

East Carolina University
FACULTY SENATE
FULL MINUTES OF APRIL 14, 2015

The eighth regular meeting of the 2014-2015 Faculty Senate was held on Tuesday, April 14, 2015, at 2:10 pm in the Mendenhall Great Rooms.

Agenda Item I. Call to Order

Andrew Morehead, Chair of the Faculty, called the meeting to order at 2:10 pm.

Agenda Item II. Approval of Minutes

The minutes of both [February 24, 2015](#) and [March 17, 2015](#) were approved as presented.

Agenda Item III. Special Order of the Day

A. Roll Call

Senators absent were: Professors Tierno (Art and Design), Tuten (Business), Parrish (Interior Design and Merchandising), Levine (Medicine), and Faculty Assembly Delegates Taggart (Music) and Winterbauer (Medicine).

Alternates present were: Professors Hashimoto for Deale (Hospitality Leadership) and Ryan for Yao (Engineering and Technology).

B. Announcements

The Faculty Governance Committee is offering two open forums to discuss proposed revisions to the Tenure and Promotion Policies and Procedures of East Carolina University contained in Part IX, Section I. of the *ECU Faculty Manual*. The revised document will be available on April 15 at: <http://www.ecu.edu/cs-acad/fsonline/customcf/committee/fq/2015/proposedpart9section1.pdf>.

The forums are set for:

Tuesday, April 21, from 4-6 pm following the Faculty Senate organizational meeting
in the Mendenhall Great Rooms

Monday, April 27, from 4-6 pm in the Brody School of Medicine, room 2E-100

Anyone with questions is asked to contact Professor Nelson Cooper, Committee Chair at coopern@ecu.edu.

Speaking privileges have been granted to Donna Payne, Rick Niswander, Mike McCammon, and all standing academic committee members reporting today.

Editorial changes to Summer 2015, Fall 2015 and Spring 2016 University calendars have been made to update the drop dates to meet the new required 60% of a student's regularly scheduled class meetings. All University academic calendars are available online at: <http://www.ecu.edu/cs-acad/fsonline/senate/fscalend.cfm>.

Faculty are reminded that Fall Convocation will be held on Friday, August 21, 2015 at 9 am in the Wright Auditorium. Additional information will be forthcoming.

Thank you to Chancellor Ballard for providing the funding for refreshments during the monthly Faculty Senate meetings and for hosting the annual reception for faculty held on March 30.

Academic Committee Chairs are reminded that Committee Annual Reports are due in the Faculty Senate office by May 1, 2015.

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C. Steve Ballard, Chancellor

Chancellor Ballard began by praising the ECU Chamber Singers, who under the direction of Andrew Crane, Director of Choral Activities, were the only non-European group to be invited to compete in the 13th International Maribor Choral Competition Gallus, held in Maribor, Slovenia. The Chamber Singers won the competition and it was a great honor for the group and the university. Following his congratulatory remarks to the Chamber Singers, Chancellor Ballard shifted his focus to legislative updates. Chancellor Ballard explained that in recent legislation, the piece of legislation focused on setting the eight course minimum for university faculty has caused the greatest consternation for the university community. It appears now that it is highly unlikely it will be assigned to a committee or moved further in the legislative process. Another key piece of legislation is the Governor's proposal to remove all but one million dollars of funding to support advancement. At a time when they are drastically decreasing state appropriations, this would significantly reduce the ability of most universities in the system to do advancement. This piece of legislation has more support in one chamber, but there is also reported to be a significant degree of opposition, including all seventeen institutions in the University of North Carolina system. University leaders are hopeful that this piece of legislation will not pass, but it may get a vote and if it does it will do great damage to ECU if it passes. Two other pieces of legislation that are of particular importance to East Carolina, include an eight million dollar request for the Brody School of Medicine. This money is absolutely essential to get the state contributions to the Brody School back to where it belongs. The Chancellor reported that we are asking for 35% of the Brody budget to be paid for by the state, it is now down to 20% and the eight million requested would start to move the mark closer to 35%. Also, the Chancellor is hopeful that there will be a stronger push to restore the debt collection capacity. It was taken away completely two years ago and about a third of the capacity was restored last year and now we are fighting for the other two thirds which is well over four million dollars per year that is required for the Brody School to do well. Chancellor Ballard and two of our key legislative friends will be having dinner this Thursday and will go over each piece of legislation. The Chancellor reported that we are doing all that we can to stay on top of legislative action and how it might impact the university.

Chancellor Ballard also reported that the Board of Governors held their meeting at ECU last week. The Chancellor felt that the visit went very well and ran smoothly. He recognized the high quality student presentations, including presentations from the School of Art and Design, Engineering, and students from other disciplines. Faculty also made presentations and the efforts of faculty, students, staff and stakeholders helped the Board of Governors to better understand ECU and who we are as a university. Chancellor Ballard reported that all of our proposals passed, including the proposal for our millennial campus which will be essential for economic development over the next 10-15 year period. Chancellor Ballard expressed his deep appreciation for the efforts of the group that worked on preparing for this visit.

An additional issue addressed by Chancellor Ballard in his remarks was the raise pool. He indicated that in his perception it is unlikely that the legislature will fund any money for compensation that isn't also tied to a budget cut, resulting in basically a self-funded element, if they provide for any compensation increase. Chancellor Ballard shared that compensation increases for next year and the year after will be primarily funded by tuition increases and possibly in the second year by some enrollment growth funding. He reported that the passing of the two year tuition proposal means that at ECU we have some certainty, unless the legislature intervenes, that those increases will occur. The increases would likely be at about the 2% level, but we have agreed to take off the top the promotion increases, moving forward promotion increases will be funded centrally, so the final amount would likely be 1.6 or 1.7% for the first year. For the second year, it might be 2% and the Chancellor is

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hoping that over a two year time period we would have a pool of money that will equate to 3-4% for the compensation pool. But again, the Chancellor said this is his best estimate and it all depends on what the legislature does. All of these raises will have to be allocated based on merit as across the board increases are essentially outlawed at this point. There may be some flexibility for some colleges to add to their pool, but this does create an unequal playing field. Chancellor Ballard's best guess is a 3-4% pool after about a two year period for colleges with some flexibility about how they do that. There will be some constraints. The General Administration will send some rules about how the money may be used in July-August.

The Chancellor's final focus for his remarks was the future outlook for ECU. He stressed that we are in a new fiscal era. The Golden Years, spanning from the end of World War II to 2010, will be marked as well different from the era we are in now. He predicts tough fiscal times in NC, and possibly nationally, at least until 2020. Clarity about our priorities and appropriate enrollment growth are critical for the sustained success of the university. We have the capacity to go to about 30,000 students and this will help our fiscal situation if we grow gradually and moderately. Our biggest vulnerability in enrollment growth is at the graduate level, at the masters level. We have experienced really large declines in that area over a five year period. Dean Gemperline and Provost Mitchelson are working diligently to stop the decline. Chancellor Ballard asked that every masters program look carefully at this issue and consider ways to increase enrollments. This is an area that can definitely help our fiscal picture. On the more positive side of the future outlook for ECU, the Chancellor stressed that the academic quality and the commitment of what that means to our students is without parallel and the system sees that. He also highlighted the partnership with Vidant that has fostered a community of support around our teaching hospital. The partnership is in better shape now than it has ever been and we are making progress on many fronts. Though the Chancellor cautioned that the major threats to the Brody School may never be over because of the funding model for Brody, the partnership between the Vidant Board, Community Leadership and the University is critical to our region and are at a very positive place. The Chancellor concluded by stating that ECU's position and status within the system is strong and that we continue to get a lot of praise for being a mission-driven university that delivers on its promises.

Following Chancellor Ballard's remarks, Chair Morehead opened the floor for questions.

Professor Robinson (Mathematics) asked about the contrast between only 35% of the ECU budget being used on instruction at the same time that we are asking students to pay more for their education through another tuition increase. Given that the tuition increase is slated to support faculty raises, it is worth noting that 14% of faculty live at or below the poverty level. It seems that the contrast between the high level of education required for faculty and the low rates of compensation send a message to students about the quality of education and the importance of education. Did the Board of Governors consider all of this in their deliberations last week?

Chancellor Ballard responded that it was quite a fight to get faculty raises funded at all this year and though he is not particularly supportive of using tuition increases to fund faculty raises, he believes we are at a crisis point in retaining highly qualified, talented faculty. The state continues to make cuts to state appropriations and this left the university with the responsibility of determining how to do something to support faculty and getting that plan approved by the Board of Governors was quite difficult. If the state continues in this direction, we run the risk of debilitating one of the best public education systems of higher education in the world if it continues very much longer.

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D. Phyllis Horns, Vice Chancellor for Health Sciences

Vice Chancellor Horns focused her remarks on three specific areas. The first area was the School of Public Health. Vice Chancellor Horns explained that for the last few years, we have been laying the building blocks for the School of Public Health. The building blocks include having the appropriate programs in place, having students enrolled and having at least one graduate before ECU can declare that it has a School of Public Health and ready to begin seeking accreditation for that school. The PhD in Epidemiology has come through the Senate, has left the campus and is at UNC-GA, where it is being reviewed. The review has been done and a follow-up session has been held with campus stakeholders. Vice Chancellor Horns' team will be preparing some additional information that will be sent to UNC-GA before the review is sent out. The key areas they looked at included leadership. The Chair of Public Health retired and left the university and the UNC-GA team wanted clarification about when the search to replace this Chair would begin. This search is slated to begin this Summer. The UNC-GA team also had some questions about the curriculum and the integration of the Epidemiology portion with the PhD. Finally, the team had questions about enrollments and the low productivity indices, including a question about the start date for students to enroll in the program. Vice Chancellor Horns also stated that they are currently seeking permission to plan the DrPH and are hoping to go to UNC-GA sometime later this year. With all of these considerations, the timeline for the accreditation of the School of Public Health has been moved out about a year with an estimation that this will likely occur in 2021. This could possibly be modified further as accreditation standards are in a state of transition. A change in these standards is a shift from the requirement for one area of doctoral study to three areas of doctoral study which dramatically impacted many programs and this is an area that might be revisited in the standards. Sometime this summer the Academic Council will be appointing a campus wide advisory panel to inform the process and organization of the school, with the panel representing diverse components of our university and have the strongest possible outcomes.

The second focus of Vice Chancellor Horns' remarks was the Basic Science Department structure of Brody School of Medicine. A workgroup was appointed in December in line with the University Committee of Fiscal Sustainability (UCFS) to look at this issue, study it and generate some recommendations. This group has done quite a bit of work, including exploring how both young/new medical schools and well-established medical schools are structured and what lessons can be learned from those structures. Dean Cunningham has reported to Vice Chancellor Horns' that the group has discerned that there are not very many existing, well-established medical schools that are successfully engaging in such a consolidation. This does not mean that the workgroup will have any specific outcome. The workgroup has been directed to look for academic, administrative efficiencies and the group will do this. They are looking for possibilities beyond simply consolidating departments that can achieve these efficiencies. The workgroup also understood its mandate as including the need to take an active role in increasing the research role in the university. In this area, the group has divided itself into three subgroups with the following foci: the capacity for increasing research (with a focus on faculty workload), the incentives and disincentives to increasing research productivity, and resources available to support research particularly at the Brody School and in the Basic Sciences. The work is ongoing and a preliminary report will be delivered by the workgroup in July.

Hospital relations and what we are doing in that regard was the final focus of Vice Chancellor Horns' remarks. The Vice Chancellor asserted that we will hold steadfastly to make sure that the quality of the education is not compromised in any way. Dr. Baxley is rather tenacious about the quality of the learning environment and a top-caliber education will be preserved. The impact on faculty workload is another area of concern and there will be a varied impact for some faculty. Vice Chancellor Horns

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explained that they have implemented a productivity based compensation model that is based on a national benchmark, Work Relative Value Units (RVUs). This is how the federal government and every medical school and hospital across the United States quantifies the work of physicians. These indices vary by specializations and it is fairly complex. This is resulting in some issues that are being dealt with across individual faculty. Vice Chancellor Horns stated that she believes that there are legitimate differences of opinion about how long it takes to complete various required tasks. These issues must be worked through. Some faculty will be asked to increase their RVU production. Vice Chancellor Horns explained that it is very important to give people plenty of time to make adjustments in schedules and productivity. She and her team are working diligently with faculty and collaboratively with faculty to make sure that reasonable time is being given to faculty to make changes.

Vice Chancellor Horns closed her remarks by expressing appreciation to Dr. Michael Van Scott for his work on strengthening collaboration in the area of clinical trials, stating that this will not only make these clinical trials available to patients, it is also very important to help diversify revenue streams for medical school.

No questions were posed to Vice Chancellor Horns.

E. Andrew Morehead, Chair of the Faculty

The Chair provided the following remarks to the body.

“Good afternoon! Welcome to the last (regular) faculty senate meeting of the year. Note that we will have at least some additions to the agenda for next week’s organizational meeting including potential items from the Educational Policies and Planning, Graduate Curriculum and Undergraduate Curriculum committees.

I am sure every senate feels this way by the end of the year, but it really has been a busy and momentous year—which is appropriate for the 50th year of our senate. Following the procedures of Part IV of the *Faculty Manual* resulted in the faculty of the College of Human Ecology departments being distributed into other colleges of their choice. With faculty members as influential parts of the workgroups, the University Committee on Fiscal Sustainability reports on the foundations curriculum and the consolidation of the basic sciences in the School of Medicine are nearing completion.

