



# 2017-2018 FACULTY SENATE

The eighth regular meeting of the 2017/2018 Faculty Senate will be held on **Tuesday, April 24, 2018** 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](#) for live or later viewing

- I. **Call to Order**
- II. **Approval of Minutes**  
[March 27, 2018](#)
- III. **Special Order of the Day**
  - A. Roll Call
  - B. Announcements
  - C. Cecil Staton, Chancellor
  - D. Phyllis Horns, Vice Chancellor for Health Sciences
  - E. Bill Koch, Associate Vice Chancellor with Campus Operations  
2014 Resolution Condemning Expressions of Hate and Supporting Diversity Across Our University Community (attachment 1).
  - F. Anne Ticknor, UNC Faculty Assembly Delegate  
Report on [April 20, 2018](#) UNC Faculty Assembly Meeting
  - G. John Stiller, Chair of the Faculty
  - H. Question Period
- IV. **Unfinished Business**  
Faculty Welfare Committee, Chris Duffrin  
Resolution on Gun Violence (attachment 2).
- V. **Report of Graduate Council**  
Graduate Council, Ron Preston  
Formal faculty advice on curriculum and academic matters acted on and recorded in the [April 9, 2018](#) Graduate Council minutes, including curriculum action items (GC 18-7, and GC 18-9) within the Graduate Curriculum Committee meeting minutes from [February 28, 2018](#), [March 14, 2018](#), and [March 21, 2018](#) which included level 2 and level 3 programmatic actions that were forwarded to the Educational Policies and Planning Committee (EPPC), and included a Memorandum of Request to discontinue the Business Foundations Certificate (level 3) in the College of Business, and a proposal of a New Certificate: Leadership in Organizations (level 3) in the Department of Management Information Systems within the College of Business; a revision of an Existing Degree: Elementary Education, MAED (Level 2)

in the Department of Elementary Education and Middle Grades Education within the College of Education.

## VI. Report of Committees

- A. General Education and Instructional Effectiveness Committee, George Bailey
  - 1. Curriculum and academic matters acted on and recorded in the [March 19, 2018](#) meeting minutes including Global Diversity credit for PSYC 3314 Psychology of Religion; Natural Science credit for GEOL 1400 Bay & Beaches Around the World: Geological Form & Function (3 credits), GEOL 1551 Oceanography Lab (one credit) and maintaining Natural Science credit for GEOL 1550 Oceanography (after reducing from 4 to 3 credits) and GEOL 1700 Environmental Geology (after reducing from 4 to 3 credits).
  - 2. Recommendation to Faculty Governance Committee to consider changes to the *ECU Faculty Manual*, Part VIII, Section I.III Annual Evaluation, 1. Teaching (attachment 3).
- B. Undergraduate Curriculum Committee, Jean Luc Scemama
  - 1. Curriculum and academic matters acted on and recorded in the [March 22, 2018](#) meeting minutes including curricular actions within the Colleges of Health and Human Performance, Allied Health Sciences and Arts and Sciences and Departments of Mathematics, Foreign Languages and Literatures and History.
  - 2. Proposed revisions to the *University Undergraduate Catalog* relating to Multidisciplinary Minors (attachment 4).
- C. Unit Code Screening Committee, Cheryl Johnson  
Revised [Academic Library Services](#) Unit Code of Operations.
- D. Writing Across the Curriculum Committee, Jen-Scott Mobley  
Curriculum and academic matters contained in the meeting minutes of [April 9, 2018](#), including writing intensive designation (WI) for NUTR 3700: Nutrition Science and notification of continued WI designation for ART 2123 (after increasing credit hours from 1 to 3).
- E. Educational Policies and Planning Committee, Don Chaney  
Curriculum and academic matters acted on and recorded in the meeting minutes of [April 13, 2018](#) including:
  - 1. Proposal to create a new Department of Coastal Studies Code Unit and Proposed Provisional Code for the Department of Coastal Studies within the Division of Academic Affairs (attachment 5).
  - 2. Proposal to establish a new School of Rural Public Health and Proposed Provisional Codes for the Reorganized Department of Biostatistics, Reorganized Department of Health Education and Promotion, Reorganized Department of Health Services and Information Management, and Reorganized Department of Public Health (attachment 6).
  - 3. Request to revise the Family Nurse Practitioner and Adult-Gerontology Primary Care Nurse Practitioner Certificates and Doctor of Nursing Practice Core Curriculum within the College of Nursing; Request to revise the History, BA (4 new concentrations: Historical Studies, Pre-law, Public History, Atlantic and Maritime) within the Department of History, Thomas Harriot College of Arts and Sciences; Request to revise the Network Technology, MS (proposes new Accelerated Bachelor of Science in Information Computer Technology/Master of Science in Network Technology within the Department of Technology Systems, College of Engineering and Technology; Request to establish a new certificate program in

- Teaching Children in Poverty within the Department of Elementary Education and Middle Grades Education, College of Education; Request to reduce the hours in the BS in Sports Studies from 121 to 120 within the Department of Kinesiology, College of Health and Human Performance; Request to deliver online the Master of Public Health (MPH) within the Department of Public Health, Brody School of Medicine; and Request to change the name of the BS in Public Health Studies to the BS in Public Health, within the Department of Health Education and Promotion, College of Health and Human Performance.
- F. Committee on Committees, Nancy Winterbauer  
Second reading of proposed revisions to the following academic committee charges:
1. Service-Learning Committee (attachment 7)
  2. Writing Across the Curriculum Committee (attachment 8)
  3. Calendar Committee (attachment 9)
  4. Distance Education and Learning Technology Committee (attachment 10)
  5. University Athletics Committee (attachment 11)
  6. University Budget Committee (attachment 12)
  7. Faculty Welfare Committee (attachment 13)
  8. Student Academic Appellate Committee (attachment 14)
  9. Teaching Grants Committee (attachment 15)
- G. Faculty Governance Committee, Tracey Carpenter-Aeby
1. Proposed revisions to the *ECU Faculty Manual*, Part VIII, Section I. Personnel Policies and Procedures for the Faculty of East Carolina University (attachment 16).
  2. Proposed revisions to 2018 Administrative Surveys (attachment 17).
- H. Distance Education and Learning Technologies Committee, Timm Hackett
1. Proposed revisions to the *ECU Faculty Manual*, Part VI, Section III. Distance Education Policies (attachment 18).
  2. Proposed Revisions to the *University Undergraduate Catalog* relating to the Office of Continuing Studies (attachment 19).
  3. Proposed revisions to the *University Undergraduate Catalog* relating to distance education (attachment 20).
- I. Admission and Retention Policies Committee, Jay Newhard
1. Proposed revisions to the *ECU Faculty Manual*, Part VI, Section I. Teaching Regulations and Guidelines Relating to Faculty, subsection VII. Final Examinations (attachment 21).
  2. Proposed revisions to the *University Undergraduate Catalog* relating to final examinations (attachment 22).
- J. University Environment Committee, Brian Glover  
Proposed Reinstatement of the Administrative Natural Areas Committee (attachment 23).

## VII. New Business

**Faculty Senate Agenda**  
**April 24, 2018**  
**Attachment 1.**

Resolution Condemning Expressions of Hate and Supporting Diversity  
Across Our University Community  
(Resolution #14-75, October 2015)

- WHEREAS**, the Diversity Goal of East Carolina University commits the institution to “enriching the lives of students, faculty, and staff by providing a diverse academic community where the exchange of ideas, knowledge, and perspectives is an active part of living and learning;” and
- WHEREAS**, the University Diversity Vision recognizes that “diversity and respect for human difference within the academe is a key source of intellectual vitality and innovative spirit;” and
- WHEREAS**, the University’s Creed calls our community members to act with personal and academic integrity; respect and appreciate the diversity of our people, ideas, and opinions; be responsible in words and actions; and engage in purposeful citizenship by serving as positive role models; and
- WHEREAS**, the recently approved Strategic Plan of the University pledges to make ECU “a national model for campus safety and the safest campus in the UNC system;” and
- WHEREAS**, the individual actions by members of the East Carolina community compromise the reputation, sense of safety, and dignity of the entire community; and
- WHEREAS**, such acts of hatred threaten to the very existence of the University as an institution rooted in traditions and practices of reasoned, respectful, and ennobling discourse.
- THEREFORE BE IT RESOLVED**, that members of the Faculty Senate of East Carolina University roundly condemn acts motivated by hatred on campus, in the broader community, and around the globe.
- BE IT FURTHER RESOLVED**, that the Faculty Senate urges all faculty members, staff, and students to engage in thoughtful dialogue, wherever possible and in the true spirit of diversity, about hate crimes on and near ECU with the goal of fostering respect for all people and ensuring a safe environment for learning and working and to continue constructive dialog in the future.
- BE IT FURTHER RESOLVED**, that the Faculty Senate strongly urges the University administration to train the appropriate personnel including law enforcement to recognize and report hate crimes, to employ its full powers to investigate such crimes, to pursue all legal remedies, to sanction parties who violate the University Nondiscrimination Policy and other related policies and regulations by participating in the harassment of people based on University protected classes, to report such incidents in the University’s yearly safety report as required by the Clery Act, and to report to the Faculty Senate consistent with the requirements in the *ECU Faculty Manual*, [Part XII, Section IV](#), Grievance Procedures for Complaints of Unlawful or Prohibited Harassment, Discrimination or Improper Relationships Brought Against East Carolina Faculty Members or Administrators Holding Faculty Status, subsection V. Annual Report.

**Faculty Senate Agenda**  
**April 24, 2018**  
**Attachment 2.**

**FACULTY WELFARE COMMITTEE REPORT**

Resolution on Gun Violence\*  
\* Supporting data in following appendix

The faculty at ECU - in response to the epidemic of school shootings and in solidarity with the national student movement against gun violence - assert the following:

- Whereas, firearms are the third leading cause of injury-related deaths in the United States and billions of dollars of medical costs are incurred annually; and
- Whereas, perpetrators have relied upon semi-automatic weapons, particularly the AR-15, for mass shootings upon unarmed populations; and
- Whereas, legislation in Florida and at the national level has been proposed to deal with gun violence through arming classroom instructors.

Therefore Be It Resolved, that the Faculty Senate recommends the Chancellor, on behalf of ECU:

1. Condemn any proposals to resolve gun violence by means of proliferation of weapons on campus through arming instructors, students, staff, and/or any employee or student who does not carry a weapon as part of her/his position;
2. Prioritize funding for the appropriate curricular programming for healthcare providers and counselors to educate patients and families on gun safety;
3. Publically support a ban on the sale of semi-automatic assault weapons;
4. Propose to the Board of Governors and the General Assembly ongoing funding and support for research on gun violence as a public health crisis.
5. Propose to the Board of Governors and the General Assembly:
  - a. that in light of school shootings, current systems, equipment, and facilities be reviewed by a group of qualified experts to identify where improvements can be made to increase safety and security for students, staff, and faculty.
  - b. that funds be made available in the budget to implement the additional safety and security measures identified.
  - c. that the plan of action to implement these safety and security measures be shared with the campus communities.

Appendix to Resolution on Gun Violence

1. According to the *American Journal of Public Health*, American hospitals saw 700,000 emergency room visits related to gun violence between 2006 and 2014.

Source: Sarabeth A. Spitzer, et al., "Costs and Financial Burden of Initial Hospitalizations for Firearm Injuries in the United States, 2006-2014," *American Journal of Public Health*, May 2017.  
<http://ajph.aphapublications.org/doi/abs/10.2105/AJPH.2017.303684>

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

Source: Beth Jones Sanborn, "Gun Violence a Public Health Crisis, Costs Hospitals \$2.9 billion a year, reports say," *Health Care Finance*, October 17, 2017.

<http://www.healthcarefinancenews.com/news/gun-violence-public-health-crisis-costs-hospitals-29-billion-year-reports-say>. Accessed February 20, 2018.

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

Source: Louis Klarevas is a Professor at the University of MA—Boston. See his book, *Rampage Nation: Securing America From Mass Shootings* (2016); see also, Christopher Ingraham, “It’s Time to Bring Back the Assault Weapons Ban, Gun Violence Experts Say,” *Washington Post*, 2-15-2018.

[https://www.washingtonpost.com/news/work/wp/2018/02/15/its-time-to-bring-back-the-assault-weapons-ban-gun-violence-experts-say/?utm\\_term=.628856371fe2](https://www.washingtonpost.com/news/work/wp/2018/02/15/its-time-to-bring-back-the-assault-weapons-ban-gun-violence-experts-say/?utm_term=.628856371fe2). Accessed February 20, 2018.

Other sources:

Jon Greenberg, et al., “What We Know About Mass Shootings,” *Politifact*, February 14, 2018.

<http://www.politifact.com/truth-o-meter/article/2018/feb/14/what-we-know-about-mass-shootings/>. Accessed February 20, 2018.

Joshua Gillin, et al., “The Facts on Mass Shootings in the United States,” *Politifact*, November 8, 2017.

<http://www.politifact.com/truth-o-meter/article/2017/nov/08/facts-mass-shootings-united-states/>. Accessed February 20, 2018.

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## Faculty Senate Agenda

April 24, 2018

Attachment 3.

### GENERAL EDUCATION AND INSTRUCTIONAL EFFECTIVENESS COMMITTEE REPORT

Recommendation to Faculty Governance Committee to consider changes to the *ECU*

*Faculty Manual*, Part VIII, Section I.III Annual Evaluation, 1. Teaching

Consider replacing Faculty Manual Part VIII Section I.III Annual Evaluation, 1. Teaching that states:

#### “1. Teaching

Teaching is the primary function of the university. Teaching may include classroom and laboratory instruction, student advising, mentoring student research, and other pedagogical activities.

Teaching must be evaluated using multiple methods selected from the list below:

- a. review by the unit administrator and/or peers of course materials such as syllabi, reading lists, teaching outlines, audiovisual materials, student manuals, student assignments and examinations, and/or other materials prepared for or relevant to teaching.
- b. samples of student work on assignments, projects, papers, juries or other examples of student achievement.
- c. formal methods of peer review, detailed in Faculty Senate resolution [#17-61](#). The peer review instrument for face-to-face courses is provided in Faculty Senate resolution [#16-60](#). The peer review instrument for on-line courses is provided in Faculty Senate resolution [#11-53](#).
- d. direct observation of teaching by the unit administrator.
- e. review of data from the Student Perception of Teaching Survey (SOIS). The data from SOIS is qualitative data and is not designed to serve the purpose of a measurement instrument.

Therefore, SOIS data may not be converted into a numerical score to be used in faculty evaluation.

