One recipient of this award will be recognized at a variety of functions and will receive a monetary award of $1,000, a plaque and $500 in professional development. A sculpture, located in the Joyner Library, depicting a flame which symbolizes the spirit of education as interpreted by its designers, School of Art and Design students Julie Spivey, Anne Partna and Tripp Jarvis, is represented on the plaque awarded each year.

Eligibility
Nominees must:
1. be a full-time faculty member who has taught a distance education class;
2. have taught at East Carolina University for three or more years;
3. be teaching in the academic year in which they are selected;
4. not have won the award within the last four years;
5. have demonstrated commitment and enthusiasm in teaching and mentoring off-campus students; and
6. have demonstrated excellence in the delivery of courses offered through distance education.

Nomination Procedures and Guidelines
Faculty members are nominated for this award by their academic code unit. Any eligible faculty member may request consideration by the unit.

Each academic unit is to determine its own method for selecting nominees based on the following Seven Characteristics of Effective Teaching (FS Resolution #91-29):

- Good Organization of Subject Matter and Course - Reflected in the objectives, course materials, assignments, examinations, instructor preparation for class, and effective use of class time.
- Effective Communication - Reflected in lecturing ability including use of motivational techniques such as audiovisual aids, clarity of presentation, verbal fluency, interpretation of abstract ideas, good speaking ability, good listening skills, and the ability to communicate the organization and sequence of a course.
- Knowledge of and Enthusiasm for the Subject Matter and Teaching - Reflected in the choice of textbook, readings and reference lists, lecture content, course syllabus, and personal interest displayed in the subject and in teaching.
• Positive Attitudes Toward Students - Reflected by helping students master subject matter, encouraging students to ask questions and express opinions, being accessible to students outside the classroom, and expressing a general concern for student learning.
• Fairness in Examinations and Grading - Reflected in clarity of student assessment procedures including papers, assignments, exams, classroom discussion, and other activities, including relative weight toward grade, consistency among objectives, course content, and assessment procedures, and timely, useful feedback on student progress.
• Flexibility in Approaches to Teaching - Reflected in the use of alternative teaching strategies such as small group discussion, simulations, use of audiovisual materials, and varying the approach and pace of instruction to meet different learning styles among students.
• Appropriate Student Learning Outcomes - Reflected in student performance on various assessment measures and positive changes in student attitudes and values.

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

Nominations are made by academic code units by submitting a letter addressing the criteria outlined above. The letter must specify why the nominee deserves the award and should be submitted either electronically or in hardcopy form to the Office for Faculty Excellence (OFE) in Joyner Library Rm. 1001 no later than 5 p.m. on September 15th, or the next business day if the 15th falls on a weekend. Nominees will be contacted by the OFE following the nomination deadline and provided with information about the application packet they must submit if they wish to pursue the award.

The maximum number of nominations will be distributed among the academic code units according to their relative number of faculty within an academic code unit—no more than one nominee for each ten faculty members in the unit.

Nominees who wish to pursue the award must submit their application packets electronically via flash-drive or website to the OFE no later than 5 p.m. on November 1st, or the next business day if the 1st falls on a weekend. Directions for flash-drive or website submission will be provided. In addition, nominees will also be asked to complete an information sheet with their name as it should be listed, academic rank, department, and college or school, as well as a photograph at least 2.5” x 3” with a minimum resolution of 300. Nominees without a photograph can contact the OFE about having one taken.

The application packet:
1. should include representative examples of your instruction methods.
2. must adhere to the specifications presented here; those that do not will be disqualified.
3. should utilize appropriate margins, fonts, type sizes, and colors to ensure readability.
4. must not exceed 50 pages, excluding the itemized list and CV.
5. must contain the following in this order:
   • Contents: itemized list of all materials in the nomination packet
   • CV: a current curriculum vitae
   • Philosophy: a brief written statement (not to exceed 3 pages, double-spaced) which articulates the nominee’s (1) teaching philosophy, and (2) methods used to achieve his or her educational
goals
- Nomination letter
- Student letters: typed letters of support from 2 or 3 former students of the nominee
- Student Evaluations: summaries of the past 3 years and the corresponding grade distributions for each course; nominees will be provided a format for the summary student ratings
- Course materials: representative samples of course syllabi, tests and teaching materials; do not have to include all courses
- Peer evaluations: at least 1, and no more than 3, distance education peer evaluations of teaching; if not available please provide a brief explanation
- Additional materials: any additional materials that, in the opinion of the nominee, will assist the selection committee in reaching a decision.
- Required of all finalists: a written or recorded presentation that demonstrates and summarizes the finalists’ DE classes, technology used, community building strategies, examples of interactivity, and any other aspects of their DE classes that would be helpful to the selection committee. Finalists will be given 4 weeks to prepare their presentation.

Evaluation Procedures
In September, the selection committee will be convened by the Director of the Office for Faculty Excellence and will consist of: 2 members of the Academic Awards Committee, elected by the committee; 1 faculty member each appointed by the Provost and Senior Vice Chancellor for Academic Affairs and the Vice Chancellor for Health Sciences; 1 faculty member appointed by the Chair of the Faculty; and 1 member appointed by the office of Continuing Studies. It will have at least one member experienced in the delivery of distance education courses and preferably a previous Max Ray Joyner award winner. Following the appointment or election of a selection committee chair, the selection committee will develop a checklist and rubric for evaluating and scoring the application packets in accordance with the approved award procedures.

In November, packets will be made available to members of the selection committee via the Blackboard course management software and the selection committee will review and evaluate the submitted materials according to the developed checklist and rubric. The checklist and rubric must be in accordance with the approved award procedures. After review of submissions, selection committee will identify their top candidates in rank order for committee discussion.

By early January, the selection committee will designate a pool of up to twelve finalists who will be contacted by the selection committee chair and given 4 weeks to provide the video or additional supportive DE material as detailed above.

By mid-February, the selection committee again evaluate the finalists’ presentations and determine the winning candidate.

In the Spring, the award recipient will be recognized during the annual Teaching Awards Ceremony. Following the public announcement of this award, the Provost or Vice Chancellor for Health Sciences will send letters of recognition to the recipient and letters of appreciation to nominees.

The award winning portfolio will be kept on file for public review in the Office for Faculty Excellence Reading Room, Joyner Library.
Objective

Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The annual Scholarship of Engagement Award recognizes achievement in scholarship of engagement (SOE) and sustained commitment to partnered scholarly endeavors with communities. SOE is scholarly activity by faculty members working with community partners. The community is viewed as an equal partner and works collaboratively with the faculty member through all aspects of the program, including topic identification, data collection, implementation, analysis, and dissemination.

Awards Per Year

One award is given annually. This award will carry a monetary prize and will be presented in a special awards ceremony each spring.

Eligibility

Nominees must:

- have demonstrated achievement in SOE and commitment to the community as an equal partner;
- have worked collaboratively with the community through all aspects of the program, including topic identification, data collection, implementation, analysis, and dissemination; and
- have been involved in scholarship activities at ECU in the academic year in which they are selected.

Nomination Procedures and Guidelines

Nominations may be made in the following ways:

1. by the department-level academic units (including areas of concentration)
2. by other representatives in the faculty member’s field of work, including community partners
3. any eligible faculty member may request consideration by the unit

Nominations should:

1. provide evidence that the scholarship positively impacted the community(ies);
2. provide evidence of leadership and sustained, equal relationships with the community(ies) for the purpose of scholarship;
3. provide evidence of a relationship between the scholarship, departmental/academic unit goals, and ECU's Strategic Plan;
4. cite examples of SOE-generated products such as: 1) professional juried presentations and publications, and 2) research studies of partnerships;
5. cite examples of: 1) leadership in SOE, 2) community response to the engagement and outreach, and 3) assessment of the engagement disseminated in reports and policies.

Nominations are made by submitting a letter addressing the criteria outlined above. The letter must specify why the nominee deserves the award and should be submitted either electronically or in hardcopy form to the Office for Faculty Excellence (OFE) in Joyner Library Rm. 1001 no later than 5 p.m. on September 15th, or the next business day if the 15th falls on a weekend. Nominees will be contacted by the OFE following the nomination deadline and provided with information about the application packet they must submit if they wish to pursue the award.

Nominees who wish to pursue the award must submit their application packets electronically via flash-drive or website to the OFE no later than 5 p.m. on November 1st, or the next business day if the 1st falls on a weekend. Directions for flash-drive or website submission will be provided. In addition, nominees will be asked to complete an information sheet with their name as it should be listed, academic rank, department, and college or school, as well as a photograph at least 2.5” x 3” with a minimum resolution of 300. Nominees without a photograph can contact the OFE about having one taken.

The application packet:
1. must adhere to the specifications presented here; those that do not will be disqualified.
2. should utilize appropriate margins, fonts, type sizes, and colors to ensure readability.
3. must not exceed 50 pages, excluding the itemized list and vitae.
4. must contain the following in this order:
   • Contents: itemized list of all materials in the application packet
   • CV: a complete curriculum vitae, highlighting the nominee’s SOE
   • 500-word essay describing the SOE from the nominee’s perspective, including the impact of the scholarship on the community(ies), the related academic discipline, and East Carolina University
   • Nomination letter
   • Supportive letter from community partner
   • Evidence that the nominee exemplifies the award criteria. Examples include, but are not limited to: 1) letters attesting to the impact of the SOE on the unit, discipline, students, and community; 2) policies implemented as a result of the SOE; 3) grant abstracts; 4) media reports; 5) awards; 6) photos with captions
   • At least 1, and no more than 3, examples of your SOE-related research and creative activity that can be submitted electronically. Examples include, but are not limited to: 1) video excerpts of professional juried presentations (not to exceed 20 minutes); 2) entire or excerpted peer-reviewed publications

Evaluation Procedures
In September, the Academic Awards Committee appoints up to five members to serve as the selection committee. Following the appointment or election of a selection committee chair, the selection committee will develop a checklist and rubric for evaluating and scoring the application packets in accordance with the approved award procedures.

In November, packets will be made available to members of the selection committee via the Blackboard course management software and the selection committee will review and evaluate the
submitted materials according to the developed checklist and rubric. After review of submissions, selection committee will identify their top candidates in rank order for committee discussion.

In January, the selection committee will forward to the Vice Chancellor for Research, Economic Development and Engagement the names of all nominees, indicating the one selected to receive the award, and the supporting documentation of the selected recipient. The Vice Chancellor reviews the selected recipients’ research materials in accordance with the approved award procedures and either concurs, or meets with the committee to seek resolution.

In the Spring, the award recipient will be recognized during the annual Research and Scholarship Awards Ceremony. Following the public announcement of this award, the Vice Chancellor will send letters of recognition to the recipient and letters of appreciation to nominees.

(FS Resolution #10-69, September 2010)

Faculty Senate Agenda
April 18, 2017
Attachment 7.

ACADEMIC AWARDS COMMITTEE REPORT
Revised Selection Procedures for the Board of Governors Distinguished Professor for Teaching Awards

The below text replaces the original text linked here.

Objective
The Board of Governors Distinguished Professor for Teaching Awards recognizes and supports excellent teaching at East Carolina University.

Awards Per Year
Six recipients of this award will be recognized at a variety of functions and each will receive a stipend of $1,000.

Eligibility
Nominees must:
1. be a full-time faculty member at East Carolina University;
2. have taught at East Carolina University for three or more years;
3. be teaching in the academic year in which they are selected;
4. not have won the award within the last four years; and
5. have demonstrated excellent or exceptional teaching ability.

Nomination Procedures and Guidelines
Faculty members are nominated for this award by their college or school. Any eligible faculty member may request consideration by the college or school.

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

Nominations are made by academic deans or their representatives by submitting a letter addressing the criteria outlined above. The letter must specify why the nominee deserves the award and should be submitted either electronically or in hardcopy form to the Office for Faculty Excellence (OFE) in Joyner Library Rm. 1001 no later than 5 p.m. on September 15th, or the next business day if the 15th falls on a weekend. Nominees will be contacted by the OFE following the nomination deadline and provided with information about the application packet they must submit if they wish to pursue the award.

The maximum number of nominations is distributed among the colleges and schools according to their relative number of faculty:
- Arts and Sciences, 5 maximum nominations
- Medicine, 5 maximum nominations
- Fine Arts and Communication, 3 maximum nominations
- Business, 2 maximum nominations
- Education, 2 maximum nominations
- Health and Human Performance, 2 maximum nominations
- Nursing, 2 maximum nominations
- Allied Health Sciences, 1 nomination
- Dental Medicine, 1 nomination
- Engineering and Technology 1 nomination

Nominees who wish to pursue the award must submit their application packets electronically, via flash-drive or website, to the OFE no later than 5 p.m. on November 1st, or the next business day if the 1st falls on a weekend. Directions for website submission will be provided. In addition, nominees will be asked to complete an information sheet with their name as it should be listed, academic rank, department, and college, as well as a photograph at least 2.5” x 3” with a minimum resolution of 300. Nominees without a photograph can contact the OFE about having one taken. Additional information may be requested as necessary to comply with UNC-GA requirements.

The application packet:
1. should include representative examples of your instruction methods.
2. must adhere to the specifications presented here; those that do not will be disqualified.
3. should utilize appropriate margins, fonts, type sizes, and colors to ensure readability.
4. must not exceed 50 pages, excluding the itemized list and CV.
5. must contain the following in this order:
   - Contents: itemized list of all materials in the application packet
   - CV: a current curriculum vitae
   - Philosophy: a brief written statement (not to exceed 3 pages, double-spaced) which articulates the nominee’s (1) teaching philosophy, and (2) methods used to achieve his or her educational goals
   - Nomination letter
   - Student letters: typed letters of support from 2 or 3 former students of the nominee
   - Student Evaluations: summaries of the past 3 years, and the corresponding grade distributions for each course; nominees will be provided a format for the summary student ratings
   - Course materials: representative samples of course syllabi, tests and teaching materials; do...
not have to include all courses

- Peer evaluations: at least 1, and no more than 3, peer evaluations of teaching; both classroom and DE evaluations are acceptable
- Additional materials: any additional materials that, in the opinion of the nominee, will assist the selection committee in reaching a decision.

Evaluation Procedures
In September, the selection committee will be convened by the Director of the OFE, and will consist of: 2 members of the Academic Awards Committee, elected by the committee; 1 faculty member each appointed by the Provost and Senior Vice Chancellor for Academic Affairs and the Vice Chancellor for Health Sciences; 1 faculty member appointed by the Chair of the Faculty; and 1 student member appointed by the President of the Student Government Association. Following the appointment or election of a selection committee chair, the selection committee will develop a checklist and rubric for evaluating and scoring the application packets in accordance with the approved award procedures.

In November, packets will be made available to members of the selection committee via the Blackboard course management software and the selection committee will review and evaluate the submitted materials according to the developed checklist and rubric. After review of submissions, selection committee will identify their top candidates in rank order for committee discussion.

By early January, the selection committee will forward to the Chancellor the names of all nominees, indicating those they have selected to receive the awards, and the supporting documentation of the selected recipients. The Chancellor reviews the selected recipients’ materials in accordance with the approved award procedures and either concurs, or meets with the committee to seek resolution.

In the Spring, the award recipients will be recognized during the annual Teaching Awards Ceremony. Following the public announcement of these awards, the Chancellor will send letters of recognition to recipients and letters of appreciation to nominees.

The award winning portfolios will be kept on file for public review in the Office for Faculty Excellence Reading Room, Joyner Library.

(FS Resolution #16-41, May 2016)
Awards Per Year
One recipient of this award will be recognized at a variety of functions and will receive a stipend of $12,500.