In an important addition to our shared governance structures and recognizing the important role of fixed-term faculty on our campus, we enabled fixed-term faculty membership on senate committees. That expansion of the membership will result in stronger participation and better representation of the concerns of all faculty here. This has already helped the committee on committees, who had an easier time filling the committees than in previous years.

Faculty Governance has completed the (long) process of proposing revisions to Part IX, section 1, and campus forums will take place next week, after the organizational meeting, and the following week, on the health sciences campus, for feedback on that draft. We firmly intend to present the finalized version for approval at the first meeting in the fall so that it can be sent to the General Administration shortly thereafter. With the recent senate vote approving Part IX section 2 (post tenure review), we will have completed revisions of one of the most critical pieces of the *Faculty Manual*, those concerning promotion and tenure.

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As I alluded to earlier, this has also been a momentous, 50th year for the Faculty Senate, for the Faculty Assembly, and the University. We have completed the Provost search with the appointment of Dr. Ron Mitchelson. The mandated five-year strategic plan process took up plenty of time and effort for the faculty, staff and administration here at ECU, but in my mind *Beyond Tomorrow* reflects three commitments we all believe are critical – student success, public service and regional transformation.

The debate around the naming of Aycock Residence Hall ultimately resulted in the decision to transition the name to a new location, Heritage Hall, which, once identified and completed, will reflect the history, diversity of perspectives, and often problematic roots of the institution we have become. I appreciate how all involved in the debate were passionate but remained respectful of other perspectives, and in particular I am very proud of our students. They reflected the lessons we all hope we are teaching: that we should engage in our university and the free exchange of ideas, and that we should passionately advocate for our beliefs.

Finally, the Board of Governor's decision to transition the UNC Presidency and their actions around UNC Centers and Institutes and the revised Chancellor search procedures prompted this senate to pass resolutions strongly advocating our position that the faculty, staff, students and administration of East Carolina University are best positioned to decide what kind of institution best serves our community.

I would like to finish by thanking the senate for their hard work, including meeting during a snow storm that shut down the campus. I would like to acknowledge our officers, John Given, Kylie Dotson-Blake, and Mike Felts, for their willingness to serve and advocate for the faculty in a thoughtful and constructive way. We should thank our administrative members, Chancellor Ballard, Provost Mitchelson, Vice Chancellor Horns, Chief Research Officer Van Scott and their team for their commitment to shared governance as well.

Finally, let's all applaud one of the newly named Women of Distinction and vital part of our senate, Lori Lee.

Thanks for your attention, are there any questions?"

Professor Rebecca Powers (Sociology) was recognized and took a moment to thank Lori Lee for her service to the Faculty Senate over the past 25 of the 50 years of the Faculty Senate organization. She gave Lori a wonderful book entitled "Appreciation of Lori Lee Compilation" and read several excerpts from letters included in the book and provided for the event. The Faculty Senate then gave Lori a standing ovation.

F. Bill Koch, Associate Vice Chancellor with Campus Operations and Deb Garfi, Director of Parking Services

Ms. Garfi, Director of Parking Services provided the following [information](#) and shared that Parking Services is a self-supporting department which reports to Vice Chancellor Niswander. Parking does not receive any state funds and manages parking permits, lot maintenance, special events parking, motor pool management, and alternative transportation. There are currently 12,625 parking spaces on campus with a little over 10,000 of those spots being utilized for permit parking. There are only about 5000 spaces that are right on campus very close to the buildings and those are the ones that everyone would like to use. The expense budget last year for parking was \$1.8 million dollars, but

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close to \$500,000 was given to departments for the services that they gave to us, including the police, ITCS, transit, etc. Ms. Garfi reported that there were parking revenues of \$2.9 million, with \$380,000 of that revenue being from new revenue sources.

In the area of accomplishments, Ms. Garfi highlighted that they have been able to function successfully without raising parking fees for four years. A second accomplishment noted by Ms. Garfi was ECU being named as a Bicycle Friendly campus by the League of American Bicyclists and that ECU is the second university in North Carolina to achieve this recognition. She also noted that Parking Services has also increased participation in alternative transportation programs (ride share, car share). Areas that are still evolving include efforts to make event parking flow more smoothly, the installation of more multi-space meters across campus, expanding parking in existing lots and exploring ways to further enhance bicycle options.

The final topic of Ms. Garfi's remarks was planned parking changes relevant to the construction of the new student center. This construction project will result in the loss of 450 A-level parking spaces. Most importantly, no one will lose their A-level permit due to construction on central campus or on the Allied Health Sciences campus. Parking Services has reduced the demand on A spaces by attrition. There will be maps to help permit holders better understand where they can park as the construction begins.

There were no questions offered to Ms. Garfi at this moment.

G. LaKesha Alston Forbes, Associate Provost for Equity and Diversity

Mrs. Forbes provided the annual report on diversity among faculty and administration including the following items [OED Report](#), [EEO Plan 2015 – Executive Summary of Utilization Analysis for Faculty](#), [OED Educational Offerings](#), [IPARs report notes on faculty data 2012-2014](#) and [IPAR faculty data for 2012-2014](#). Associate Provost Forbes shared that her office holds four major functions including: Harassment and Discrimination Prevention and Complaint Resolution, Title IX Compliance, Diversity and Inclusion Programs and Strategic Initiatives, and Equal Opportunity and Affirmative Action Compliance. Associate Provost Forbes focused her remarks on new programs coming out of OED, Faculty Diversity Data, the Affirmative Action Analysis Results and the Report of the EEO Completion by Department Chairs. Information about all of these areas is contained in items distributed to the Senators. Associate Provost Forbes shared that the new programs developed by her office focused on recruitment and outreach and also on retention and climate enhancement. She explained that a campus climate survey will be launched in October 2015 as part of the campus climate initiative. She also spotlighted the Diversity Action Planning Process that will take place during the next academic year. The intent of the process will be to develop a Diversity Plan for the University that is appropriately aligned with the University Strategic Plan. For the diversity plan to be successful, it is going to take input from all constituents across campus. In terms of the faculty diversity data, Associate Provost Forbes began by clarifying that the reported data has some limitations. Previously there was a larger number of faculty who reported their race and ethnicity as unknown, as this has been reduced, increases in other areas were observed and these may be related. Associate Provost Forbes then presented specifics of the data. The full report was provided to Senators and is linked above.

Associate Provost Forbes also shared the Affirmative Action Report (linked above) and explained that the report is submitted to the State and must be provided to the Federal Government if audited. She

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explained that this report shares information that is then used to help inform efforts that are being put into place to reach out to racial and ethnic minorities as well as women.

Equal Employment Opportunity Institute (EEOI) must be completed by all supervisors and managers. At present 26 Department Chairs have completed the EEOI and 46 have not. In an effort to increase this number, Associate Provost Forbes has been working with the Provost to hold special sessions for Department Chairs.

Professor Roper (Medicine) asked for clarification regarding the definition of a supervisor.

Associate Provost Forbes replied that they are working on a formal definition and that anyone who is involved in the evaluation of an employee is considered their supervisor. At present, there is nothing in the system that tags supervisors.

Professor Montgomery (English) asked how internal searches fit with the processes and work of OED and EEO requirements. She asked if Associate Provost Forbes works with Colleges and Schools to assist with internal searches to make sure that they are meeting all required EEO procedures.

Associate Provost Forbes replied that internal searches help to provide some clarity about how diverse our pools are for Department Chairs and it helps to provide a formal way of documenting those processes. She asserted that the first step is a tracking system that is needed in order to set up processes and that internal searches help her team to look at these processes.

H. John Tucker, University Historian

Professor Tucker presented his final compilation of [historical moments](#) covering the past 50 years of shared governance in recognition of the Faculty Senate's 50th celebration.

I. Question Period

Professor Popke (Geography, Planning and Environment) stated that later in the meeting a faculty workload policy was being presented with no changes being proposed. He asked Provost Mitchelson, in relation to the number of student credit hours, was the university still using the UNC Enrollment Change Funding Model to set targets for student credit hours.

Provost Mitchelson responded that the short answer is yes, it is used as a benchmark against which instructional productivity is judged. Professor Popke followed up with an additional question. As he understands the model, Professor Popke explained that it is a way to determine student demand and needs for future faculty lines. The numbers in the formula are based on costs of instructional programs that come from the Delaware Study and are modified to some extent by different section sizes. In other words, the matrix is actually a cost index and not actually student credit hours.

Professor Popke shared that he does not believe that the General Administration uses these as expectations because what it essentially says is that programs that have higher instructional costs have lower teaching expectations. His question focused on why figures focused on costs are being used to determine optimal student credit hour generation.

Provost Mitchelson agreed that it is important to consider other values and variables. He also noted that certain credit hours produced sent a certain number of dollars this way and some are more

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valuable at sending dollars than others. He further shared that he and Associate Vice Chancellor Van Scott have been looking at different approaches to this and this issue has their attention.

Professor Ding (Engineering and Technology) asked Bill Koch, Associate Vice Chancellor with Campus Operations, about parking and the confusion faculty in her unit had about weekend parking for college events. She asked what is the standard procedure for weekend event parking? Associate Vice Chancellor Koch stated that college personnel can work directly through Parking Services to address any event parking situations, including weekend activities. He affirmed that the office is there to work with Faculty and will try to determine reasonable and appropriate space for event parking.

Professor Darkenwald (Theatre and Dance) asked about the “millennial campus” and shared that the School of Theatre and Dance had been promised a new space. Professor Darkenwald asked if this space might be provided through this new campus. If the space is likely to not be provided, she asked how the Chancellor’s team might determine which programs will be a part of the new space.

Chancellor Ballard replied that the millennial campus designation is not specifically related to the master plan that addresses Professor Darkenwald’s concerns. He further invited Vice Chancellor Niswander to address the topic. Vice Chancellor Niswander stated that the millennial campus allows the university to partner with industry and build capacity in ways that otherwise would not be allowed. The designation allows the university to operate innovatively and think about new revenue streams. He asserted that whatever is done through the Millennial Campus must have a clear tie to the university’s teaching, research and mission. It should be something that helps the campus, region and students.

IV. Unfinished Business

No unfinished business was brought before the Senate.

V. Report of Graduate Council

Professor Bob Thompson (Political Science), Chair of the Graduate Council presented the curriculum and academic matters acted on and recorded in the [March 16, 2015](#) Graduate Council meeting minutes (GC#15-8) to include the revision to Graduate Faculty Criteria for the College of Health and Human Performance; revision to the Integrated Bachelor’s/Graduate Program Policy (GC#15-9); Graduate Curriculum Committee meeting minutes of [March 4, 2015](#) including curricular actions (GC#15-10) from the Department of Mathematics, Science, and Instructional Technology Education within the College of Education, Department of Child Development and Family Relations within the College of Human Ecology, Department of Interdisciplinary Professions within the College of Education, programmatic actions (GC#15-11) forwarded to the Educational Policies and Planning Committee that included proposal of a Neonatal Clinical Nurse Specialist concentration in the MSN within the College of Nursing, proposal of a Neonatal Nurse Specialist Certificate within the College of Nursing; Graduate Curriculum Committee meeting minutes of [March 18, 2015](#) including curricular actions (GC#15-12) from the Department of Communication Sciences and Disorders within the School of Communication, Department of Kinesiology and Department of Recreation and Leisure Studies (2 packages) within the College of Health and Human Performance, Department of Addictions and Rehabilitation Studies within the College of Allied Health Sciences, programmatic actions (GC#15-13) forwarded to the Educational Policies and Planning Committee that included a title revision of the MS in Exercise and Sport Science (to MS in Kinesiology) in the Department of Kinesiology within the College of Health and Human Performance; Graduate Curriculum Committee meeting minutes of [March 25, 2015](#) including curricular actions (GC#15-14) from the School of Social

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Work within the College of Human Ecology and Department of Health Education and Promotion (2 packages – MAEd and MAT) within the College of Health and Human Performance, and programmatic actions (GC#15-15) forwarded to the Educational Policies and Planning Committee that included discontinuation of the Child Welfare Studies certificate in the School of Social Work within the College of Human Ecology and a proposal of Education in Healthcare Professions certificate in the Department of Interdisciplinary Professions within the College of Education.

There was no discussion and the curriculum and academic matters acted on and recorded in the [March 16, 2015](#) Graduate Council meeting minutes (GC#15-8) to include the revision to Graduate Faculty Criteria for the College of Health and Human Performance; revision to the Integrated Bachelor's/Graduate Program Policy (GC#15-9); Graduate Curriculum Committee meeting minutes of [March 4, 2015](#) including curricular actions (GC#15-10) from the Department of Mathematics, Science, and Instructional Technology Education within the College of Education, Department of Child Development and Family Relations within the College of Human Ecology, Department of Interdisciplinary Professions within the College of Education, programmatic actions (GC#15-11) forwarded to the Educational Policies and Planning Committee that included proposal of a Neonatal Clinical Nurse Specialist concentration in the MSN within the College of Nursing, proposal of a Neonatal Nurse Specialist Certificate within the College of Nursing; Graduate Curriculum Committee meeting minutes of [March 18, 2015](#) including curricular actions (GC#15-12) from the Department of Communication Sciences and Disorders within the School of Communication, Department of Kinesiology and Department of Recreation and Leisure Studies (2 packages) within the College of Health and Human Performance, Department of Addictions and Rehabilitation Studies within the College of Allied Health Sciences, programmatic actions (GC#15-13) forwarded to the Educational Policies and Planning Committee that included a title revision of the MS in Exercise and Sport Science (to MS in Kinesiology) in the Department of Kinesiology within the College of Health and Human Performance; Graduate Curriculum Committee meeting minutes of [March 25, 2015](#) including curricular actions (GC#15-14) from the School of Social Work within the College of Human Ecology and Department of Health Education and Promotion (2 packages – MAEd and MAT) within the College of Health and Human Performance, and programmatic actions (GC#15-15) forwarded to the Educational Policies and Planning Committee that included discontinuation of the Child Welfare Studies certificate in the School of Social Work within the College of Human Ecology and a proposal of Education in Healthcare Professions certificate in the Department of Interdisciplinary Professions within the College of Education were approved as formal faculty advice to the Chancellor.