- f. other procedures provided for in unit codes. (FS Resolution #12-76, July 2012)”

With the following:

### **“Teaching**

**Teaching is the primary function of the university. Teaching includes classroom and laboratory instruction, online instruction, other forms of distance education, service learning, student advising, mentoring student research, and other pedagogical activities.**

**In addition to procedures required by the faculty member’s unit code. (FS Resolution #12-76, July 2012), teaching shall be evaluated using information from multiple sources, including any of the following that were accomplished during the period under review:**

### **Instruction**

**The evaluation of a faculty member’s instructional activities shall take into account these core factors:**

- 1. Syllabus, including the course description, learning outcomes when determined by the instructor, and course requirements.**
- 2. Student assignments and examinations, and/or other materials prepared for or relevant to teaching.**
- 3. All other new or revised course materials, such as help sheets (handouts), study guides, reading lists, audiovisual materials, student manuals and the like.**
- 4. Examples of student work, such as tests, exams, quizzes, assignments, projects, papers, juries or other examples of student achievement.**
- 5. Course grade distribution.**
- 6. Changes made to course content and pedagogy to promote student success.**

### **Workload**

**The evaluation of a faculty member’s instructional activities shall take into account these factors:**

- 1. Courses taught by term with numbers of students taught.**
- 2. Numbers of undergraduate, master's, pre- and post-doctoral students, and visiting scholars advised academically or supervised clinically.**
- 3. Number of Masters Theses or doctoral dissertations directed.**
- 4. Number of Honors research projects supervised.**
- 5. Number of Honors courses taught.**
- 6. Number of memberships on doctoral dissertation and master's and honors research committees.**
- 7. Number of undergraduate research projects supervised.**
- 8. Number of Directed Readings or Independent Studies courses taught.**

### **Student, Peer and Unit Administrator Review**

**The evaluation of the faculty member’s instructional activities will take into account, where required or provided by the faculty member:**

- 1. Results of formal assessment by the instructor or the unit’s assessment committee of student achievement of course-specific learning outcomes, where required by the unit code or submitted by the faculty member.**

2. Results of formal assessment by the faculty member or the unit's assessment committee of student achievement of program-specific learning outcomes, where required by the unit code or submitted by the faculty member.
3. Student evaluations of the course and instructor.
4. The results of formal peer review, formal peer review, as detailed in Faculty Senate resolution #17-61, where required.
5. Direct observation of teaching (face-to-face or online) by the unit administrator.
6. Written communications to the unit administrator from one or more student (with instructor's responses if the instructor choose to provide responses).
7. Number and type of face-to-face or online teaching or related workshops attended.

Impact of scholarly activity on improving the quality of instruction at ECU or elsewhere  
The evaluation of the faculty member's instructional activities shall take into account, when available:

1. Awards and honors recognizing excellence in teaching.
2. Grants to support instructional activities and programs; if collaborative, the faculty member's distinctive contribution is described.
3. Recognition by professional organizations for leadership in educational endeavors (e.g., serving as a training grant reviewer for state and federal agencies), leadership in major educational bodies (e.g., National League for Nursing), invitations to serve and active participation in education-focused conferences for state and national organizations.
4. Teaching workshops presented.
5. Publication of scholarly articles addressing course content or pedagogy.
6. State, Regional or National leadership roles related to education.
7. Invitations from other institutions to serve as lecturer, visiting professor, or education consultant.
8. Continuing education courses taught.
9. Evidence of leadership and scholarly engagement in the development of course content and pedagogy of face-to-face courses.
10. Evidence of leadership and scholarly engagement in the development and delivers of online education.
11. Scholarly reputations of journals and publishers of the candidate's teaching publications.
12. Evidence that contributions to teaching are being adopted or are affecting teaching.
13. Programs at other institutions or other end-users.
14. Evidence of impact on the professional careers of others (e.g., former students, junior faculty, colleagues)."

**Faculty Senate Agenda**  
**April 24, 2018**  
**Attachment 4.**

### **UNDERGRADUATE CURRICULUM COMMITTEE REPORT**

Proposed revisions to the *University Undergraduate Catalog* relating to Multidisciplinary Minors

In the effort to help ECU students finish in four years, below are proposed revisions to the policy relating to multidisciplinary minor located in the *University Undergraduate Catalog*. With the large number of students pursuing but not gaining admission to professional programs, there are significant number of students who must pivot to a new degree program, many of which require a minor. The pattern of courses that receive approval as a coherent minor must be approved by the chair or faculty



designee in the degree-granting program, so that is the check on rigor, both before and after a student has reached 80 hours. The current structure places trust in the judgment of these people before 80 hours, but registers suspicion after 80 hours. This seems to place an arbitrary block in the pathway to graduation since it will often be students past the mid-point of their studies that most need a minor like this. Some units will choose to create standard formal structures for one or more MULT minors, while others will examine student transcripts on a case-by-case basis. None of that seems to hinge on pre- or post-80 hours.

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

#### “Multidisciplinary Minor

The multidisciplinary minor, designed for students who have interests not met by existing minors, requires **18-24 s.h.**, 9 s.h. of which must be above 2999. The theme-focused minor ~~must should~~ normally comprise courses from **a minimum of** three ~~to five~~ disciplines and ~~must should~~ not reproduce existing disciplinary or other multidisciplinary minors. Courses ~~must should~~ exclude the student’s major. A declared major who is interested in the multidisciplinary minor and who has completed a minimum of 30 s.h. ~~can should~~ discuss with his or her advisor the theme around which the minor will be developed and **must** submit a written plan to the faculty member assigned by the student’s major department to oversee the multidisciplinary minor and to that department’s chair. (Please note that the Multidisciplinary Studies director is not involved with this minor.) Criteria for the plan include thematic unity and coherence and clarity of educational objectives. ~~The plan must be approved before the student has completed 80 s.h.~~ The student will complete the course of study under the supervision of his or her advisor.”

In addition to the catalog revisions, below are two additional recommendations relating to the matter:

Recommend that the Provost designate an academic home to the minor and a program coordinator.

Recommend that the only information that shows on a student's transcript regarding the minor is the multidisciplinary minor, and not a custom title for the minor.

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## Faculty Senate Agenda April 24, 2018 Attachment 5.

### EDUCATIONAL POLICIES AND PLANNING COMMITTEE REPORT

Proposal to Create a New Department of Coastal Studies Code Unit and Proposed Provisional Code for the Department of Coastal Studies within the Division of Academic Affairs

#### [Proposed Provisional Code for the Department of Coastal Studies](#)

East Carolina University aspires to be a national model for student success, public service, and regional transformation. A dynamic area where East Carolina University is accomplishing these goals is focused on coastal and marine issues, including work on North Carolina’s complex coastal system, consisting of the coastal plain, sounds, seashores, and barrier islands. Following

the recommendation of the Coastal Strategic Planning Committee to consolidate East Carolina University's many coastal and marine initiatives (e.g., Institutes, Centers, degrees, etc.) into a single fully vested academic and research-oriented unit that reaches across both campuses of the University, the coastal field station, and the University's partner Institutions, the provost appointed a Code Unit Proposal Committee to create a new code for the suggested unit. The proposed coded unit powered by the talent that already exists at East Carolina University is a logical candidate to be designated a "mission-focused academic area of distinction," for East Carolina University as described in the University of North Carolina Strategic Plan (January 2017). The coded unit would advance science and provide solutions to North Carolina's coastal and marine issues by integrating the expertise of scientific leaders across disciplines focused on coastal science and policy.

The creation of a new coded unit will initiate the process of dissolving the Institute for Coastal Science and Policy (ICSP). The new coastal unit will not be simply populated with current ICSP faculty. Rather, an application process for acceptance into the new unit will be implemented and open to all faculty at East Carolina University with coastal research interests. This will provide faculty with the opportunity to be a part of a new unit with a wide range of faculty expertise (e.g., different disciplines and ranks) as a basis for a multidisciplinary and transdisciplinary research enterprise. Faculty incorporation into the new unit should allow for current ECU faculty to select a 100%, 51% or 49% appointment in the unit (all newly hired faculty will be 100% appointed within the unit) and to either be in Wanchese or Greenville, given space availability and constraints. It is anticipated that the number of selected applicants will be similar to the current number of ICSP faculty (i.e., ~14).

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**Faculty Senate Agenda**  
**April 24, 2018**  
**Attachment 6.**

**EDUCATIONAL POLICIES AND PLANNING COMMITTEE REPORT**

Proposal to Establish a New School of Rural Public Health and Proposed Provisional Codes for the Department of Biostatistics, Department of Health Education and Promotion, Department of Health Services and Information Management, and Department of Public Health

[Proposed Provisional Code for the Reorganized Department of Biostatistics](#)

[Proposed Provisional Code for the Reorganized Department of Health Education and Promotion](#)

[Proposed Provisional Code for the Reorganized Department of Health Services and Information Management](#)

[Proposed Provisional Code for the Reorganized Department of Public Health](#)

#### Background:

ECU proposes to create a new academic unit, the School of Rural Public Health, within the Division of Health Sciences. This new unit will address multiple domains within the ECU strategic plan.

It is well established that eastern North Carolina has significant health and health care disparities relative to other parts of the state. These disparities are in large part due to the social determinants of health, including poverty, rural residence, racial/ethnic minority status, and limited access to quality health care. There is a critical need to build and sustain the public health infrastructure to address the immediate and long-term health needs of eastern North Carolina and to be actively engaged in the development and implementation of public health policy for our state. While there are several public health programs in North Carolina, there is only one School of Public Health in the state, the Gillings School of Global Public Health at the University of North Carolina at Chapel Hill. It is imperative that ECU establishes a School of Public Health that is consistent with the mission of the ECU Rural Prosperity Initiative and the Division of Health Sciences to identify and eliminate health disparities in eastern North Carolina. This proposal builds on nearly a decade of work by committed administrators, faculty and staff and community members to build this School.

This proposal begins by outlining the purpose, vision and mission of the proposed school. It then identifies steps that will be taken to achieve the mission of the ECU School of Rural Public Health.

#### Purpose:

To create a School of Rural Public Health at East Carolina University that will serve as the destination program for students interested in developing skills to address the unique public health needs of rural communities.

#### Vision:

To be a national model for engaging with communities to address regional needs and rural health disparities.

#### Mission:

To develop public health leaders and to promote the highest level of health and wellness for rural and underserved communities in North Carolina and beyond.

#### We will accomplish our mission by:

- Using innovative strategies for discovery, dissemination, and translation of knowledge into public health practice and service.
- Generating practical and sustainable solutions to public health challenges utilizing culturally competent engagement with community partners.
- Partnering to conduct community-based and interdisciplinary research to optimize health outcomes and reduce health disparities of the underserved, including rural and military populations.
- Educating and training transformative public health leaders.
- Improving the quality of life for rural and underserved communities through prevention and wellness approaches.

## Action Plan:

The missions of the ECU Division of Health Sciences (Brody School of Medicine, School of Dental Medicine, College of Allied Health Sciences, College of Nursing) have long focused on addressing the health needs of eastern North Carolina. The recently launched ECU Rural Health Initiative (<http://www.ecu.edu/cs-acad/research/ruralprosperity/>) also incorporates a major focus on public health and social determinants of health for rural eastern North Carolina.

The development of the School of Rural Public Health includes preliminary work conducted by the School of Public Health Advisory Council in 2015–2016 and a report compiled by a team of external consultants in 2016 (See Appendix 1 for a list of members of each group. Reports generated from these groups are available upon request). General observations from the consultants include:

- The belief that there is a strong need for a School of Public Health to address the public health needs of eastern North Carolina and complement the work of other Schools in the ECU Division of Health Sciences;
- A recognition that support for the School is strong and widespread across the University and that the School would fit within the mission of ECU;
- The building blocks are currently in place to establish a School through existing departments and Schools that would be accredited by the Council for Education in Public Health (CEPH);
- The need to implement a plan to coordinate these resources, recruit a transformative dean and prepare the School for CEPH accreditation as soon as possible.

In February 2017, the ECU Academic Council appointed a School of Public Health Implementation Committee, co-chaired by Dr. Ronny Bell, Chair of the Department of Public Health, and Dr. Don Chaney, Chair of the Department of Health Education and Promotion (See Appendix 1). The Committee was charged with developing and implementing an aggressive plan to establish a School of Public Health on the Health Sciences Campus at ECU utilizing recommendations from the ECU SPH Advisory Council and the External Advisory Panel.

Based on the recommendation of the School of Public Health Advisory Council and ECU leadership, it was decided that the initial launch of the ECU School of Rural Public Health would include the units and faculty and staff as described in Appendix 2.

### 1) Academic Programs

- a. The School will continue to offer the existing degrees and certificates within its current units as described in Appendix 2. The School will include the following three academic departments:
  - i. Department of Biostatistics including faculty from the CAHS Department of Biostatistics and the DPH Epidemiology concentration;
  - ii. Department of Health Education and Promotion including faculty from the CHHP Department of Health Education and Promotion and the DPH Health Behavior concentration; and
  - iii. Department of Health Services and Information Management including faculty from the CAHS Department of Health Services and Information Management and DPH Health Administration concentration.

It is anticipated that each unit will reexamine the name of the Department in order to best reflect the programs and faculty that comprise each unit.

- b. The School will include the Center for Health Disparities which will reside at the School level and whose Director will report to the School Dean.

- c. The School will explore additional degrees and certificates consistent with the mission of the School and the accrediting body of the School (Council of Education in Public Health, CEPH) and other accrediting bodies for individual program (AUPHA, CAHME, CAHIIM).
- 2) Campus Integration
- a. The School will establish collaborative relationships with the Brody School of Medicine, the School of Dental Medicine, the College of Allied Health Sciences and the College of Health and Human Performance to develop degree programs and interdisciplinary research, education and service opportunities.
  - b. The School will offer adjunct and affiliate faculty positions to faculty from the Division of Health Sciences and the Division of Academic Affairs for those whose research, teaching and service align with the mission of the School.
  - c. The School will establish health initiatives across both campuses to support optimal health for faculty, staff and students.
- 3) Regional Service
- a. The School will facilitate regional transformation through enhanced support for public health agencies and regional coordination of health improvement activities.
  - b. The School will host events to facilitate improving the health of the region.
  - c. The School will support the mission of the Division of Health Sciences by improving the health status of citizens in North Carolina.
  - d. The School will support public health innovation and entrepreneurship activities on the East Carolina Research and Innovation Campus ("millennial campus").
- 4) Research/Scholarship:
- a. The School will take advantage of additional grant opportunities uniquely available to Schools of Public Health
  - b. The School will expand basic and applied research and other scholarly activities that advance the knowledge and practice of public health.
  - c. The School will work with faculty across campus to increase the number of funded research projects and published scholarly research.
  - d. The School will conduct collaborative and community-based research activities that are focused on addressing health disparities in the region.
  - e. The research vision/plan for the School will be developed through a Research Group with representation from all departments as well as key research administrators from the Division of Health Sciences.

#### ECU School of Rural Public Health – Detail

The ECU School of Rural Public Health will operate in a manner that takes full advantage of limited resources and will have an efficient and effective academic management strategy. Appendix 3 outlines the timeline in the creation of the School.

- a. The leader: A search for the Founding Dean of the School will begin in Academic Year 2019–2020. This leader will be critical to the School having a successful launch and achieving its goals. Funds will be sought to create an endowed professorship for this position. Additionally, Associate and Assistant Deans will be recruited and/or appointed to develop a strong leadership infrastructure.
- b. The staff: The School will actively pursue extensive research, education and service. The School will interact with other colleges across both campuses and will work to engage stakeholders at the local, state and national levels. A highly competent staff, including staffing in the Dean's suite, is absolutely essential.
- c. The faculty: We will draw on faculty primarily appointed in the existing units as well as

adjunct/affiliate faculty from both campuses. The faculty will be leaders in public health research, education and service. Courses and degrees/certificates will be offered online and on campus.

- d. The programs: The degree and certificate programs are listed in Appendix 2. These academic offerings are designed to develop public health leaders who are equipped to meet the needs of rural and underserved communities in North Carolina.
- e. The curriculum: The School will develop and offer programs of study that are unique, engaging, and experiential and will attract the best students from across the region. The MPH and DrPH programs will officially be housed at the School level. It is expected that other academic programs and all faculty assignments will be in the Departments within the School where promotion, tenure, and annual evaluations are conducted. A School level curriculum committee will be created to oversee curriculum development.
- f. Support: Alumni, foundation, state and federal support will be critical to the School's success. The School administration and faculty must seek and obtain grant funding consistent with the mission of the School. Efforts will be made to organize and facilitate the creation of targeted fundraising initiatives from alumni and philanthropists with the ECU Development Offices, including a naming opportunity for the school. The School will also seek funding for capital expenditures.