Eligibility
Nominees must:
1. be tenured at East Carolina University;
2. have taught at East Carolina University at least seven years;
3. have demonstrated excellent or exceptional teaching ability over a sustained period of time;
4. be teaching in the academic year in which they are selected; and
5. not have received this award previously while teaching at any UNC institution.

Nomination Procedures and Guidelines
Faculty, students, administrators, and alumni may nominate a faculty member, or faculty members may nominate themselves.

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

Nominations are made by submitting a letter addressing the criteria outlined above. The letter must specify why the nominee deserves the award and should be submitted either electronically or in hardcopy form to the Office for Faculty Excellence (OFE) in Joyner Library Rm. 1001 no later than 5 p.m. on September 15th, or the next business day if the 15th falls on a weekend. Nominees will be contacted by the OFE following the nomination deadline and provided with information about the application packet they must submit if they wish to pursue the award.

Nominees who wish to pursue the award must submit their application packets electronically, via flash-drive or website, to the OFE no later than 5 p.m. on November 1st, or the next business day if the 1st falls on a weekend. Directions for website submission will be provided. In addition, nominees will receive a UNC-GA form, which they must complete and submit along with an electronic photograph. Nominees without a photograph may contact the OFE about having one taken. Additional information may be requested as necessary to comply with UNC-GA requirements.

The application packet:
1. should include representative examples of your instruction methods.
2. must adhere to the specifications presented here; those that do not will be disqualified.
3. should utilize appropriate margins, fonts, type sizes, and colors to ensure readability.
4. must not exceed 50 pages, excluding the itemized list and CV.
5. must contain the following in this order:
   • Contents: itemized list of all materials in the application packet
   • CV: a current curriculum vitae
   • Philosophy: a brief written statement (not to exceed 3 pages, double-spaced) which articulates the nominee’s (1) teaching philosophy, and (2) methods used to achieve his or her educational goals
   • Nomination letter
• Colleague letters: typed letters of support from 2 ECU colleagues
• Student letters: typed letters of support from 2 or 3 former students of the nominee
• Student Evaluations: summaries of the past 3 years and the corresponding grade distributions for each course; nominees will be provided a format for the summary student ratings
• Course materials: representative samples of course syllabi, tests and teaching materials; do not have to include all courses
• Peer evaluations: at least 1, and no more than 3, peer evaluations of teaching; both classroom and DE evaluations are acceptable
• Additional materials: any additional materials that, in the opinion of the nominee, will assist the selection committee in reaching a decision
• Video: a 20-minute video of the nominee teaching a class at ECU within the last year (contact the OFE for the acceptable videotaping service). The unedited video must display consecutive minutes of teaching and include a pan of the audience

**Evaluation Procedures**

In September, the selection committee will be convened by the Director of the Office for Faculty Excellence and consist of: 2 members of the Academic Awards Committee, elected by the committee; 1 faculty member each appointed by the Provost and Senior Vice Chancellor for Academic Affairs and the Vice Chancellor for Health Sciences; 1 faculty member appointed by the Chair of the Faculty; and 1 student member appointed by the President of the Student Government Association. Following the appointment or election of a selection committee chair, the selection committee will develop a checklist and rubric for evaluating and scoring the application packets in accordance with the approved award procedures.

In November, packets will be made available to members of the selection committee via the Blackboard course management software and the selection committee will review and evaluate the submitted materials according to the developed checklist and rubric. The checklist and rubric must mirror the award guidelines. After review of submissions, selection committee will identify their top candidates in rank order for committee discussion.

By early January, the selection committee will forward to the Chancellor the names of all nominees, indicating the names of the two finalists, and the supporting documentation of the finalists. The Chancellor reviews the selected finalists’ materials in accordance with the approved award procedures and forwards to the Board of Governors the name of the one finalist from East Carolina University.

In the Spring, the award recipient will be recognized during a Board of Governors Ceremony and the annual ECU Teaching Awards Ceremony. Following the public announcement of this award, the Chancellor will send a letter of recognition to the recipient and letters of appreciation to nominees.

The award winning portfolio will be kept on file for public review in the Office for Faculty Excellence Reading Room, Joyner Library.

(FS Resolution #16-41, May 2016)
Link to current 2017/2018 guidelines

Revisions include converting the signature page and budget forms to Microsoft Word forms with containing form fields and revising the document to include separate signature form and review packet with both explained in detail.

Information on 2018/2019 Teaching Grant Proposal

The purpose of these grants is to support new innovative and/or creative teaching approaches with aims to improve instruction at the University.

Eligibility for Teaching Grants

- Full time tenured, tenure-track, and fixed-term faculty members are eligible to apply for these grants. The Committee’s evaluation criteria are included below. To view previously funded proposals, please go to the Teaching Grants committee website (under the Faculty Senate website): http://www.ecu.edu/cs-acad/fsonline/tg/teachinggrants.cfm.
- Faculty who have submitted all reports for previously funded Teaching Grants projects
- Faculty who have had at least one academic year since last Teaching Grants award
- Faculty from Academic Affairs and Health Sciences are eligible to apply

Application Process

Each grant proposal consists of the following parts:

- Signature Form signed by the applicant and the Chairperson (or Dean, as appropriate) of any unit involved
- Proposal Review Package including
  - Title and Abstract
  - Narrative
  - Budget
  - Appendices
- Checklist

Submit two (2) signed, printed copies of the complete application including the original signature form, review package, and checklist to the Teaching Grants Committee, c/o Faculty Senate Office, 140 Rawl Annex, and one (1) electronic copy of the review packet in PDF format to facultysenate@ecu.edu by the deadline of 12:00 noon on Monday, November 6, 2017. There is a blind review of the proposals; therefore, the applicant’s name should appear on the signature forms (printed and electronic). The applicant’s name should not appear anywhere in the proposal review packet. **NO PROPOSALS WILL BE ACCEPTED AFTER THIS DEADLINE.**

Completing the Application (p. 4)

Items 1-10 must be completed and submitted together. For your convenience, there is a checklist of the required items included in these materials (p. 6). Grant applicants are asked to attach the proposal cover sheet and checklist only to the two signed print copies of the proposal. The electronic PDF copy should not include a cover sheet, signed application or checklist, to ensure anonymity.
Item 1: Completed Teaching Grant Proposal Signature Form
All fields of the proposal form must be completed. The submitted copies of the signature form must include signatures of the applicant and the unit head.

Item 2: Proposal Review Packet
Because your proposal will be read by people from many disciplines, it should be clear and free of specialized terms, jargon or technical language. The electronic PDF copy will be used for review; therefore, to ensure anonymity, the electronic copy should not include the signed application form or checklist.

(a) Proposal Title and Abstract (page 1)
Abstract should be between 100 and 200 words, must use non-technical language, and indicate course number and title.

(b) Proposal Narrative (pages 2-5)
The format of the proposal description must:
- Be no more than four 8 1/2 x 11" double-spaced pages with 1" margins on top, bottom, and both sides of each page. No proposal with a description over four pages in length will be considered.
- Use Microsoft Times New Roman 12-point type.
- The applicant must verify that the PDF file meets the formatting requirements.

Include each of the following sections in your Teaching Grant Proposal Narrative:
1. Purpose/Objective
   The purpose of these grants is to support new innovative and/or creative instructional approaches with aims to improve teaching. Give specific objectives and student learning outcomes.
2. Project Description (Approach/Method/Procedure)
3. Need and Impact
   The need and impact section should show the percentage of each relevant course that will be impacted, the level of the course, the normal size of the course, and how often the course will be taught. The course must have already been approved by all relevant committees. Applicants should seek Institutional Review Board (IRB) approval, if required (http://www.ecu.edu/irb). Make it obvious how the project will affect the applicant's teaching and student learning outcomes.
4. Schedule of Activities and Their Proposed Deadlines for the weeks of summer session 1. Please provide a brief rationale as to why the proposed project requires summer stipend (if applicable) or why the project cannot be accomplished during the regular semester. A summer stipend may be shared among more than one applicant on one proposal. Proposals with more than one applicant must specify the unique contribution of each applicant.
5. Evaluation Plan
   Part of your evaluation plan should include a short list of questions that will be submitted to the students in impacted classes, and peer evaluations. Make your evaluation plan clear. Be specific as to what you intend to do to determine the effectiveness of your end product.

Item 3: Budget
Complete the attached proposed budget (p. 5) for the Project Expense Grant. **Summer stipend amount should NOT be included in the budget.** Attach a separate page to the budget that justifies and explains each line item requested. Travel requests must be directly related to the proposed project. Requests to attend regularly-held professional meetings or
conferences should be thoroughly explained and justified. The proposed travel items may not replace or supplement academic-unit travel funds. List other sources for funding. Be specific on budget items. List to whom tuition or honoraria are to be paid, who is traveling where, how, and when, and your source of price estimates. Student wages are not an allowable expense. If an item is not applicable, please indicate by N/A.

Item 4: Appendices
The appendices must include the following items. Additional supporting materials and appendices are discouraged.
(a) Bibliography (works cited) for the proposal.
(b) List courses you teach and your scholarly interests that are relevant to this proposal. If you have release time or compensatory time applicable during the proposed project period, provide brief details.
(c) List all proposal titles and dates of grants previously funded by the Teaching Grants Committee, and include a brief synopsis of the outcomes and impact of that funding (maximum of 150 words).
(d) If applicable, indicate IRB approval or evidence of application to IRB
(e) If consultants are to be used in the Project Expense Grant, provide their credentials and your rationale for hiring them.
(f) If your project involves attending a workshop or seminar, attach a copy of the flyer or announcement. (These items must be discussed and justified in the proposal narrative.)

Item 5: Checklist
Attach this checklist to ensure that you have completed all the necessary items. The application process involves a blind review of the proposals; therefore, the applicant's name should only be on the 2 original application forms, proposals, and checklists.

Completing Other Documents

Progress Report. Attached is a copy of the report that will be completed by the faculty member at the conclusion of the grant period. This is not to be included in the proposal packet submitted to the committee.

The grantee must submit a report of the results of the project to the Teaching Grants Committee c/o Faculty Senate Office, 140 Rawl Annex. Progress reports are due by September 15 of the next fiscal year. Progress reports from previous funded grants must be on file with the Committee before an additional application will be considered.

Evaluation: This page is an example of what criteria will be used by the Committee to evaluate the grant proposal.

A quality proposal includes
- Applications that are complete and meet all guidelines and formatting including font size, line spacing, page limits and margins.
- Proposals for course revisions that describe innovative and/or creative approaches that go beyond the usual course maintenance and normal workload expectations.
- Use of nontechnical or laymen’s language suitable for readers from all fields.
- A clear impact statement that describes how the teaching will be enhanced and learning outcomes improved (see evaluation for more details).
Examples of proposals that will not be considered for funding include:

- Proposals for course revisions that should be expected as usual course maintenance.
- Proposals for course development that does not include innovative or creative approaches and/or falls within normal workload expectations.
- Proposals that are primarily research focused and/or have been submitted/funded in the same year by the Research/Creative Activities Grant committee.
- Proposals that develop a program handbook or recruitment materials.

Progress Report Filed: _____

East Carolina University
TEACHING GRANTS COMMITTEE
Application for 2018/2019 Teaching Grant
SIGNATURE FORM

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

1. Proposal Title

2. Name

3. School/Department/College

4. Please check one:  Summer Stipend □  Project Related Expense □  Project Amount Requested:
   Dual Summer Stipend and Project Related Expense □ Project Amount Requested:

5. Complete the attached checklist and attach it only to the two (2) signed print copies of the original proposal. The electronic copy of the Proposal Review Packet should not include a Signature Form or a Checklist.

6. I understand and accept the terms and conditions set forth in the Teaching Grants Committee Grant Application Guidelines, including the requirement for a final report.

   __________________________   __________________________
   (Signature of Applicant)       (Date)

7. I have reviewed this grant application and believe that the applicant/s is/are qualified and that this project will be of substantial benefit to this unit. I understand that the unit is responsible for processing grant expenditures.
East Carolina University
TEACHING GRANTS COMMITTEE
Application for 2018/2019 Teaching Grant
Proposal Review Packet

This packet will be used for a blind review of the proposals. The applicant’s name should not appear anywhere in the proposal review packet. The review packet must adhere to the formatting guidelines described above. Failure to adhere to the formatting guidelines could result in the proposal not being considered for funding.

The review packet should begin on a new page and should not include these instructions.

1. Give a brief description of the project. Each of the following will be used to evaluate your proposal. The proposal must use these headings in the following order:
   (a) Proposal Title and Abstract including course number and title
   (b) Proposal Narrative
      1. purpose/objective
      2. project description (approach/method/procedure)
      3. need and impact
      4. schedule of activities and their proposed deadlines for SS1
      5. evaluation plan

2. Complete the attached budget form with the proposed budget for project expenses.

3. Appendices
   The appendices must include the following items. Additional supporting materials and appendices are discouraged.
   (a) Bibliography (works cited) for the proposal.
   (b) List courses you teach and your scholarly interests that are relevant to this proposal. If you have release time or compensatory time applicable during the proposed project period, provide brief details.
   (c) List all proposal titles and dates of grants previously funded by the Teaching Grants Committee and include up to 150-word description of the outcome and impact of proposals.
   (d) If applicable, indicate IRB approval or evidence of application to IRB.
   (e) If consultants are to be used in the Project Expense Grant, give credentials and your rationale for hiring them.
   (f) If the project involves attending a workshop or seminar, attach a copy of the flyer or announcement. (These items must be discussed and justified in the proposal narrative.)
East Carolina University
TEACHING GRANTS COMMITTEE
Budget for a 2018/2019 Teaching Grant
(Request for Summer Stipend Grant does not require a budget.)

<table>
<thead>
<tr>
<th>Item</th>
<th>Funding Requested</th>
<th>*Funds from Other Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Honoraria</td>
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<td>$</td>
</tr>
<tr>
<td>Banner Account #</td>
<td></td>
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<tr>
<td>b) Educational/Research Supplies</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Banner Account #</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Travel Expenses - Registration fees</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Banner Account #</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel Expenses - other</td>
<td>$</td>
<td>$</td>
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<tr>
<td>Banner Account #</td>
<td></td>
<td></td>
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<tr>
<td>d) Communication – Telephone</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Banner Account #</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication - Postage/mail</td>
<td>$</td>
<td>$</td>
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<tr>
<td>Banner Account #</td>
<td></td>
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<tr>
<td>e) Printing</td>
<td>$</td>
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<tr>
<td>Banner Account #</td>
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<tr>
<td>f) Other Services (engraving, ads, food, services)</td>
<td>$</td>
<td>$</td>
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<tr>
<td>Banner Account #</td>
<td></td>
<td></td>
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<tr>
<td>g) Equipment - under $500.00</td>
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<td>$</td>
</tr>
<tr>
<td>Banner Account #</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment - over $500.00</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Banner Account #</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$</strong></td>
<td><strong>$</strong></td>
</tr>
</tbody>
</table>

Student wages are not an allowable expense. Projects expenses are subject to funding availability.

*Identify Other Funding Sources:

__________________________________________________________________________
Since there is a blind review of the proposals, the applicant's name should appear on the two signed copies of the original application form, proposal, and checklist only. The electronic copy should not include an application form or checklist, to ensure anonymity of the proposal.

Proposals that do not comply with the checklist will be immediately rejected.