Resolution #15-45

VI. Report of Committees

A. Service Learning Committee

Professor Donna Hollar (Engineering and Technology) presented curriculum and academic matters contained in the meeting minutes of [March 31, 2015](#) including approval of service learning (SL) designation for HNRS 2012 Global Understanding In Health Sciences (003) and HNRS 2011 Global Understanding In Health Sciences (005) depending if a student enrolls in the class for fine arts credit (2012) or humanities credit (2011); CDFR 4100 Interdisciplinary Study Abroad Program on Child Development and Nutrition (SL* -only certain sections); HMG 4040 Producing Meetings, Events, and Conventions (SL* -only certain sections).

There was no discussion and the curriculum and academic matters contained in the Service Learning Committee meeting minutes of [March 31, 2015](#) including approval of service learning (SL) designation for HNRS 2012 Global Understanding In Health Sciences (003) and HNRS 2011 Global

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Understanding In Health Sciences (005) depending if a student enrolls in the class for fine arts credit (2012) or humanities credit (2011); CDFR 4100 Interdisciplinary Study Abroad Program on Child Development and Nutrition (SL* -only certain sections); HMG 4040 Producing Meetings, Events, and Conventions (SL* -only certain sections) were approved as presented. **Resolution #15-46**

B. University Curriculum Committee

Professor Jean Luc Scemama (Biology), Vice Chair of the Committee, presented curriculum and academic matters contained in the meeting minutes of [February 26, 2015](#) including curricular actions within the School of Theatre and Dance, Department of Interior Design and Merchandising, College of Education, College of Business, College of Allied Health Sciences.

There was no discussion and the Curriculum and academic matters contained in the University Curriculum Committee meeting minutes of [February 26, 2015](#) including curricular actions within the School of Theatre and Dance, Department of Interior Design and Merchandising, College of Education, College of Business, College of Allied Health Sciences were approved as presented.

Resolution #15-47

C. Calendar Committee

Professor Tracy Carpenter-Aeby (Social Work), a member of the Committee, first noted that editorial changes to Summer 2015, Fall 2015 and Spring 2016 University calendars had been made to update the drop dates to meet the new required 60% of a student's regularly scheduled class meetings. She then presented first proposed Summer 2016, Fall 2016 and Spring 2017 University Academic Calendars.

Professor Powers (Sociology) asked about Friday classes and how had the calendar reflected the earlier discussion. Professor Carpenter-Aeby replied that following the discussion during last month's Senate meeting, the Committee went back to the traditional scheduling format in drafting the calendars being presented.

Following the brief discussion, the Summer 2016, Fall 2016 and Spring 2017 University Academic Calendars were approved as presented. **Resolution #15-48**

Professor Carpenter-Aeby then presented for information only Summer 2015, Fall 2015, Spring 2016 Student Application/Processing Deadlines and noted that this information was already linked online to each individual calendar at <http://www.ecu.edu/cs-acad/fsonline/senate/fscalend.cfm>. There was no discussion.

D. Unit Code Screening Committee

Professor Patricia Anderson (Education), Chair of the Committee, presented a revised Department of [Geological Sciences](#) Unit Code of Operation. There was no discussion and the revised Department of [Geological Sciences](#) Unit Code of Operation was approved as presented. **Resolution #15-49**

E. Faculty Governance Committee

Professor Nelson Cooper (Health and Human Performance), Chair of the Committee, presented the Faculty Senate Guidelines for Faculty 5-Year Plan - to be used in conjunction with the Performance Review of Tenured Faculty and blank form. There was no discussion and the Faculty Senate Guidelines for Faculty 5-Year Plan - to be used in conjunction with the Performance Review of Tenured Faculty and blank form were approved as presented. **Resolution #15-50**

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Professor Cooper then presented formal faculty advice on revised Faculty Workload Policy, noting that no revisions were being recommended to what was presented to the Committee from the University Policy Manual Committee. There was no discussion and the revised Faculty Workload Policy was approved as formal faculty advice to the Chancellor. **Resolution #15-51**

Professor Cooper then presented formal faculty advice on proposed Salary Administration for Employees Subject to the State Human Resources Act Policy noting again that no revisions were being recommended to what was presented to the Committee from the University Policy Manual Committee.

Professor Robinson (Mathematics) asked why SPA salary information is coming to the Faculty Senate. Chair Morehead replied that if a faculty member is also a supervisor of a SPA employee within an academic unit, then it is important that the Faculty Senate is aware of these responsibilities and should still vet policies and procedures in order to be consistent with faculty interests.

Following a brief discussion the proposed Salary Administration for Employees Subject to the State Human Resources Act Policy was approved as formal faculty advice to the Chancellor. **Resolution #15-52**

Professor Cooper then presented formal faculty advice on proposed Reduction in Force (SPA) Policy, noting that no revisions were being recommended to this proposed policy. There was no discussion and the proposed Reduction in Force (SPA) Policy was approved as formal faculty advice to the Chancellor. **Resolution #15-53**

Professor Cooper then presented, as a group, formal faculty advice on revised HIPAA Notification in the Event of a Breach of Unsecured Protected Health Information (PHI) Policy, formal faculty advice on revised Notification in the Event of Breach of Unsecured Protected Health Information Policy, and formal faculty advice on revised HIPAA Sanctions Policy.

Professor Robinson (Mathematics) shared brief information about a case at a university that highlighted concerns about potential breaches of security systems comprising personal health records and faculty liability. He asked if faculty would be protected to the full extent possible under the proposed policy. Vice Chancellor Horns explained that the policies outline how to go about reviewing and making determinations about these violations. The outlined process allows for intentional violations and unintentional mistakes, mistakes do happen and all of these factors are included in the investigatory processes. Sanctions do provide for no disciplinary action when not intentional as misuse or misconduct for employees. Vice Chancellor Horns explained that federal law requires that there be an established process to investigate and apply appropriate sanctions.

Following the brief discussion, the [revised HIPAA Notification in the Event of a Breach of Unsecured Protected Health Information \(PHI\) Policy](#), [revised Notification in the Event of Breach of Unsecured Protected Health Information Policy](#) and [revised HIPAA Sanctions Policy](#) were approved as formal faculty advice to the Chancellor. **Resolution #15-54**

F. Committee on Committees

Professor Charles Boklage (Medicine), Chair of the Committee, presented first the second reading of a proposed addition to the Distance Education and Learning Technology Committee Charge.

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Professor Popke (Geography, Planning and Environment) offered a friendly amendment to increase the quorum from 4 to 5 members. The amendment was accepted as presented.

Following the brief discussion, the revised Distance Education and Learning Technology Committee Charge was approved as amended. **Resolution #15-55**

Professor Boklage then presented the second reading of a proposed addition to the Service Learning Committee Charge. Professor Kain (English) offered a friendly amendment to increase the quorum from 4 to 5 members. The amendment was accepted as presented.

Following the brief discussion, the revised Service Learning Committee Charge was approved as amended. **Resolution #15-56**

Professor Boklage then presented the second reading of a proposed addition to the University Environment Committee Charge. There was no discussion and the revised University Environment Committee charge was approved as presented. **Resolution #15-57**

G. Educational Policies and Planning Committee

George Bailey (Philosophy and Religious Studies), Vice Chair of the Committee, presented first the curriculum and academic matters included in the [March 20, 2015](#) meeting minutes, including a request for revision of the Construction Management Transfer Option and discontinuation of the General Construction, Residential Construction and Infrastructure Construction concentrations within the BS in Construction Management degree program in the Department of Construction Management within the College of Engineering and Technology; request for discontinuation of the Undergraduate Certificate in Spanish Translation in the Department of Foreign Languages and Literatures within the College of Arts and Sciences; request changes to the title and content of the Information Assurance Certificate to Cyber Security Professional Certificate in the Department of Technology Systems within the College of Engineering and Technology; request to create an Environmental Engineering concentration within the BS in Engineering degree program in the Department of Engineering within the College of Engineering and Technology; request to change the name of the Department of Child Development and Family Relations to the Department of Human Development and Family Science within the College of Human Ecology; request changes to the title and content of the BS in Merchandising to BS in Fashion Merchandising and discontinuation of the Fashion and Interiors concentrations in the retitled degree in the Department of Interior Design and Merchandising within the College of Human Ecology; request to change the name of the MAEd in Mathematics to the MAEd and Mathematics Education in the Department of Mathematics, Science and Instructional Technology within the College of Education; request the creation of a Project Management Graduate Certificate in the Department of Management Information Systems within the College of Business; and a request for authorization to plan the DrPH degree program in the Department of Public Health within the School of Medicine.

There was no discussion and the curriculum and academic matters included in the Educational Policies and Planning Committee meeting minutes of [March 20, 2015](#) including a request for revision of the Construction Management Transfer Option and discontinuation of the General Construction, Residential Construction and Infrastructure Construction concentrations within the BS in Construction Management degree program in the Department of Construction Management within the College of Engineering and Technology; request for discontinuation of the Undergraduate Certificate in Spanish Translation in the Department of Foreign Languages and Literatures within the College of Arts and

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Sciences; request changes to the title and content of the Information Assurance Certificate to Cyber Security Professional Certificate in the Department of Technology Systems within the College of Engineering and Technology; request to create an Environmental Engineering concentration within the BS in Engineering degree program in the Department of Engineering within the College of Engineering and Technology; request to change the name of the Department of Child Development and Family Relations to the Department of Human Development and Family Science within the College of Human Ecology; request changes to the title and content of the BS in Merchandising to BS in Fashion Merchandising and discontinuation of the Fashion and Interiors concentrations in the retitled degree in the Department of Interior Design and Merchandising within the College of Human Ecology; request to change the name of the MAEd in Mathematics to the MAEd and Mathematics Education in the Department of Mathematics, Science and Instructional Technology within the College of Education; request the creation of a Project Management Graduate Certificate in the Department of Management Information Systems within the College of Business; and a request for authorization to plan the DrPH degree program in the Department of Public Health within the School of Medicine were approved as presented. **Resolution #15-58**

Professor Bailey then presented the [Response](#) to the External Review Recommendations of the Department of History's [Academic Program Review](#). There was no discussion and the [Response](#) to the External Review Recommendations of the Department of History's [Academic Program Review](#) were approved as presented. **Resolution #15-59**

Professor Bailey then presented a proposed revision to the University Undergraduate Catalog, Academic Advisement, Progression and Support Services to redefine the University minimum number of semester hours of credit in an undergraduate minor.

Professor Kain (English) expressed her support for reducing the minimum required to 18 and she also stated that in reviewing the hours required at other institutions the maximum allowed at ECU, 30 semester hours, seemed much higher than is typical of other institutions. She asked if the Committee determined a top end in number of credit hours. Professor Bailey replied no that the committee did not address the top number in their discussions.

Following brief discussion, the revision to the University Undergraduate Catalog, Academic Advisement, Progression and Support Services to redefine the University minimum number of semester hours of credit in an undergraduate minor was approved as presented. **Resolution #15-60**

Professor Bailey then presented the reorganization of the College of Health and Human Performance to include the School of Social Work, Department of Interior Design and Merchandising and Department of Child Development and Family Relations from the College of Human Ecology.