**SRPH Implementation Team:**

As shown in Appendix 1, the School currently benefits from the collective wisdom of an Implementation Team. This team has been meeting since Fall 2017, and will plan to complete a final report at the end of Academic year 2017–2018. Their services will continue as needed after that point, and may also incorporate senior leadership at ECU, who have been kept informed about the process on a regular basis.

**Regional Advisory Councils:**

Currently, the ECU Department of Public Health has a very strong and experienced Community Advisory Board that includes leaders at the local, regional and state levels (see Appendix 4). This board will continue to serve the School in an advisory capacity and may be expanded based on the perceived needs of the ECU School of Rural Public Health.

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Dr. Ron Mitchelson  
Provost and Senior Vice Chancellor for Academic Affairs

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Date

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Dr. Phyllis Horns  
Vice Chancellor for Health Sciences

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Date

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Dr. Jay Golden  
Vice Chancellor for Research, Economic Development, and Engagement

---

Date

Appendix 1: Preliminary Work on the Development of the ECU School of Rural Public Health

COMMITTEE	MEMBERS	REPORT
<p>SPH Advisory Council</p>	<ul style="list-style-type: none"> <li>• Chelley Alexander, MD, Clinical Professor and Chair of Family Medicine, Brody School of Medicine</li> <li>• Stacey Altman, MEd, JD, Associate Professor and Chair of Kinesiology, College of Health and Human Performance</li> <li>• Alta Andrews, DrPH, MPH, RN, Clinical Professor and Director for Community Partnerships and Practice, College of Nursing</li> <li>• Eric Bailey, PhD, MPH, Professor of Anthropology and Public Health, Harriot College of Arts and Sciences</li> <li>• Nicholas Benson, MD, MBA, Vice Dean, Brody School of Medicine; Interim Chief of Staff for the Vice Chancellor for Health Sciences (Panel Leader)</li> <li>• Don Chaney, PhD, Associate Professor and Chair of Health Education and Promotion, College of Health and Human Performance</li> <li>• Mary Farwell, PhD, Professor of Biology; Interim Assistant Vice Chancellor for Academic Affairs Research</li> <li>• Greg Kearney, DrPH, MPH, Assistant Professor of Public Health, Brody School of Medicine</li> <li>• C. Suzanne Lea, PhD, MPH, Associate Professor of Public Health, Brody School of Medicine</li> <li>• Thomas McConnell, PhD, Associate Dean, Graduate School</li> <li>• Andrew Morehead, PhD, Associate Professor and Chair of Chemistry, Harriot College of Arts and Sciences</li> <li>• Stephanie Jilcott Pitts, PhD, Associate Professor of Public Health, Brody School of Medicine</li> <li>• Rita Reaves, EdD, Interim SACSCOC Liaison, Institutional Planning, Assessment and Research</li> </ul>	<p>East Carolina University School of Public Health Advisory Panel Final Report – October 21, 2016</p>

<b>COMMITTEE</b>	<b>MEMBERS</b>	<b>REPORT</b>
External Consultants	<ul style="list-style-type: none"> <li>• Stephanie Richards, PhD, Associate Professor of Health Education and Promotion, College of Health and Human Performance</li> <li>• Kristina Simeonsson, MD, MSPH, Associate Professor of Pediatrics and Public Health, Brody School of Medicine</li> <li>• Kathryn Verbanac, PhD, Professor of Surgery; Interim Assistant Vice Chancellor for Health Sciences Research</li> <li>• Xiaoming Zeng, MD, PhD, Professor and Chair of Health Services and Information Management, College of Allied Health Sciences</li> </ul>	East Carolina University School of Public Health Site Visit Report of the External Consultant Team, September 2016



COMMITTEE	MEMBERS	REPORT
<p>SPH Implementation Committee</p>	<ul style="list-style-type: none"> <li>• Ronny Bell, PhD, Professor and Chair, Department of Public Health, Brody School of Medicine (Co-Chair)</li> <li>• Don Chaney, PhD, Associate Professor and Chair, Department of Health Education and Promotion, College of Health and Human Performance (Co-Chair)</li> <li>• Ruth Little, EdD, Vice-Chair &amp; Assistant Professor, Department of Public Health, Brody School of Medicine</li> <li>• Paul Vos, PhD, Professor and Chair, Department of Biostatistics, College of Allied Health Sciences</li> <li>• Xiaoming Zeng, MD, PhD, Professor and Chair, Department of Health Services and Information Management, College of Allied Health Sciences</li> <li>• Stephanie Richards, PhD, Associate Professor, Department of Health Education and Promotion, College of Health and Human Performance</li> <li>• Linda Ingalls, Associate Vice Chancellor for Personnel Administration</li> <li>• Rita Reaves, EdD, SACSCOC Liaison, Institutional Planning, Assessment and Research</li> </ul>	

Appendix 2: Academic Units and Impacted Faculty in the Inaugural Launch of the ECU School of Rural Public Health

UNIT	LEADER	ACADEMIC PROGRAMS	AFFECTED FACULTY/STAFF
<p>Department of Public Health, Brody School of Medicine</p>	<p>Ronny Bell, PhD, MS Professor and Chair</p>	<ul style="list-style-type: none"> <li>• Master of Public Health (MPH)               <ul style="list-style-type: none"> <li>○ Epidemiology</li> <li>○ Health Behavior</li> <li>○ Health Administration</li> </ul> </li> <li>• Doctor of Public Health (DrPH)               <ul style="list-style-type: none"> <li>○ Environmental and Occupational Health</li> <li>○ Health Policy, Administration, and Leadership</li> </ul> </li> <li>• Certificate Programs               <ul style="list-style-type: none"> <li>○ Foundations of Public Health Practice</li> <li>○ Ethnic and Rural Health Disparities</li> </ul> </li> </ul>	<p>Faculty:</p> <ul style="list-style-type: none"> <li>• Marysia Grzybowski, PhD</li> <li>• Gregory Kearney, DrPH, MPH</li> <li>• C. Suzanne Lea, PhD, MPH</li> <li>• Huabin Luo, PhD</li> <li>• Ruth Little, EdD, MPH</li> <li>• Ari Mwachofi, PhD, MS</li> <li>• Juhee Kim, ScD</li> <li>• Marla Hall, PhD, MCHES</li> <li>• Stephanie Jilcott Pitts, PhD</li> <li>• Ann Refferty, PhD, MS</li> <li>• Nancy Winterbauer, PhD, MS</li> </ul> <p>Staff</p> <ul style="list-style-type: none"> <li>• Wanda Strickland</li> <li>• Kristin Wooten</li> <li>• Zoe Yetman</li> <li>• Kelly Bass</li> <li>• Katherine Jones, PhD</li> <li>• Satomi Imai, PhD</li> </ul>
<p>Department of Biostatistics, College of Allied Health Sciences</p>	<p>Paul Vos, PhD Professor and Chair</p>	<p>N/A</p>	<p>Faculty</p> <ul style="list-style-type: none"> <li>• Xiangming Fang, PhD</li> <li>• Suzanne Hudson, PhD</li> <li>• Kevin O'Brien, PhD</li> <li>• Qiang Wu, PhD</li> </ul> <p>PhD Staff</p> <ul style="list-style-type: none"> <li>• Rhonda Bode</li> </ul>

UNIT	LEADER	ACADEMIC PROGRAMS	AFFECTED FACULTY/STAFF
Department of Health Services and Information Management, College of Allied Health Sciences	Xiaoming Zeng, MD, PhD Professor and Chair	<ul style="list-style-type: none"> <li>• BS in Health Information Management</li> <li>• BS in Health Services Management</li> <li>• Master of Science in Health Informatics and Information Management</li> <li>• Certificate Programs               <ul style="list-style-type: none"> <li>○ Health Care Administration</li> <li>○ Health Informatics</li> <li>○ Health Information Management</li> <li>○ MBA with Health Care Management</li> </ul> </li> </ul>	Faculty <ul style="list-style-type: none"> <li>• O. Elijah Asagbra, PhD</li> <li>• Paul Bell, PhD</li> <li>• Robert Campbell, EdD</li> <li>• Leight Cellucci, PhD, MBA</li> <li>• Susie Harris, PhD, MBA, RHIA, CCS, FAHIMA</li> <li>• Ray Hylock, PhD</li> <li>• Molly Jacobs, PhD</li> <li>• Akshat Kapoor, PhD</li> <li>• Robert Kulesher, PhD</li> <li>• Jason Mose, PhD, MBA, MS, CHFP</li> <li>• Melissa Rhodes, MPA</li> <li>• Bonita Sasnett, EdD</li> </ul> Staff <ul style="list-style-type: none"> <li>• Debra McLaughlin</li> <li>• Terri Stansbury</li> </ul>
Department of Health Education and Promotion, College of Health and Human Performance	Don Chaney, PhD, MCHES Associate Professor and Chair	<ul style="list-style-type: none"> <li>• BS in Athletic Training</li> <li>• BS in Environmental Health</li> <li>• BS in Public Health Studies               <ul style="list-style-type: none"> <li>○ Community Health</li> <li>○ Pre-Health Professions</li> <li>○ Worksite Health Promotion</li> </ul> </li> <li>• MA in Health Education</li> <li>• MS in Athletic Training</li> <li>• MS in Environmental Health</li> </ul>	Faculty <ul style="list-style-type: none"> <li>• Vic Aeby, EdD</li> <li>• Jo Anne Balanay, PhD, CIH</li> <li>• Craig Becker, PhD</li> <li>• Kristen Brooks, MA</li> <li>• Brian Cavanaugh, MAEd</li> <li>• Beth Chaney, PhD, MCHES</li> <li>• Tamra Church, MAEd</li> <li>• Melissa Cox, PhD, MPH</li> <li>• Deonna Farr, DrPH, MPH, CHES</li> <li>• Katie Flanagan, EdD, ATC, LAT</li> <li>• Glen Gilbert, PhD</li> <li>• Rose Haddock, MAEd</li> <li>• William Hill, MSA</li> <li>• Charles Humphrey, PhD</li> <li>• Madison Johnson, MA</li> <li>• Timothy Kelley, PhD</li> </ul>

UNIT	LEADER	ACADEMIC PROGRAMS	AFFECTED FACULTY/STAFF
Center for Health Disparities, Brody School of Medicine	Hope Landrine, PhD Professor and Co-Director Ronny Bell, PhD Professor and Co-Director	N/A	<ul style="list-style-type: none"> <li>• Sharon Knight, PhD, RN</li> <li>• Julie Kulas, Med, ATC, LAT</li> <li>• Anthony Kulas, PhD, ATC, LAT</li> <li>• Joseph Lee, PhD, MPH</li> <li>• Ryan Martin, PhD</li> <li>• Jennifer Matthews, PhD, MSPH</li> <li>• Elizabeth Montgomery, MA</li> <li>• Sharon Moore, PhD, ATC, LAT</li> <li>• Andrew Pickett, MAEd, ATC, LAT</li> <li>• Sue Raedeke, MA, ATC, LAT</li> <li>• Stephanie Richards, PhD, MSEH</li> <li>• Alice Richman, PhD, MPH</li> <li>• Molly Robinson, MPH</li> <li>• Kelli Russell, MPH</li> <li>• Joe Shrader, PhD</li> <li>• Michael Stellefson, PhD</li> <li>• Debra Tavasso, MAEd</li> <li>• Essie Torres, PhD, MPH</li> <li>• Karen Vail-Smith, MPA</li> <li>• Michele Wallen, PhD, MPH</li> <li>• David White, EdD</li> <li>• Jamie Williams, MAEd, MCHES</li> <li>• Lei Xu, PhD</li> </ul> <p>Staff</p> <ul style="list-style-type: none"> <li>• Stephanie Boyd</li> <li>• Avian White, MS</li> </ul> <p>Staff</p> <ul style="list-style-type: none"> <li>• Tracy Kono</li> <li>• Kevin Mills</li> </ul>

Appendix 3: Timeline for the Creation of the ECU School of Rural Public Health

	Academic Year 2017–2018	Academic Year 2018–2019	Academic Year 2019–2020	Academic Year 2020–2021
Monthly meetings of SRPH Implementation Committee	X			
Enroll students in DrPH Program	Spring 2018			
Develop proposal for the creation of a SRPH at ECU	Have to EPPC by April 2018	UNC BOG Approval		
Degrees conferred to students in DrPH Program				X
Final implementation recommendation submitted to Academic Council	May 2018			
Formulate SRPH Unit Code Committee(s) and draft Unit Code(s) for approval		Writing and Unit approval	UCSC, Faculty, Senate, Chancellor approval	
MPH CEPH reaccreditation site visit (accredited through December 31 <sup>st</sup> , 2019)			X	
BSPHS seek CEPH approval to apply for reaccreditation 1 year early (current accreditation expires in May 2021)	X			
BSPHS CEPH reaccreditation site visit			X	
SRPH Founding Dean Search			X	
Launch ECU School of Rural Public Health				August 15, 2020

Appendix 4: ECU Department of Public Health Community Advisory Board

Name	Position
Jane Baker	Executive Director, North Carolina Board of Examiners for Nursing Home Administrators
Wick Baker	President, Vidant Edgecombe Hospital

Battle Betts	Director, Albemarle Regional Health Services
Greg Bounds	Chief Executive Officer, Goshen Medical Center
Ila Davis	Director, Duplin County Health Department
Cindy Deporter	State Survey Agency Director, Branch Manager, Quality Evaluative Systems Branch
Jean Farmer-Butterfield	Representative, District 24
Hal Garland	Administrator, MacGregor Downs Health and Rehabilitation Center
Kahla Hall	Director, Community Benefit, Office of Management and Administration, Vidant Medical Center
Scott Harrelson	Director, Craven County Health Department
Krissy Hoover	Infectious Disease Preventionist, Lenoir Memorial Hospital
Tom Irons	Department of Pediatrics, Brody School of Medicine, East Carolina University
James Johnson	Director of Medical Affairs, Vidant Medical Center
Marcus Johnson	<i>Research Health Specialist; Assist Director, Operations-CSPEC HSR&amp;D/CSP Epidemiology Center (152), Durham VA Medical Center</i>
Karen Lachapelle	Interim Director, Edgecombe County Health Department
James Madson	Director, Beaufort County Health Department
Susan Martin	Representative, District 8
Pat McElraft	Representative, District 13
Ben Money	President, North Carolina Community Health Center Association
John Morrow	Director, Pitt County Health Department
Catherine Nelson	Community Health Programs Administrator, Vidant Medical Center
Louis Pate	Senator, District 7
John Rouse, Jr.	Director, Harnett County Health Department
Misty Scheel	Deputy Director of Public Health, Naval Hospital, Camp Lejeune
Maggie Sauer	Director, North Carolina Office of Rural Health, North Carolina Department of Health and Human Services
Kim Schwartz	Executive Director, Roanoke Chowan Community Health Center
Laurie Stallings	Executive Director, United Methodist Retirement Homes, Inc.
Paul Stockett	Administrator, Riverpoint Crest Nursing and Rehabilitation Center
Lynette Tolson	Executive Director, North Carolina Public Health Association
Tamara Williams	Coordinator, Language Access Services, Office of Patient and Family Engagement, Vidant Medical Center
Lisa Yates	Regional Vice President, Principal Long Term Care

### COMMITTEE ON COMMITTEES REPORT

#### Second Reading of Proposed Revisions to the Service-Learning Committee Charge

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

1. Name: Service-Learning Committee

2. Membership:

9 elected faculty members with a wide variety of disciplinary expertise.