I. Please check that you qualify for the granting of a Teaching Grant proposal:
- full-time faculty member of East Carolina University
- completed all previous Progress Report forms
  (If unsure, please call the Faculty Senate office at 328-6537 for verification.)
- prepare outcome statement of previous Teaching Grants funding (if applicable)

II. Please check the following items noting that your original signature form and proposal include:
- (Signature form, Item 1) proposal title
- (Signature form, Item 2) applicant's name (The applicant's name should be on the two signed copies of the original application form, proposal, and checklist only.)
- (Signature form, Item 3) school/department/college
- (Signature form, Item 4) project related expenses, if necessary
- (Signature form, Item 5) checklist attached to only the two print copies of the signature form and proposal review packet
- (Signature form, Item 6) applicant's signature and date
- (Signature form, Item 7) applicant's unit head's signature and date
- (Review Packet, Item 1a) abstract (100 to 200 words)
- (Review Packet, Item 1b) proposal narrative, noting the formatting guidelines:
  - Microsoft Times New Roman 12-point type
  - four 8 1/2 x 11 double-spaced pages
  - 1" margins, top, bottom and both sides
  - clear writing, free of specialized terms, jargon or technical language
  - name and number of the course directly impacted by this proposal
- (Review Packet, Item 2) proposed budget and brief justification (Not required for Summer Stipend only proposals.)
- (Review Packet, Item 3a) bibliography (works cited) for the proposal
- (Review Packet, Item 3b) list of courses the applicant teaches and brief details if applicant has release time
- (Review Packet, Item 3c) list of all proposal titles and dates of grants previously funded by the Teaching Grants Committee
- (Review Packet, Item 3d) If applicable, indicate IRB approval or evidence of application to IRB
- (Review Packet, Item 3e) credentials and rationale if consultants are to be used
- (Review Packet, Item 3f) flyer or announcement of workshop or seminar if applicable (These items must be discussed and justified in the proposal narrative.)

III. The proposal narrative must use these headings in the following order:
- proposal title
- abstract
IV. Please briefly explain (on an attached page if necessary) if you encountered difficulties in writing this proposal and/or give any suggestions that you may have for revising the proposal guidelines and application format.

________________________________________
(Signature of Applicant)
________________________________________
(Date)

East Carolina University
TEACHING GRANTS COMMITTEE
Report for 2017/2018 Teaching Grant

DUE SEPTEMBER 15, 2018
Future grant proposals will not be considered unless the Formative and Summative Reports have been filed on all previous grants.

Name:___________________________________________________________________________

Academic unit:___________________________________________________________________________

Grant #______ Please check one: Summer Stipend____ Project Expense____ Dual _____

Amount Awarded: ________________________

Grant Title:___________________________________________________________________________

(If possible, please limit the report to 5 pages.)

1. Give the status of this project (e.g., not begun, midway, completed). If project is not near completion, please explain.

2. What were the activities undertaken as stated in your proposal? How do they address your proposal objectives? How effective have your planning activities been towards completion of the proposal?

3. Have you evaluated the effect of your project? If no, explain why. If yes, what were the results?

4. Have you made any changes to your project plan and, if so, how do these changes impact the outcomes of your proposal?

5. Please include a budget report (not required for Summer Stipend proposals).

6. Please add any comments relating to problems with your project, new ideas, or suggestions derived through your communication with others that may be useful to the committee in evaluating and improving its effectiveness.
East Carolina University
TEACHING GRANTS COMMITTEE
Summative Report for 2017/2018 Teaching Grant

DUE MAY 15, 2019
Future grant proposals will not be considered unless Progress and Summative Reports have been filed on all previous grants.

Name:___________________________________________________________________________

Academic unit:___________________________________________________________________________

Grant #_______ Please check one:  Summer Stipend_____ Project Expense_____ Dual ____

Amount Awarded: __________________________

Grant Title: ________________________________________________________________________

________________________________________________________________________________

(If possible, please limit the report to 5 pages.)

1. Give the status of this project (e.g., not begun, midway, completed). If project is not near completion, please explain.
2. By what methods did you evaluate the effect of your project? What were the results?
3. In what ways has this project improved your teaching or course?
4. If you were going to do the same project again, what would you change?
5. Please include a 250-word abstract which may be used in university publications.
6. Please include a copy of the questions that you gave to students to evaluate the effect of your project, and examples of the student responses. If you wrote a manual, please attach a copy, or please provide the committee with some other materials that will allow the committee to evaluate the project (e.g., in the case of software development, please include a disk).
7. Please include a budget report (not required for Summer Stipend proposals).
8. Please add any comments relating to problems with your project, new ideas, or suggestions derived through your communication with others that may be useful to the committee in evaluating and improving its effectiveness.
East Carolina University
TEACHING GRANTS COMMITTEE
Evaluation of 2017/2018 Proposal

Summer Stipend ______ Project Expense _______ Dual Proposal ________

Recommend Rank: (circle) High/ Medium/ Low

Proposal Title

______________________________

Is this proposal appropriate for Committee consideration, given our charge to recommend funding for projects to improve teaching? Yes______ No______

Does this proposal conform to the required formatting and content guidelines? Yes_____ No_____

Did the applicant provide adequate discussion of the impact of the previous funding? Yes_____ No_____

Please evaluate the proposal using the following scale:

POOR (1) FAIR (2) AVERAGE (3) GOOD (4) EXCELLENT (5)

(Score each item 1-5, multiply the score by the number given for each item, and total the scores for each item)

1. Impact: ( x 8 )
Potential for specific faculty and/or student development for an approved course
Probability for enhancing teaching
Stated expected outcome
Related to teaching assignments: guides, supplements, tutorials, applications, CAI
Demonstrated needs, or creativity and innovation

Some Examples of Inappropriateness:
Research /Creative Activities:
Broad/General faculty development:
Administration-Related activities:
Lack of consideration of other more appropriate sources of funds on campus:
Curriculum assessment/approval:
Course development or revision

Low Impact upon students/applicant
One-time vs. continuing impact:
Product development
Focus on regulatory function (OSHA) rather than teaching-related goals/activities:
Emphasis of the proposal on teaching assistants rather than on the applicant and students

2. Management Design: (x 5)
   - Clear purpose/objectives and description
   - Realistic time management plan
   - Appropriate/specific/reasonable budget (not required for Summer Stipend proposals)

3. Delineated Evaluation Plan: (x 5)
   - Addressing the question raised in the proposal
   - Rating the impact of the evaluation plan on the applicant’s teaching

4. Proposal Presentation: (x 2)
   - Organization (Specified format and length of proposal etc.)
   - Clarity of presentation

TOTAL: ________________

Comments/recommendations to applicant:

THIS IS A SAMPLE. PLEASE DO NOT INCLUDE THIS PAGE IN THE GRANT SUBMISSION.

Faculty Senate Agenda
April 18, 2017
Attachment 10.

GENERAL EDUCATION AND INSTRUCTIONAL EFFECTIVENESS COMMITTEE REPORT
Use of Summary Course Section Reports of the Results of the Student Survey (SSOI)

The General Education and Instructional Effectiveness committee recommends that the Faculty Senate approve the following motion on the distribution of the SSOI summary reports:

At the end of each fall and spring semester, the two summary course section reports of the results of the SSOI be distributed to the faculty member, the faculty member’s course coordinator (when appropriate), department chair or school director, and the college dean. The provost may access the summary reports. Summary reports will not contain the student comments from the individual faculty reports.

Faculty Senate Agenda
April 18, 2017
Attachment 11.

GENERAL EDUCATION AND INSTRUCTIONAL EFFECTIVENESS COMMITTEE REPORT
Proposed Changes to the East Carolina University General Education Program

The General Education and Instructional Effectiveness committee recommends that the Faculty Senate recommend to the chancellor the following changes to the East Carolina University General
Education program:

1. Replace the current policy, “Goals of the Liberal Arts Foundations Curriculum,” (approved by the Faculty Senate in February 2005 and by the chancellor in March 2005) with the “East Carolina University General Education Program” document presented below.

2. Implement the policy presented below effective spring semester 2018.

**East Carolina University General Education Program**

**Vision Statement:**
Empowering Pirates to capture their horizons!!

ECU’s motto is *Servire* - To Serve. The university prepares graduates by engaging the broad range of human knowledge and developing the skills that promote self-discovery and informed, responsible citizenship.

The fundamental purpose served in requiring students to take general education courses is to have students develop an understanding of aspects of the human condition that are not the primary focus of their major field of study. The number of subjects that fit this description is larger than can be required of ECU’s students. Hence the university only requires courses in the broadest and most basic areas of study along with courses in especially valuable competency areas (written communication, mathematics, health promotion and health-related physical activity and diversity). Most professional and interdisciplinary programs of study are grounded in the following broad, basic areas of study: the fine arts, the humanities, the social sciences and the natural sciences.

General education exposes students to the broad range of human knowledge, while enabling them to acquire key skills and to gain critical competencies that prepare them to understand societal problems and to seek solutions. On that foundation, students then build expertise in one or more academic areas, developing the capacities to establish themselves in the work world and to contribute to society as engaged and well-informed citizens.

Students explore and inquire in the humanities, arts, natural sciences, and social sciences, learn to communicate effectively both orally and in writing, develop quantitative literacy, become familiar with global concerns and the diversity of the human experience, and cultivate the broad knowledge and skills that inform the mature exploration of their own majors. This foundation and its integration with specialized learning in the students’ majors enable them to live broadly informed, responsible, and meaningful lives; at the same time, this preparation is essential to good citizenship in an increasingly global and culturally diverse world.

Fully developing each student’s communication, computational and critical thinking skills can only be accomplished by the student’s program of study in their academic major. General education courses advance students beyond the competencies acquired in PK-12 education, but these courses are too few in number and too early in an undergraduate’s career to fully prepare students in these skill areas. The full development of these skills is the responsibility of each student’s major area of study.

**General Education Competencies and Course Credit**
Competency area program learning outcomes identify what each course that earns General Education credit must achieve in order for it to fulfill a General Education competency requirement.
Only undergraduate 1000 or 2000 level courses that have no prerequisites and that have as a primary requirement that the students enrolled in the course achieve the program learning outcomes for one competency area in the General Education core can receive General Education credit for that competency. This applies to all ECU colleges that offer undergraduate 1000 and 2000 level courses.

**General Education Competency Areas:**

**Humanities Competency**
Courses in the Humanities and in interdisciplinary areas linked to subjects in the humanities challenge students to critically examine their beliefs and the beliefs of others about what can broadly be called “human existence” or referred to as “what it is to exist as a human being.” Humanities courses address a range of issues that ancient texts show have captured people’s attention for over 3000 years. These problems include matters of value, and the courses that address them require students to critically assess diverse understandings of life’s aesthetic, ethical and moral dimensions. Humanities courses require students to learn one or more methods of critical analysis and to understand the value of knowledge both for its own sake and for its application. The knowledge gained by taking courses in the Humanities contributes to each student’s understanding of how to choose a life worth living.

*The following program learning outcomes define the Humanities Competency.*

Students who have completed the General Education Humanities requirements can:

1. Distinguish artistic, literary, philosophical or religious creations from other types of work and describe how they address enduring human concerns and the human condition.

2. Apply discipline-specific criteria and evaluate the significance of specific literary, artistic, philosophical or religious works to enduring human concerns and the human condition.

3. Apply discipline-specific knowledge in the humanities to contrast their understanding with that of others of the significance of specific artistic, literary, philosophical or religious works to enduring human concerns and the human condition.

**Fine Arts Competency**
Courses in the Fine Arts develop the knowledge and skills students required to create, critique and appreciate diverse forms of Fine Art. These courses develop an understanding of the Fine Arts considered for their own sake and for their social, political and other impacts. Learning to apply one or more methods of critical analysis is essential to the critique of the different aspects of the fine arts. Creating, critiquing and appreciating works of visual and performing art and engaging in the scholarly study of the history and appreciation of the Fine Arts enhances the quality of each student’s life experience and contributes to the well-being of humanity.

*The following program learning outcomes define the Fine Arts Competency.*

Students who have completed the General Education Fine Arts requirements can:

1. Apply knowledge of an area in the Fine Arts to describe specific artists, works, movements and creative processes and their significance to the human condition.
2. Analyze diverse genres, styles, and techniques in their appropriate cultural and historical context.
3. Apply discipline-specific knowledge in the Fine Arts to evaluate the relevance of the Fine Arts to cultural and personal growth.

**Natural Sciences Competency**

Courses in the Natural Sciences engage students with subjects that aim to answer fundamental questions about the structure and function of the complex systems that constitute the physical universe. Students learn to seek knowledge for its own sake as well as for its application, and to understand the relation of technological progress to advances made in the Natural Sciences. Courses in the Natural Sciences further students understanding of the scientific method. This prepares them for further study in technology or basic science. Students learn the connection between successful interdisciplinary scholarship and the knowledge provided by the Natural Sciences. Courses in the Natural Sciences initiate the development of the knowledge and skills students need to become broadly informed, to participate in interdisciplinary scholarship, and to be successful in their professional specialization.

*The following program learning outcomes define the Natural Science Competency.*

Students who have completed the General Education Natural Sciences requirements can:

1. Apply discipline-specific knowledge to explain natural phenomena and scientific problems.
2. Use discipline-specific methods to test a hypothesis by collecting, analyzing and interpreting data and communicate the results.
3. Describe the scope and limits of science and how scientific inquiry is based on investigation of evidence from the natural world.
4. Describe how scientific data and advances in science relate to societal issues.

**Social Sciences Competency**

Courses in the Social Sciences introduce students to the study of the psychological, social and cultural dimensions of individuals and groups. Students learn to seek knowledge for its own sake as well as for its application. Courses provide students with the knowledge necessary to solve problems in the Social Sciences and in scholarly fields that apply the methods used in the Social Sciences. They introduce students to the theoretical, analytical, and methodological techniques and perspectives of Social Sciences that advance the understanding of individual and group behavior. Scholarly study in the Social Sciences provides students with the foundation for understanding real-world problems necessary for meaningful participation in society. Courses in the Social Sciences develop the intellectual abilities, knowledge and skills that students need to become broadly informed, to participate in interdisciplinary scholarship, and to be successful in their professional specialization.

*The following program learning outcomes define the Social Science Competency.*

Students who have completed the General Education Social Sciences requirements can:

1. Apply discipline specific knowledge in the social sciences to explain the key factors that shape social institutions, structures, and processes shape human behavior and social interaction.
2. Explain how cultural and historical contexts influence individual behavior, society or culture.
3. Apply discipline specific theories and modes of inquiry in the social sciences to analyze social contemporary behavioral, social or cultural issues.
Health Promotion and Health-Related Physical Activity Competency
Courses in the health promotion and physical activity disciplines enable students to develop the knowledge and skills required for a physically fit and healthy functioning human body. Scholarly study in the health promotion and physical activity disciplines promotes the understanding and intellectual abilities essential to making informed decisions about how to be healthy and physically fit. Proficiency in engaging in life-enhancing group and individual physical activity is essential to living a healthy, high-quality life. Scholarship in these areas address behaviors and develop skills that have a positive impact on overall human wellbeing.

The following program learning outcomes define the Health Promotion and Health-Related Physical Activity Competency.

Students who have completed the General Education Health Promotion and Health-Related Physical Activity requirements can:

1. Explain the factors that influence human health and wellness, and affect major public health issues in society;
2. Identify barriers to and evaluate strategies for achieving optimal health among all populations, including those experiencing health disparities;
3. Apply concepts, skills, tools and methods in health promotion to assess and improve personal health.

Written Communication Competency
Courses in the writing competency curriculum focuses on student aptitudes rather than on a particular content because composing is a recursive process that depends not on specific knowledge but on fluent, flexible, creative thinking. To concentrate on the essentials of composing, the program explicitly treats stages of process such as discovery, drafting, etc. It concentrates on exposition and argument as the modes most useful for the student and the citizen. It teaches students how to use library resources so that students may expand their access to knowledge essential for informed discourse. The program emphasizes critical thinking as well as traditional rhetorical skills because only insight can generate substance for the writer’s craft to shape.