There was no discussion and the reorganization of the College of Health and Human Performance to include the School of Social Work, Department of Interior Design and Merchandising and Department of Child Development and Family Relations from the College of Human Ecology was approved as presented. **Resolution #15-61**

Professor Bailey then presented the proposed Provisional Code for the Reorganized College of Health and Human Performance. There was no discussion and the proposed Provisional Code for the Reorganized College of Health and Human Performance
Resolution #15-62

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Professor Bailey then presented the [2015 Pilot of New Guidelines for Academic Program Review](#) and a summary of the major changes proposed in the Guidelines for Academic Program Reviews including:

Review Process:

1. Inclusion of an orientation meeting 1 year prior to APR to prepare units for upcoming reviews
2. Inclusion of an internal review committee (Dean of the Unit, Dean of the Grad School, EPPC representative, Dir of IA, and a possible inclusion of another IPAR Rep.)
3. Change of the role of EPPC (i.e., involved throughout the process)
4. Selection of external reviewers: more input from the unit and the Internal Review Committee
5. Shortening of the APR process (from submission of Self-Study to Final Action Plan Meeting) from 18 months to 4 months
6. Change Biennial Reports to Progress Reports 1-year and 3-year after the Final Action Plan Meeting

Self-Study:

7. Complete revision of the content of the Self-Study:
 - a. Shortening the self-study template from 9 to 4 pages
 - b. Changing the framework: from a compliance report to an in-depth analysis of program quality
8. Definition of IPAR data package to support APR:
 - a. Clearly defining two levels of data (program level vs. department level);
 - b. Providing data beyond headcount to include completion rate and time-to-degree for graduate programs
 - c. Eventually dynamic data will be available through ECU Analytics Portal
9. Integration of student learning outcomes assessment and academic program reviews
10. IPAR providing more data and assessment support to units under review to improve the quality of the self-study
11. Articulated charge to the External Review Committee

Next Step:

12. IPAR will further develop an APR handbook

There was no discussion and the [2015 Pilot of New Guidelines for Academic Program Review](#) was approved as presented. **Resolution #15-63**

H. Foundations Curriculum and Instructional Effectiveness Committee

Professor George Bailey (Philosophy and Religious Studies), Chair of the Committee, presented curriculum matters included in the [March 16, 2015](#) meeting minutes, including approval of domestic diversity credit for FORL 2666 Latino Text; approval of global diversity credit for FORL 2600 The Holocaust, FORL 2620 French Literature in Translation, FORL 2622 Francophone Literature of the Americas in Translation, FORL 2665 Don Quixote, FORL 2680 German Literature in Translation, FORL 2690 Introduction to German Cinema, FREN 2108 Culture and Communication, FREN 2440 Readings in the Culture of France I, FREN 2441 Readings in the Culture of France II, FREN 2442 Readings in Francophone Cultures of the Americas, FREN 3560 The Contemporary French and Francophone World, GERM 2300 Introduction to German Literature, GERM 2420 Culture of the German Speaking World, GERM 3340 Civilization of the German Speaking World, SPAN 2440 Spanish Culture and Civilization, SPAN 2441 Latin American Culture and Civilization, SPAN 4558

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Contemporary Spain, SPAN 4563 Latin American Texts: The Boom and Beyond, ACCT 4451 International Accounting, MGMT 3352 International Business, MGMT 4352 Management in a Global Economy, MKTG 3852 Cultural Environment of International Business, CLAS 1500 Classical Mythology, CLAS 2220 Great Works of Ancient Literature I: Greece, CLAS 2230 Great Works of Ancient Literature II, Rome, PLAN 2030 Global Cities; Foundations Fine Art Credit for ART 1105 Ceramics Appreciation; and Foundations Social Science credit for PLAN 2030 Global Cities.

There was no discussion and the curriculum matters included in the Foundations Curriculum and Instructional Effectiveness Committee meeting minutes of [March 16, 2015](#) including approval of domestic diversity credit for FORL 2666 Latino Text; approval of global diversity credit for FORL 2600 The Holocaust, FORL 2620 French Literature in Translation, FORL 2622 Francophone Literature of the Americas in Translation, FORL 2665 Don Quixote, FORL 2680 German Literature in Translation, FORL 2690 Introduction to German Cinema, FREN 2108 Culture and Communication, FREN 2440 Readings in the Culture of France I, FREN 2441 Readings in the Culture of France II, FREN 2442 Readings in Francophone Cultures of the Americas, FREN 3560 The Contemporary French and Francophone World, GERM 2300 Introduction to German Literature, GERM 2420 Culture of the German Speaking World, GERM 3340 Civilization of the German Speaking World, SPAN 2440 Spanish Culture and Civilization, SPAN 2441 Latin American Culture and Civilization, SPAN 4558 Contemporary Spain, SPAN 4563 Latin American Texts: The Boom and Beyond, ACCT 4451 International Accounting, MGMT 3352 International Business, MGMT 4352 Management in a Global Economy, MKTG 3852 Cultural Environment of International Business, CLAS 1500 Classical Mythology, CLAS 2220 Great Works of Ancient Literature I: Greece, CLAS 2230 Great Works of Ancient Literature II, Rome, PLAN 2030 Global Cities; Foundations Fine Art Credit for ART 1105 Ceramics Appreciation; and Foundations Social Science credit for PLAN 2030 Global Cities were approved as presented. **Resolution #15-64**

Professor Bailey then presented, for information only, a proposed Student Opinion of Instruction Survey Form.

Professor Robinson (Mathematics) noted the two comment options: 1) What did you like best and 2) What did you like the least. He asked if the committee was intending for students to comment on the course and not the instruction in the course because he felt that the items focused more on the student's overall satisfaction with the course and not on the instruction of the course. Professor Robinson further noted that he finds it ambiguous and did the committee mean the survey was to address the way the course was delivered to the student? Professor Bailey replied it was up to the student on how the survey question would be answered.

Professor Julian (Nursing) stated that if it is about the course then why give it to the supervisor as a tool to aid in the evaluation of the instructor? Professor Julian agreed that the survey questions were ambiguous. Professor Bailey stated that we would have to see what the responses we get from students are before we know how to handle the data received.

Chair Morehead (Chemistry) asked directly if the responses would be shared with administrators. Professor Bailey explained that the committee is deliberating about this now and is leaning towards having specific questions that the administrator would see.

Professor Zoller (Art and Design) stated that in reference to the information being given to supervisors, the committee might look at providing administrators with outcomes-focused comments.

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For example, “What did you get out of the class?” “What did you gain from the class?” So maybe rephrasing the question to read what did you learn would provide outcomes that could be shared with the supervisor.

Professor Robinson (Mathematics) suggested that maybe the questions could be more in line with what was the student’s opinion about the content of the course and what was the student’s opinion about the instruction of the course.

Professor Montgomery (English) stated that she did not like the distinction that the student can comment on the content of the course only. The standard way of obtaining this information from the students would be in questions worded like “what aspects of this course helped you to learn and what suggestions do you have for improving this course” which are very constructive and helpful to both supervisors and faculty.

Professor Francia (Political Science) asked how are other universities conducting their evaluations with standard questions. Professor Bailey replied that the committee looked at many suggestions and have narrowed down UNC-Chapel Hill’s questions and that later in the Fall the committee was going to address how to gather student opinions. In many universities, evaluation of teaching involves student opinion surveys as a small part of what faculty submit for evaluation. The committee is going to bring a variation of this in the fall to the Faculty Senate for discussion. The committee is against supervisors using this SOIS as the only basis for teaching evaluation score or worse, using only a number that will effect pay raises. The committee will not bring something like the current SOIS again. National data shows if you have a 5 point scale the mean is 4.3. Students should also be allowed to write in their opinion of the course.

Professor Powers (Sociology) shared her confusion about the number of questions that would be included. She stated that the proposed version seemed to indicate more questions than are included at this point. Professor Bailey replied that the committee doesn’t know at this stage, it could be discipline specific or the committee could decide to add a couple more questions.

Professor Justiniano (Physics) stated that he had been through several presentations recently by educators that have brought him to the realization that it is very difficult to create an assessment that effectively assesses teaching. He expressed concern that we are unclear about what we are really trying to assess. It seems like we have some ideas and that we have a clear mandate from the UNC Code that we must assess student opinions about courses. But he doesn’t see the science here that says if we ask these questions we will be assessing A or B. He asked Professor Bailey, “What guarantee can you give us that the instrument that you are proposing will assess what you intend for it to assess?” Professor Bailey replied that in 1972 a Purdue survey form clearly stated “This is a survey of student satisfaction and not a survey of instruction.” We can’t solve all of the problems at one time. We need to do a survey and people don’t like SPOTS. In his opinion this is a survey of Student Satisfaction and he stated that he doesn’t believe you can find out in any detail about teaching effectiveness asking the kind of questions that this survey will ask. If there are enough complaints then the supervisor must sit down with the faculty member and discuss the survey results.

Professor Carpenter-Aeby (Social Work) stated that these assessments were really only client satisfaction and tell us how really happy the students are and if they liked their course and those who really didn’t like the course. So how are we going to use them and who is going to use them? This is

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the problem that she has with client satisfaction forms. Professor Bailey replied that the committee will bring forward in the fall something new on how teaching is evaluated at ECU.

Professor Ding (Engineering and Technology) asked if we could include just the response rate. Professor Bailey replied that low and high response rates correlate. This is not an ECU problem but a national one. The idea of having phone apps and not allowing the surveys to run so long seems to be what helps with response rates.

Professor Carpenter-Aeby (Social Work) stated that other institutions have peer reviews, student opinion surveys, innovation, portfolios, etc. and she expressed concern about administrators using only these surveys, particularly with the low response rate.

VII. New Business

There was no new business to come before the body at this time.

There being no further business, the meeting adjourned at 5:05 p.m.

Respectfully submitted,

Kylie Dotson-Blake
Secretary of the Faculty
College of Education

Lori Lee
Faculty Senate

FACULTY SENATE RESOLUTIONS APPROVED AT THE APRIL 14, 2015 MEETING

Resolution #15-45

Formal faculty advice on curriculum and academic matters acted on and recorded in the [March 16, 2015](#) Graduate Council meeting minutes (GC#15-8) to include the revision to Graduate Faculty Criteria for the College of Health and Human Performance; revision to the Integrated Bachelor's/Graduate Program Policy (GC#15-9); Graduate Curriculum Committee meeting minutes of [March 4, 2015](#) including curricular actions (GC#15-10) from the Department of Mathematics, Science, and Instructional Technology Education within the College of Education, Department of Child Development and Family Relations within the College of Human Ecology, Department of Interdisciplinary Professions within the College of Education, programmatic actions (GC#15-11) forwarded to the Educational Policies and Planning Committee that included proposal of a Neonatal Clinical Nurse Specialist concentration in the MSN within the College of Nursing, proposal of a Neonatal Nurse Specialist Certificate within the College of Nursing; Graduate Curriculum Committee meeting minutes of [March 18, 2015](#) including curricular actions (GC#15-12) from the Department of Communication Sciences and Disorders within the School of Communication, Department of Kinesiology and Department of Recreation and Leisure Studies (2 packages) within the College of Health and Human Performance, Department of Addictions and Rehabilitation Studies within the College of Allied Health Sciences, programmatic actions (GC#15-13) forwarded to the Educational Policies and Planning Committee that included a title revision of the MS in Exercise and Sport Science (to MS in Kinesiology) in the Department of Kinesiology within the College of Health and Human Performance; Graduate Curriculum Committee meeting minutes of [March 25, 2015](#) including curricular actions (GC#15-14) from the School of Social Work within the College of Human Ecology and Department of Health Education and Promotion (2 packages – MAEd and MAT) within the College of Health and Human Performance, and programmatic actions (GC#15-15) forwarded to the Educational Policies and Planning Committee that included discontinuation of the Child Welfare

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Studies certificate in the School of Social Work within the College of Human Ecology and a proposal of Education in Healthcare Professions certificate in the Department of Interdisciplinary Professions within the College of Education.

Resolution #15-46

Curriculum and academic matters contained in the Service Learning Committee meeting minutes of [March 31, 2015](#) including approval of service learning (SL) designation for HNRS 2012 Global Understanding In Health Sciences (003) and HNRS 2011 Global Understanding In Health Sciences (005) depending if a student enrolls in the class for fine arts credit (2012) or humanities credit (2011); CDFR 4100 Interdisciplinary Study Abroad Program on Child Development and Nutrition (SL* -only certain sections); HMGY 4040 Producing Meetings, Events, and Conventions (SL* -only certain sections).

Resolution #15-47

Curriculum and academic matters contained in the University Curriculum Committee meeting minutes of [February 26, 2015](#) including curricular actions within the School of Theatre and Dance, Department of Interior Design and Merchandising, College of Education, College of Business, College of Allied Health Sciences.

Resolution #15-48

Summer 2016, Fall 2016 and Spring 2017 University Academic Calendars, as follows:

Summer Session 2016

First Session

(Actual days First Session: 5 Mondays, 5 Tuesdays, 5 Wednesdays, 5 Thursdays, 5 Fridays, 1 day for final examinations)

March 18, Friday	Early registration for special populations begins at 1:00 pm.
March 21, Monday	Registration for Summer Session begins.
May 13, Friday	New student registration; schedule changes.
May 16, Monday	Classes begin; schedule changes.
May 17, Tuesday	Last day for registration and schedule changes (drop and add) for first session by 5:00 pm.
May 17, Tuesday	Census Day (Official enrollment count taken at 5:00 pm).
May 30, Monday	State Holiday (no classes).
June 6, Monday	Last day for undergraduate students to withdraw from term-length courses or withdraw from school without grades by 5:00 pm. Block courses may be dropped only during the first 60% of their regularly scheduled class meetings.
June 8, Wednesday	Last day for graduate students to drop courses without grades by 5:00 pm.
June 20, Monday	Classes end. Last day for submission of grade replacement requests.
June 21, Tuesday	Final examinations.
June 24, Friday	Grades due at 8:00 am.

Second Session

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

June 22, Wednesday	New student registration; schedule changes.
June 23, Thursday	Classes begin; schedule changes.
June 24, Friday	Last day for registration and schedule changes (drop and add) for Second Summer Session by 5:00 pm.
June 24, Friday	Census Day (Official enrollment count taken at 5:00 pm).

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July 4, Monday	State Holiday (no classes).
July 14, Thursday	Last day for undergraduate students to withdraw from term-length courses or withdraw from school without grades by 5:00 pm. Block courses may be dropped only during the first 60% of their regularly scheduled class meetings.
July 18, Monday	Last day for graduate students to drop courses without grades by 5:00 pm.
July 28, Thursday	Classes end. Last day for submission of grade replacement requests.
July 29, Friday	Final examinations.
August 1, Monday	Grades due at noon.