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

Ex-officio (without vote): The administrative leader of the Center for Leadership and Civic Engagement or an appointed representative.

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

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

4. Committee Responsibilities:

A. The committee makes recommendations to the Faculty Senate regarding proposed changes in the service-learning requirements and regarding the service-learning designation for individual courses. The committee makes recommendations to the Faculty Senate regarding individual courses carrying service-learning designation and reports those recommendations to the Undergraduate Curriculum Committee and the Graduate Curriculum Committee.

B. The committee serves as a liaison between the Center for Leadership and Civic Engagement and the Faculty Senate, reviews the activities of the Center for Leadership and Civic Engagement and advises the administrative leadership of that center about service-learning.

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

D. The committee ~~sponsors and coordinates the annual ECU Service-Learning Conference~~ and promotes and advocates for service-learning across the curriculum, including learning outcomes and development of service-learning courses.

**E. The committee reviews honors seminar proposals for service-learning credit.**

**F. The chair or appointed representative serves as an ex-officio member of the Honors College Faculty Advisory Committee.**

5. To Whom The Committee Reports:  
The committee reports to the Faculty Senate its recommendations of policies, procedures, and criteria cited in 4, above. The committee recommends curricular changes to the university's service-learning requirement to the Faculty Senate.
  6. How Often The Committee Reports:  
The committee reports to the Faculty Senate at least once a year and at other times as necessary.
  7. Power Of The Committee To Act Without Faculty Senate Approval:  
The committee is empowered to advise the Center for Leadership and Civic Engagement as described in 4.B. above.
  8. Standard Meeting Time:  
The committee meeting time is scheduled for the second Tuesday of each month.
- 

**Faculty Senate Agenda  
April 24, 2018  
Attachment 8.**

**COMMITTEE ON COMMITTEES REPORT**

Second Reading of Proposed Revisions to the Writing Across the Curriculum Committee Charge

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

1. Name: Writing Across the Curriculum Committee
2. Membership:  
8 elected faculty members with a variety of disciplinary areas and colleges/schools.

Ex-officio members (with vote): The Chancellor or an appointed representative, the Provost or an appointed representative, the Vice Chancellor for Health Sciences or an appointed representative, the Chair of the Faculty, one Faculty Senator selected by the Chair of the Faculty, the Director of the University Writing Program, and one student member from the Student Government Association.

Ex-officio (without vote): The Director of Composition or an appointed representative.

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

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



4. Committee Responsibilities:
  - A. The committee promotes the University Writing Program and recommends policies and guidelines governing the development and offering of courses and seminars that are officially to be designated as writing-intensive courses.
  - B. The committee reviews and approves proposals for writing-intensive courses, makes recommendations to the Faculty Senate regarding proposals carrying the writing intensive designation, and reports those recommendations to the University Curriculum Committee.
  - C. The committee periodically reviews existing writing-intensive course offerings and recommends, as appropriate, changes to course writing-intensive status in order to ensure that standards for writing-intensive credit are being met.
  - D. The committee reviews the activities of the University Writing Program, advises the administrative leadership in that program, and serves as a liaison between the University Writing Program and the Faculty Senate.
  - E. The committee reviews honors seminar proposals for writing intensive credit.**
  - F. The chair or appointed representative serves as an ex-officio member of the Honors College **Faculty** Advisory Committee.
  
5. To Whom The Committee Reports:
 

The committee reports to the Faculty Senate recommendations of policies, procedures, and criteria governing the development and offering of WI courses. The committee recommends curricular changes to the University's writing-intensive requirement to the Faculty Senate.
  
6. How Often The Committee Reports:
 

The committee reports to the Faculty Senate at least once a year and at other times as necessary.
  
7. Power Of The Committee To Act Without Faculty Senate Approval:
 

The committee is empowered to advise the office of the University Writing Program as described in 4.D. above.
  
8. Standard Meeting Time:
 

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

**Faculty Senate Agenda**  
**April 24, 2018**  
**Attachment 9.**

**COMMITTEE ON COMMITTEES REPORT**

Second Reading of Proposed Revisions to the Calendar Committee Charge

(Additions are noted in **bold** text and deletions are noted in ~~strike through~~.)

1. Name: Calendar Committee
2. Membership:  
8 elected faculty members.

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

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

3. Quorum: 4 elected members exclusive of ex-officio.
4. Committee Responsibilities:
  - A. The committee considers calendar matters for university units, except the School of Medicine.
  - B. The committee is concerned with the number of days the University shall be in session during the regular terms, each semester, and summer-session terms. The committee also recommends the beginning and closing dates of the regular terms, each semester, and summer-session terms.
  - C. The committee schedules examination, holiday, and vacation periods.
  - D. The committee develops and presents calendar guidelines to the Faculty Senate. The committee makes recommendations based on these approved guidelines and other matters affecting the calendar.
  - E. The Committee reviews at least annually those sections within the *University Undergraduate Catalog* and *University Graduate Catalog* that correspond to the Committee's charge and recommends changes as necessary.
5. To Whom The Committee Reports:  
The committee makes its recommendations to the Faculty Senate.
6. How Often The Committee Reports:  
The committee reports to the Faculty Senate at the March meeting and at other times as necessary.
7. Power Of The Committee To Act Without Faculty Senate Approval:  
None
8. Standard Meeting Time:  
The committee does not have a standard meeting time.

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**Faculty Senate Agenda**  
**April 24, 2018**  
**Attachment 10.**

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

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

1. Name: Distance Education and Learning Technology Committee
2. Membership:  
9 elected faculty members.

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

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

3. Quorum: 5 elected members exclusive of ex-officio.
4. Committee Responsibilities:
  - A. The committee reviews and recommends policies and procedures to enhance faculty teaching and student learning in distance education.
  - B. The committee reviews policies from the Office of Continuing Studies relevant to the effectiveness of the University's distance education policies and procedures and recommends changes as necessary.
  - C. The committee ensures timely, informed faculty opinion on any technology action in any area that may affect significantly the University's academic mission. The committee recommends policy related to the academic use of technology. All information technology actions that affect more than one academic unit or that are initiated above the academic College or School department levels are recognized as actions that may affect significantly the University's academic mission.
  - D. The committee initiates, reviews, and makes recommendations on proposals to plan, implement, revise or eliminate technology initiatives, goals, standards, policies, procedures or actions that significantly impact the University's academic mission.
  - E. The committee prepares and makes available a format for proposals requesting permission to plan, implement, revise or eliminate an information technology initiative, goal, standards, policy, procedure or action.
  - F. The Committee reviews at least annually those sections within the *University Undergraduate Catalog* and *University Graduate Catalog* that corresponds to the Committee's charge and recommends changes as necessary.
  - G. The Committee reviews at least annually those policies within Part VI, Section III of the *ECU Faculty Manual* that corresponds to the Committee's charge and recommends changes as necessary.
  - H. Two appointed representatives serve as ex-officio members on the administrative Information Resources Coordinating Council (IRCC), one appointed representative serves on the administrative Copyright Committee **and one appointed representative serves on the administrative IT Accessibility Committee.**

- I. The chair serves as a liaison between the Faculty Senate and Chief Information Officer.
  5. To Whom The Committee Reports:  
The committee reports to the Faculty Senate its recommendations of policies, procedures, and criteria cited in 4. above.
  6. How Often The Committee Reports:  
The committee reports to the Faculty Senate at least once a year and at other times as necessary.
  7. Power Of The Committee To Act Without Faculty Senate Approval:  
The committee is empowered to advise the appropriate personnel as described in 4. above.
  8. Standard Meeting Time:  
The committee meeting time is scheduled for the fourth Wednesday of each month.
- 

**Faculty Senate Agenda**  
**April 24, 2018**  
**Attachment 11.**

**COMMITTEE ON COMMITTEES REPORT**

Second Reading of Proposed Revisions to the University Athletics Committee Charge

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

1. Name: University Athletics Committee
2. Membership:  
8 faculty members. 5 elected by the Faculty Senate, 3 appointed by the Chancellor.  
  
Ex-officio members (with vote): The Chair of the Faculty, one faculty senator selected by the Chair of the Faculty, NCAA Faculty Athletics Representative, President of the Student Government Association, President of the Alumni Association, and President of the Pirate Club or their alternates.  
  
Ex-officio member (without vote but with all other parliamentary privileges): Chancellor, Provost/Vice Chancellor for Academic Affairs, **Vice Chancellor for Student Affairs**, Director of Athletics, Assistant Director of Athletics for Student Development, Director of Compliance, Chair of the University General Education and Instructional Effectiveness Committee; or their designees, and the President of the Student Athlete Advisory Council.
3. Quorum: 5 faculty members exclusive of ex-officio.
4. Committee Functions:
  - A. The Committee is concerned with issues pertaining to intercollegiate athletics at East Carolina University.

- B. The Committee's primary functions are oversight responsibility in the area of academic integrity, compliance with NCAA rules and regulations, and the overall development of student athletes.
  - C. The Committee is also concerned with general issues such as budget, conference matters, fund-raising, and public relations are inclusive in the charge, but not restricted to those cited.
  - D. The Academic Integrity Subcommittee, composed of the faculty members on the committee, will report on the academic quality of the athletic program.
  - E. The Committee reviews at least annually those sections within the *University Undergraduate Catalog* and *University Graduate Catalog* that correspond to the Committee's charge and recommends changes as necessary.
5. To Whom the Committee Reports:
- A. The Committee makes recommendations concerning the implementation and administration of policies and procedures pertaining to intercollegiate athletics at East Carolina University to the Chancellor.
  - B. The Committee reports to the Faculty Senate concerning its recommendations to the Chancellor and/or requests it has received from the Chancellor.
  - C. The Committee makes recommendations concerning academic policies that impact the academic integrity of the athletic programs to the Faculty Senate.
  - D. The Academic Integrity Subcommittee will report its evaluations of the academic integrity of the athletic programs to the Chancellor and to the Faculty Senate.
6. How Often the Committee Reports:  
The Committee reports to the Faculty Senate at least once a year and other times as necessary. The Academic Integrity Subcommittee will report to the Chancellor and to the Faculty Senate each Fall.
7. Power of the Committee to Act Without Faculty Senate Approval:  
The Committee makes recommendations concerning the implementation and administration of policies and procedures regarding academic oversight to the Chancellor. The Committee makes recommendations concerning academic policies and procedures that impact the academic quality of the athletic program to the Faculty Senate.
8. Standard Meeting Time:  
The committee does not have a standard meeting time.

**Faculty Senate Agenda**  
**April 24, 2018**  
**Attachment 12.**

**COMMITTEE ON COMMITTEES REPORT**

Second Reading of Proposed Revisions to the University Budget Committee Charge

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

1. Name: University Budget Committee

2. **Membership:**  
7 elected faculty members, with no more than one of whom may be fixed term.

Ex-officio members (with vote): The Chancellor or an appointed representative, the Provost or an appointed representative, the Vice Chancellor for Health Sciences or an appointed representative, the Vice Chancellor for Research, Economic Development and Engagement or an appointed representative, the Vice Chancellor for Administration and Finance or an appointed representative, **the Vice Chancellor for Student Affairs or an appointed representative**, the Chair of the Faculty, one faculty senator selected by the Chair of the Faculty, and one student member from the Student Government Association.

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

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

4. **Committee Responsibilities:**

- A. The committee serves as a communication link between the Faculty Senate and the Chancellor for budgetary matters. The committee informs the Faculty Senate about changes and proposed changes in the university budget.
- B. The committee receives information and advises the Chancellor regarding budgetary and reallocation decisions.
- C. The committee advises the Chancellor through the Faculty Senate on annual budget priorities and policy, biennial budget requests and priorities, tuition changes, and the relationship of budget decisions to the university's mission.

5. **To Whom The Committee Reports:**

The committee advises the Chancellor through their reports to the Faculty Senate concerning its recommendations to the Chancellor.

6. **How Often The Committee Reports:**

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

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

The committee is empowered to advise the Chancellor as described in section 4.A.above.

8. **Standard Meeting Time:**

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

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**COMMITTEE ON COMMITTEES REPORT**

Second Reading of Proposed Revisions to the Faculty Welfare Committee Charge

(Deletions are noted in ~~strikethrough~~.)

1. Name: Faculty Welfare Committee
  2. Membership:  
8 elected faculty members.  
Ex-officio members (with vote): The Chancellor or an appointed representative, the Provost or an appointed representative, the Vice Chancellor for Health Sciences or an appointed representative, ~~the Vice Chancellor for Research, Economic Development and Engagement or an appointed representative,~~ the Chair of the Faculty, one faculty senator selected by the Chair of the Faculty, and one student member from the Student Government Association.  
  
The chair of the committee may invite resource persons as necessary to realize the committee charge. The chair of the committee may appoint such subcommittees as he or she deems necessary.
  3. Quorum: 4 elected members exclusive of ex-officio.
  4. Committee Responsibilities:
    - A. The committee considers programs and policies relating to insurance, annuities, leaves of absence, and all other programs and policies that affect the general welfare of the faculty or of specific faculty members.
    - B. The committee reviews policies related to faculty salaries and fringe benefits and reports annually to the Faculty Senate on these topics.
    - C. The committee recommends new programs and policies related to faculty welfare and revisions to existing ones.
  5. To Whom The Committee Reports:  
The committee recommends new programs and policies related to faculty welfare, or revisions to existing ones, to the Faculty Senate.
  6. How Often The Committee Reports:  
The committee reports to the Faculty Senate at least once a year and at other times as necessary.
  7. Power Of The Committee To Act Without Faculty Senate Approval:  
None
  8. Standard Meeting Time:  
The committee meeting time is scheduled for the second Thursday of each month.
-

**COMMITTEE ON COMMITTEES REPORT**

Second Reading of Proposed Revisions to the Student Academic Appellate Committee Charge

(Deletions are noted in ~~strikethrough~~.)

1. Name: Student Academic Appellate Committee
2. Membership:  
7 regular and 2 alternate elected faculty members.  
Ex-officio members (with vote): The Chancellor or an appointed representative, the Provost or an appointed representative, ~~the Vice Chancellor for Research, Economic Development and Engagement or an appointed representative,~~ the Chair of the Faculty, one faculty senator selected by the Chair of the Faculty, and one student member from the Student Government Association.  
  
The chair of the committee may invite resource persons as necessary to realize the committee charge. The chair of the committee may appoint such subcommittees as he or she deems necessary.
3. Quorum: 4 elected members exclusive of ex-officio.
4. Committee Responsibilities:
  - A. The committee serves as an appeals board for entering students who do not meet admission requirements.
  - B. The committee serves as an appeals board for students denied permission to drop a course.
  - C. The committee serves as an appeals board for students who wish to appeal administrative decisions involving the interpretation and enforcement of policies pertaining to academic credits and standards.
  - D. The committee serves as an appeals board for students seeking readmission after being declared academically ineligible to return.
  - E. The committee serves as an appeals board for students appealing financial aid decisions.
  - F. The Committee reviews at least annually those sections within the *University Undergraduate Catalog* and *University Graduate Catalog* that correspond to the Committee's charge and recommends changes as necessary.
5. To Whom The Committee Reports:  
The committee reports its appellate decisions to the appropriate administrative office.
6. How Often The Committee Reports:  
The committee reports to the Faculty Senate at least once a year and at other times as necessary.