The following program learning outcomes define the Written Communication Competency.

Students who have completed the Written Communication General Education requirements can:

1. Create, identify, and engage in significant research questions.
2. Engage rhetorically and integrate a variety of appropriate sources to support a central claim.
3. Select and use appropriate methods and rhetorical strategies that suit the purpose and audience of a specific context and discipline.
4. Organize sentences and paragraphs to communicate central points with logical connections and a minimum of grammar and punctuation errors.
5. Format documents and cite sources in accordance with the conventions in the individual disciplines.
6. Demonstrate methods of inquiry and rhetorical strategies, including form, media and style relevant to the discipline.
7. Identify and explain writing strategies used in their writing.
Mathematics Competency
Courses in the mathematics competency curriculum provides students with basic skills in mathematics or logic.

*The following program learning outcomes define the Mathematics Competency.*

Students who have completed the General Education Mathematics requirements can:

1. Correctly use/interpret mathematical notation and terminology to solve problems
2. Apply general concepts and principles of mathematics to solve various kinds of problems (e.g. use general formulas, recognize general patterns in a collection of problems, apply rules of logic in the process of problem solving).
3. Model/solve problems related to applications that describe various phenomena in nature and society.

Global and Domestic Diversity Competencies

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

*The following program learning outcomes define the Global and Domestic Diversity Competency.*

Students who have completed the General Education Global and Domestic Diversity requirements can:

Domestic Diversity:
1. Describe problems that arise in the USA from differences in age, race/ethnicity, social and economic status, culture, national origin, ability, religion, sexual orientation and gender identity in the context of their historical and contemporary causes and effects, including attempts to resolve these problems;
2. Apply discipline specific methods to evaluate from different perspectives domestic problems arising from differences in age, race/ethnicity, culture, social and economic status, national origin, ability, religion, sexual orientation and gender identity.

Global Diversity:
1. Describe how cultural beliefs and values shape people’s perceptions and impact global decisions and actions;
2. Evaluate global issues and events from multiple perspectives.
UNIVERSITY ENVIRONMENT COMMITTEE REPORT
Resolution on Recycling Efforts

WHEREAS, the University Environment Committee is charged with promoting sustainability efforts on campus, which include energy and resource conservation, recycling, and the reduction of waste; and

WHEREAS, the current Safety and Environmental policy states “ECU will strive to protect and enhance the environment by pursuing environmental sustainability initiatives”; and

WHEREAS, the University Environment Committee has identified that the recycling rates on campus are substandard due to understaffing, lack of consistent signage and methods, and lack of cultural awareness; and

WHEREAS, recycling and waste reduction at the source are some of the fastest and most effective ways for East Carolina University to reduce its carbon footprint, while reducing public health hazards and creating jobs and leading by example for our peer institutions, faculty, staff, and students; and

WHEREAS, the University Environment Committee supports an effective, convenient, environmentally sound and fairly financed recycling program; and

WHEREAS, the University Environment Committee supports strategies to divert and reduce waste to the greatest extent possible in all aspects of ECU operations, such as:

- Standardizing recycling bins, locations, and signage across campus both indoors and outside;
- Removing deskside trash bins and replacing them with standardized deskside recycling bins with mini hanging trash bins coupled with postcards on office desks instructing staff and faculty to empty trash and recycling into centralized paired (waste and recycling) collection bins;
- Removing trash bins from classrooms and posting signage telling students to use hallway bins where trash and recycling bins are paired and marked with appropriate signage;
- Increasing professional and student staffing for processing of recycled materials;
- Promoting campus awareness of recycling practices and methods;
- Enhancing recycling and composting activities to conserve energy and reduce or avoid greenhouse gas emissions across campus;
- Encouraging digital document sharing and "paperless" offices whenever feasible;
- Purchasing reusable/refillable products whenever feasible instead of disposable products; and
WHEREAS, a comparison of recycling staff, student population and gross square footage of buildings with similar UNC system institutions reflect the following:

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>STAFF</th>
<th>STUDENTS</th>
<th>GSF</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNC Chapel Hill</td>
<td>11</td>
<td>29,084</td>
<td>18,943,498</td>
</tr>
<tr>
<td>NC State University</td>
<td>18</td>
<td>33,989</td>
<td>15,119,248</td>
</tr>
<tr>
<td>UNC Charlotte</td>
<td>16</td>
<td>28,062</td>
<td>9,555,725</td>
</tr>
<tr>
<td><strong>East Carolina</strong></td>
<td><strong>5</strong></td>
<td><strong>28,962</strong></td>
<td><strong>6,868,261</strong></td>
</tr>
<tr>
<td>University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNC Greensboro</td>
<td>7</td>
<td>19,653</td>
<td>6,163,784</td>
</tr>
</tbody>
</table>

THEREFORE, Be It Resolved, that the Faculty Senate supports the efforts and strategies of the Committee to divert and reduce waste by requesting the Chancellor and University administration to consider appropriate funding for additional professional and student staffing for processing of recycled materials, education/promotional strategies to change the University culture, and bins and signage to unify recycling procedures across campus.

Faculty Senate Agenda
April 18, 2017
Attachment 13.

DISTANCE EDUCATION AND LEARNING TECHNOLOGY COMMITTEE REPORT
Formal faculty advice on Proposed Information Technology Accessibility Regulation

No additional changes are being recommended to this proposed regulation.

Information Technology Accessibility Regulation
All Versions: Version 1
Policy
Title: Information Technology Accessibility Regulation
Category: Information Technology
Sub-category: Technology Use
Authority: Chief Information Officer
History
Contact: Name, Division, phone
Related Policies
Academic Computer Use Policy
Equal Opportunity and Non-discrimination policy statement
ECU Web Regulation
Notice of Nondiscrimination and Affirmative Action Policy
University Student and Employee Use Policy

Additional References
Accessible Content Checklist for Courses
Accessibility Review Exemption and Exception Process
Introduction

East Carolina University provides equal opportunity to its educational and administrative services, programs, and activities in accordance with federal and state law. This policy extends to the university’s electronic and information technologies and applies to their procurement, development, implementation and ongoing maintenance. Ensuring equally effective and timely access to electronic information technology (EIT) and communications is the responsibility of all university administrators, faculty, and staff. This is in accordance with federal laws including the Americans with Disabilities Act of 1990 (ADA), and the Amendments Act of 2008, Section 504 and Section 508 of the 1973 Rehabilitation Act as amended (29 U.S.C. 794d).

1. Definitions

**Accessibility Standards** are the internal standards that clarify the use of Section 508 and Web Content Accessibility Guidelines (WCAG) as it relates to East Carolina’s programs and services.

**Accessible** "Accessible" means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.
Disability, with respect to an individual, means (A) a physical or mental impairment that substantially limits one or more major life activities of such individual; (B) a record of such an impairment; or (C) being regarded as having such an impairment.

Electronic and Information Technology (EIT) includes e-learning and information technology and any equipment or interconnected system or subsystem of equipment that is used in the creation, conversion, or duplication of data or information. The term electronic and information technology includes, but is not limited to, the internet and intranet websites, content delivered in digital form, electronic books and electronic book reading systems, search engines and databases, learning management systems, classroom technology and multimedia, audience response systems (“clickers”), and equipment such as classroom podiums, copiers and fax machines. It also includes any equipment or interconnected system or subsystem of equipment that is used in the automatic acquisition, creation, storage, manipulation, management, movement, control, display, switching, interchange, transmission, or reception of data or information. This term includes telecommunications products (such as telephones), information kiosks, Automated Teller Machines (ATMs) transaction machines, computers, ancillary equipment, software, firmware and similar procedures, services (including support services), and related resources.

Equally Effective means that the alternative format or medium communicates the same information in as timely a manner as is feasible.

Reasonable Accommodation is any modification or adjustment to the work or academic environment that will enable a qualified applicant, visitor, student, or employee with a disability to participate in the application process or to perform an essential job function. Reasonable accommodation also includes adjustments to assure that a qualified individual with a disability has rights and privileges in employment equal to those of employees without disabilities.

Section 508 Standards are a comprehensive set of general, technical, and functional standards that apply to Federal agencies to make their electronic and information technology accessible to individuals with disabilities.

Web Content Accessibility Guidelines (WCAG) refer to the World Wide Web Consortium (W3C) guidelines for creating accessible Web content.

2. Purpose
The purpose of this regulation is to provide processes by which university administrators, faculty, and staff will create, obtain and maintain electronic and information technology (EIT) in a manner that ensures that EIT is accessible to individuals with disabilities. Unless doing so would pose an undue burden, the University will make reasonable efforts to ensure that EIT allows, regardless of the type of medium of the technology-- (a) individuals with disabilities to have access to and use of information and data that is comparable to the access to and use of the information and data by those individuals without disabilities; and (b) individuals with disabilities who are members of the public seeking information or services to have access to and use of information and data that is comparable to the access to and use of the information and data by those members of the public without disabilities.

This policy applies to the following areas:
- Web Accessibility
- Instructional Materials Accessibility
3. Web Accessibility
3.1. Scope
This regulation applies to all university Web pages and applications, as defined by the ECU Web Regulation.

3.2. Standards
ECU requires web authors of both official and unofficial faculty and staff web sites at "ecu.edu" to comply with accessibility requirements mandated by federal and state law. Accordingly, the university has adopted Web Accessibility Standards based on the Section 508 and W3C Web Content Accessibility Guidelines. By adhering to these guidelines, ECU web resources will be accessible to persons with disabilities or a reasonable accommodation will be offered to qualified persons such as providing alternative formats or auxiliary aids and/or making adjustments. All university websites conducting ECU official business, unless technically impossible, will link to the university’s main Accessibility site which includes a statement of commitment to Web Accessibility.

4. Instructional Materials Accessibility
4.1. Scope
This regulation applies to all electronic instructional materials, optional and required, whether delivered within the university’s learning management system, in face-to-face classes, distance education classes or through electronic instructional activities such as email, blogs, and resources external to the university.

4.2. Standards
Electronic instructional materials, optional and required, will be accessible and as effective and useable for persons with disabilities as they are for persons without disabilities. Instructional materials and activities will be made available to all students in a timely manner and through an equally effective means.

5. Software, Hardware and Operating Systems Accessibility
5.1. Scope
This regulation applies to software, hardware and operating systems purchased so that they are accessible with regard to assistive technology and are able to produce accessible products and content.

5.2. Standards
East Carolina University uses the 508 Standards - Software Applications and Operating Systems. To meet the standards, a product must either build in accessibility features as part of the development, or be compatible with assistive technology. These standards provide proven techniques for the design and development of universally accessible software, hardware, and operating systems. The specifications address keyboard access, screen focus, tabbing order, compatibility with assistive technology, visual cues for audio alerts, field and control labeling, documentation, color coding, adjustment of screen colors, and access to menus.

6. Procurement
6.1. Scope
This regulation applies to all university purchases of Electronic and Information Technology (EIT) software, hardware and services.

6.2. Standards
The university has an established process to ensure accessible technology is procured where feasible. In the event it is not feasible, the university has an exemption and exception process that may require an Equally Effective Alternative Access Plan (EEAAP) that is approved by the University ADA Coordinator or their designee.

6.2a Purchase orders and contracts for EIT must include one of the following clauses or other language approved by Materials Management and the University ADA Coordinator:

   i. Standard Language in the Hosted Data Materials Management Contract
   “Americans with Disabilities Act (ADA) Compliance: Vendor shall provide its digital technology products in a manner which is accessible and shall comply with rapidly changing accessibility guidelines. Vendor has implemented product guidelines across all of its digital platforms in accordance with the Web Content Accessibility Guidelines 2.0 (WCAG 2) Level AA and with the guidelines under Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C 794d), and Offeror shall provide proof of its compliance as requested by the University. Contractor agrees to promptly respond to and resolve any complaint regarding accessibility of its products or services. Contractor further agrees to indemnify and hold harmless ECU from any claims arising out of its failure to comply with the aforesaid requirements. Failure to comply with these requirements shall constitute a material breach and be grounds for termination of this Contract.”

   ii. Language integrated into Materials Management bid requirements
   “ENTERPRISE-LEVEL IT SYSTEMS OR TECHNOLOGIES: The university is committed to promote and integrate universal IT accessibility in the delivery of its resources and to develop innovative solutions to accessibility challenges for students, faculty and staff.

   Vendors must:
   Assure all features, components and sub-systems of the software of IT System contained on this RFQ fully comply with Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794d);
   or
   Detail why any feature, component or sub-system contained in this RFQ/IFB/RFP does not fully comply with Section 508, and the way in which the proposed product is out of compliance; the product offered in response to this RFQ/IFB/RFP is subject to an accessibility evaluation by the university.”

6.2b Voluntary Product Accessibility Template (VPAT) a United States government standard should be generated by vendors for all products and services. The VPAT provides EIT
purchasers with vendor self-disclosed information to determine if there are 508 deficiencies in the product or services.

6.2c Materials Management will maintain a tracking system and coordinate with the university ADA Coordinator or their designee on exceptions and exemptions.

7. Compliance
Compliance with this regulation is the responsibility of all staff and faculty of the university. The IT Accessibility Committee will annually review processes, goals, and standards to ensure the use, production and procurement of accessible information technologies.

7.1. Requirements
Annually, the IT Accessibility Committee will provide oversight to ECU’s IT Accessibility program plan by:

a. reviewing the IT Accessibility Committee Charter and Membership for changes and improvements;
b. reviewing this regulation for content changes;
c. reviewing progress on program goals and establishing new goals;
d. reporting and tracking the progress on goals;
e. communicating regulation guidelines to the ECU community; and
f. assisting staff and faculty through education and consulting on the standards referenced in this regulation.

7.2 Reporting Inaccessibility
The University ADA Coordinator is responsible for overseeing compliance with regard to state and federal regulations that prohibit discrimination on the basis of disability and require reasonable accommodation. To report inaccessible web content, software, hardware or other Information Technology Accessibility issues, contact the University ADA Coordinator or report an issue at the Accessibility website linked on every ECU webpage.

Members of the University community who have concerns about the adequacy of accommodations or wish to file a complaint, should refer to the University’s Notice of Nondiscrimination and Affirmative Action policy. Information about filing a complaint may be obtained from the Office for Equity and Diversity.

(For information only – not a part of the regulation.)

IT Accessibility Resources
This document contains information on IT Accessibility resources available to faculty, staff, and students at ECU.

Primary Website on IT Accessibility - http://www.ecu.edu/itcs/service/accessibility

Accessible Email Guidelines - Email announcements help us share information with the ECU community. By designing email announcements in multiple formats and using the accessibility guidelines provided, faculty/staff/students using screen readers and keyboard-only will have access to all messages.
Creating Accessible Course Content - Faculty are encouraged to create accessible instructional content, including documents, web pages and multimedia. Lynda.com courses, Accessible Content Checklist, Learning Platforms Accessibility resources and training are available.

IT Accessibility Training - Courses, documents, email announcements, websites, software and more should be accessible. ITCS training sessions will help participants understand and apply accessibility standards.

IT Accessibility Review for Software - We are available to review software and assist with information on how to know if your software or other technology is accessibility.

Video Captioning Requirements - Video content publicly available on the ECU website must contain closed captioning. Video content can be recorded using a variety of recording tools, some of which offer text-to-speech features to add closed captioning (i.e., YouTube). Academic units and departments are responsible for ensuring that public video content on the ECU website contains closed captioning.