Summer Session 2016

11-Week Summer Session

(Actual class days: 9 Mondays, 11 Tuesdays, 9 Wednesdays, 11 Thursdays,
 10 Fridays, 1 day for final examinations)

March 18, Friday	Early registration for special populations begins at 1:00 pm.
March 21, Monday	Registration for 11-Week Summer Session begins.
May 13, Friday	New student registration; schedule changes.
May 16, Monday	Classes begin; schedule changes.
May 17, Tuesday	Last day for registration and schedule changes (drop and add) by 5:00 pm.
May 17, Tuesday	Census Day (Official enrollment count taken at 5:00 pm).
May 30, Monday	State Holiday (no classes).
June 21-22, Tuesday and Wednesday	Midsummer Break (no classes).
June 29, Wednesday	Last day for undergraduate students to withdraw from term-length courses or withdraw from school without grades by 5:00 pm. Block courses may be dropped only during the first 60% of their regularly scheduled class meetings.
July 4, Monday	State Holiday (no classes).
July 5, Tuesday	Last day for graduate students to drop courses without grades by 5:00 pm.
July 28, Thursday	Classes end. Last day for submission of grade replacement requests.
July 29, Friday	Final examinations.
August 1, Monday	Grades due at noon

Fall Semester 2016

(Actual class days: 14 Mondays, 14 Tuesdays, 14 Wednesdays, 14 Thursdays, 14 Fridays.
 Effective class days: 14 Mondays, 14 Tuesdays, 14 Wednesdays, 14 Thursdays, 14 Fridays)

March 18, Friday	Early registration for special populations begins at 1:00 pm.
March 21, Monday	Registration for Fall Semester 2016 begins.
August 22, Monday	Classes begin; schedule changes.
August 26, Friday	Last day for registration and schedule changes (drop and add) by 5:00 pm.
September 5, Monday	State Holiday (no classes).
September 13, Tuesday	Census Day (Official enrollment count taken at 5:00 pm).
October 8-11, Saturday-Tuesday	Fall Break.
October 12, Wednesday	8:00 am - Classes resume.
October 21, Friday	Last day for undergraduate students to withdraw from term-length courses or withdraw from school without grades by 5:00 pm. Block courses may be dropped only during the first 60% of their regularly scheduled class meetings.
October 24 – 28, Monday-Friday	Advising for Spring Semester 2017.
October 26, Wednesday	Last day for graduate students to drop courses without grades by 5:00 pm.
October 28, Friday	Early registration for special populations begins at 1:00 pm.
October 31, Monday	Registration for Spring Semester 2017 begins.
November 5, Saturday	Last day to apply as an undergraduate student for the Spring Semester.
November 23-27, Wednesday-Sunday	Thanksgiving Break.
November 28, Monday	8:00 am - Classes resume.

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November 28, Monday	Undergraduate students last day to remove incompletes given during Spring and/or Summer Session 2016.
December 5, Monday	Graduate students last day to remove incompletes given during Fall 2015.
December 5, Monday	Classes end. Last day for submission of grade replacement requests.
December 6, Tuesday	Reading day.
December 7, Wednesday	Final Examinations begin.
December 14, Wednesday	Exams for Fall Semester close at 4:30 pm.
December 16, Friday	Commencement.
December 16, Friday	Grades due at 4:30 p.m.

Fall Semester 2016
Examination Schedule

There will be no departure from the printed schedule, except as noted below: All examinations for one credit hour classes will be held during the last regular meeting of the class. Classes meeting more than three times a week will follow the examination schedule for MWF classes. Clinical and non-traditional class schedules, including graduate level courses, may also adopt a modified examination schedule as required. A final course meeting during the exam period is required in order to satisfy the 750 contact minutes per credit hour required by the University of North Carolina Office of the President. Department Chairs are responsible for monitoring adherence to scheduled examination requirements.

Classes beginning 6:00 pm or later are considered night classes. Examinations in classes meeting one night a week will be held at 7:30-10:00 pm on the first night of their usual meeting during the examination period (December 7 - December 14). Examinations in classes meeting two or more nights a week and beginning before 8:00 pm will be held at 7:30-10:00 pm on the first night of their usual meeting during the examination period (December 7- December 14). Examinations in classes meeting two or more nights a week and beginning at or after 8:00 pm will be held at 7:30-10:00 pm on the second night of their usual meeting during the examination period (December 7 - December 14). Distance education classes should give their final examinations in a timely fashion to allow submitting grades in time.

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

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

MATH 1066	5:00 - 7:30 Thursday, December 8
CHEM 0150, 1120, 1130, 1150, 1160	5:00 - 7:30 Friday, December 9
CHEM 1121, 1131, 1151, 1161, 2753, 2763	5:00 - 7:30 Monday, December 12
FREN 1001, 1003, SPAN 1001, 1004, GERM 1001	5:00 - 7:30 Tuesday, December 13
FREN 1002, SPAN 1002, 1003, GERM 1002	5:00 - 7:30 Wednesday, December 14

Times class regularly meets	Time and day of examination
8:00 MWF	8:00 - 10:30 Monday, December 12
8:00 TTh	8:00 - 10:30 Tuesday, December 13
9:00 MWF	8:00 - 10:30 Wednesday, December 14
9:00 TTh (9:30)	8:00 - 10:30 Wednesday, December 7
10:00 MWF	8:00 - 10:30 Friday, December 9
10:00 TTh	8:00 - 10:30 Thursday, December 8
11:00 MWF	11:00 - 1:30 Monday, December 12
11:00 TTh	11:00 - 1:30 Thursday, December 8
12:00 MWF	11:00 - 1:30 Wednesday, December 14
12:00 TTh (12:30)	11:00 - 1:30 Wednesday, December 7
1:00 MWF	11:00 - 1:30 Friday, December 9
1:00 TTh	11:00 - 1:30 Tuesday, December 13
2:00 MWF	2:00 - 4:30 Monday, December 12
2:00 TTh	2:00 - 4:30 Tuesday, December 13
3:00 MWF (3:30)	2:00 - 4:30 Wednesday, December 14

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3:00 TTh (3:30)	2:00 - 4:30 Thursday, December 8
4:00 MWF	2:00 - 4:30 Friday, December 9
4:00 TTh	2:00 - 4:30 Wednesday, December 7
5:00 MWF	5:00 - 7:30 Monday, December 12
5:00 TTh	5:00 - 7:30 Thursday, December 8

Spring Semester 2017

(Actual class days: 14 Mondays, 15 Tuesdays, 14 Wednesdays, 14 Thursdays, 13 Fridays.
 Effective class days: 14 Mondays, 14 Tuesdays, 14 Wednesdays, 14 Thursdays, 14 Fridays.)

October 17, Monday	Early registration for special populations begins at 1:00 pm.
October 18, Tuesday	Registration for Spring Semester 2017 begins.
January 6, Friday	Advising and schedule adjustments.
January 9, Monday	Classes begin; schedule changes.
January 13, Friday	Last day for registration and schedule changes (drop and add) by 5:00 pm.
January 16, Monday	State Holiday (no classes).
January 23, Monday	Census Day (Official enrollment count taken at 5:00 pm).
March 5-12, Sunday – Sunday	Spring Break.
March 13, Monday	8:00 am - Classes resume.
March 13-17, Monday-Friday	Advising for Summer Sessions and Fall Semester 2017.
March 15, Wednesday	Last day for undergraduate students to withdraw from term-length courses or withdraw from school without grades by 5:00 pm. Block courses may be dropped only during the first 60% of their regularly scheduled class meetings.
March 17, Friday	Early registration for special populations begins at 1:00 pm.
March 20, Monday	Last day for graduate students to drop courses without grades by 5:00 pm.
March 20, Monday	Registration for Summer Sessions and Fall Semester 2017 begins.
April 13, Thursday	Undergraduate students last day to remove incompletes given during Fall Semester 2016
April 14-16 Friday-Saturday	State Holiday (no classes)
April 25, Tuesday	State holiday makeup day. Classes which would have met on Friday, April 14, will meet on this day so there will effectively be the same number of Fridays and Tuesdays as every other weekday during the semester; Tuesday classes will not meet.
April 25, Tuesday	Graduate students last day to remove incompletes given during Spring Semester and/or Summer Session 2016.
April 25, Tuesday	Classes end. Last day for submission of grade replacement requests.
April 26, Wednesday	Reading day.
April 27, Thursday	Final examinations begin.
May 4, Thursday	Exams for Spring Semester close at 4:30 pm.
May 5, Friday	Commencement.
May 6, Saturday	Grades due at 4:30 p.m.

Spring Semester 2017

Examination Schedule

There will be no departure from the printed schedule, except as noted below: All examinations for one credit hour classes will be held during the last regular meeting of the class. Classes meeting more than three times a week will follow the examination schedule for MWF classes. Clinical and non-traditional class schedules, including graduate level courses, may also adopt a modified examination schedule as required. The final exam meeting is required in order to satisfy the 750 contact minutes per credit hour required by the University of North Carolina Office of the President. Department Chairs are responsible for monitoring adherence to scheduled examination requirements.

Classes beginning 6:00 pm or later are considered night classes. Examinations in classes meeting one night a week will be held at 7:30-10:00 pm on the first night of their usual meeting during the examination period (April 27 - May 4). Examinations in classes meeting two or more nights a week and beginning before 8:00 pm will be held at 7:30-10:00 pm on the first night of their usual meeting during the examination period (April 27 - May 4). Examinations in classes meeting two or more nights a week and beginning at or after 8:00 pm will be held at 7:30-9:30 pm on the second night of their

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usual meeting during the examination period (April 27 - May 4). Distance education classes should give their final examinations in a timely fashion to allow submitting grades in time.

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

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

CHEM 0150, 1120, 1130, 1150, 1160	5:00 - 7:30 Thursday, April 27
CHEM 1121, 1131, 1151, 1161, 2753, 2763	5:00 - 7:30 Friday, April 28
FREN 1001, 1003, SPAN 1001, 1004, GERM 1001	5:00 - 7:30 Monday, May 1
FREN 1002, SPAN 1002, 1003, GERM 1002	5:00 - 7:30 Tuesday, May 2
MATH 1066	5:00 - 7:30 Wednesday, May 3

Times class regularly meets	Time and day of examination
8:00 MWF	8:00 - 10:30 Friday, April 28
8:00 TTh	8:00 - 10:30 Thursday, April 27
9:00 MWF	8:00 - 10:30 Monday, May 1
9:00 TTh (9:30)	8:00 - 10:30 Tuesday, May 2
10:00 MWF	8:00 - 10:30 Wednesday, May 3
10:00 TTh	8:00 - 10:30 Thursday, May 4
11:00 MWF	11:00 - 1:30 Friday, April 28
11:00 TTh	11:00 - 1:30 Thursday, May 4
12:00 MWF	11:00 - 1:30 Monday, May 1
12:00 TTh (12:30)	11:00 - 1:30 Tuesday, May 2
1:00 MWF	11:00 - 1:30 Wednesday, May 3
1:00 TTh	11:00 - 1:30 Thursday, Apr 27
2:00 MWF	2:00 - 4:30 Friday, April 28
2:00 TTh	2:00 - 4:30 Thursday, Apr 27
3:00 MWF (3:30)	2:00 - 4:30 Monday, May 1
3:00 TTh (3:30)	2:00 - 4:30 Thursday, May 4
4:00 MWF	2:00 - 4:30 Wednesday, May 3
4:00 TTh	2:00 - 4:30 Tuesday, May 2
5:00 MWF	5:00 - 7:30 Monday, May 1
5:00 TTh	5:00 - 7:30 Thursday, Apr 27

Resolution #15-49

Revised Department of [Geological Sciences](#) Unit Code of Operation (linked online and attached).

Resolution #15-50

Faculty Senate Guidelines for Faculty 5-Year Plan - to be used in conjunction with the Performance Review of Tenured Faculty and blank form, as follows:

UNC Board of Governors' revised Guidelines on Performance Review require each faculty member to develop a five-year plan at the beginning of a post-tenure review cycle. This plan may be modified by the faculty member during the five-year period as deemed appropriate based on changes in institutional, departmental, or personal circumstances. Plans should be brief, not to exceed two-pages, and be written in terms comparable to how faculty members might describe their career goals on the first day of service or after initial conferral of tenure. When no major changes in institutional,

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departmental or personal professional directions are expected, there may be little difference between successive five-year plans for a given faculty member.

The plan should describe, in general terms, projected activities in education, scholarship and professional service that are consistent with the duties associated with the faculty member's position and the expectations of his or her respective discipline. A five-year plan is not intended to set specific targets in teaching, scholarship/creative activity and service. It should not set benchmarks that in any way restrict a faculty member's desire or ability to pursue new intellectual, creative or professional directions; such academic freedom is the foundation of the tenure system. The five-year plan is distinct from the individual development plan for faculty members who do not meet expectations in the cumulative review of tenured faculty.

Notes:

- Do include statements of expectations that specify unit or university actions/requirements that are necessary to accomplish the goals of the five-year plan.
- Do not include accomplishment reporting. The plan is an overview of projected goals and expected activity in the next five-year period.
- Do not use language that states or implies specific dates for achieving goals; for example, statements like "this year I will ..." or "by year three I expect to..." should be avoided.

Sample statements: What follows is representative language for five-year plans; appropriate content will vary across programs and disciplines.

_____ % Teaching. Teach undergraduate and graduate courses in my field of expertise, including at least one course that fulfills a Foundations requirement. Advise undergraduates and serve on graduate student thesis/dissertation committees.