7. Power Of The Committee To Act Without Faculty Senate Approval:  
The committee is empowered to make appellate decisions regarding students as outlined in its committee responsibilities.
  8. Standard Meeting Time:  
The committee meeting time is scheduled for the first Wednesday of each month, including January, June, July and August.
- 

**Faculty Senate Agenda**  
**April 24, 2018**  
**Attachment 15.**

**COMMITTEE ON COMMITTEES REPORT**

Second Reading of Proposed Revisions to the Teaching Grants Committee Charge

(Deletions are noted in ~~strikethrough~~.)

1. Name: Teaching Grants Committee
2. Membership:  
12 elected faculty members.  
Ex-officio members (with vote): The Chancellor or an appointed representative, the Provost or an appointed representative, the Vice Chancellor for Health Sciences or an appointed representative, ~~the Vice Chancellor for Research, Economic Development and Engagement or an appointed representative,~~ the Chair of the Faculty and one faculty senator selected by the Chair of the Faculty.  
  
The membership of the committee shall serve according to their disciplinary expertise. Ideally this would include six members from the College of Arts and Sciences, with at least two each from Humanities, Social Sciences, and the Sciences/Math, and six members from the Professional Schools and other academic units, with no more than one from each professional school.  
  
The chair of the committee may invite resource persons as necessary to realize the committee charge. The chair of the committee may appoint such subcommittees as he or she deems necessary.
3. Quorum: 7 elected members exclusive of ex-officio.
4. Committee Responsibilities:
  - A. The committee recommends policies and procedures governing the grant application process, criteria for the awarding of grants, guidelines for the use of teaching grant funds, and procedures for annual reporting by grant recipients.
  - B. The committee recommends teaching grant proposals to be funded, based on the merit of the proposals. Members of the committee are permitted to submit proposals for the committee's consideration. No member of the committee may vote on his or her own proposal, but no member is prohibited from voting on any other proposal

before the committee. That member of the committee shall not be present when his or her proposal is being considered by the committee.

5. To Whom The Committee Reports:  
The committee submits recommendations of proposals to be funded to the appropriate vice chancellor and reports the final list of funded proposals to the Faculty Senate. The committee makes recommendations concerning the policies and procedures governing teaching grant proposals to the Faculty Senate.
  6. How Often The Committee Reports:  
The committee reports to the Faculty Senate at least once a year and at other times as necessary.
  7. Power Of The Committee To Act Without Faculty Senate Approval:  
The committee is empowered to make recommendations regarding the funding of teaching grant proposals.
  8. Standard Meeting Time:  
The committee does not have a standard meeting time.
- 

**Faculty Senate Agenda**  
**April 24, 2018**  
**Attachment 16.**

**FACULTY GOVERNANCE COMMITTEE REPORT**

Proposed Revised *ECU Faculty Manual*, Part VIII, Section I. Personnel Policies and Procedures for the Faculty of East Carolina University

The proposed document would **replace** what is currently in the *ECU Faculty Manual* linked [here](#).

“Personnel Policies and Procedures for the Faculty of East Carolina University

(For other policies and procedures dealing with faculty appointments, see *ECU Faculty Manual*, Part IX and Part X.)

**CONTENTS**

- I. Selection and Appointment of New Faculty
  - A. Determination of Number and Nature of Positions
  - B. Selection Procedure
  - C. General Criteria
  - D. Requirements for ranks and titles
  - E. Initial Appointment
- II. Assignments of Faculty Workload
  - A. Assignment of Teaching Responsibilities
  - B. Teaching Load
  - C. Assignment of Released Time
- III. Annual Evaluation
- IV. Reappointment of Probationary Term Faculty Members

- V. Subsequent New Appointments of Fixed-Term Faculty Members
- VI. Professional Advancement
- VII. Salary
  - A. Initial Salary
  - B. Determination of Annual Salary Increments
  - C. Benefits and Salary Increases for Fixed-Term Faculty
- VIII. Faculty Personnel Files
- IX. Amendment Procedure
- X. Effective Date

I. Selection and Appointment of New Faculty

A. Determination of Number and Nature of Positions

Since faculty members of each academic unit are responsible for the curriculum, they shall make recommendations on the personnel needs of the unit.

Acting in accord with the policies and procedures set forth in the Unit Code, the unit administrator shall recommend, with input from the faculty, to the next higher administrator (for conveyance to the Academic Council) the number and nature of faculty positions needed to carry out the unit's mission and achieve the university, division, college and unit planning goals. Such recommendations shall contain justifications addressing the unit staffing plan and appropriate planning goals of the university, division, college, and unit.

Allocation of faculty positions is the prerogative of the Academic Council. The deans and directors shall determine the distribution of positions within their college and schools in accordance with strategic priorities.

In general, tenured and probationary term (tenure-track) positions are preferred unless sound reasons exist. Such reasons include, but are not limited to; (a) the position is not permanently assigned to the unit, (b) the position is addressing temporary needs, (c) the position cannot be filled by a faculty member with a terminal degree, (d) the duties of the position are primarily clinical, (e) the position is by its nature term-limited (term-limited endowed professorships, for example), (f) this reflects the preference of the faculty member taking the position, or (g) budgetary or strategic considerations.

B. Selection Procedure

The selection of candidates must be conducted in accordance with the University's "Recruitment, Guidelines and Resources" policies, *Part IX, Section I. Tenure and Promotion Policies and Procedures*, and applicable unit code provisions.

C. General Criteria

ECU is committed to recruiting, retaining, and developing faculty members that are highly accomplished in teaching and scholarship, including research and creative activities. Accordingly, research and creative activities that align with the institution's mission, engage students in effective ways, and advance our academic disciplines are an expectation of all tenured and probationary (tenure-track) faculty members.

1. Tenured or Probationary-Term Positions

A candidate who is under consideration for a tenured or probationary-term position is evaluated on past achievements and potential for future contributions in teaching,

scholarship, service, and, if applicable, contributions to patient care and related clinical responsibilities as described below:

- a. Teaching  
East Carolina University recognizes the primary importance of teaching. East Carolina University expects each member of the faculty to have knowledge of subject matter commensurate with one's teaching assignment, to maintain awareness of developments in one's discipline, and to communicate to students one's knowledge of and interest in the discipline. The faculty member will encourage students in responsible and careful inquiry, in appreciation of the interrelation of various disciplines, and in recognition of the uses of learning and the value of the educated mind. Teaching includes instructional activities and responsibilities beyond the classroom setting, e.g., advisement; mentoring; laboratory supervision; clinical rounds by a physician/professor accompanied by students; program direction; the direction of research projects and papers, dissertations, and theses; and
- b. Scholarship (Research, Creative Activity/Innovation, Engagement, and/or Outreach)  
Scholarship refers to the scholarship of research, the scholarship of creative activity/innovation, and the scholarship of engagement and/or outreach.
- c. Service to the university, the profession, and the community  
East Carolina University considers service to the university, the academic profession, and the community as an important aspect of a faculty member's contribution. Expectations for service shall be described in the unit code. (See Section III.4). Faculty members' on-campus presence is expected to the extent necessary in the performance of these responsibilities.
- d. Patient care and related clinical responsibilities, as appropriate

## 2. Fixed-Term Positions

A candidate who is under consideration for a fixed-term position is evaluated on past achievements and potential for future contributions in the areas of responsibility stated in the advertisement for the position and established in the unit code.

## D. Requirements for ranks and titles

### 1. General Provisions

Appointments are made at the academic ranks of assistant professor, associate professor, and professor. These are the only ranks that may involve a permanent tenure commitment. Appointments to all other titles are for a definite term and do not involve a permanent tenure commitment.

The following are the minimum required qualifications that may be considered when making appointments.

### 2. Ranks of Probationary Term Appointments

#### Assistant Professor

- has demonstrated potential for effective teaching and other instructional responsibilities
- has demonstrated potential to develop a program of scholarship that will lead to professional recognition in the discipline
- has demonstrated effective clinical practice in disciplines, where appropriate

- holds the appropriate terminal degree (ABD may be considered for initial appointment) or alternate professional qualifications as determined by the units and the profession and affirmed by the appropriate vice chancellor
- exhibits evidence of potential for professional growth in teaching effectiveness and scholarship
- has demonstrated ability and willingness to participate in departmental, college, and university affairs
- has demonstrated active engagement with professional organizations within the discipline

#### Associate Professor

- has qualifications of the previous rank
- has demonstrated effectiveness in teaching and/or other instructional responsibilities
- has a record of scholarship resulting in publication and/or scholarly productivity appropriate to the discipline and established by the unit code
- has a demonstrated record of effective service to the university
- has a demonstrated record of effective service to the profession

#### Professor

- has qualifications of the previous rank
- has an established record of excellence in teaching and other instructional responsibilities
- has a significant record of scholarship resulting in publication and/or other scholarly productivity appropriate to the discipline and established in the unit code.
- has demonstrated excellent ability and willingness to participate in departmental, college, and university affairs
- has a demonstrated record of significant service/clinical practice to the university and the discipline, where appropriate

### 3. Titles of Fixed-Term Appointments

- a. Faculty members with duties primarily in instruction have titles of Teaching Instructor, Senior Teaching Instructor, Teaching Assistant Professor, Teaching Associate Professor or Teaching Professor.

Fixed Term Librarians are called Library Assistant Professor, Library Associate Professor, or Library Professor. Unit codes define expectations for each title. The following general criteria apply to both titles:

#### Teaching Instructor

- holds, at a minimum, a master's degree appropriate to the area of instruction, or has equivalent professional qualifications
- has demonstrated potential for effective teaching and/or other instructional responsibilities

#### Senior Teaching Instructor

- has qualifications of the previous title
- has demonstrated excellence in teaching and/or other instructional responsibilities
- engages in professional development activity

#### Teaching Assistant Professor

- has qualifications of the previous title
- holds the appropriate terminal degree, or alternate professional qualifications, as evaluated by the academic unit and affirmed by the appropriate vice chancellor and the profession concerned

- has demonstrated effectiveness in teaching

#### Teaching Associate Professor

- has qualifications of the previous title
- has demonstrated superior teaching ability and/or other instructional responsibilities
- engages in professional development activities

#### Teaching Professor

- has qualifications of the previous title
- has demonstrated excellence in teaching
- has established an excellent professional reputation among colleagues
- is qualified and competent in mentoring others (such as graduate students, teaching instructors, etc.)

### b. Faculty members with duties primarily in research

Research faculty members are typically funded externally. Research faculty members are encouraged to give seminars and teach occasional courses in their specialty. Teaching is at the discretion of the unit and the availability of funds.

#### Research Instructor

- holds a minimum of a master's degree appropriate for the specific position or has alternate professional qualifications.
- has demonstrated potential for effective research
- should be capable of carrying out individual research or should be trained in research procedures
- should have the experience and specialized training necessary to develop and interpret data required for success in such research projects as may be undertaken

#### Research Assistant Professor

- has qualifications of the previous title
- holds the appropriate terminal degree, or alternate professional qualifications, as evaluated by the academic unit and affirmed by the appointing officer and the profession concerned
- has demonstrated effectiveness in research
- is qualified and competent to direct the work of others (such as technicians, graduate students, etc.)

#### Research Associate Professor

- has qualifications of the previous title
- has extensive successful experience in scholarly or creative endeavors
- has the ability to propose, develop, and manage major research projects

#### Research Professor.

- has qualifications of the previous title
- has established an excellent reputation among colleagues
- has demonstrated scholarly production in research, publications, professional achievements, or other distinguished and creative activity.

### c. Faculty members with duties primarily in clinical teaching

#### Clinical Instructor

- holds, at a minimum, a graduate degree appropriate for the specific position or has equivalent professional experience
- has demonstrated potential in clinical practice and teaching in the field

#### Clinical Assistant Professor

- has qualifications of the previous title

- holds the appropriate professional degree, as evaluated by the academic unit and affirmed by the appropriate vice chancellor and the profession concerned
- has training and experience in an area of specialization
- has demonstrated expertise in clinical practice and teaching and other instructional responsibilities in the discipline

Clinical Associate Professor

- has qualifications of the previous title
- has extensive successful experience in clinical or professional practice in an area of specialization, or in a subdivision of the specialty area, and in working with and/or directing others (such as professionals, faculty members, graduate students, etc.) in clinical activities in the field

Clinical Professor

- has qualifications of the previous title
- has established an outstanding reputation of excellence in clinical practice and teaching and/or other instructional responsibilities

d. Faculty members with duties primarily in the libraries

Library Assistant Professor

- holds the appropriate terminal degree, or alternate professional qualifications, as evaluated by the academic unit and affirmed by the appropriate vice chancellor
- has demonstrated evidence of, or potential for, the following: effective teaching and/or other professional responsibilities; collegiality and professional integrity; continued professional growth; service to the Library; service to the University, and/or to the profession; a record of contributions to scholarship/creative activity, if applicable

Library Associate Professor

- has qualifications of the previous title
- has demonstrated: substantive accomplishments in professional performance; collegiality and professional integrity; substantial and continued professional growth; sustained institutional; and professional service
- has a record of regular contributions to scholarship/creative activity

Library Professor

- has qualifications of the previous title
- has demonstrated: sustained and substantive accomplishments in professional performance; collegiality and professional integrity
- has demonstrated: superior knowledge and mastery of assigned area of specialization; and exemplary institutional and professional service;
- has attained national or international recognition as an authority and leader in the assigned area of specialization;
- has a sustained and substantive record of scholarship/creative activity

e. Additional faculty titles

Adjunct Instructor; Adjunct Assistant Professor; Adjunct Associate Professor; Adjunct Professor: These titles are used to appoint outstanding persons who have a primary employment responsibility outside the university or in a different department in the university and who bring some specific professional expertise to the academic program. These positions are typically unfunded.

Affiliate Instructor; Affiliate Assistant Professor; Affiliate Associate Professor; Affiliate Professor: These titles are used in the School of Medicine to appoint outstanding persons who have a primary employment responsibility outside the university and who

bring some specific professional expertise to the academic program. These positions are typically unfunded.

Artist-in-Residence; Writer-in-Residence: These titles are used to designate temporary appointments, at any salary and experience level, of persons who are serving for a limited time or part-time and who are not intended to be considered for professorial appointment.

Visiting Instructor; Visiting Assistant Professor; Visiting Associate Professor; Visiting Professor. The prefix “visiting” before an academic title is used to designate a short-term full-time or part-time appointment without tenure. Therefore, the visiting title shall not be used for periods of time beyond the initial contract period. It shall be used only for those fixed-term faculty members who are visitors, temporary replacements, or for whose disciplines the institution in good faith expects to have only a short-term need. Use of the visiting title for an individual for more than 3 years is a misuse of this title.

#### 4. Emeritus status

All unit codes must specify criteria for conferring of “emeritus” or “emerita” status. Based on those criteria specified in the unit code and the recommendations of the unit personnel committee and appropriate administrators, the Chancellor may confer the title emeritus or emerita upon a retired (including Phased Retirement participant), permanently disabled, or deceased faculty member, who has made a significant contribution to the university through a long and distinguished record of scholarship, teaching, and/or service (FS Resolution #13-97, December 2013).

#### E. Initial Appointment

[For additional provisions related to initial faculty appointments, see *ECU Faculty Manual*, Part IX, Section I (II).]

Appointment to the faculty is made by the Chancellor or the Chancellor’s designee. Upon receiving recommendations by appropriate unit committees and administrators, the Chancellor or his/her designee shall issue an appointment letter to the faculty candidate. No offer is binding and no appointment is effective until signed by the Chancellor or the Chancellor’s designee and subsequently signed by the faculty appointee.