Web Publishing Standards - Owners of content hosted on the ecu.edu domain, including WordPress blogs and My Web, WWW2 and CommonSpot websites, are required to comply with all federal and state laws and applicable ECU policies. In addition, authors must comply with the five topics included in the Web Standards and Responsibilities page.

IT Accessibility Resources in Development
1. Blackboard ALLY - In FY18, we plan to pilot Blackboard ALLY, which is a tool that converts content within Blackboard into accessible formats. ALLY checks course content for accessibility issues against the WCAG 2.0 standard and provides feedback and guidance to instructors. (Ally Video)
2. Creating More Video Tutorials - We are creating video tutorials to accompany each item on the Accessible Content Checklist. The videos will describe the item, explain why the item is important, and provide step-by-step instructions.
3. Creating a Sample Accessible Blackboard Course - Developing a course in Blackboard that models accessible content and incorporates Universal Design for Learning.
4. Developing Universal Design for Learning (UDL) Face-to-Face Training and Documentation - Universal Design for Learning is a methodology that ensures course content is accessible to everyone. The Distance Education Modules contain a module on Universal Design for Learning, the plan is to add face-to-face training and additional documentation on the use of technology tools and UDL.
ADMISSION AND RETENTION POLICIES COMMITTEE REPORT
Proposed Revisions to the Permission to Take Courses Elsewhere Policy

Located in the Undergraduate Catalog, Academic Regulations, Course Credits: Credit by Transfer

The Committee recommends the following text to replace the current policy noted below in strikethrough. Major changes include: 1) that students may take a course elsewhere which was failed at ECU and transfer the credits (but not the grade) to ECU and 2) that written permission is not required to take courses elsewhere.

"Permission to Take Courses Elsewhere Policy

Taking Courses at Another United States College or University
Students interested in completing courses at another college or university and transferring the credit back to ECU should discuss their options with an academic advisor. Specifically, students should be aware of the following:

1. Coursework is accepted from regionally accredited institutions only.
2. The ECU course equivalency for the transferred course is available in PiratePort.
3. Coursework will not be accepted for which credit has been previously earned.
4. Students may take courses elsewhere that were previously failed at ECU and transfer the credit to ECU.
5. Courses completed elsewhere and transferred to ECU are not included for the calculation of the ECU GPA. Note: Transfer grades are included in the calculation of a degree with distinction. For more information: http://catalog.ecu.edu/content.php?catoid=10&navoid=696#Degrees_with_Distinction
6. Students may not apply the grade replacement policy to courses taken elsewhere and transferred to ECU.
7. Only courses in which the student earns a C (2.0) or better will be accepted in transfer.
8. An official transcript from the institution where the course was completed must be requested by the student and submitted to the Office of the Registrar immediately upon completion of the course.
9. ECU’s baccalaureate degree requirements state that: (a) A minimum of 25% of the credit hours required for the degree and at least 50% of the total hours required in the major must be completed at ECU, and (b) A minimum of 50% of the semester hours required in the student’s major must be earned through enrollment in a regionally accredited senior college.
10. Some degree programs include transfer GPA (by course or cumulative) to determine acceptance into a major.
11. Transfer semester hours are included when determining the student’s retention requirements.

Students receiving financial aid must inform the Financial Aid Office (FAO) in advance of taking courses elsewhere, and their academic advisor must verify to the FAO that the course satisfies degree requirements for their major. (For more information regarding this process, students should consult with their FAO counselor.) Specifically, students should be aware of the following:

1. For financial aid purposes, students must take at least one course at ECU to retain home institution status at ECU. (This course could be DE.)
2. Financial aid cannot be used to take the same course more than twice at any institution.
3. The FAO must receive documentation that the course taken elsewhere will fulfill graduation requirements at ECU in order for the course to “count” for financial aid purposes.
4. The FAO will complete and send to the other U.S. College or University a “Consortia Agreement” for the other school to complete regarding hours attempted. The purpose of the consortia agreement between Financial Aid Offices at two schools is to identify which institution is funding the student.
5. Students may not receive aid at two different schools for the same semester.

Students should consult with their academic advisor and must inform the Financial Aid Office prior to taking courses elsewhere in order to ensure that financial aid is administered properly.

Permission to Take Courses at Another United States College or University Approval must be granted in writing by the Office of the Registrar with permission from the designee of the academic unit offering the course at ECU prior to enrollment for transfer of any course taken at any other regionally accredited community college or senior institution. An official transcript must be submitted to the Office of the Registrar immediately upon completion of the course(s). Only courses in which the student earns a C (2.0) or better will be accepted in transfer.

1. Approval will not be granted if the student is ineligible to return to the university because of disciplinary action.
2. Approval will not be granted for courses in which credit has been previously earned.
3. Approval will not be granted for courses previously failed at ECU.

With specific authorization as indicated below, approval may be granted in the following instances:
1. If the student has been previously enrolled in an equivalent course.
2. If the student has attained junior standing and wishes to attend a two-year institution.
3. If the student has previously completed 60 semester hours or more at a two-year institution.
4. If the student wishes to be enrolled concurrently at ECU and in courses at another institution.

Students should be aware that courses completed elsewhere and transferred in to ECU are not included for the calculation of the ECU GPA. However, some degree programs include transfer GPA (by course or cumulative) to determine acceptance into a major. Transfer semester hours are included when determining the student’s retention requirements. All transferable course grades are used in the calculation of the GPA for degrees with distinction.

Faculty Senate Agenda
April 18, 2017
Attachment 15.

ADMISSION AND RETENTION POLICIES COMMITTEE REPORT
Proposed revisions to the ECU Faculty Manual, Part VI, Section I. subsection V. Course Expectations and Requirements relating to independent study courses

The Committee recommends the following text to replace the current text noted below in strikethrough. Major changes include: 1) adding a paragraph for independent study courses, 2) introducing the term 'learning contract' to apply to all non-standard courses to clarify the issue, since
syllabi are for standard courses and learning contracts are for non-standard courses and 3) editing the opening sentences to make clearer the connection between the title of this section of the Faculty Manual (Course Expectations and Requirements) and syllabi and learning contracts.

“V. Course Expectations and Requirements
High expectations for student achievement are important for a high quality education, and allows students to optimally benefit from their educational experience at East Carolina University. Further, having students clearly understand course expectations is crucial for their successfully completing a course, which in turn affects student retention. The course syllabus informs students of the expectations and requirements of the course and reduces the likelihood of problems later in the semester. The syllabus is a tool that helps both faculty and students accomplish the university’s primary mission of teaching and learning. Faculty members are required to make a course syllabus available for students on or by the first day of each course.

For standard courses, whether delivery is regular face-to-face, online, or mixed, a course syllabus is required to clearly state the instructor’s office location, office phone, email, and office hours. The syllabus is also required to list the instructor’s policy on the following: textbook(s) and other required course materials, student learning outcomes, assignments and tests, evaluation system and grading scale, late work, academic integrity, and accommodations for students with a disability. Further, it is recommended that faculty members include in the syllabus a course description, a statement on attendance expectations, and a statement on continuity of instruction.

For non-standard courses, including Independent Study Courses, regardless of delivery method, a learning contract must be submitted for the approval of the unit administrator, dean, and the Chancellor. The learning contract must clearly specify the course requirements, including but not limited to the expected student learning outcomes, number of hours of expected work, grading information, and scheduled meeting times with the faculty member. To generate a learning contract for a non-standard course, faculty should complete the form at [NEED LINK]. When the form is submitted, a learning contract is automatically generated and sent by e-mail to the unit administrator for approval.

For campus resources for students with disabilities, contact the Department for Disability Support Services (http://www.ecu.edu/accessibility/). For definitions of academic integrity and procedures for dealing with infractions, see Part VI, Section II of the Faculty Manual (http://www.ecu.edu/cs-acad/fsonline/customcf/currentfacultymanual/part6section2.pdf) and the Office of Student Rights and Responsibilities (http://www.ecu.edu/osrr/). Faculty members can also contact the Office of Equity and Diversity (http://www.ecu.edu/cs-acad/oed/policies.cfm) for policies on equal opportunity and nondiscrimination. The University Writing Program can be contacted for consultation and support of writing activities and guidelines for writing-intensive courses (http://www.ecu.edu/writing/). The Office for Faculty Excellence (http://www.ecu.edu/ofe/) can provide assistance with the syllabus.

It is the responsibility of each unit administrator to have copies of syllabi and learning contracts for all courses taught in the school or department (FS Resolution #10-08, February 2010; FS Resolution #15-40, March 2015)."

V. Course Expectations and Requirements
High expectations for student achievement are important for all students and are a key aspect of student retention. The course syllabus informs students of the expectations and requirements of
the course and reduces the likelihood of problems later in the semester. The syllabus is a tool that helps both faculty and students accomplish the university’s primary mission of teaching and learning. Faculty members are required to make a course syllabus available for students on or by the first day of each course.

A course syllabus is required to clearly state the instructor’s office location, office phone, email, and office hours. The syllabus is also required to list the instructor’s policy on the following: textbook(s) and other required course materials, student learning outcomes, assignments and tests, evaluation system and grading scale, late work, academic integrity, and accommodations for students with a disability.

It is recommended that faculty members include a course description, a statement on attendance expectations, and a statement on continuity of instruction in the syllabus.

For campus resources for students with disabilities, contact the Department for Disability Support Services (http://www.ecu.edu/accessibility/). For definitions of academic integrity and procedures for dealing with infractions, see Part VI, Section II of the Faculty Manual (http://www.ecu.edu/cs-acad/fsonline/customcf/currentfacultymanual/part6section2.pdf) and the Office of Student Rights and Responsibilities (http://www.ecu.edu/osrr/). Faculty members can also contact the Office of Equity and Diversity (http://www.ecu.edu/cs-acad/oed/policies.cfm) for policies on equal opportunity and nondiscrimination. The University Writing Program can be contacted for consultation and support of writing activities and guidelines for writing-intensive courses (http://www.ecu.edu/writing/). The Office for Faculty Excellence (http://www.ecu.edu/ofe/) can provide assistance with the syllabus.

It is the responsibility of each unit administrator to have copies of syllabi for all courses taught in the school or department (FS Resolution #10-08, February 2010; FS Resolution #15-40, March 2015).

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Faculty Senate Agenda
April 18, 2017
Attachment 16.

ADMISSION AND RETENTION POLICIES COMMITTEE REPORT
Formal Faculty Advice on Proposed Regulation Regarding the Review of Disciplinary Information Disclosed on Student Admission Applications

Minor edits made throughout the document are being recommended.

Related Policies:

1. Introduction. In accordance with the University of North Carolina Regulation on Student Applicant Background Checks (Section 700.5.1[R] of the UNC Policy Manual) and in an effort to create a safe campus environment, East Carolina University (ECU) examines each student application in
accordance with this regulation. Only admission materials of academically qualified applicants will be reviewed under this regulation.

2. Nondiscrimination. In accordance with the ECU *Notice of Nondiscrimination and Affirmative Action Policy*, admission decisions will not be based on race/ethnicity, color, genetic information, national origin, religion, sex (including pregnancy and pregnancy-related conditions), sexual orientation, gender identity, age, disability, political affiliation, or veteran status.

3. Background Checks that Apply to All Students. Before any student matriculates, the Office of Undergraduate Admissions, the Graduate Admissions office, and the Office of International Affairs staff may conduct background checks through the North Carolina Department of Public Instruction Enrollment database, the University of North Carolina Suspension/Expulsion database, or the National Student Clearinghouse.

4. Criminal Background Checks that Apply to Students Who Meet Certain Criteria. Prior to Matriculation, East Carolina University will require criminal background checks if the application and supporting materials contains one or more of the following triggers (or red flags):
   4.1 Materially inconsistent answers that have not been satisfactorily explained;
   4.2 Omitted answers without an acceptable explanation for the omission;
   4.3 An affirmative answer to any of the five campus safety questions:
      4.3.1. Have you been convicted of a crime?
      4.3.2. Have you entered a plea of guilty, a plea of no contest, a plea of nolo contendere, or an Alford plea, or have you received a deferred prosecution or prayer for judgment continued, to a criminal charge?
      4.3.3. Have you otherwise accepted responsibility for the commission of a crime? Do you have any criminal charges pending against you?
      4.3.4. Have you ever been expelled, dismissed, suspended, placed on probation, or otherwise subject to any disciplinary sanction by any school, college, or university (including East Carolina University)?
      4.3.5. If you have ever served in the military, did you receive any type of discharge other than an honorable discharge?
   4.5 Any unexplained time period(s) during which the applicant was not, for example, enrolled at an educational institution, enlisted in the military, or employed fulltime; or
   4.6 Any other reason sufficient to East Carolina University, to include, but not limited to anonymous reports regarding an applicant’s conduct.
   4.7 All admission letters for applicants who are to have criminal background checks performed will state that the admission is conditional on the results of a criminal background check.
   4.8 Applicants with any of the triggers referenced above will be requested to provide a criminal background check through Castlebranch.com or other state-approved background screening company. Castlebranch.com (or other state-approved background screening company) will secure permission to conduct the check using the applicant’s social security number. Applicants will incur the costs of the criminal background check. Unjustified refusal to provide this permission or pay for the criminal background check may be grounds for denial of an application if any of the triggers referenced above have been detected.
      4.8.1 The applicant will be required to disclose all locations where s/he has lived or gone to school outside of the state of North Carolina for more than six months during the last seven years. The scope of the criminal background check will depend on the residential history of the applicant:
4.8.2 For current North Carolina residents who do not report an absence from North Carolina for more than six months, a North Carolina criminal background check will be conducted.

4.8.3 For non-residents and North Carolina residents who disclose living outside of North Carolina for more than six months, a residence check will be conducted, and then a criminal background check will be conducted for all appropriate states unless the applicant opts for a national Federal Bureau of Investigation fingerprint check.

4.8.4 For international students, a criminal background check of appropriate scope may be conducted.

4.9 Applicants that are admitted within two weeks of the start of a semester, and that are subject to having a criminal background check, may be conditionally admitted to East Carolina University pending the outcome of the review described in the regulation.

5. Review of Information from all Background Checks by the Dean of Students Office. If, as a result of information obtained pursuant to the background checks referenced in paragraphs 3 or 4 above, it is determined that an applicant has a positive criminal or disciplinary record, then the admission materials will be forwarded to the Dean of Students Office (DOS). DOS Office will:

5.1 Compare the results of the checks to the application and supplemental information supplied by the applicant. In addition, the DOS Student Services Specialist will consult the Office of Student Rights and Responsibilities to determine whether the applicant has a prior conduct history with East Carolina University, and any relevant information will be included in the review process. The DOS Student Services Specialist may request additional documentation of the incident(s) in question, including but not limited to: a detailed account of the circumstances of the situation; court documentation; and letters from previous educational institutions.

5.2 Once this material is provided, the DOS Student Services Specialist will review the materials.

5.3 If a discrepancy is detected, the DOS Student Services Specialist will request that an applicant submit a written explanation of the inconsistency or proof that the information gathered by East Carolina University is erroneous.

5.4 The DOS Student Services Specialist will also report information concerning drug convictions to Financial Aid for entry into the Banner Student Records System.

5.5 Based on the nature of any crime committed or other behavior disclosed, together with other available information, the DOS Student Services Specialist will make a determination as to whether the applicant will pose a significant threat to the safety of the East Carolina University community.

5.6 Each disciplinary history will be reviewed in light of the following factors, which include but are not limited to: date of the offense; nature of the offense; number of offenses; severity of harm caused to self, others, or community; mitigating or aggravating circumstances; sanctions or sentence imposed on the applicant; and completion of sanctions or sentence requirements. This review will be conducted in accordance with the Regulation Concerning Review of Disciplinary Information Disclosed on Student Admission Application.