_____ % Research/Creative Activity. Carry out research in my discipline. Seek research funding and publish results in disciplinary refereed journals, keeping research output in line with expectations in my field and with teaching and service activities (As appropriate, specify other forms of scholarly or creative products using the most general descriptions reasonable for the given code unit).

_____ % Service to the Profession and University. Be an active member of a professional society in my discipline, serving on committees and seeking leadership roles as an officer, committee chair or conference organizer. Serve on departmental, college and university committees, keeping both university and professional service in balance with expected teaching and research productivity.

_____ % Other (as specified in the unit code). For example, clinical service directorships may fall under this category. Use the most general descriptions reasonable, ensuring that the statement plan is consistent with the unit code and/or explicit contractual obligations.

Faculty 5-Year Plan

Name: _____

College: _____

Department: _____

Responsibilities and Mutual Expectations

(Most faculty members will have responsibilities in three or more of these, but in all cases the anticipated weights in the areas of responsibility must be consistent with those outlined in the department's unit code)

 % Teaching.

Use the most general descriptions reasonable for the code unit. Some departments want to include course numbers and semesters in which they will be taught and possibly number of advisees. Other departments want to use a more general description as given in this example.

 % Research/Creative Activity.

If appropriate specify other forms of products to document scholarship productivity. Use the most general descriptions reasonable for the code unit.

 % Service to the Profession and the University.

 % _____ (as specified in the unit code).

Use the most general descriptions reasonable for the code unit and ensure that the category is consistent with the unit code. For example clinical service directorships may fall under other specific duties.

Performance Standards

Following the procedures outlined in Part IX, Section II of the ECU Faculty Manual, meet and strive to exceed the performance standards contained for the Department of Discipline XYZ in the Unit Code.

Summary of Changes

Tenured: August xx, 19xx under the then-current *ECU Faculty Manual* and the then-current *Department of XYZ Unit code*.

Original 5-Year Plan Effective August xx, 20xx

Amended 5-Year Plan Effective August xx, 20xx

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Faculty Member Signature

Date

Unit Administrator Signature

Date

Add additional lines, as needed, for signatures and dates when changes are made

Responsibilities changed to responsibilities as described above on August xx, 20xx

Resolution #15-51

Formal faculty advice on revised Faculty Workload Policy, as follows:

No revisions are being recommended to this revised policy.

Authority: Chancellor

History: June 8, 2011, to be effective July 1, 2011; Revised September 25, 2014; Second Revised Interim Effective December 1, 2014.

Related Policies:

[ECU Faculty Manual](#)

[UNC Policy Manual, 300.2.6\[G\] \(Guidelines on Reassigned Time for Faculty\)](#)

[UNC Policy Manual, 400.3.1.1 \[G\] \(Guidelines on Tenure and Teaching in the University of North Carolina\)](#) and

[UNC Policy Manual, 400.3.4 \(Monitoring Faculty Teaching Workloads\)](#)

[UNC Policy Manual 700.6.1\[R\] \(Academic Integrity Regulations\)](#)

[Supplemental Pay for EPA Employees Policy](#)

Additional References:

A Report of Faculty Teaching Workload Covering the Years 2000 to 2006 (UNC General Administration, 2008) UNC Enrollment Change Funding Model

Contact for Info: Senior Associate Provost for Academic Affairs (328-0607)

1. Purpose

As per UNC Policy 400.3.1.1 [G], teaching or instruction is the primary responsibility of each of the UNC institutions; therefore, while neither teaching nor service nor research is the sole measure of a faculty member's competence and contribution at any UNC institution, teaching should be the first consideration at all of the UNC institutions.

The purpose of this regulation is to define faculty workloads at East Carolina University as per policies established by the UNC Policy Manual and the ECU *Faculty Manual*. The Brody School of Medicine and the School of Dental Medicine are excluded from this regulation and will be governed by separate workload regulations, which must be approved by the Vice Chancellor for Health Sciences.

2. Definitions

2.1. Faculty Workload – the entirety of a faculty member's duties for the relevant period

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2.2. Relevant Period – academic year, contract period, or time-frame for special duties formally or informally assigned

2.3. Instructional Load – the portion of the faculty workload spent on direct instruction and instructional activities

2.4. Overload – a workload assignment that exceeds 1.0 full-time equivalent (FTE)

2.5. Course Reduction – a reduction in the instructional load to allow time for work on non-instructional activities

2.6. Faculty Scholarly Reassignment - an approved reassignment for a defined period of time in order for a faculty member to pursue a project involving research or creative activity as addressed in UNC Policy 300.2.6 [G]

3. Workload Assignments

3.1. The duties that commonly constitute a faculty member's workload fall under the areas of instruction, research/scholarship or creative activity, service, clinical duties, community engagement and administration.

3.2. The Academic Council, in consultation with the academic deans, will establish workload and productivity criteria (see section 3.7 below) for each college for the relevant period.

3.3. The dean of each college, in consultation with the chairs and directors within the college, will establish workload and productivity criteria for each department or school in the college for the relevant period. These criteria will be guided by the requirements that the college meet workload and productivity criteria set by the Academic Council.

3.4. The chairperson or director of each department or school will establish individual workload and productivity requirements for each member of the faculty for the relevant period. These requirements will cumulatively meet the requirements for the department or school as established by the dean for the relevant period.

3.5. For faculty holding a joint appointment, the unit administrator of the faculty member's primary academic unit, in consultation with the administrator(s) of the unit(s) to which the faculty member is jointly appointed, will set the workload and productivity requirements.

3.6. As a Doctoral/Research university, the University will maintain an overall instructional load equivalent of five 3-semester-hour courses per year per 1.0 FTE.

3.7. Colleges will produce at least the average student credit hours (SCH) per FTE assigned by the Academic Council (see section 3.2 above) to the respective units as defined by the current UNC Enrollment Change Funding Model.

3.8. College, department and faculty workload and productivity requirements and assignments may vary in relation to overall assignment of duties, disciplinary standards, class sizes, contact hours, accreditation requirements, and productivity goals.

3.9. As required by the Board of Governors in its Academic Integrity Regulations (UNC Policy 700.6.1[R]), ECU limits a faculty member to teaching no more than three (3) undergraduate independent studies in a semester or summer session without written approval from dean (not designee).

3.10. Department chairs and school directors will ensure that the aggregated faculty workloads for the department or school meet the productivity criteria established for the department or school by the dean. Failure to satisfy the workload and productivity criteria established by the dean for the relevant period may result in an unsatisfactory performance evaluation and/or removal of administrative duties.

3.11. As per Part VIII of the ECU *Faculty Manual*, the unit administrator's annual performance evaluation of faculty members shall employ the criteria contained in the unit code approved by the Chancellor. The evaluation shall be based upon that year's assigned duties and shall consider: teaching, research and creative activities, patient care, service, and other appropriate responsibilities. The relative weight given to teaching, research/creative activity, and service in personnel decisions shall be determined by each unit code. In no case, however, shall service be weighed more heavily than either teaching or research/creative activity.

3.12. Workload and productivity data alone are not sufficient justifications for the return of vacant faculty lines or for the allocation of new faculty lines. The Chancellor, Executive Council and/or Academic Council allocate or reallocate resources based upon a variety of factors, including but not limited to, workload and productivity data, institutional priorities, UNC General Administration initiatives, and legislative mandates.

4. Instructional Assignments and Other Responsibilities

4.1. Course Reductions and Overloads

4.1.1. With the exception of assignment of academic administration responsibilities and 100% Faculty Scholarly Reassignment, both of which require approval from the appropriate vice chancellor, a department chair or director may authorize one or more course reductions if the demands of activities, as defined in section 4.1.4 below, warrant a reduction in the instructional load.

4.1.2. Reductions in the instructional load are measured in terms of credit hours and are determined on a case by case basis.

4.1.3. A faculty member who is granted a course reduction may not receive an instructional overload assignment for additional compensation without approval from the dean and the appropriate vice chancellor.

4.1.4. The criteria for course reductions will be grouped into the following reporting categories: course/curriculum development, heavy load of academic advising, accreditation/program review, technology training for instruction, co-curricular activities, academic administration, externally funded research, institutionally supported research, institutional service, service to the public, and service to the profession.

4.1.5. At the end of the academic year, the dean is responsible for generating a report which will identify all faculty course reductions for the academic year and the associated outcomes using the

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unit guidelines established for monitoring productivity. This report will be compiled for the unit and shall be due to the appropriate vice chancellor by the end of the fiscal year.

4.1.6. Faculty may not receive additional compensation (supplemental pay) for teaching courses for academic credit in excess of the full-time assigned course load except as defined in this section, 4.1.6. Instead of receiving additional compensation, other arrangements should be made, such as corresponding course reduction in the following semester. Under extraordinary circumstances, overload compensation may be approved consistent with the process outlined in the Supplemental Pay for EPA Employees Policy, for faculty to teach an additional course. Supplemental pay is only allowable if it does not create a conflict of commitment with other assigned duties and provided that the faculty member is assigned a workload consistent with approved university policies.

4.2. Faculty Scholarly Reassignment

4.2.1. Administrators shall adhere to guidelines established for 100% Faculty Scholarly Reassignments per UNC Policy 300.2.6[G] and ECU's Faculty Scholarly Reassignment Regulation.

5. Effective Date

5.1. This regulation is effective _____ [upon approval by the Chancellor].

¹ UNC Enrollment Change Funding Model

Program Category	SCH per Instructional Position		
	Undergraduate	Master's	Doctoral
Category I	708.64	169.52	115.56
Category II	535.74	303.93	110.16
Category III	406.24	186.23	109.86
Category IV	232.25	90.17	80.91

Category I Disciplines: Communications & Journalism; English; Mathematics; Philosophy & Religion; Psychology; Corrections & Criminal Justice; Social Sciences; History; Other

Category II Disciplines: Area, Ethnic, Cultural & Gender Studies; Education; Foreign Languages, Literatures & Linguistics; Family & Consumer Sciences; Liberal Arts & Sciences, Humanities; Multi/Interdisciplinary Studies; Parks, Recreation, Leisure & Fitness; Business, Management & Marketing

Category III Disciplines: Agriculture; Natural Resources & Conservation; Architecture; Computer & Information Sciences; Engineering-related Technologies; Library Science; Biological Sciences; Physical Sciences; Public Administration & Services; Visual & Performing Arts; Health Professions

Category IV Disciplines: Engineering; Nursing

As per Board of Governors action, student credit hours for student teaching in Education are placed in Category III for all campuses. Medicine and Dentistry are excluded from this model due to distinct funding by the General Assembly.

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Formal faculty advice on proposed Salary Administration for Employees Subject to the State Human Resources Act Policy, as follows:

No revisions are being recommended to this proposed policy.

Authority: Office of State Human Resources
History: First Issued: See policy history links within each section
Last Reviewed: same as first issued

Related Policies: [Office of State Human Resources](#), [ECU Career Banding Salary Administration Plan](#), [ECU Pay Management Guidelines for Career Banded Positions](#), [Fair Labor Standards Act \(FLSA\)](#), [General Pay Policies](#), [Career Banding Salary Administration](#), [Comprehensive Compensation Policy](#), [Extended Duty for Medical Personnel](#), [Compensation of Foreign Service Employees](#), [Holiday Premium Pay](#), [Hours of Work and Overtime Compensation](#), [Initial Classification](#), [Longevity](#), [On-Call and Emergency Callback Pay](#), [Redeployment](#), [Shift Premium Pay](#), [Sign-On Bonus Policy](#), [Supplemental Salary](#)

Additional References: N/A

Contact for Info: Director of Classification and Compensation, Department of Human Resources 252-328-9847.

1. [Introduction](#)

East Carolina University utilizes a variety of salary administration policies to manage pay for employees subject to the State Human Resources Act (“SHRA”). With regard to any salary administration policies listed below that are not specifically addressed in ECU’s Clinical Support Services (“CSS”) policies and/or regulations, ECU also applies the policies and regulations expressed herein to CSS employees. For details about each salary administration policy, please see the policy website of the Office of State Human Resources (“OSHR”), which can be accessed at the links provided below and/or located above in the Related Policies section. In the event that there is a conflict between the contents of this regulation and a state or federal statute, the statute shall control.

2. [General Pay Policies](#)

General pay policies summarize various salary administration policies to include compensation, salary ranges, pay status, overtime pay, availability of funds, and payment of salary.

3. [Career Banding Salary Administration](#)

It is the policy of the State to compensate its employees at a level sufficient to encourage excellence of performance and to maintain the labor market competitiveness necessary to recruit, retain and develop a competent and diverse work force.

4. [Comprehensive Compensation Policy](#)

It is the policy of the State to compensate its employees at a level sufficient to encourage excellence of performance and to maintain the labor market competitiveness necessary to recruit and retain a competent work force. To this end, salary increases to State employees shall be implemented through the Comprehensive Compensation System based upon the individual performance of each State employee.

5. [Compensation of Foreign Service Employees](#)

A foreign service employee is defined as any full-time employee subject to the SHRA who is transferred from North Carolina to a foreign assignment to live and work for a period of time greater than three months. Foreign nationals employed in and assigned to work in their country of origin are not included in this policy.

6. [Extended Duty for Medical Personnel](#)

Critical shortages of coverage on evening and weekend shifts in certain medically related areas sometimes make it impossible to maintain an adequate staff to meet all workload requirements. In order to meet such workloads, an employee of the State who is exempt from the hours of work and overtime provisions of FLSA may, if the employee agrees, be scheduled to work additional hours beyond the regular work schedule and receive pay on a straight-time basis.