The appointment letter shall specify, at minimum: rank or title; salary rate; length of appointment, tenure status [either fixed-term, probationary-term, or appointment with permanent tenure, as defined in the *Faculty Manual*, Part IX]; initial assignments and/or responsibilities; reference to the criteria for evaluation of faculty performance, as provided in Part IX, unit codes, and other appropriate documents; and any specific terms and conditions of employment.

Any action conferring permanent tenure with the initial faculty appointment requires approval of the Board of Trustees.

#### II. Assignments of Faculty Workload

Faculty workload is governed by the [Faculty Workload Administrative](#) Regulation.



By the end of the spring semester for 9-month faculty, and by the end of the summer session for 12-month faculty, and prior to making final faculty workload assignments and after soliciting faculty preferences, the unit administrator shall apprise each unit faculty member, in writing, of the duties and responsibilities for the coming academic year.

A. Teaching Responsibilities

The unit administrator assigns teaching responsibilities and determines the method of delivery. If changes in a faculty member's assignment subsequently become necessary, the faculty member shall be notified at the earliest possible opportunity.

The definition of a semester credit hour is governed by PRR #02.07.01.

Full-time faculty members whose primary responsibilities are teaching and other instructional responsibilities should not be required to teach more than the equivalent of 12 credit hours per semester or 6 credit hours per summer session, as consistent with the discipline norms, with the exception of faculty members who voluntarily teach directed readings and similar courses. If exceptional circumstances require that a faculty member be assigned more than the equivalent of 12 credit hours in a semester, he or she should be appropriately compensated for the excess teaching load during that term or be given the equivalent reduced teaching load at a time to be negotiated between the unit administrator and the faculty member.

Consistent with Part VI, Section I.II., faculty members teaching one or more courses must maintain five hours of office hours during the workweek. Faculty members are also expected to be on campus an appropriate number of hours consistent with assigned instructional duties and disciplinary norms.

B. Scholarly Responsibilities

A faculty member's scholarship shall reflect the high professional standards incumbent upon those who enjoy full academic freedom; such activities must be measured by standards of quality, not merely by quantity, as appropriate to the discipline. Faculty members shall fulfill their scholarly responsibilities as outlined in the unit code and consistent with overall assigned duties.

C. Service Responsibilities

Each faculty member will be assigned and/or will assume responsibilities to serve diverse service roles in the department/program, the college, the university, the profession and/or the community in consultation with their unit administrator. These roles may include formal service in committees at various levels or informal activities, such as mentoring students or junior faculty members. Consequently, as appropriate in each unit, faculty members are expected to actively participate in the life of their unit, be physically present on campus to the extent necessary to discharge their particular service duties, and to carry their fair load of assigned and assumed duties necessary for the effective and equitable operation of the unit.

D. Patient Care and Related Clinical Responsibilities, as appropriate  
Standards are described in the unit code.

Faculty reassigned time is governed by Faculty Scholarly Reassignment Administrative Regulation. Faculty members who are to be granted reassigned time shall be informed in writing of the purpose of the reassignment. (FS Resolution #14-04, March 2014)

### III. Annual Evaluation

Each faculty member with either a fixed term, probationary term, or permanently tenured appointment shall perform his/her duties according to ECU's [Statement on Professional Ethics](#) and shall receive annually an evaluation of his/her performance from the unit administrator which shall be based upon current academic year data. The annual performance evaluation of faculty members shall employ the criteria contained in the unit code approved by the chancellor.

The process for determining the relative weight given to teaching, scholarship, service, and where appropriate, clinical duties, for purposes of annual evaluations shall be contained in the unit code. In no case, however, shall service be weighed more heavily than either teaching or scholarship.

This annual evaluation shall:

- be in writing;
- be discussed with the faculty member prior to being sent to any other administrator or placed in the faculty member's personnel file; in the case of faculty members with probationary term appointments, a record of this discussion shall be placed in the faculty member's personnel file;
- be signed and dated by the unit administrator and the faculty member, who may attach to the evaluation a concise comment regarding the evaluation. The faculty member has seven working days after receiving the evaluation to attach the statement. The signature of the faculty member signifies that he or she has read the evaluation, but it does not necessarily indicate concurrence.

The unit administrator shall forward to each faculty member a copy of that member's annual evaluation within ten calendar days of completing the evaluations of unit members.

#### A. Probationary-term and permanently tenured faculty

The evaluation of probationary-term and permanently-tenured faculty members shall be based upon that year's duties and responsibilities (except data from the previous year's spring semester survey of student opinion). Such evaluations shall consider, as appropriate:

##### 1. Teaching and Other Instructional Responsibilities

Teaching is the primary function of the university. Teaching may include classroom and laboratory instruction, student advising, mentoring student research, and other instructional activities. Teaching and other instructional responsibilities must be evaluated using multiple methods selected from the list below:

- a. review by the unit administrator and/or peers of course materials such as syllabi, reading lists, teaching outlines, audiovisual materials, student manuals, student assignments and examinations, and/or other materials prepared for or relevant to teaching.
- b. samples of student work on assignments, projects, papers, juries, or other examples of student achievement.
- c. formal methods of peer review, including direct observation of teaching utilizing the appropriate university approved format (including direct observation of the teaching of new and tenure-track faculty). Methods to be used for this peer review are detailed in Faculty Senate resolution #93-44. The peer review instrument is provided in Faculty Senate resolution #16-60. The peer review instrument for on-line courses is provided in Faculty Senate resolution #11-53.
- d. direct observation of teaching by the unit administrator.
- e. review of student opinion data from course evaluations.

f. other procedures provided for in unit codes (FS Resolution #12-76, July 2012).

2. Scholarship

Measures of success in the area of scholarship include, but are not limited to, peer-reviewed publications, books, presentations, performances, patents, and national awards, including both honorary awards and competitively awarded external funding as appropriate to the discipline. These measures, and particularly national awards that recognize prominence in the discipline, will be positively reflected in annual evaluations and other personnel actions. Unit codes should define these criteria, and relative importance, in detail.

3. Patient Care and Related Clinical Responsibilities

Unit codes will describe expectations for clinical services and criteria for evaluation.

4. Service

Service on department, school, college, and university committees, councils, and senates; service to professional organizations; service to local, state and national governments; contributions to the development of public forums, institutes, continuing education projects, patient services and consulting in the private and public sectors; unit codes should define these criteria, and relative importance, in detail.

5. Other assigned responsibilities.

B. Fixed-term faculty members

The evaluation of fixed-term faculty members shall be based on their performance of duties as stated in their appointment letters, utilizing the criteria stated in the unit code.

IV. Reappointment of Probationary-Term Faculty Members

Refer to Part IX of the *ECU Faculty Manual*.

V. Subsequent appointments of Fixed-Term Faculty Members

Refer to Part IX of the *Faculty Manual*.

VI. Professional Advancement

Promotion for tenured and probationary-term faculty members and advancement in title for fixed-term faculty members are means through which professional achievement is encouraged, recognized, and rewarded by the university. The evaluation of faculty members for purposes of promotion or advancement in title shall accord with the regulations established in the unit code and shall employ the criteria contained in the unit code approved by the Chancellor (*ECU Faculty Manual*, Part IV).

Specific regulations and criteria governing evaluation of faculty for purposes of promotion or advancement in title may vary from unit to unit. For evaluations pertaining to fixed-term subsequent new appointment at a higher title, the criteria shall be stated in the unit code.

As a minimum, each unit shall:

- apply published criteria in teaching, scholarship, service, and clinical service, where relevant to the discipline, for evaluating faculty for promotion or advancement in title;

- make available procedures which will permit each faculty member to report achievements annually or on a more frequent basis; and
- inform each faculty member of the right to discuss his or her candidacy with the unit administrator and/or the appropriate unit committee at any time prior to the deadline for submission of materials.

A. Promotion for tenured and probationary-term faculty members

Upon request by a tenured faculty member, the unit administrator and the unit promotion committee shall evaluate the faculty member for promotion. Following such evaluations, the unit administrator and appropriate unit committee shall inform the faculty member of their respective recommendations. Promotion shall be based upon the faculty member's demonstrated professional competence and achievements. Procedures to be followed for promotion are found in *ECU Faculty Manual*, Part IX and Part X.

Promotion in academic rank should be accompanied by a salary increment, which shall be separate from any and all other increments to which the individual may be entitled.

B. Advancement in title for fixed-term faculty members

The unit code shall specify the criteria and the means of evaluation of fixed-term faculty members to be used for a subsequent new appointment at a higher title. Advancement in title shall be based upon the faculty member's demonstrated professional competence and achievements, and should be accompanied by a salary increment, which shall be separate from any and all other increments to which the individual may be entitled. Competence for advancement in title may be attested to by demonstrated excellence in the performance of duties specified in the appointment letter of the fixed-term faculty member and supported by the faculty member's annual performance evaluation.

The unit administrator shall notify eligible faculty members within four working days of receipt of the next higher administrator's call for advancement in title recommendations. Upon request by a fixed-term faculty member, the unit administrator and the personnel committee shall evaluate the faculty member for advancement in title. Following such evaluations, the unit administrator and appropriate unit committee shall inform the faculty member of their respective recommendations. Procedures to be followed for advancement in title should be specified in the unit code in accordance with *ECU Faculty Manual*, Part IX, Section I (II.B.3) and Part VIII, Section I.

VII. Salary

A. Initial Salary

Initial salary shall be based on degree attainment, academic rank, pertinent professional experience and qualifications, scholarly publication or its equivalent, and level of responsibility. Consideration should be given to the salaries of personnel presently in the unit and must be consistent with University-established faculty salary ranges.

B. Determination of Annual Salary Increments

The unit administrator shall recommend annual salary increments to the appropriate administrative officials in accordance with requirements imposed by the North Carolina General Assembly, The University of North Carolina Board of Governors, the ECU Board of Trustees, and the university administration. Recommended salary adjustments shall rely upon criteria that have been established in the *Faculty Manual*, in unit codes, or in guidelines

referenced in unit codes. Criteria for assessing merit are contained in unit codes. The unit administrator shall also inform the unit, in dollar amounts and percentages, the total adjustment, mean salary increment, and range in salary increments for the unit. Each faculty member shall be informed by the unit administrator of any salary increment recommendations made on behalf of the faculty member.

#### C. Benefits and Salary Increases for Fixed-Term Faculty

Equitability of salary and benefits for fixed-term faculty members should be reviewed annually. When salary increments are provided by the Board of Governors, full-time fixed-term faculty members who have completed one year of employment and have received a subsequent new appointment should be considered for a salary increase based upon their annual evaluation and criteria established by the Board of Governors, ECU Board of Trustees, and the unit code.

Full-time, fixed-term permanently appointed faculty members are entitled to the same benefits as all other full-time permanent employees of ECU.

### VIII. Faculty Personnel Files

- A. Article 7 of Chapter 126 of the General Statute of North Carolina shall govern matters relating to an employee's personnel file, its contents, and permissible access. Current General Statutes may be requested through the Office of University Counsel (formerly, the University Attorney) or through references in Joyner Library.

For questions regarding personnel file, contact the Faculty Senate Office, the appropriate Division Vice Chancellor, or the University Counsel Office.

#### B. Definition

"Personnel File" means any employment-related or personal information gathered by an employer or by the Office of State Human Resources. Employment-related information contained in a personnel file includes information related to an individual's application, selection, promotion, demotion, transfer, leave, salary, contract for employment, benefits, suspension, performance evaluation, disciplinary actions, and termination. Personal information contained in a personnel file includes an individual's home address, social security number, medical history, personal financial data, marital status, dependents, and beneficiaries. "Record," as used in this Part VIII of the *Faculty Manual*, means the personnel information that each employer is required to maintain in accordance with G.S. 126-123.

The Personnel Action Dossier (PAD), defined in the ECU Faculty Manual Part X, Section I, is an evaluative document, employment-related personnel information, and a part of the faculty member's personnel file. The personnel file is University property and is retained by the University.

Contents of the personnel file are kept in accordance with the Records Retention and Disposition Schedule approved by the Chancellor. Timing of storage and transfer vary depending on the specific type of document. (See <http://www.ecu.edu/cs-lib/recordsmanagement/ecugeneralschedule.cfm> for reference).

#### C. Location

Personnel records exist in various locations across campus. Academic Affairs and the Health Sciences divisions will maintain comprehensive lists of locations where files may be found on a

website accessible to faculty members. The Faculty Senate office can direct faculty members to the appropriate website.

All records used in the formal evaluation of faculty members should be located in the primary collection of documents that are kept in the department or unit that are part of the personnel file, hereafter referred to as the department/unit personnel file. The unit administrator can inform the faculty member of the location of evaluative material.

An appeal hearing file or an investigative file prepared by the EEO Office or by the Office of University Counsel may include materials such as: filed grievances; appeals of non-reappointment or non-conferral of tenure; complaints filed by or against a faculty member with the ECU EEO Office alleging sexual harassment, discrimination based on race/ethnicity, color, genetic information, national origin, religion, sex (including pregnancy and pregnancy related conditions), sexual orientation, gender identity, age, disability, political affiliation, and veteran status ("Protected Class"), or a violation of the amorous relations policy; and records relating to any disciplinary action against a faculty member.

Information retained in the EEO Office or the University Counsel's Office will remain confidential, but the documents collected and/or created in those offices are usually considered part of an investigative/preparation file and are not considered part of the department/unit personnel file. Disclosure of documents in those files is subject to applicable University policies and state laws. Additionally, in accordance with the relevant University policy and state laws, the University will formally notify the faculty member of any complaint or grievance formally filed against a faculty member and will follow the procedures prescribed for due process. In most cases, documents containing employment-related or personal information maintained in the EEO Office or University Counsel's Office will be duplicates of documents in the department/unit personnel file. In all cases, the documents in those files will be available for review by the faculty member, except that the University does not waive rights and responsibilities to limit disclosure recognized by law, including but not limited to attorney-client communication privilege and attorney work product privilege.

#### D. Content

State law requires that the University permit the public to have access to the following employment related information about each employee:

- name;
- age;
- date of original employment or appointment to state service;
- the terms of any contract by which the employee is employed whether written or oral, past and current, to the extent that the university has the written contract or a record of the oral contract in its possession;
- current position;
- title;
- current salary;
- date and amount of each increase or decrease in salary with the university;
- date and type of each promotion, demotion, transfer, suspension, separation, or other change in position classification with the university;
- date and general description of the reasons for each promotion with the university;
- date and type of each dismissal, suspension, or demotion for disciplinary reasons taken by the university. If the disciplinary action was a dismissal, a copy of the written notice

of the final decision of the Chancellor setting forth the specific acts or omissions that are the basis of the dismissal; and

- the office to which the employee is currently assigned.

To the extent allowed by applicable law (e.g., [Article 7 of Chapter 126](#) of the General Statutes of North Carolina), all other information contained in the personnel file is confidential and shall not be open for inspection and examination except to the following persons:

- (1) The employee, applicant for employment, former employee, or his or her properly authorized agent, who may examine his or her own personnel file in its entirety except for (i) letters of reference solicited prior to employment or (ii) information concerning a medical disability, mental or physical, that a prudent physician would not divulge to a patient. An employee's medical record may be disclosed to a licensed physician designated in writing by the employee;
- (2) The supervisor of the employee;
- (3) A potential state or local government supervisor, during the interview process, only with regard to the performance management documents;
- (4) Members of the General Assembly who may inspect and examine personnel records under the authority of G.S. 120-19;
- (5) A party by authority of a proper court order may inspect and examine a particular confidential portion of a State employee's personnel file; and
- (6) An official of an agency of the federal government, state government, or any political subdivision thereof. Such an official may inspect any personnel records when such inspection is deemed by the department head of the employee whose record is to be inspected or, in the case of an applicant for employment or a former employee, by the department head of the agency in which the record is maintained as necessary and essential to the pursuance of a proper function of said agency; provided, however, that such information shall not be divulged for purposes of assisting in a criminal prosecution, nor for purposes of assisting in a tax investigation; and
- (7) Any person or corporation to which the Chancellor determines release of such information is essential as allowed by [General Statute §126-24](#).