5.7 Upon completion of the review, the DOS Student Services Specialist will:

5.7.1 Notify the appropriate admissions office that, based on the documentation provided, there is no suggestion that the applicant will pose a significant threat to the safety of the East Carolina University community;

5.7.2 Reject any application in which felony criminal charges are currently pending in a court of competent jurisdiction over the applicant; or
6. Admissions Safety Committee. The Admissions Safety Committee is comprised of representatives from the following offices: the Office of Student Rights and Responsibilities, the (Undergraduate) Office of Admissions, the Graduate Admissions office, the ECU Police Department, the Dean of Students, the Enterprise Risk Manager, and the faculty. The Office of University Counsel will serve in an advisory capacity. The Center for Counseling and Student Development will serve in a consulting capacity. The Committee has the same investigative authority as the Dean of Students Office under this Regulation. The DOS Student Services Specialist convenes the Committee and presents the case and relevant information regarding the applicant. Upon deliberation and consideration of all information, the Committee will:
   6.1 Decide that based upon the documentation provided, there is no suggestion that the applicant will pose a significant threat to the safety of the East Carolina University community and, as such, supports a recommendation of admission or
   6.2 Decide that based upon the documentation provided, there is a suggestion that the applicant may pose a significant threat to the safety of the ECU community, and accordingly, denial of admission is recommended.
   6.3 The decision of the Campus Safety Committee is final and cannot be appealed.

7. Falsification.
   7.1 It is presumed that admission will be denied or withdrawn if the applicant has failed to accurately disclose relevant information in response to a question on the application. The burden is on the applicant to demonstrate that the omission or misinformation was the result of an honest mistake, that it was not intended to mislead, and that the applicant should be admitted despite the failure to disclose.
   7.2 Where East Carolina University identifies a potential instance of falsification, the applicant will be asked to provide the University with additional information, and be given notice regarding the allegation prior to being subject to dismissal, as stated in the undergraduate and graduate admissions catalogs.

8. Record Retention. Consistent with the applicable University records schedule, all materials are retained by the Dean of Students Office and/or the Office of Admissions. For applicants whose record shows a history of conviction of, guilty plea to, or acceptance of responsibility for a crime; a significant disciplinary sanction at another educational institution; or a serious military discipline record, the Dean of Students Office will maintain a record of the process used to determine whether the applicant posed a significant threat to the ECU community along with all documentation that was used as the basis for this determination.
   8.1 If it is determined that an applicant be recommended for admission, but that his/her disciplinary information is relevant to the safety of the ECU community, or if an applicant is denied admission, a copy of the file will be provided to the Office of Student Rights and Responsibilities.
FACULTY GOVERNANCE COMMITTEE REPORT
Formal Faculty Advice on New Process for Policies, Rules and Regulations (PRR) Review and Approval

The Committee recommends that acronyms be defined and that the Board of Governors be added as appropriate to the proposed process flow chart. The below and linked information reflects consideration of these recommendations.

Proposed PRR Policy Review Process Flow Chart

Definitions:

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRR Reps</td>
<td>Representatives from various divisions appointed by Chancellor to serve on the University Policy Committee (UPC).</td>
</tr>
<tr>
<td>PRR Shepherd</td>
<td>Follows PRR through approval process and reviews PRR yearly once posted. Not necessarily subject matter expert.</td>
</tr>
<tr>
<td>Policy and Communications Specialist (PCS)</td>
<td>University Policy Committee Chair and point person for PRR matters.</td>
</tr>
</tbody>
</table>

1. PRR creation
   - PRR proposal form is filled out and sent to Policy and Communications Specialist (PCS) via policy@ecu.edu to be shared with the UPC.
   - PRR Shepherd submits PRR draft to PCS for review and copies PRR Rep.
   - PCS checks PRR for formatting, compliance, etc.

2. Legal review
   - PCS forwards to VC for Legal Affairs (with copy to paralegal and PRR Rep) and asks which attorney will be assigned the review of the PRR.
   - The Office of University Council (OUC) responds and assigns the attorney within two days.
   - PCS asks assigned attorney when to expect a draft of their review of the PRR (average is two weeks) and puts the attorney in contact with the PRR Shepherd.
   - Paralegal assists attorney in exchange with PRR Shepherd.
   - PCS emails the PRR Shepherd and attorney (with copy to paralegal) weekly and asks for an update.
   - If there are no major issues, the legal review is completed within two weeks.
   - PCS sends new draft to Executive Council member for that division and other Executive Council members with obvious stakeholder responsibilities for the PRR with copy to PRR Rep, and asks for approval.

3. UPC review
   - PCS posts draft to SharePoint and alerts University Policy Committee (UPC) that they have two weeks to review and provide feedback.
   - Chair of the Faculty reviews and consults with Faculty Officers to determine if PRR needs Faculty Senate Committee review, as prescribed in Part II of the ECU Faculty Manual. If so,
PCS emails appropriate Vice Chancellor, who responds via email if PRR should post as interim while it awaits Faculty Senate review.

- Faculty Senate committee provides feedback to the PCS and reports formal advice to the Faculty Senate.
- UPC members record comments in SharePoint, where everyone can see them.
- PCS coordinates with PRR Rep for the unit after the two week UPC review and asks him/her to forward the feedback to the PRR Shepherd.
- PCS asks PRR Rep/PRR Shepherd for another draft from the writer based on UPC feedback.
- If substantive edits have been made, other than those previously included as Faculty Senate advice, PCS sends new draft to Chair of the Faculty, who consults with Faculty Officers to determine if changes necessitate further review by Faculty Senate Committee.
- Note: PRRs will likely have changed at this point without another review by legal. It will be important for PCS and the paralegal to stay abreast of the changes that occur since the legal review. They will inform the VC for Legal Affairs if there are potential legal concerns prior to the PRR going to Executive Council for review.

4. Executive Council review

- PCS posts the new draft to SharePoint (flagging any legal advice not accepted) and emails Executive Council (at least one week before the meeting that includes the PRR on the agenda, unless an exception is specifically requested) to inform them that it is ready for their review.
- When a PRR is placed on Executive Council agenda, PCS, PRR Rep for that unit and PRR Shepherd all attend that meeting.
- PCS brings form for Chancellor to sign during that meeting for PRR approval.
- If it is policy, Vice Chancellor works with the Assistant Secretary to the Board of Trustees to place on Board of Trustees agenda.
- PCS/paralegal post to University Policy Manual (UPM) last week of the month per usual protocol.
- Announcement goes out to campus if posted outside the last week of the month.

Steps to accomplish the transition to the new process

<table>
<thead>
<tr>
<th>Step</th>
<th>Date accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receive buy-in from OUC</td>
<td>8/4/16</td>
</tr>
<tr>
<td>Hire student to assist to help review pending PRRs</td>
<td>8/25/16</td>
</tr>
<tr>
<td>Receive buy-in from Academic Council</td>
<td>8/30/16</td>
</tr>
<tr>
<td>Meet with Faculty Senate Chair to discuss streamlining review process</td>
<td>9/1/16</td>
</tr>
<tr>
<td>Work with ITCS to discuss new SharePoint site and receive timeframe for rollout from them</td>
<td>9/16/16</td>
</tr>
<tr>
<td>Receive buy-in from UPC</td>
<td>10/6/16</td>
</tr>
<tr>
<td>Receive buy-in from Faculty Governance</td>
<td>John Stiller provided information to FG in Nov. Positive FG feedback.</td>
</tr>
<tr>
<td>Receive formal advice from Faculty Senate</td>
<td>Expected 4/2017</td>
</tr>
<tr>
<td>Receive buy-in from Executive Council</td>
<td>4/10/2017</td>
</tr>
<tr>
<td>Create draft of revised governing regulation REG01.15.01</td>
<td>Revisions in process</td>
</tr>
<tr>
<td>Triage PRRs pending in SharePoint. Clean out the clutter in SharePoint (archiving as necessary)</td>
<td>SharePoint cleaned up by 6/30/17</td>
</tr>
</tbody>
</table>
Update charts, template, webpages | Ongoing
Trainings on new process | 4/20/2017
Go live with new PRR Process | 5/1/2017

Faculty Senate Agenda
April 18, 2017
Attachment 18.

FACULTY GOVERNANCE COMMITTEE REPORT
Revised Checklist for Updating Unit Performance (Post-Tenure) Review Standards
(to comply with University of North Carolina and ECU policies revised in 2015)

Changes in the revised policy are noted in **bold** text.

- Performance review is defined as the comprehensive, formal periodic evaluation of cumulative faculty performance for the purposes of ensuring faculty development and promoting faculty vitality;
- The review examines individual faculty contributions to departmental, school/college, and university goals as well as to the academic programs in which the individual faculty member teaches;
- The review procedure does not institute a reevaluation or revalidation of the faculty member’s tenured status;
- The basic standard for evaluation is whether the faculty member discharges conscientiously and with professional competence the duties associated with his or her position;
- **Review standards shall indicate that the individual faculty member “meets,” “exceeds,” or “does not meet” expectations**;
- The review procedure is informed by annual faculty evaluations, but the comprehensive performance review shall not be based exclusively on annual faculty evaluations;
- The review must be consistent with the faculty member’s 5-year plan;
- The review procedure includes a faculty member’s current curriculum vita and any other material the faculty member provides in support of his/her professional performance over the review period;
- The review procedure requires that the evaluation of a faculty member’s performance of assigned duties must be judged only by criteria in effect during the evaluation period (as found in the ECU Faculty Manual, **Part VII** and in the unit code);
- The review procedure requires that an evaluation address all of the duties in teaching, scholarship (Research, Creative Activity/Innovation, Engagement and/or Outreach) actually assigned to the faculty member during the period under review as these duties were weighted for the individual faculty member at the time;
- The review procedure requires that performance review for each faculty member must reflect the nature of the faculty member’s field or work and must conform to fair and reasonable expectations as recognized by faculty peers in the discipline;
- The review procedure permits considering any performance of duties judged supererogatory (duties that address the unit’s mission but are not specifically assigned during the period under evaluation);
- The review procedure requires that the review be conducted in a manner free of arbitrary, capricious, or discriminatory elements and adheres to the requirements of the **Faculty Manual**;
- The review procedure requires that misconduct can only be addressed if the misconduct is documented in the faculty member’s personnel file and the faculty member’s due-process
The rights were respected (the right to appeal a finding or sanction to the relevant committee and the right to include in the personnel file a letter expressing disagreement with a finding);

- **The next higher administrator shall review all Performance Review reports, including any faculty member’s response to those reports, and either concur or not concur, then notify the unit administrator and the chair of the unit Performance Review Committee, and forward her/his review to the Provost or the Vice Chancellor for Health Sciences; and**

- **The Provost is responsible for ensuring the integrity of the review process and will annually certify to the UNC President or his/her designee that all aspects of the review process are in compliance with UNC Policy 400.3.3.**

The sample format below is an ECU Faculty Senate recommendation, not a requirement, intended to assist units in updating performance review standards that are consistent with the revised policy.

**Sample format for Updating Unit Performance (Post-Tenure) Review Standards to comply with the policy entitled, “Performance Review of Tenured Faculty of East Carolina University” revised in 2015 (see ECU Faculty Manual, Part IX, Section II for details of the complete review process.)**

To use this format, insert the unit’s name at the beginning of the document and insert at the locations indicated references to the unit’s criteria for evaluating teaching, scholarship (Research, Creative Activity/Innovation, Engagement and/or Outreach), service and other duties that were in the unit code during the period covered by the review.

Instructions for adding material to the sample document are stated in brackets (“[ ]”). The “format” document begins below the line.

______________________________________________________________________

**Name of Unit __________________**

(College, School, Department or Area within a Code unit that has its own Tenure Committee and performance criteria for the Performance Review of Tenured Faculty)

Performance review of tenured faculty is governed by UNC Policy 400.3.3. and by the policy entitled *Performance Review of Tenured Faculty of East Carolina University*, contained in the *East Carolina University Faculty Manual* Part IX, Section II. The overriding goal of the review is stated in the Preamble: “This review, defined as the comprehensive, formal, periodic evaluation of cumulative faculty performance, has the purposes of ensuring faculty development and promoting faculty vitality.” The Preamble further states, “This policy does not create a process for the reevaluation or revalidation of tenured status. . . . Furthermore, the policy is created with the widespread presumption of competence on the part of each tenured faculty member.”

**General Considerations:** Guided by the *Faculty Manual* requirements, the initial review shall be conducted by the unit administrator after reviewing the faculty member’s 5-year plan, current curriculum vitae, annual reports and annual evaluations for the years under review (not to exceed five years), and any other materials that the faculty member provides in support of his/her professional performance over the review period.

Using the “Form: Report on Performance Review of Tenured Faculty” the unit administrator prepares a performance review report which shall consist of a narrative evaluation of the overall performance of the faculty member that takes into account the relative weights assigned to each duty during each
of the years being reviewed and the amount of reassigned time from teaching to the performance of other duties for each year under review. This evaluation shall conclude with an overall ranking that categorizes each faculty member’s performance as “meets,” “exceeds,” or “does not meet” expectations. [NOTE: the overall designation should address the policy requirements for a comprehensive review that includes individual faculty contributions to departmental, school/college, and university goals as well as to the academic programs in which the individual faculty member teaches; it should not be derived by averaging annual faculty evaluations for the years being reviewed.]

The evaluative report, together with the faculty member’s annual reports and annual performance evaluations for the period under review, a copy of the faculty member’s 5-year plan, a copy of the faculty member’s current curriculum vita, and any other material the faculty member provided in support of his/her professional performance over the review period, shall be forwarded to the Performance Review Committee and shall become part of the permanent personnel file.

For each faculty member, the Performance Review Committee shall either agree or disagree with the review findings of the unit administrator. PRC discussion will address all aspects of the faculty member’s professional performance, including all duties actually assigned to the faculty member during the period covered by the review, as these duties were weighted for the individual faculty member at the time.

The review shall reflect the nature of the faculty member’s field or work and shall conform to fair and reasonable expectations as recognized by faculty peers in the discipline.

The review shall be conducted in a manner free of arbitrary, capricious, or discriminatory elements and shall adhere to the requirements of the Faculty Manual and the unit code.

**Evaluation Criteria**: The PRC shall apply the following criteria in determining whether to agree or disagree with the findings of the unit administrator:

1. *ECU Faculty Manual*, Part VIII, Section I (III.) Evaluations, and

2. [Insert a reference to the evaluation criteria in the unit code.]

**General Standards for finding of “exceeds,” “meets,” or “does not meet” expectations**: To bring unit standards into compliance with the Faculty Manual policy, the Faculty Senate recommends, but does not require, that unit Tenure Committees and the unit administrators adopt the general standards stated below. [More specific unit standards should be included under each designation below.]

- **Exceeds expectations**: during the period under review, the faculty member discharged conscientiously and with professional competence the duties associated with his or her position in such a way as to constitute a model for others that represents the best of its kind.

- **Meets expectations**: during the period under review, the faculty member discharged conscientiously and with professional competence the duties associated with his or her position.

- **Does not meet expectations**: during the period under review, the faculty member failed to
discharge conscientiously and with professional competence the duties associated with his or her position.

Other Considerations: The performance review will address misconduct only if the misconduct is documented in the faculty member’s personnel file and the faculty member’s due-process rights were respected (the right to appeal a finding or sanction to the relevant committee and the right to include in the personnel file a letter expressing disagreement with a finding).