7. [Holiday Premium Pay](#)

Employees who are required to work on designated holidays shall be given, in addition to regular salary, premium pay equal to one-half of their regular straight-time hourly rate for such hours as are worked on these days. In addition, holiday compensatory time off shall be given, not to exceed 8 hours. This covers both FLSA non-exempt and exempt employees.

8. [Hours of Work and Overtime Compensation](#)

Defines Fair Labor Standards Act in its application to State and local governments as declared by the Supreme Court.

9. [Initial Classification](#)

Initial classification occurs in the following situations: when a position or a group of positions is classified and brought under the SHRA and when a position under the SHRA, but not officially classified, is reviewed and a permanent classification and salary range is assigned.

10. [Longevity](#)

Longevity pay is to recognize long-term service. An eligible employee who has at least ten (10) years of total State service shall receive a lump sum payment annually. Payment shall be made during the same monthly pay period or by the second biweekly pay period following the date the employee is eligible to receive longevity pay. This includes employees on workers' compensation leave.

11. [On-Call and Emergency Callback Pay](#)

It is the policy of the State of North Carolina to provide additional compensation to designated FLSA non-exempt employees who are required to serve in on-call status and/or who are called back to work. Management should carefully weigh the costs and benefits of alternatives before authorizing on-call or emergency call back pay. Reasonableness and fairness shall be exercised in administering this policy.

12. [Redeployment](#)

Redeployment is the movement of an employee from one position to another position within the same agency or the movement of an employee, or an employee and a position, from one agency to another under the following circumstances: the move is due to an enterprise-wide project that results in the need to utilize an employee's competencies for greater effectiveness in another area of an agency or in another agency, and there is no break in service.

13. [Shift Premium Pay](#)

The State shall provide additional compensation for employees who are regularly scheduled to work on either an evening or night shift, or on a weekend shift for certain classes when determined to be necessary to be competitive with the labor market. Shifts will be defined within the agency based on operating requirements and work environment. SHRA employees who occupy positions which are scheduled on a regular, recurring basis to work on shifts in which more than half of the working hours occur between 4:00 p.m. and 8:00 a.m. are eligible for shift premium pay.

14. Sign-On Bonus Policy

A sign-on bonus is a lump sum payment that serves as a recruitment incentive to aid in the employment of individuals in critical positions that have labor market shortages which affect the business needs of the agency and which impair the delivery of essential services.

15. Supplemental Salary

Supplemental salary is any compensation from an affiliated public charity, foundation or other private source paid to a State employee for services that are part of the employee's regular job and is in addition to the employee's base salary paid by the State and any other compensation authorized by Human Resources Commission policies but which the private source is not obligated to pay and on which the Retirement System is not obligated to accept contributions.

Resolution #15-53

Formal faculty advice on proposed Reduction in Force (SPA) Policy, as follows:

No revisions are being recommended to this proposed policy.

Authority: Vice Chancellor of Administration and Finance

History: Revised March 2009, July 2011, October 2014

Related Policies: [Insert related PRRs and hyperlinks.]

Additional References:

[Office of State Personnel Human Resources – Reduction in Force Policy](#)

[Office of State Personnel Human Resources – Reduction in Force Guidelines](#)

[Office of State Personnel Human Resources - Reduction in Force Priority Policy](#)

[Office of State Human Resources - Severance Salary Continuation Policy](#)

[NC Employment Security Commission - Resources for Individuals](#)

Contact for Info: HR, Employee Relations, 252-328-9848

1. Introduction to the Policy

The North Carolina Office of State Human Resources requires the University to develop guidelines for reductions in force. A Reduction in Force ("RIF") may occur when there are budget constraints, a shortage of work, a need to abolish SPA positions, or other material changes in duty or organization. A RIF decision requires an evaluation of the need for specific SPA positions as they contribute to the department's mission, goals, and provision of services. Separation of employees through reduction in force should occur only after management has considered other feasible alternatives that might avoid it.

2. Covered Employees

2.1 This policy applies to SPA employees (full-time and part-time) who are considered career status employees.

2.2 Within organizational units as defined by the Chancellor

2.3 Neither temporary, probationary, nor trainee employees in their initial 24 months of training shall be retained in the same or any related classes where employees with a permanent appointment (those who have satisfactorily completed a probationary or equivalent trial period) must be separated.

2.4 Temporary employees or employees with time-limited permanent appointments may be laid off without following the reduction in force procedures.

3. Development of a RIF Plan

3.1. If it becomes necessary for any department of East Carolina University to implement a RIF, the head of that department must consult Employee Relations within the Department of Human Resources regarding the desire to initiate a RIF. Employee Relations will provide the department with the necessary information to develop a RIF plan.

3.2 After consultation with Human Resources, the head of the department should request, in writing, permission from the appropriate Vice Chancellor to initiate the RIF plan. Once this written approval is received, Employee Relations will assist the head of the department in the preparation/design of a RIF plan. (Note: Whenever a Vice Chancellor is not available to perform a duty assigned to him or her in this policy, including but not limited to consideration of a RIF within the Chancellor's Division, the Chancellor may designate, as he or she deems appropriate, another person to carry out that duty.)

3.3 The RIF Plan must provide the rationale behind the selection of particular employees to be separated and the ones to be retained. The classifications of positions selected by management for RIF and a list of all persons in affected classifications must be reviewed by the head of the department prior to selecting a particular employee for RIF. Consideration for reduction in force of career status employees includes, but is not limited to, the following factors: i) Type of appointment, ii) Relative efficiency (skills, knowledge and productivity of employees), iii) Consideration of equal employment factors to avoid adverse impact, v) Length of service of employees (but not seniority-driven). The RIF Plan must incorporate, at a minimum, the following:

3.3.1 Narrative description of the issue(s) resulting in the need to abolish positions, including discussion of at least the following: i) Organization structure including overall purpose of department ii) Impact of the proposed RIF on overall program objectives and/or services; iii) iv) Legal and organizational requirements for the services affected; v) Alternatives considered, including possible transfers, reallocation of resources and/or funding.

3.3.2. The following identifying data for the employees in positions selected for RIF: i) Performance history, including evaluations and any disciplinary actions; ii) Length of service in current classification and total state service (Note: In determining the length of service, an eligible veteran shall be accorded one year of state service for each year or fraction thereof of military service, up to a maximum of five (5) years credit.); iii) Age; iv) Race; v) Gender; vi) Ethnicity.

3.3.3 Description of all other alternatives explored by management.

3.3.4 Copy of appropriate Vice Chancellor approval to initiate RIF plan required pursuant to 3.2 above.

3.4 The plan must be signed and dated to indicate approval by the appropriate Department Director, Divisional Vice Chancellor, Equity Officer, University Counsel and forwarded to the Associate Vice Chancellor for Human Resources for review and approval. The plan will then be forwarded to the Chancellor for final review and approval.

4. Notification of Employees

Once the Chancellor has approved a RIF, the director or department head will consult with Employee Relations to create the notification letter. The notification letter to the employee(s) selected for RIF must be issued at least 30 calendar days prior to the effective date of separation and include the following information: i) The reason for the RIF; ii) The effective date of the RIF; and iii) Information related to eligibility for Reduction-in-Force Priority Consideration, applicable appeal rights and other benefits as indicated below.

5. Reduction-in-Force Priority Reemployment and Other Benefits

5.1 Reduction-in-Force Priority Reemployment

Employees with career status who have received official written notification of imminent separation due to RIF are eligible for reduction in force priority as detailed in the Office of State Human Resources Policy regarding Reduction in Force Priority Reemployment. Refer to OSHR policy at: [Office of State Human Resources - Reduction in Force Priority Policy](#)

5.2 Severance Salary Continuation

5.2.1 Severance Salary Continuation: Eligible employees affected by RIF shall be paid severance salary continuation as detailed in the Office of State Human Resources Policy regarding Severance Salary Continuation. Refer to OSHR policy at: [Office of State Human Resources - Severance Salary Continuation Policy](#).

5.3 Leave Balances

5.3.1 Vacation Leave: Employees may elect, subject to approval by management, to exhaust vacation leave prior to their separation date and be paid in a lump sum for accumulated vacation leave balance not to exceed 240 hours. If an employee has over 240 hours at the time of a RIF, the excess leave will be reinstated if the individual is reemployed by a state agency within one year.

5.3.2 Sick Leave: Sick leave balances may not be paid out. Instead, employees separated due to RIF shall be informed that their sick leave balance shall be reinstated if employed in any state agency within five years.

5.3.3 Legislative Bonus Leave: Employees shall be paid in a lump sum up to the maximum allowed for accrued legislative bonus leave and/or applicable balances of special leave awards.

5.3.4 Compensatory Time: Compensatory time balances are paid out for non-exempt employees. If an employee is exempt from overtime, compensatory time is forfeited.

5.3.5 Community Service Leave: The balance of community service leave can be transferred to other State agencies.

5.4 Insurances

5.4.1 Health Insurance: The University will continue to pay health insurance premiums for up to twelve months for employees with twelve or more months of service who are separated due to RIF.

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These employees may continue to pay for spouse and/or dependent children coverage. At the end of the twelve month period, the employees may begin paying for their own coverage as well as the coverage for spouse and/or dependent children indefinitely via direct billing with the NC State Health Plan.

5.4.2 Other Insurances: Employees affected by a RIF may be eligible for continuation of other insurances. University Benefits Specialists can provide specific information regarding continuation options.

5.5 Retirement Options

Employees affected by RIF have the option of: a) leaving contributions in the retirement system and maintaining all of the earned creditable service as of the date of separation, b) receiving a refund of contributions to the retirement system, or c) having their contributions transferred to an IRA or other qualified retirement plan. Please note, early withdrawal and/or rollover may result in tax penalties or loss of future health benefits. Employees affected by RIF may also be eligible for retirement benefits, including Discontinued Service Retirement. University Benefits Specialists can provide retirement information/options specific to the affected employee.

5.6 Unemployment Insurance

Employees affected by the RIF are eligible to apply for Unemployment Insurance through the NC Employment Security Commission. Employees are not eligible to receive unemployment insurance while they are receiving severance.

More information on Unemployment Insurance, including the ability to receive an estimate of eligible benefits, can be found on the NC Employment Security Commission website at: <http://www.ncesc.com/individual/default.asp>.

5.7 Longevity

Longevity pay is paid to employees with at least 10 years of state service. Payment is made annually based on an employee's salary and total state service. Eligible employees who affected by RIF receive a pro-rated payment in accordance with North Carolina longevity pay policies.

6. Appeal Rights

Appeals of separation due to RIF may be made as defined in, and in accordance with, the East Carolina University Mediation and Grievance Procedure for SPA Employees PRR which can be located on the ECU PRR website at: <http://www.ecu.edu/cs-ecu/PRR/customcf/pdf.cfm?policyNumber-06.35.02> .

7. Policy Access

The RIF Policy can be obtained from the University Department of Human Resources, or PRR website. The RIF Policy will be filed with the Office of State Human Resources as a public record.

Resolution #15-54

[Formal faculty advice](#) on revised HIPAA Notification in the Event of a Breach of Unsecured Protected Health Information (PHI) Policy, revised Notification in the Event of Breach of Unsecured Protected Health Information Policy and revised HIPAA Sanctions Policy.

Resolution #15-55

Revised Distance Education and Learning Technology Committee Charge, as follows:

(Changes are noted in highlighted ~~strike through~~ and **bold** print.)

1. Name: Distance Education and Learning Technology Committee

2. Membership:

8 ~~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 and Graduate Studies or an appointed representative, the Chair of the Faculty, one Faculty Senator selected by the Chair of the Faculty, the Chief Information Officer or an appointed representative, and one student member from the Student Government Association.

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

3. Quorum: **4** ~~5~~ elected members exclusive of ex-officio.

4. Committee Responsibilities:

A. The committee reviews and recommends policies and procedures to enhance faculty teaching and student learning in distance education.

B. The committee reviews reports from the University Online Quality Council relevant to the effectiveness of the University's distance education policies and procedures.

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 chair and vice chair or appointed representatives serve as ex-officio members

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on the administrative Information Resources Coordinating Council (IRCC) and the chair serves as a member of the administrative Technology Steering Committee.

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

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

Resolution #15-56

Revised Service Learning Committee Charge, as follows:

(Changes are noted in highlighted ~~strikethrough~~ and **bold** print.)

1. Name: Service Learning Committee
2. Membership:
The committee membership, including ex-officio members, should encompass a wide variety of disciplinary expertise.

8 **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 & Graduate Studies 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 Volunteer and Service Learning Center 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.

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3. Quorum: **4 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 University Curriculum Committee and the Graduate Curriculum Committee.
 - B. The committee serves as a liaison between the Volunteer and Service Learning Center and the Faculty Senate, reviews the activities of the Volunteer and Service Learning Center, 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.
 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 Volunteer and Service Learning Center as described in 4.B. above.
 8. Standard Meeting Time:

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

Resolution #15-57

Revised University Environment Committee Charge, as follows:

(Additions are noted in highlighted **bold** print.)

1. Name: University Environment Committee

2. Membership:

7 elected faculty members **(no more than one of whom may be fixed term)**.

(5 from the Division of Academic Affairs and 2 from the Division of Health Sciences.)

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

The chair of the committee may invite resource persons as necessary to realize the committee charge. The chair of the committee may appoint such subcommittees as deemed necessary by the chair.