Evaluative materials or summaries thereof prepared by peer committees as part of a regular evaluation system are placed in the department/unit personnel file when signed by a representative of the committee. In particular, official copies of Personnel Action Dossiers, as outlined in Part X of the ECU Faculty Manual, including documentation submitted by faculty members for consideration in the tenure, reappointment, and promotion processes, shall reside in the department/unit personnel file.

No material obtained from an anonymous source shall be placed in the -personnel file except for data from student opinion surveys. Data from student opinion surveys shall be submitted by the authorized surveying agent to the faculty member and the unit administrator.

Administrators shall not keep secret files.

A faculty member who objects to material in the department/unit personnel file or other employment-related or personal information contained in the personnel file may place in the file a statement relating to the material the faculty member considers to be inaccurate or misleading. This concise statement shall be submitted to the custodian for inclusion as an attachment to the specific document. A faculty member who objects to material in the

personnel file because it is inaccurate or misleading may seek the removal of such material from the personnel file in accordance with Part XII of the *Faculty Manual*.

#### E. Access

Personnel records may be located at various locations across campus. The personnel offices of Academic Affairs and the Health Sciences divisions will maintain comprehensive lists of locations where files may be found.

Faculty members may obtain access to their departmental/unit personnel file by submitting advance notice of at least 4 calendar days to the unit administrator. Confidential documents, as specified in D.1 (above), will be removed. The faculty member may request the unit administrator's assistance in gathering files from various locations. The unit administrator must make arrangements to have office staff available to oversee the review process to ensure the integrity and safekeeping of the records and to assist in making copies of the file, if applicable. A faculty member may obtain copies of any materials contained in the personnel file subject only to restrictions provided by state law.

#### F. Disclosure of Confidential Information

Willful disclosure of confidential information or unauthorized access to a personnel file by any person violates state law and university regulations and may result in disciplinary action under university regulations. Any public official, employee, agent, University contractor, student worker, intern, or volunteer who knowingly and willfully permits these violations but does not act to address them has neglected his or her duties and may also be disciplined in accordance with university regulations.

#### IX. Amendment Procedure

Amendment procedures are subject to the University's Regulation on Policies, Rules, and Regulations. The Faculty Senate will consider amendments to *ECU Faculty Manual*, Part VIII, Section I - Personnel Policies and Procedures that are proposed by any full-time member of the faculty, by any faculty committee, or by any member of the administration of East Carolina University. Amendment(s) submitted to the Faculty Senate for consideration shall be handled as any other item of legislation that comes before the Senate. If the Senate approves such a proposed amendment, the Senate shall submit the proposed amendment to the Chancellor and, if approved by the Chancellor, the amendment will be forwarded to the Board of Trustees for its approval. Consideration by the Board of Trustees is not required if the Chancellor has final authority to enact the amendment.

#### X. Effective Date

All provisions of these policies and procedures shall become effective on the date they are approved by the East Carolina University Board of Trustees or its designee.

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(FS Resolution #11-94, November 2011), (FS Resolution #12-76, April 2012), (FS Resolution #14-04, March 2014)”

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**FACULTY GOVERNANCE COMMITTEE REPORT**  
Proposed Revisions to 2018 Administrative Surveys

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

Executive Summary

Background:

The Administrator Survey (Appendix One) is conducted annually on behalf of the Faculty Senate (FS resolution #11-45; Part II Section V of the Faculty Manual) in the spring term for two weeks starting in mid-April. This tool provides faculty with an opportunity to provide feedback to upper-level administrators on a regular basis and supports the university's commitment to institutional effectiveness. Upper-level administrators include the chancellor, academic vice chancellors, and deans. The Administrator Survey has undergone only minor revisions over the last ten years. Two of the survey questions were revised, one in 2011 (FS resolution #11-09) and another 2013 (FS resolution #16-74).

Administrators do not participate in the annual survey during years when a five-year review is conducted. A separate Five-Year Review Survey for vice chancellors and deans (Appendix Two) that is based on more comprehensive BOT guidelines is conducted instead. The form is often customized according to the position and the committee conducting the review. It is our recommendation, based on the analyses detailed in the attached documentation, to align ECU's annual Administrator Survey and the BOT's Five-year Review Survey. The proposed annual survey contains a subset of the five-year survey items, which will allow for consistency in expectations and evaluation.

Methodology:

Our analyses on the annual Administrator Survey and the Five-Year Review Survey were guided by studies on higher education leadership conducted by the Aspen Institute. A factor analysis was conducted to determine if the existing survey items measured the characteristics of effective administrators.

Findings and Recommendations:

The Five-year Review Survey items demonstrated strong alignment with characteristics of effective leadership. However, the results of the annual Administrator Survey were much weaker. Thus, we make the following recommendation to the annual Administrator Survey:

1. Delete faculty's assessment of importance of each of the survey items. This will reduce the length of the survey by half and allow the survey to be mobile-friendly. Results have shown that faculty tend to rate all survey items as highly important because only the most important questions are included in the survey.
2. Delete administrator's self-assessment of importance of each of the survey items. Although such data have been collected for many years, the information does not add much value to the interpretation of the survey results.

3. Revise and replace some of the Administrator Survey items with the strongest items from the Five-Year Review Survey to improve consistency between the two surveys.
4. Reduce the number of open-ended questions from five to two.

Survey Procedures:

Note: the file on IPAR's website (<http://www.ecu.edu/cs-acad/ipar/assessment/upload/Administrator-Survey-Procedures-2014.pdf>), is out of date. See the new process below:

1. Upper-level administrators include only the chancellor, academic vice chancellors, deans, **and directors of the libraries.**
2. To be eligible for evaluation, an administrator must:
  - a. have been serving in the current position at least since the start of the current academic year
  - b. be serving on a permanent or interim basis,
  - c. have five or more eligible faculty members
  - d. is not concurrently under the Five-Year Review
3. To be eligible to participate:
  - a. a faculty member must hold rank as professor, associate professor, assistant professor, ~~instructor~~, or other faculty title;
  - b. an EHRA non-faculty member must serve in either the Laupus or Joyner Library**
  - c. be currently employed and hold full-time appointment, and
  - d. have met these criteria **since the start of the current academic year**
4. IPAR conducts the survey, processes the data, and creates final reports for each administrator evaluated.
5. All responses and results are treated as confidential personnel documents. The results, both numeric ratings and comments, are reported to the administrator who is evaluated **and only numeric ratings are reported to his/her supervisor.**

Annual Administrator Survey			
Survey Items	Chancellor	Vice Chancellor	Dean/Director
* indicates items from the current annual survey ** indicates items from the Five-year Review Survey			
<b>Leadership</b>			
1. Articulates a shared vision for the future**	X	X	X
2. Communicates priorities, standards, and administrative procedures effectively**	X	X	X
3. Represents the <b>university</b> effectively to the community, region, and state*	X	X	
<ul style="list-style-type: none"> <li>Represents the <b>college/library</b> effectively to the community, region, and state</li> </ul>			X
<b>Teaching, Research/Creative Activity, and Service</b>			
4. Fosters a climate that promotes excellence in research/creative activities**	X	X	X
5. Fosters a climate that promotes excellence in teaching**	X	X	X
<b>6. Fosters a climate that promotes excellence in patient care</b>	<b>X</b>	<b>X</b>	<b>X</b>
7. Promotes service activities related to the fulfillment of the University's mission**	X	X	X
8. Actively promotes student success ( <i>New</i> )	X	X	X
<b>Administration and Management</b>			
9. Provides guidance, support and resources for faculty development, particularly related to recruitment, tenure and promotion**	<b>X</b>	X	X
10. Effectively evaluates or assesses the units under his/her administration, acknowledges areas of excellence, and recommends areas where improvement is needed**	X	X	X
11. Works effectively to identify and pursue philanthropic support for the <b>university</b> **	X	X	
<ul style="list-style-type: none"> <li>Works effectively to identify and pursue philanthropic support for the <b>college/library</b></li> </ul>			X
12. Allocates the resources of the <b>university</b> effectively in accordance with institutional priorities, <b>and mandates of the Board of Trustees and the Board of Governors*</b> (Revised)	X		
<ul style="list-style-type: none"> <li>Allocates the resources of the <b>division</b> effectively in accordance with institutional priorities</li> </ul>		X	
<ul style="list-style-type: none"> <li>Allocates the resources of the <b>college/library</b> effectively in accordance with institutional priorities</li> </ul>			X
<b>Diversity and Collaboration</b>			
13. Encourages diversity and implements mechanisms for attracting and retaining underrepresented (students, staff and faculty) groups**	X	X	X
14. Supports sound practices of collaboration, openness and shared governance**	X	X	X
<b>Open-ended Comments</b>			
15. Which matters need priority attention by this administrator during the next year or two?*	X	X	X
16. What is the most important observation you can make about this administrator's effectiveness?*	X	X	X

All items will be on a 6-point Likert scale as displayed below:

1=Strongly Disagree; 2=Disagree; 3=Neither Agree nor Disagree; 4=Agree; 5=Strongly Agree; 6=Don't Know/NA

## Appendix One: Current Annual Administrator Survey Items

### Chancellor

#### Likert-Scale Questions:

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

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

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

### Vice Chancellor

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

### Dean

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

9. Availability to faculty.
10. Establishment of an atmosphere of trust and respect

## Appendix Two: Current Five-Year Review Survey Items

### Leadership:

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

### Administration and Management

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

### Diversity and Collaboration

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

### Planning, Development, and Assessment

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

Teaching, Research/Creative Activity, and Service

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

Open-Ended Question

- 26. Please share any comments in the space below.

References

The Aspen Institute. (2017). *Renewal and Progress: Strengthening Higher Education Leadership in a Time of Rapid Change*. Retrieved from <https://www.aspeninstitute.org/publications/renewal-progress-strengthening-higher-education-leadership-time-rapid-change/>

Freeland , R. (2017). *On the Path to a Successful Presidency, Multitasking Is a Detour*. Retrieved from <http://www.chronicle.com/article/On-the-Path-to-a-Successful/240249>

Selingo, J., Chheng, S., & Clark, C. (2017). *Pathways to the university presidency*. Retrieved from <https://dupress.deloitte.com/dup-us-en/industry/public-sector/college-presidency-higher-education-leadership.html>

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Spring 2018 Administrator Survey  
Chancellor Form

Leadership	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
1. Articulates a shared vision for the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Communicates priorities, standards, and administrative procedures effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Represents the university effectively to the community, region, and state	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teaching, Research/Creative Activity, and Service	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
4. Fosters a climate that promotes excellence in research/creative activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Fosters a climate that promotes excellence in teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>6. Fosters a climate that promotes excellence in patient care</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Promotes service activities related to the fulfillment of the University's mission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Actively promotes student success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administration and Management	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
<b>9. Provides guidance, support and resources for faculty development, particularly related to recruitment, tenure and promotion</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Effectively evaluates or assesses the units under his/her administration, acknowledges areas of excellence, and recommends areas where improvement is needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Works effectively to identify and pursue philanthropic support for the university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Allocates the resources of the university effectively in accordance with institutional priorities, and mandates of the Board of Trustees and the Board of Governors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity and Collaboration	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
13. Encourages diversity and implements mechanisms for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

attracting and retaining  
underrepresented  
(students, staff and faculty)  
groups

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

Open-ended Comments

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

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

Demographics

17. What is your faculty status?

- Tenured
- Probationary term (Tenure track)**
- Fixed term

18. How many years have you been employed at ECU?

- 0-3 years
- 4-10 years
- More than 10 years

19. What is your gender?

- Male
- Female

20. What is your race/ethnicity?

- Asian
  - Black or African American
  - Hispanic
  - White
  - Other
-



Spring 2018 Administrator Survey  
Vice Chancellor Form

Leadership	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
1. Articulates a shared vision for the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Communicates priorities, standards, and administrative procedures effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Represents the university effectively to the community, region, and state	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching, Research/Creative Activity, and Service	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
4. Fosters a climate that promotes excellence in research/creative activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Fosters a climate that promotes excellence in teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>6. Fosters a climate that promotes excellence in patient care</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Promotes service activities related to the fulfillment of the University's mission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Actively promotes student success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administration and Management	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
9. Provides guidance, support and resources for faculty development, particularly related to recruitment, tenure and promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Effectively evaluates or assesses the units under his/her administration, acknowledges areas of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

excellence, and recommends areas where improvement is needed

- |                                                                                                     |                       |                       |                       |                       |                       |                       |
|-----------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 11. Works effectively to identify and pursue philanthropic support for the university               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Allocates the resources of the division effectively in accordance with institutional priorities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Diversity and Collaboration	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
13. Encourages diversity and implements mechanisms for attracting and retaining underrepresented (students, staff and faculty) groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Supports sound practices of collaboration, openness and shared governance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Open-ended Comments

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

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

Demographics

17. What is your faculty status?

- Tenured
- Probationary term (Tenure track)**
- Fixed term

18. How many years have you been employed at ECU?

- 0-3 years
- 4-10 years
- More than 10 years

19. What is your gender?

- Male
- Female

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

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Spring 2018 Administrator Survey  
Dean Form

Leadership	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
1. Articulates a shared vision for the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Communicates priorities, standards, and administrative procedures effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Represents the college effectively to the community, region, and state	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching, Research/Creative Activity, and Service	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
4. Fosters a climate that promotes excellence in research/creative activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Fosters a climate that promotes excellence in teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>6. Fosters a climate that promotes excellence in patient care where appropriate</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Promotes service activities related to the fulfillment of the University's mission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Actively promotes student success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Administration and Management	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
9. Provides guidance, support and resources for faculty development, particularly related to recruitment, tenure and promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Effectively evaluates or assesses the units under his/her administration, acknowledges areas of excellence, and recommends areas where improvement is needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Works effectively to identify and pursue philanthropic support for the college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Allocates the resources of the college effectively in accordance with institutional priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Diversity and Collaboration	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
13. Encourages diversity and implements mechanisms for attracting and retaining underrepresented (students, staff and faculty) groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Supports sound practices of collaboration, openness and shared governance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Open-ended Comments

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

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

Demographics

17. What is your faculty status?
    - a. Tenured
    - b. **Probationary term (Tenure track)**
    - c. Fixed term
  
  18. How many years have you been employed at ECU?
    - a. 0-3 years
    - b. 4-10 years
    - c. More than 10 years
  
  19. What is your gender?
    - a. Male
    - b. Female
  
  20. What is your race/ethnicity?
    - a. Asian
    - b. Black or African American
    - c. Hispanic
    - d. White
    - e. Other
- 

**Faculty Senate Agenda**  
**April 24, 2018**  
**Attachment 18.**

**DISTANCE EDUCATION AND LEARNING TECHNOLOGY COMMITTEE REPORT**

Proposed revisions to the *ECU Faculty Manual*, Part VI, Section III. Distance Education Policies

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

“CONTENTS

- I. Distance Education Courses and Programs
- II. Oversight of Distance Education
- III. Courses Delivered by Distance Education
- IV. Fostering Academic Integrity in Distance Education**
- V. ~~Instructor Faculty~~ Preparation
- VI. **Standards for Online Learning** ~~Quality Standards~~
- VII. Evaluation of Distance Education *Revised 5-16*

Distance education is a formal educational process in which the majority (i.e. more than 50%) of instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not ~~co-located~~ **in the same place**. Instruction may be synchronous or asynchronous. **A distance education** The course may use Internet; **one-way and two-way transmissions through open broadcast**, closed circuit, cable, **microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes,**

DVDs, and CD-ROMs if used as part of the distance learning course or program. ~~or other electronic means to communicate.~~ (The Southern Association of Colleges and Schools **Commission on Colleges** definition of “distance education”.)