The review will consider any performance of duties judged supererogatory (relative to the Faculty Manual and unit criteria, specific duties assigned and not assigned, and the like).

DRAFT ADMINISTRATIVE MEMORANDUM (for information only)

TO: Faculty Members, Deans, and Unit Administrators

FROM: Dr. Ronald L. Mitchelson, Provost and Senior Vice Chancellor
Dr. Phyllis Horns, Vice Chancellor for Health Sciences
Dr. John Stiller, Chair of the Faculty

DATE: April ___, 2017

SUBJECT: Notice of Required Update to Unit Performance Review (PTR) Standards

As we continue implementing the Performance Review of Tenured Faculty (PTR) policy and Guidelines amended by the UNC Board of Governors in August 2015 and the subsequent revision to the ECU policy approved in October 2015, it has become apparent that PTR standards developed and approved for use during the 2013-2014 “block” review need to be updated to comply with UNC requirements. Performance reviews that have been completed during the 2016-2017 academic year suggest that many units are relying almost exclusively on the preceding five years of annual faculty evaluations, in many cases simply averaging those ratings as the complete review. UNC Policy and the ECU Faculty Manual indicate that annual evaluations will inform PTR, but they cannot be used exclusively for the required comprehensive review.

Each academic unit must revise its Performance Review Standards to comply with the amended UNC and ECU Performance Review policies and guidelines. Please refer to Part IX, Section II (linked here and below) of the Faculty Manual for complete details on the updated PTR process. Some key points related to the revised policies and procedures are provided below.

Key points to include in updating unit standards:

- standards now are “meets,” “exceeds,” or “does not meet” expectations;
- standards must reflect the primacy of instruction within the UNC system institutions;
- standards should be consistent with the mission of the institution, college, and program and with the changing goals of both the unit and the university;
- standards should address the faculty member’s teaching, scholarship (research, creative activity/innovation, engagement, and/or outreach), service, and other duties, including contributions to the departmental, college/school, and university goals, contributions to the academic programs in which the faculty member teaches, and any other professional activities
bearing on the faculty member's performance of his or her duties during the period under review.

Key points of the Review Process:

- initial review is conducted by unit administrator using form contained in the *ECU Faculty Manual* Part IX, Section II;
- includes a narrative evaluation of overall faculty performance consistent with the faculty member's 5-year plan that takes into account the relative weights assigned to each duty during each of the years being reviewed and the amount of reassigned time from teaching to the performance of other duties for each year under review;
- is a comprehensive assessment of the faculty member’s performance based on the unit’s PTR criteria (see above) in light of the faculty member’s most recent and/or amended five-year plan;
- review is informed by the faculty member’s annual reports and annual evaluations but must also include:
  - the faculty member’s 5-year plan,
  - the faculty member’s current curriculum vitae, and
  - any other materials the faculty member provided in support of his/her professional performance over the review period.
- administrator’s report and all materials are forwarded to unit Performance Review Committee for response (agree or disagree with initial review by unit administrator)
- next higher administrator concurs or does not concur with the report

To assist units in updating PTR standards and reviews, a revised checklist and sample format is attached. Units may choose to use these updated materials or may prefer to develop their own standards document that complies with the approved policies. For reference, unit standards that were approved in 2013 are available on the Faculty Senate web site: http://www.ecu.edu/cs-acad/fsonline/customcf/committee/uc/performancecereview.pdf

Some units have included PTR standards in their unit code; these standards must be reviewed and revised, as necessary, to assure compliance with the current Performance Review policies. Updated standards should be submitted to the next higher administrator, who will forward to the appropriate vice chancellor. Upon approval by the Provost for Academic Affairs units or the Vice Chancellor for Health Sciences for units in that Division, the revised standards must be incorporated into your amended unit code at the earliest opportunity.

Updated unit standards are due to the respective division vice chancellor on or before November 1, 2017. Units should adopt an internal timetable in order to meet this deadline.

Questions concerning performance review of tenured faculty should be directed to Dr. John Stiller, Chair of the Faculty, or to Dr. Ron Mitchelson, Provost.

c: Chancellor Cecil Staton, Interim Vice Chancellor Mike Van Scott, Dr. Jay Golden, Vice Chancellor of Research, Economic Development and Engagement (effective June 30, 2017), University Counsel and Vice Chancellor for Legal Affairs Donna Gooden Payne

Attachments: 1) *ECU Faculty Manual*, Part IX. *Section II*, Performance Review of Tenured Faculty of East Carolina University, 2) Performance Review of Tenured Faculty of East Carolina University Faculty Five-Year Plan Guidelines and Forms (see link with the form in Part IX), 3) Updated checklist and sample format for documenting unit PTR standards
FACULTY WELFARE COMMITTEE REPORT
Formal faculty advice on interim HIPAA Medical Photography Regulation

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

Related Policies
- HIPAA Privacy Policy 12.60.14 - Designated Record Set
- HIPAA Privacy Policy 12.60.10 - HIPAA Authorization to Use and Disclose Protected Health Information
- HIPAA Privacy Policy 12.60.20 - HIPAA De-identified Information
- 45 CFR 164 Subpart E – Privacy of Individually Identifiable Health Information
- “Modification to the HIPAA Privacy, Security, Enforcement, and Breach Notification Rules Under the Health Information Technology for Economic and Clinical Health Act and the Genetic Information Nondiscrimination Act; Other Modifications to the HIPAA Rules; Final Rule,” 78 Federal Register 17 (25 January 2013), pp. 5566-5702.
- ECU HIPAA Privacy Forms

1. Purpose
1.1. This policy sets forth guidelines that ECU clinical staff, faculty, learners, and other employees must follow when photographing patients in any ECU clinical site.

1.2. This policy does not govern medical photography of patients in any non ECU healthcare facility where care is being rendered by an ECU clinical staff, faculty, learner, or other employee.

2. Definitions
2.1 Photograph or photography – any videotaping, filming, still photography, images, digital or other means of recording and reproducing images.

2.2 Consent – permission granted by the patient (or legal representative) agreeing to allow the production of photographic images of patients.

2.3 Publication – any method of displaying or distributing photographs, including simply showing or sending the photographs to a limited number of individuals.

2.4 Treatment – purposes of identification, diagnosis, evaluation, management and/or treatment of a patient. Treatment includes diagnostic or therapeutic procedures where obtaining the non-textual data is part of the procedure using specialized equipment, clinical communications, and documentation to support reimbursement for services rendered to the patient.

2.5 Payment – health information disclosed to commercial or federal insurance companies or the Department of Social Services for claims processing, insurance review, or to determine benefits.

2.6 Health care operations – clinical functions internal to or within an ECU clinic or department. Examples may include: peer review, quality improvement, and risk management activities; certification, licensing and credentialing; business planning and management.
Clinical staff – includes any ECU employee, learner, visitor, or other workforce member who is providing clinical care to a patient or client. Clinical staff includes, but is not limited to: dentists; physical therapists; occupational therapists; speech pathologists; audiologists; physicians; substance abuse counselors; nurses; dental hygienists; students in medicine, dentistry, nursing, or other health professions.

3. Policy
3.1 The purpose of this policy is to protect patient privacy and confidentiality, and to ensure the security of patient identifiable information in accordance with federal and state laws, regulations, and ECU policies regarding the security of protected health information (PHI).

3.2 Clinical photography of patients may be appropriate and necessary for the identification, diagnosis, evaluation, management and/or treatment of medical conditions. Photographs or videos of patients may be used for payment or healthcare operations purposes.

3.3 The general consent for treatment provided by a patient includes the patient’s consent to take medical photographs for treatment purposes. The photographs may also be used for treatment, payment, and healthcare operations purposes without additional consents or authorizations.

3.4 Patient photographs taken for treatment purposes must be permanently stored in the patient’s record and/or the electronic health record. As soon as possible after inclusion in the medical record, the image must be deleted from the device on which it was produced.

3.5 Patient images and/or video recordings that are not stored in the medical record must be stored in a secure manner that allows for timely retrieval and protects the patient’s privacy and security, per ECU HIPAA policies and procedures.

3.6 Any employee taking or storing medical photography on any electronic storage or mobile device is required to follow ECU HIPAA security policies and procedures.

3.7 Details regarding required safeguards and university policy for PHI on electronic and mobile devices are located www.ecu.edu/hipaa.

3.8 If a mobile device is used to take clinical photographs, an appropriate application must be used to take and transmit the clinical photographs directly into the medical record (e.g. Haiku or Canto applications if the EPIC electronic health record is used).

3.9 **It is prohibited to photograph any patient without their consent. It is inappropriate to photograph any patient for social or personal use.**

3.10 Any other use of identifiable patient photographs—education, media, publication, and research - requires that the patient execute a separate ECU HIPAA Authorization form found at www.ecu.ecu.hipaa.

4. Procedure
4.1. Consent for Clinical Photography
4.2. Patients who complete any appropriate consent for treatment also provide permission to use patient information, including photographs, for treatment, payment, and health care operations.
This general consent includes the provision of medical treatment or diagnostic procedures, including clinical photographs, deemed necessary.

4.3. If clinical photographs are used/disclosed for treatment, payment, or operations, they may be shared internally or externally to ECU. Use or disclosures external to ECU related to payment or operations may require the execution of a HIPAA Business Associate Agreement (see ECU HIPAA regulation 12.60.19).

5. Authorization for Clinical Photography for Other Purposes
5.1. Patient photography might also be used and/or disclosed (internal or external to ECU) for: education (internal or external to ECU), research, media, and publication purposes.

5.2 If patient photography is used and/or disclosed (internal or external to ECUP) for any purposes other than treatment, payment, or health care operations.

5.3. HIPAA patient authorization of protected health information (PHI) must be completed by the patient or legal representative; or the patient photography must be de-identified.

6. De-identified Photography
6.1. Patient photography that is de-identified appropriately, per ECU HIPAA De-Identified regulation 12.60.20, does not require a patient consent or authorization for use/disclosure.

6.2. Such uses requiring authorizations might include: patient photography of the patient or body part may be sufficiently unique or recognizable to make it patient-identifiable; therefore, use/disclosure of the photograph may require a HIPAA patient authorization of protected health information (PHI).

Faculty Senate Agenda
April 18, 2017
Attachment 21.

FACULTY WELFARE COMMITTEE REPORT
Formal Faculty Advice on Proposed Volunteer Regulation

Additions are noted in bold print and deletions in strikethrough.

Authority: Chancellor
Related Policies: UNC Anti-Nepotism Policy; Governor’s Executive Order 48; ECU Ant-Nepotism Policy (pending PRR review); Criminal Background Check Policy, Academic Computer Use Policy, Teachers’ and State Employees’ Retirement System Guidance on Returning to Work Laws; Notice of Nondiscrimination and Affirmative Action Policy; Youth Programs and Camps, Visiting Scholars
Other policies e.g., ECU Physician’s Volunteer Policy (In development); NCAA Guidelines
Additional References: Volunteer Agreement; employment@ecu.edu
Contact for Info: Associate Vice Chancellor, Department of Human Resources (#252-328-9847)

1. Introduction
1.1. The East Carolina University (hereinafter ECU or University) Volunteer Regulation seeks to provide consistent guidelines and requirements for Volunteers. The regulation seeks to reduce the
risk to both Volunteers and the University and to protect the interests of the University, its Volunteers, and the community it serves. Volunteers provide unique benefits and enable the University to fulfill its mission. This regulation addresses qualifications, required levels of approval, and legal implications of using the services of Volunteers.

2. Scope
2.1. Except as provided herein, this regulation applies to all ECU Volunteers, as defined below, and the ECU divisions, departments, colleges, schools, and/or other ECU units (hereinafter collectively referred to as “units”) who utilize the services of Volunteers.

3. Volunteer Defined
3.1. A Volunteer subject to this regulation is any person who does not receive compensation but is authorized by an ECU unit to perform duties on behalf of ECU, including, but not limited to, civic, humanitarian, charitable, or public service duties, or to gain personal or professional experience in a specific area without compensation. Unpaid interns are excluded from this regulation. Volunteer Athletics coaches whose activities are governed by NCAA regulations are excluded from this regulation. ECU Students (including International Students) and guest lecturers invited to give academic presentations are excluded from this regulation.

3.1.1 This regulation does not apply to persons who are volunteering at an ECU Youth Program or Camp which is governed by REG01.15.05, entitled “Youth Programs” and Programs. All students assisting with camps will fall under the Youth Programs regulation.

4. Discontinuing the Services of the Volunteer
4.1. ECU may terminate a Volunteer's service at any time, and without prior notice. Likewise, a Volunteers may terminate his or her services to the University at any time, and without prior notice.

5. Eligibility
5.1. In order to serve as a Volunteer, the following requirements must be met:

5.1.1. The individual must have appropriate experience, qualifications, and/or training for the task(s) that he/she will be asked to perform.

5.1.2. ECU employees who volunteer are covered under this regulation. A current employee may not serve without compensation as a Volunteer for the University in the same position in which he/she is currently employed by the University or in a Volunteer capacity that is similar or related to the employee’s current regular work at the University.

5.1.3. Volunteer service hours for the University are not considered as University employee work hours or University employee community service hours and are not eligible for compensation from the University. This subparagraph does not apply to any faculty member who has a service component as part of his or her current regular duties.

5.1.4. Any individual who is under eighteen (18) years of age must obtain written parent/legal guardian consent to Volunteer. Volunteer services of children under the age of eighteen (18) is strictly limited to age-appropriate, non-strenuous, volunteer capacities for no more than six (6) hours in any given week and only to the extent that the Volunteer is directly supervised at all times by at least two University approved adult volunteers or ECU Employees, and/or at least one approved Volunteer, parent or guardian of that child. Additional hours during the non-school year will require prior
approval for youth under age 18 years of age.

5.1.5. A non-US citizen who does not possess a valid work authorization is not eligible to volunteer. Related individuals who are not eligible to work in the United States are not eligible to volunteer.

5.1.6. A Retiree, who falls under the Teachers & State Employees Retirement System, may not serve as: A Volunteer within the first six (6) months of retirement if the Volunteer assignment could lead to permanent employment. Such an assignment could put the individual's retirement benefits at risk. The Volunteer may not displace or serve as a substitute for any regular employee position. The Volunteer cannot be offered any promise of future employment.

5.1.7. The Volunteer must be sponsored by a unit that is willing to supervise him/her.

6. Sponsoring Unit Responsibilities, Documentation and Procedures

6.1. It shall be the duty of the unit sponsoring a Volunteer to provide appropriate supervision and to instruct the Volunteer on all applicable rules, regulations and policies, including safety policies. The unit shall designate at least one (1) faculty or staff member to be the point of contact with the Volunteer for the purposes of instructing the Volunteer and otherwise complying with this Policy.

6.2. The unit shall provide the Volunteer with a copy of this policy, shall make sure that the Volunteer meets all of the requirements of this Policy, and shall comply with the following procedures:

6.2.1. If the Volunteer will provide services on three (3) or more days in any given semester (or 3 or more days over the course of a summer), the Volunteer shall be required to complete the Volunteer Agreement prior to beginning service.

6.2.2. A Volunteer who will be exposed to “Confidential and/or Sensitive Information,” (no matter the duration or extent of the Volunteer assignment) shall be required to complete the Volunteer Agreement prior to beginning service. A Volunteer may access “Confidential and/or Sensitive Information” only to the extent he/she is required and authorized to do so in the performance of his/her volunteer services. The auxiliary organizations who may need to have volunteers with access to “Confidential and/or Sensitive Information” will be excluded from this regulation.