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

4. Committee Responsibilities:

- A. The committee recommends policies to preserve, improve and advance the general physical environment of the University.
- B. The committee provides recommendations to mitigate the loss of habitat that includes repairing or replacing landscaping of the university that have been displaced owing to planned or unplanned actions.
- C. The committee makes recommendations relating to traffic flow patterns, hardened sidewalk designs, speed limits, and parking facilities in and around the University campuses.
- D. The committee indexes and recommends policies for maintenance of those trees of significant size and type, culturally historic landscape features, and ground covers possessing aesthetic, historic, and/or environmental value.
- E. The committee reviews potential and actual effect of university projects upon water quality and quantity, runoff, and other physical impacts upon the community.
- F. The committee shall be familiar with the current East Carolina University master plan and intended placement of buildings and other construction approved by the Board of Trustees. The Committee shall consult with planning officers regarding future land use, changes to the current master plan, and future campus development.
- G. The committee promotes sustainability efforts on campus, which include energy and resource conservation, recycling, and the reduction of waste.
- H. The committee raises awareness of, and promotes, sustainability issues in the curriculum and in faculty research.

5. To Whom The Committee Reports:

The committee reports to the Faculty Senate its recommended policies, procedures, and other procedural criteria.

6. How Often The Committee Reports:

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

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

The Committee may draft reports, hold hearings, or seek advice as necessary.

8. Standard Meeting Time:

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

Resolution #15-58

Curriculum and academic matters included in the Educational Policies and Planning Committee meeting minutes of [March 20, 2015](#) including a request for revision of the Construction Management Transfer Option and discontinuation of the General Construction, Residential Construction and Infrastructure Construction concentrations within the BS in Construction Management degree program in the Department of Construction Management within the College of Engineering and Technology; request for discontinuation of the Undergraduate Certificate in Spanish Translation in the Department of Foreign Languages and Literatures within the College of Arts and Sciences; request changes to the title and content of the Information Assurance Certificate to Cyber Security Professional Certificate in the Department of Technology Systems within the College of Engineering and Technology; request to create an Environmental Engineering concentration within the BS in Engineering degree program in the Department of Engineering within the College of Engineering and Technology; request to change the name of the Department of Child Development and Family Relations to the Department of Human Development and Family Science within the College of Human Ecology; request changes to the title and content of the BS in Merchandising to BS in Fashion Merchandising and discontinuation of the Fashion and Interiors concentrations in the retitled degree in the Department of Interior Design and Merchandising within the College of Human Ecology; request to change the name of the MAEd in Mathematics to the MAEd and Mathematics Education in the Department of Mathematics, Science and Instructional Technology within the College of Education; request the creation of a Project Management Graduate Certificate in the Department of Management Information Systems within the College of Business; and a request for authorization to plan the DrPH degree program in the Department of Public Health within the School of Medicine.

Resolution #15-59

[Response](#) to the External Review Recommendations of the Department of History's [Academic Program Review](#).

Resolution #15-60

Revise the University Undergraduate Catalog, Academic Advisement, Progression and Support Services to read as follows: (changes are noted in **highlight**)

“Major, minor, cognate, core curriculum, and/or certification requirements are presented in the department and school listings. If the degree program requires a minor, the minor must be identified at the time the student declares his or her major and must be approved by the major chairperson or dean or his or her designee. A minor shall be **24 18-30** semester hours of credit. All BA degrees require a minor, unless the degree requirements include a concentration and/or specified cognates; however, some BA degrees may require a concentration or cognates in addition to a minor.”

The reasons for lowering the requirement include the following:

* ECU is out of conformity with national norms, including other institutions in the UNC system (17.6 average) and our national peers (18.67 average).

* None of the other schools in the UNC system and only two of our national peers require a minimum of 24 semester hours for a minor.

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* ECU's higher requirement poses an unwelcome and needless obstacle to timely degree completion and may cause some students to become subject to the Tuition Surcharge Policy.

* ECU's current policy minimizes the achievements of our students, thereby disadvantaging them in the workplace and other spheres of life.

Number of semester hours in an undergraduate minor

NC System	Minor Credit hours	Peer Universities	Minor Credit hours
Appalachian State University	18	Central Michigan University	24
Elizabeth City State Univ.	21-24	East Tennessee State University	21
Fayetteville State University	18	Florida International University	15-18
North Carolina A&T Univ.	18	Northern Illinois University	18
North Carolina Central Univ.	21-24	Ohio University- Main Campus	21
North Carolina State Univ.	15-18	Old Dominion University	12
UNC Asheville	18-24	Southern Illinois University Carbondale	15-18
UNC Chapel Hill	12-18	Texas Tech University	18
UNC Charlotte	18	University at Buffalo	21
UNC Greensboro	15-18	University of Louisville	18
UNC Pembroke	18-21	University of Missouri-Kansas City	18
UNC Wilmington	18-24	University of Nevada-Reno	18
Western Carolina University	18	University of North Dakota	21
Winston-Salem University	18	University of South Carolina- Columbia	18
NC School of Science & Math	18-21	University of Southern Mississippi	18
		Virginia Commonwealth University	21
		Western Michigan University	15-18
		Wright State University- Main Campus	24
		Average minimum	18.67
	Average minimum		
	17.6		

Resolution #15-61

Reorganization of the College of Health and Human Performance to include the School of Social Work, Department of Interior Design and Merchandising and Department of Child Development and Family Relations from the College of Human Ecology.

Resolution #15-62

Proposed Provisional Code for the Reorganized College of Health and Human Performance, as follows:

Preamble: This provisional code allows for faculty participation in and establishes procedures for the College's internal affairs and is consistent with all applicable provisions of the East Carolina University Faculty Manual, East Carolina University Policy Manual, and all policies established by, or under delegated authority of, the University of North Carolina Board of Governors, the East Carolina University Board of Trustees, and/or the Chancellor.

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Organization of the College:

The Dean of the College of Health and Human Performance is the chief administrative officer of the reorganized college, which is comprised of the following units:

Department of Child Development and Family Relations
Department of Health Education and Promotion
Department of Interior Design and Merchandising
Department of Kinesiology
Department of Recreation and Leisure Studies
School of Social Work
Military Programs--Aerospace Studies/Air Force ROTC
Military Science/Army ROTC

The Department of Health Education and Promotion, Department of Kinesiology, Department of Recreation and Leisure Studies, and Military Programs will continue to operate under the approved standard operating procedures, guidelines, and unit code of the College of Health and Human Performance, incorporated herein by reference [<http://www.ecu.edu/cs-acad/fsonline/customcf/unitcodes/healthandhp.pdf>], except where provisions of the unit code are in conflict with established university policies, rules, regulations, and standard operating procedures or where superseded by this Provisional Code. Some guidelines under which the unit operates are contained in approved documents that are not incorporated in the unit code, the Faculty Manual, or in other university publications. Examples include, but are not limited to, Faculty Workload Regulations, Performance (Post-tenure) Review Standards, unit-approved Student Surveys, and other approved operating guidelines. Except where university policies prevail, these approved unit guidelines will continue to be followed by the unit until such time as a final unit code is approved by the Chancellor.

The Department of Child Development and Family Relations will continue to operate under approved standard operating procedures, guidelines, and the unit code of the Department, incorporated herein by reference [<http://www.ecu.edu/cs-acad/fsonline/customcf/unitcodes/cdfr.pdf>], except where provisions of the unit code are in conflict with established university policies, rules, regulations, and standard operating procedures or where superseded by this Provisional Code. Some guidelines under which the unit operates are contained in approved documents that are not incorporated in the unit code, the Faculty Manual, or in other university publications. Examples include, but are not limited to, Faculty Workload Regulations, Performance (Post-tenure) Review Standards, unit-approved Student Surveys, and other approved operating guidelines. Except where university policies prevail, these approved unit guidelines will continue to be followed by the unit until such time as a final unit code is approved by the Chancellor.

The School of Social Work will continue to operate under approved standard operating procedures, guidelines, and the unit code of the School, incorporated herein by reference [<http://www.ecu.edu/cs-acad/fsonline/customcf/unitcodes/socialwork.pdf>], except where provisions of the unit code are in conflict with established university policies, rules, regulations, and standard operating procedures or where superseded by this Provisional Code. Some guidelines under which the unit operates are contained in approved documents that are not incorporated in the unit code, the Faculty Manual, or in other university publications. Examples include, but are not limited to, Faculty Workload Regulations, Performance (Post-tenure) Review Standards, unit-approved Student Surveys, and other approved operating guidelines. Except where university policies prevail, these approved unit guidelines will continue to be followed by the unit until such time as a final unit code is approved by the Chancellor.

The Department of Interior Design and Merchandising will continue to operate under approved standard operating procedures, guidelines, and the unit code of the Department, incorporated herein

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by reference <http://www.ecu.edu/cs-acad/fsonline/customcf/unitcodes/interiordesign.pdf>], except where provisions of the unit code are in conflict with established university policies, rules, regulations, and standard operating procedures or where superseded by this Provisional Code. Some guidelines under which the unit operates are contained in approved documents that are not incorporated in the unit code, the Faculty Manual, or in other university publications. Examples include, but are not limited to, Faculty Workload Regulations, Performance (Post-tenure) Review Standards, unit-approved Student Surveys, and other approved operating guidelines. Except where university policies prevail, these approved unit guidelines will continue to be followed by the unit until such time as a final unit code is approved by the Chancellor.

The Dean of the College of Health and Human Performance (HHP) will appoint additional administrative members to the College Executive Committee representing the Department of Child Development and Family Relations, the Department of Interior Design and Merchandising, and the School of Social Work until one or more approved unit codes are approved to replace the Provisional Code. Representatives from units comprising the reorganized College on university-level committees and boards will serve as representatives of all programs, departments, and schools within the College.

To facilitate greater collaboration among members of the College, the voting faculty and/or the Dean will provide opportunities for representation through new or expanded College-level leadership groups, standing or ad hoc committees, and teams, as appropriate.

Enabling: This Provisional Code becomes effective after review and approval by the Educational Policies and Planning Committee, the Faculty Senate, the Chancellor of East Carolina University, and the University of North Carolina Board of Governors' approval of the Reorganization of the College of Health and Human Performance to include the School of Social Work, Department of Interior Design and Merchandising and Department of Child Development and Family Relations from the College of Human Ecology. It will remain in effect until superseded by one or more approved unit codes.

Resolution #15-63

[2015 Pilot of New Guidelines for Academic Program Review](#) and Summary of the Major Changes Proposed in the Guidelines for Academic Program Reviews including:

Review Process:

13. Inclusion of an orientation meeting 1 year prior to APR to prepare units for upcoming reviews
14. Inclusion of an internal review committee (Dean of the Unit, Dean of the Grad School, EPPC representative, Dir of IA, and a possible inclusion of another IPAR representative)
15. Change of the role of EPPC (i.e., involved throughout the process)
16. Selection of external reviewers: more input from the unit and the Internal Review Committee
17. Shortening of the APR process (from submission of Self-Study to Final Action Plan Meeting) from 18 months to 4 months
18. Change Biennial Reports to Progress Reports 1-year and 3-year after the Final Action Plan Meeting

Self-Study:

19. Complete revision of the content of the Self-Study:
 - a. Shortening the self-study template from 9 to 4 pages
 - b. Changing the framework: from a compliance report to an in-depth analysis of program quality
20. Definition of IPAR data package to support APR:

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- a. Clearly defining two levels of data (program level vs. department level);
 - b. Providing data beyond headcount to include completion rate and time-to-degree for graduate programs
 - c. Eventually dynamic data will be available through ECU Analytics Portal
- 21. Integration of student learning outcomes assessment and academic program reviews
 - 22. IPAR providing more data and assessment support to units under review to improve the quality of the self-study
 - 23. Articulated charge to the External Review Committee

Next Step:

- 24. IPAR will further develop an APR handbook

Resolution #15-64

Curriculum matters included in the Foundations Curriculum and Instructional Effectiveness Committee meeting minutes of [March 16, 2015](#) including approval of domestic diversity credit for FORL 2666 Latino Text; approval of global diversity credit for FORL 2600 The Holocaust, FORL 2620 French Literature in Translation, FORL 2622 Francophone Literature of the Americas in Translation, FORL 2665 Don Quixote, FORL 2680 German Literature in Translation, FORL 2690 Introduction to German Cinema, FREN 2108 Culture and Communication, FREN 2440 Readings in the Culture of France I, FREN 2441 Readings in the Culture of France II, FREN 2442 Readings in Francophone Cultures of the Americas, FREN 3560 The Contemporary French and Francophone World, GERM 2300 Introduction to German Literature, GERM 2420 Culture of the German Speaking World, GERM 3340 Civilization of the German Speaking World, SPAN 2440 Spanish Culture and Civilization, SPAN 2441 Latin American Culture and Civilization, SPAN 4558 Contemporary Spain, SPAN 4563 Latin American Texts: The Boom and Beyond, ACCT 4451 International Accounting, MGMT 3352 International Business, MGMT 4352 Management in a Global Economy, MKTG 3852 Cultural Environment of International Business, CLAS 1500 Classical Mythology, CLAS 2220 Great Works of Ancient Literature I: Greece, CLAS 2230 Great Works of Ancient Literature II,: Rome, PLAN 2030 Global Cities; Foundations Fine Art Credit for ART 1105 Ceramics Appreciation; and Foundations Social Science credit for PLAN 2030 Global Cities.