#### I. Distance Education Courses and Programs

Programs offered via distance education shall be consistent with the mission of East Carolina University and the academic unit offering the courses or programs. There shall be no distinctions in academic rigor or content between programs offered through distance education and those offered on campus. Development of new online programs and courses will follow the same development and approval procedures as for face-to-face programs and courses (~~Part V, Section III~~ **Part VI**). Selection of courses and programs to be offered via distance education is the purview of the offering academic unit. The academic units shall provide oversight of programs and courses delivered via distance education to ensure that each is coherent and complete and has learning outcomes appropriate to the level and rigor of the course or program.

#### II. Oversight of Distance Education

The Office of the Provost shall ensure that academic units adhere to the distance education policies described in this section. The **instructor faculty** assumes primary responsibility for ensuring the rigor of programs and the quality of instruction offered through distance education.

#### III. Courses Delivered by Distance Education

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

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

#### IV. Fostering Academic Integrity in Distance Education

**Distance education courses, whether they are fully online or blended, pose new challenges in maintaining academic integrity for both faculty and students. Specifically, the ease of access provides a persistent temptation for students to access the work of others without providing appropriate attribution, or to search for an exam answer during a closed-book assessment. It is thus our shared responsibility to provide students with clear, unambiguous guidelines regarding the academic unit and university expectations for ethical behavior in the digital environment.**

This [document](#) contains information and strategies to foster ethical behavior and academic integrity within online and blended courses. It is divided into two sections. The first section lists unique scenarios that a faculty member teaching an online class may encounter. The second section includes various strategies for effective online content delivery. As you

**evaluate each section you are encouraged to incorporate relevant suggestions drawn from the experiences of previous instructors and incorporate their solutions into your course materials.**

#### V. **Instructor Faculty Preparation**

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

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

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

#### VI. **Standards for Online Learning Quality Standards**

Distance education courses shall comply with the **following** ECU Standards for Online Learning.

##### Course Overview & Introduction

- **The syllabus is easy to navigate and follows a consistent format that introduces the course and its structure and states expectations. The syllabus should be available in a downloadable format for offline reference.**
- **Course instructors introduce themselves.**
- **An appropriate format (e.g. discussion board) should be used to allow students to introduce themselves to each other and to the instructor.**
- **Minimum technology hardware, software, and skills required by the student are clearly stated and resources for technology training are listed.**
- **Prerequisite knowledge is clearly stated.**

##### Learning Objectives

- **The learning objectives are clearly stated and describe measurable outcomes.**
- **The learning objectives address content mastery and critical thinking ability.**
- **Clear instructions for achieving course objectives and learning outcomes are provided.**

### **Assessment & Measurement**

- Evaluation methods measure the achievement of course objectives and learning outcomes and are appropriate for the online learning environment.
- Course evaluation, policies, learner feedback are appropriate for the online learning environment.
- Course instructors should utilize a controlled testing environment as appropriate.

### **Resources & Materials**

- The course instructional materials, resources, and content have sufficient depth and breadth for the student to achieve learning outcomes.
- The course instructional materials, resources, and content are accessible, Americans with Disabilities Act (ADA) compliant, and available in multiple formats when appropriate.
- The course instructor makes students aware of relevant resources and services at the university, college, department, and course level (e.g. library resources, Online Writing Center, and Pirate Academic Success Center).

### **Learner Interaction**

- The course provides opportunities for interaction between the instructor and the student, and among students as appropriate.
- Activities designed to generate student interaction align with course objectives and learning outcomes.
- Clear standards are established for course interactions, instructor response time, and instructor availability (turn-around time for email, grade posting, online office hours, etc.)

### **Course Technology**

- Instructional tools support the learning objectives of the course and are integrated with course material.
- Instructional tools enhance learning activities and guide the student to become a more active learner.
- Instructional tools required for this course are clearly defined and easily attained.

### **Accountability**

- The syllabus or supportive course materials include required statements per the Faculty Manual (Part VI, [Section I. Teaching Regulations and Guidelines Related to Faculty](#)).

## VII. Evaluation of Distance Education

**Instructors** Faculty members teaching through distance education will be peer reviewed every three years to assure the rigor of programs and the quality of instruction. Instruction in distance education courses shall be evaluated according to the instruction evaluation procedures in effect for face-to-face courses with appropriate additions consistent with the delivery method, including use of the [University Peer Review Instrument for Online Learning](#) or an approved Peer Review Instrument developed by the academic unit. Units that wish to develop their own Peer Review Instrument must use the university instrument until their own instrument is approved by the appropriate vice chancellor. Peer reviewers will be selected based on criteria determined by the faculty of the college, school or department.



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

Each distance education academic degree program shall be assessed in the same manner and the same frequency as the unit's assessment of academic programs offered on campus. The unit administrator shall review assessment results with assigned **instructors** ~~faculty~~ and the departmental faculty to facilitate the continual enhancement of the unit's distance education program. (FS Resolution #16-31, May 2016)"

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**Faculty Senate Agenda**  
**April 24, 2018**  
**Attachment 19.**

**DISTANCE EDUCATION AND LEARNING TECHNOLOGY COMMITTEE REPORT**  
Proposed Revisions to the *University Undergraduate Catalog*  
Relating to the Office of Continuing Studies

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

"Office of Continuing Studies

The Office of Continuing Studies serves as a bridge between the student at a distance and the academic and administrative units of the university. The office respects and understands the unique demands of the lifelong learner and is committed to assuring quality accessible programs and services. The office supports the university in advancing its leadership role in the areas of distance and online learning both in our region and beyond. The educational and economic development of the citizens of its service area is a focal point for the office. The office partners with the academic and administrative units of the university, **the UNC System**, and the North Carolina Community College System to meet the needs of the education, healthcare, technology, business, industry and military **affiliated** communities.

The Office of Continuing Studies includes the following program areas:

- Campus Summer School
- Continuing Professional Education
- Distance Education Proctoring Center
- Distance and ~~Extension~~ **Online** Education
- Lifelong Learning Program
- Military Outreach
- The Testing Center

In order to fulfill the needs of a widely diversified group of students, our undergraduate degree completion programs, and graduate degrees are offered online via the Internet. The office also provides noncredit courses, seminars, and workshops to meet continuing professional ~~education~~ **development/education** requirements. For adults 50 and older who ~~want~~ **seek** to continue learning in a relaxed atmosphere, a wide array of class topics ~~is~~ **are** available through the Lifelong Learning Program."

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## DISTANCE EDUCATION AND LEARNING TECHNOLOGY COMMITTEE REPORT

Proposed Revisions to the *University Undergraduate Catalog*  
Relating to Distance Education

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

“Distance Education

- Online Distance Education
- Distance Education Students
- Online Degree and Certificate Programs

Online Distance Education

East Carolina University has been a leader in distance education in North Carolina for **over** seventy years. ECU recognized the potential of online learning, and was one of the first universities in the nation to ~~develop and offer a degrees~~ **entirely** over the Internet. ECU currently offers more than 90 degrees and certificate programs online, in fields such as **business**, education, ~~business~~, health care, and technology, among others.

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

Distance Education Students

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

Online courses are typically delivered using ~~course~~ **learning** management systems ~~that have been selected due to~~ **for** their ease of use ~~for both~~ **by** students and instructors. As with on-campus sections, syllabi and schedule of assignments for online courses ~~are made~~ **become** available to students within the first few days of the semester ~~for online courses~~. Assignments and homework are submitted electronically. ~~with all~~ **All** necessary materials ~~made are~~ available ~~via folders~~ within the **learning** management system. When administered online, **students take** examinations ~~are taken by students~~ during a prescribed timeframe. ~~using a proctor~~ **Proctors are available** when necessary.

In an online course, students and instructors communicate in discussion forums. ~~and respond to information presented by the instructor~~. Some courses include synchronous “chat” sessions **so students** ~~with students~~ and instructors **may interact in real time** ~~engaging in conversations~~ about course material. Students also have the opportunity to work in groups ~~and~~ **where they** benefit from the professional experiences of their peers.

Students opting to complete their degrees ~~using with online~~ distance education typically increase their ~~skills and~~ comfort level with ~~technology and~~ online delivery of information.

**During this process, students strengthen** while ~~strengthening~~ their self-discipline and **increase** organizational and time management skills. The format is ideal for giving students heightened independence in the pursuit of their higher education, while ~~simultaneously~~ providing the ~~guidance~~ and mentorship that are traditionally associated with on-campus instruction. ~~Though~~ **Although** convenience and flexibility are emphasized ~~with~~ **in** distance education coursework, the same amount of effort and participation is required for ~~both~~ online and face-to-face courses.

Information about the distance education programs offered at ECU can be found on the ~~Options~~ **ECU Online Website**, as well as ~~H~~helpful links to information regarding admissions, registration, tuition, and financial aid **may also be found there**. Academic regulations and policies, university calendars, and student services described in this catalog are applicable to all students, except where otherwise indicated. **All students are required to have access to a computer. Some departments may require specific types (see Pirate Techs Computer Support for details).**

From admission to graduation, a system of student support services is available to assist all distance education students. The online support systems give ~~DE~~ **distance education** students access to resources without having to come to campus. A dedicated ~~e-mail~~ **email** address and a toll free number staffed by student service specialists help students navigate the online resources available to them. They provide a single point of contact for ~~distance education~~ **distance education** students. Contact the ~~Office of Continuing Studies~~ **ECU Online student services area** for assistance by emailing ~~ocs@ecu.edu~~ **onlineservices@ecu.edu** or calling 1-800-398-9275. ~~The offices are located in the Self-Help Center, 301 Evans Street.~~

~~Students enrolled in distance education classes in which proctored exams are required may incur charges levied by the proctoring site they choose, but the university does not impose any additional charges specifically related to verification of student identity. Students may obtain a list of proctors located within their geographic area along with any associated fees on the UNC Online Academic Services website.~~

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

Online Degree and Certificate Programs

Add-On Licensure

- Birth-Kindergarten Education
- Special Endorsement in Computer Education

Undergraduate Degree-Completion Programs

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

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

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

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

## Faculty Senate Agenda

April 24, 2018

Attachment 21.

### ADMISSION AND RETENTION POLICIES COMMITTEE REPORT

Proposed Revisions to the *ECU Faculty Manual*, Part VI, Section I. Teaching Regulations and Guidelines Relating to Faculty, subsection VII. Final Examinations

It was brought to the Committee’s attention that there were inconsistencies between the *ECU Faculty Manual* and *University Undergraduate Catalog* regarding final exam policies. A general review of policies referencing final exams, scheduled exam periods and absences from final exams, was requested to remove ambiguous language in both documents. An example of inconsistency was that the manual stated that the scheduled final exam period could not be changed however, the catalog included a phrase “*changed only through a formal written request to the registrar*”. In addition, it was suggested that “*No test intended to substitute for the final exam may be given during the week preceding the final examination period.*” be added to both the manual and catalog to provide clarification. It was noted that the *ECU Faculty Manual* contains policies approved by the Faculty Senate and Chancellor, meaning that the *Undergraduate Catalog* should contain those same provisions.

(Deletions are noted in strikethrough.)

#### “VII. Final Examinations

The normal expectation is that the completion of both face to face and online courses will include a final examination or an alternate method of evaluating student progress. Final examinations are required at the discretion of the faculty member and must be scheduled in the course syllabus made available to students. If a final examination is not given during the final examination period, the scheduled time for the exam ~~should be treated as regular class with~~ must be used for appropriate instructional activity. Online courses that do not give a final exam must use the final exam week for instructional purposes. The chair of the unit is responsible for monitoring adherence to scheduled examination requirements.

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

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#### **Faculty Senate Agenda April 24, 2018 Attachment 22.**

#### **ADMISSION AND RETENTION POLICIES COMMITTEE REPORT**

Proposed Revisions to the *University Undergraduate Catalog* relating to Final Examinations

(Deletions are noted in strikethrough.)

#### “Final Examinations

~~Final examinations will be held at the close of each term in all courses. There will be no departure from the printed schedule of examinations. Changes for individual emergencies of a serious nature will be made only with the approval of the instructor, the student’s major chairperson, director, or dean. The departmental chairperson, school director, or the college dean will, if a serious emergency is believed to exist, forward a written request to the Office of the Registrar, setting forth the nature of the emergency. A student who is absent from an examination without an excuse may be given a grade of F in the course. The instructor may issue an incomplete (I) in the case of a student absent from the final examination who has presented a satisfactory excuse or an official university excuse from the Dean of Students or his/her designee.~~

The normal expectation is that the completion of both face to face and online courses will include a final examination or an alternate method of evaluating student progress. Final examinations are required at the discretion of the faculty member and must be scheduled in the course syllabus made available to students. The University establishes a final examination schedule each semester to

reduce conflicts in course final examination and to meet the UNC established course hour requirements. There will be no departure from the schedule officially published as part of the ECU Academic Calendar except for clinical and non-traditional class schedules, including graduate level courses. Changes for individual student emergencies of a serious nature will be made only with the approval of the instructor.”

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**Faculty Senate Agenda**  
**April 24, 2018**  
**Attachment 23.**

**UNIVERSITY ENVIRONMENT COMMITTEE REPORT**

Proposed Reinstatement of the Administrative Natural Areas Committee

An administrative committee, the Natural Areas Committee, existed for some years prior to being discontinued in 2013. The charge of this committee was to provide faculty and administrative oversight of ECU’s major undeveloped natural areas, including the Otter Creek property located near Falkland, NC. As a result, some properties are currently lacking in regular faculty or administrative oversight or management. An existing Task Force oversees usage of the West Research Campus, another major undeveloped property at ECU. However, no organizational entity is currently charged with developing strategic directions for any natural areas.

**Therefore, the Committee proposes that the Natural Areas Committee be reinstated as an administrative committee with the following charge and personnel makeup:**

1. Name: Natural Areas Committee
2. Membership:  
The Natural Areas Committee shall consist of eight (8) voting members which shall serve as an advisory body to the Chancellor on major undeveloped natural areas. Members include the Provost or appointed representative, the Chair of the Faculty or appointed representative, a representative from Facilities Services (Grounds Personnel), appointed by the Vice Chancellor for Administration and Finance , a representative from the University Space Committee, appointed by the Associate Provost for Institutional Planning, Assessment and Research, a representative from the University Environment Committee, and three faculty from natural science or other relevant departments elected annually by the Faculty Senate.
3. Committee Responsibilities
  - A. The committee makes recommendations concerning the use of Otter Creek natural area.
  - B. The committee makes recommendations concerning management practices to maintain or restore natural resources at all ECU natural areas and maintain access to such resources, including prescribed burns, trail and road maintenance.
  - C. The committee develops strategic plans for conservation and acquisition of properties and for promoting appropriate uses of properties for research and education.
4. Terms of Office:  
Members serve one-year terms, renewable based on continued interest and ability to serve.

5. To Whom the Committee Reports:  
The committee reports action items when needed to the Chancellor and provides reports for information only to the Faculty Senate.
6. Standard Meeting Time:  
The committee meets as needed throughout the year.