6.2.2.1 “Confidential and/or Sensitive information” may include but is not limited to the following: Student Records and information from Student Records (including GPA, Class schedule, grades, Banner number, exam scores, etc.), Social Security Numbers or employer taxpayer identification numbers; Driver’s License information, State Identification Cards; Passport Numbers; Digital Images; Dates of Birth; Home Addresses; Home Telephone Numbers; Checking and Savings Account Information; Credit Card Information; Debit Card Information; Passwords; Protected Health Information (Any information that identifies a patient and their treatment); Proprietary Information (research, patent, legal, compliance, etc.); and Personnel File Information of employees.

6.2.3. If the potential Volunteer is under eighteen (18) years of age, his/her legal guardian must also sign the Volunteer Agreement.

6.2.4. A template Volunteer Agreement can be found at the link above. Each unit may make non-substantive modifications to the template to accommodate differences in program operations.
Substantive changes may not be made without the consent of the Associate Vice Chancellor for Human Resources or his/her designee after consultation with the Office of University Counsel.

6.2.5. The unit shall at all times maintain documentation of the names, addresses, contact information, dates of service, and emergency contact information of each person who is performing Volunteer services for that unit. A copy of this information, and copies of all current Volunteer Agreements, shall be provided by the unit to HR as new volunteers are processed by the department. A volunteer termination report (documenting the termination of the services of any volunteers during the last quarter) should be forwarded to HR on a quarterly basis.

6.2.6. The unit shall maintain all Volunteer documentation consistent with the applicable University document destruction policy but in no case for fewer than three (3) years after the Volunteer has ceased rendering services for the unit.

6.2.7. The unit shall also determine whether the Volunteer must undergo a background check according to the criteria in section 15 below, and proceed accordingly.

7. Arrests/Convictions Criminal Convictions Obtained While Volunteering at ECU

7.1. Each Volunteer is required to report any arrests/criminal convictions to his/her sponsoring unit immediately after the arrests/criminal convictions.

8. Volunteer Responsibilities and Rights

8.1. Each Volunteer shall abide by all applicable ECU policies, state and federal laws and regulations, including, but not limited to, those relating to ethical behavior, safety, confidentiality, protected health and student information, computer use, financial responsibility, and drug use.

8.2. A Volunteer is not an ECU employee, nor does he/she have the authority to officially represent the University. A Volunteer is not eligible for University privileges including, but not limited to wages, salary, or any ECU benefits.

9. Prohibited Activities

9.1. An ECU Volunteer is prohibited from performing any of the following activities in the course and scope of his/her authorized activities:

9.1.1. Operating heavy equipment;

9.1.2. Operating University or State owned or leased vehicles, golf carts, and/or boats;

9.1.3. Working with hazardous materials, including stored energy (e.g. steam, electricity, hydraulics);

9.1.4. Entering into contracts on behalf of ECU and.

9.1.5. Transporting minors in personal vehicles.

10. Nepotism

10.1. A Volunteer shall not be supervised or evaluated by any individual within the definition of “Related Persons,” as defined by the UNC Anti-Nepotism Policy. Exceptions to this requirement may be made, in the discretion of the unit manager, for short-term (no longer than 3-day) events where
protective measures are put in place to ensure that no improper favoritism is likely to occur.

11. Liability and Indemnification
11.1. A Volunteer who is acting within the course and scope of authorized activities as an agent on behalf of the University may be covered by the Defense of State Employees Act and the North Carolina Tort Claims Act pursuant to Governor's Executive Order 48 (see link above). This means that the State may accept legal responsibility for the torts committed by an ECU Volunteer that occurs under those circumstances, to the extent permitted by law. Additionally, and, at the discretion of the North Carolina Attorney General, the State may agree to defend and indemnify the Volunteer in the same manner as if the Volunteer were an employee of the State of North Carolina.

12. Notice of Non-Discrimination
12.1. ECU prohibits discrimination and related retaliation against students, employees, applicants, and visitors (including Volunteers) on the basis of any University protected class as outlined in the Notice of Nondiscrimination and Affirmative Action Policy. Harassment is a form of discrimination. Sexual misconduct is a form of sex discrimination that includes sexual harassment and sexual violence.

12.1.1 Each Volunteer must complete an educational module about prohibited sexual misconduct, as defined in the University’s Notice of Nondiscrimination and Affirmative Action Policy, at the time he/she begins his/her volunteer service and every five years thereafter. To complete the educational module, please contact the Office for Equity and Diversity, via phone (252) 328-6804, email oed@ecu.edu, or the Internet (www.ecu.edu/oed). Please note that an exception may be made for an incidental Volunteer who will serve in certain capacities for two days or fewer.

13. Special Needs and Requirements of Certain Units
13.1. To the extent they are consistent with this regulation, each unit may develop additional requirements, guidelines or rules for its Volunteers as may be appropriate to its circumstances or as required by law or regulation. For example, units within the Division of Health Sciences may be required to apply additional health and safety policies and procedures to protect the Volunteer or others from exposure or harm.

14. Computing and Network Usage
14.1. ECU units may request computer and network accounts for their Volunteers. The request must be written and signed by an authorized representative of the sponsoring unit. The request must have Vice Chancellor or designee approval. In addition, the ECU unit employee assigned to serve as the point of contact with the Volunteer may be required to sign a statement accepting responsibility for the actions of the Volunteer with regard to computer and network usage. The authorization will be valid up to one year. It is the responsibility of the unit to notify ITCS when the account should be deactivated if this occurs before the authorization expiration date.

15. Criminal Background Checks Required for Volunteers with Unsupervised Access to Sensitive Populations, ECU Students, and/or Liquid Assets of the University
15.1. In addition to satisfying all the other applicable requirements of this regulation, the following types of Volunteers must consent to and complete a background check satisfactory to the University prior to commencement of any Volunteer services. Criminal background checks will not be paid from the respective academic department's operating budget.
15.1.1. Each potential Volunteer who will have Unsupervised Access to either (a) Sensitive Populations; (b) ECU students or (c) Unsupervised Access to cash, checks or other forms of liquid assets of the University. Any such Volunteer who does not consent to and pass a criminal background check is disqualified from serving a Volunteer.

15.1.1.1. "Sensitive Populations" is defined as (i) all persons under 18 years of age; (ii) patients receiving care in any clinical setting; (iii) persons with substantially diminished mental or physical capacities; and (iv) all other individuals entitled to enhanced supervision or protection based on University practice or State or Federal law.

15.1.1.2. "Unsupervised Access" means that the Volunteer will, for any period of time, have access to either Sensitive Populations, ECU Students, or liquid assets of the University without the physical presence and physical observation of at least one supervising University employee.

15.1.2. The ECU Department of Human Resources (Employment Unit) will perform the background check upon request of the sponsoring unit and after receipt of the required consent signed by the potential Volunteer. The background check will be of the type performed on new University employees. Human Resources will determine, in consultation with the sponsoring unit, whether the results disqualify the potential Volunteer or otherwise impact his/her services.

15.1.2.1. The following types of criminal convictions will normally render an individual ineligible to work or volunteer in a Covered Program:

15.1.2.1.1. Drug distribution activity or felony drug possession;
15.1.2.1.2. Sexual offenses, including stalking;
15.1.2.1.3. Crimes of violence involving physical injury to another person
15.1.2.1.4. Child abuse, molestation, child pornography, or other crimes involving child endangerment, including neglect and abandonment
15.1.2.1.5. Murder;
15.1.2.1.6. Kidnapping; and/or
15.1.2.1.7. Any other crime involving moral turpitude.

15.1.2.2. All authorized volunteers who are not ECU employees, and who are subject to this policy shall not be eligible to participate in a covered program unless they have undergone a satisfactory background check within one (1) calendar year of the start of volunteer assignment. A new background will be required if after 1 year, there is a break in service greater than 90 days.

15.1.3. In order to facilitate the background check, the sponsoring unit must timely submit to HR (Employment Unit) the potential Volunteer’s email address; first and last name; and Fund, Organization, Account, and Project Code (FOAP) information. The sponsoring department or unit is responsible for the cost.

15.1.4. A parent or legal guardian must consent to a background check for any Volunteer under eighteen (18) years of age who is required to have a background check as indicated by the criteria above.

15.2. Without exception, each person required by this section (15) to undergo and pass a background check must also fill out and sign the Volunteer Agreement referenced in section 6 above, and the sponsoring unit shall comply with all other applicable provisions of section 6.
15.3. Exception to Criminal Background Check Requirements for volunteers who would normally be required to complete a Background Check

15.3.1. The Associate Vice Chancellor for Human Resources or his/her designee may approve exceptions to the background check requirement, in whole or part, that are deemed to be consistent with the goals of this Policy, in ECU’s best interests, and where no unreasonable risks are identified after consultation with the appropriate University offices and/or outside agencies. Please note that exceptions will not be approved for situations that would require contact with any special populations, cash handling, and/or contact with sensitive data.

16. Contact
Comments or questions? Email the Employment Unit at: employment@ecu.edu

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VOLUNTEER AGREEMENT
(INCLUDES CONFIDENTIALITY PROVISIONS)

East Carolina University is pleased that you have offered to volunteer your services to the University. Your volunteer service is appreciated. The purpose of this VOLUNTEER AGREEMENT (“Agreement”) is to provide you with information about your volunteer experience and some important University policies that apply to volunteers. By signing this Agreement, you agree to abide by these policies and perform volunteer services in compliance with all the terms and conditions of this Agreement, as described below:

VOLUNTEER: ___________________ BANNER # (if applicable): ____________________

ADDRESS: ___________________________________________________________________

PHONE NUMBER: __________________ EMAIL: ____________________________

EMERGENCY CONTACT NAME AND PHONE NUMBER: ____________________________

EFFECTIVE DATES: ___________ to ___________
Effective dates may not span longer than 12 months ending June 30 of each academic year. Volunteer Agreements may be renewed at the discretion of the supervisor/unit manager.

ECU UNIT/DEPARTMENT SPONSORING THIS VOLUNTEER:
_____________________________________________________________________________

ECU POINT PERSON RESPONSIBLE FOR THIS VOLUNTEER:
_____________________________________________________________________________

DESCRIPTION OF VOLUNTEER SERVICES TO BE PROVIDED TO ECU: ________________
_____________________________________________________________________________

1. As a volunteer, I agree to provide services without compensation. I acknowledge that a volunteer is not an employee of the University. I understand that I will receive no wages, salary or other
compensation for my volunteer services. As a volunteer, I am not eligible for any University employment benefits, including but not limited to vacation, sick leave, retirement, tuition benefits, disability insurance, health insurance, and/or worker’s compensation coverage. I understand that being a volunteer does not give me priority for University employment, and I have no expectation of future employment.

2. I agree to comply with this Agreement and all applicable University policies and procedures and state and federal laws. If I am volunteering for ECU Athletics, I additionally agree to comply with the Constitution and By-Laws of the NCAA and any applicable conference or association.

3. I understand that I am under no obligation to provide any volunteer services to the University and that I am free to stop my volunteer service at any time. Notwithstanding any other provision in this Agreement, I understand that the University may terminate its volunteer relationship with me and this Agreement at any time without cause or prior notice and in its sole discretion.

4. If my volunteer activities require that I be given keys, computer equipment, or other University property, I agree to return such property immediately upon request or at the end of my volunteer activities, whichever first occurs.

5. If a criminal background check is required, I understand that my volunteer service and this Agreement are contingent upon the University’s receipt of a criminal background check report that the University, in its sole discretion, deems satisfactory.

6. If I am volunteering for ECU Athletics, I agree that I will not be involved, either directly or indirectly, in any activity that could be construed as the off-campus recruitment of student-athletes or as scouting.

7. I understand that I am not authorized to act in any way on behalf of the University in business matters, including signing contracts, leases or other agreements; hiring or supervising employees; or attempting to bind the University to any agreement.

8. I acknowledge that as a volunteer, I have an obligation to protect any and all Confidential and/or Sensitive Information¹, that I may have access to in the performance of my volunteer services, whether printed, written, spoken or electronic. I agree to seek my University liaison’s direction if questions arise with respect to access, use, or disclosure of Confidential and/or Sensitive Information.

9. I further understand that all Confidential and/or Sensitive Information must be accessed and maintained in a confidential and secure manner and that I am only authorized to access such information to the extent I am required and authorized to do so in the performance of my volunteer services. I understand and acknowledge that Confidential and/or Sensitive Information may not be divulged, copied, released, sold, loaned, reviewed, altered, texted, emailed to others or myself, or destroyed by me except as properly authorized by the appropriate University official and in compliance with applicable laws and policies.

10. I agree that I will not download Confidential and/or Sensitive information to my personal computer, unauthorized personal computers, social networking sites, portable devices (flash drive, CD, etc.), or any unauthorized medium.

11. I agree that I will not forge, alter, defraud, or misuse any documents, charge cards, money, checks, records, or ECU Cards of an individual or the University.

________________________________          ______________

¹ “Confidential and/or Sensitive information” may include but is not limited to Student Records and information from Student Records (including GPA, Class schedule, grades, Banner number, exam scores, etc.), Social Security Numbers or employer taxpayer identification numbers; Driver’s License information, State Identification Card; Passport Numbers; Digital Image; Date of Birth; Home Address; Home Telephone Numbers; Checking and Savings Account Information; Credit Card Information; Debit Card Information; Passwords; Protected Health Information (Any information that identifies a patient and their treatment); Proprietary Information (research, patent, legal, compliance, etc.); and/or Personnel File Information of employees.
Volunteer Regulation FAQ Sheet
(to be included with Volunteer Regulation and updated annually by Human Resources)

How do I get started as a volunteer?
Please complete the volunteer application in the unit/department for which you wish to volunteer. Each department determines the availability of volunteer positions according to its needs.

Are student volunteers governed under this regulation?
Students who are currently enrolled at ECU are not governed by this volunteer regulation.

How do I know which roles are available? Will you post them?
At this time, you will need to check with the department/unit for volunteer opportunities. In the future, we plan to have a listing of potential volunteer opportunities listed on the ECU Department of Human Resources website.

Can ECU employees volunteer on campus?
An ECU employee may volunteer only in a capacity that differs from his/her current job duties, and no volunteer may displace or serve as a substitute for any regular employee position. For example, no employee, or non-employee, may “volunteer” to serve as an Administrative Support Associate because “Administrative Support Associate” is a regular employee position. Similarly, it is not appropriate for an hourly ECU employee to be asked to “volunteer” to perform duties for free, where those duties are already a part of the employee’s job description. The employee could, however, volunteer to work at a summer camp in a position that is (1) not already a regular University position; and (2) where the duties the employee is being asked to perform are not already part of his/her job description. Questions should be referred to Human Resources.

What are the responsibilities of volunteers?
Volunteer responsibilities are defined by the sponsoring department/unit. Trainings and actual duties will vary, depending upon the need of the department/unit. Each Volunteer must agree to report any situations that involve all legal activity that may affect his/her ability to volunteer at the university.

Is there a minimum age for volunteering?
ECU accepts volunteers age 18 years and older. Special permission requests must be made for volunteers younger than 18 years of age. Internships and externships are not covered under this policy. Please visit Student Employment for those opportunities.

Is a volunteer agreement required if a faculty member volunteers at a sporting event?
A list of all volunteers must be maintained by each department.
What resources will the university provide for volunteer training? The departments will be training on the specific needs and duties of the volunteers. The Volunteer team (HR) can provide links to the website with a list of relevant policies, including computer usage, risks, confidentiality, etc.

Who keeps track of volunteers? The department will send volunteer agreements and names to HR prior to beginning the assignment and will send quarterly “termination” information when a volunteer is no longer serving in the department.

Who is an incidental volunteer? Someone who volunteers less than three days.