



# 2017-2018 FACULTY SENATE

FULL MINUTES OF SEPTEMBER 12 2017

[Video Live Stream](#)

The first regular meeting of the 2017/2018 Faculty Senate was held on Tuesday, September 12, 2017, at 2:10 p.m. in the Mendenhall Student Center Great Rooms.

## **Agenda Item I. Call to Order**

John Stiller, Chair of the Faculty called the meeting to order at 2:10 p.m.

## **Agenda Item II. Approval of Minutes**

The [March 28, 2017](#), [April 18, 2017](#) and [April 25, 2017](#) meeting minutes were approved as presented.

## **Agenda Item III. Special Order of the Day**

### A. Roll Call

Senators absent were: Professors Robinson (Mathematics), Grzybowski (Medicine) and Horns (VC for Health Sciences).

Alternates present were: Professors McMillan for Sias (Allied Health Sciences), Bauer for Gueye (English), Domire for Cortright (Kinesiology),

### B. Announcements

In an effort to keep faculty members informed of campus activities, Board of Trustees' meeting agendas and schedules are available anytime online at <http://www.ecu.edu/bot/>. The Chair of the Faculty presents an oral report at each meeting. Faculty are welcome to attend these open meetings.

During the summer, the General Education and Instructional Effectiveness Committee Chair, in consultation with the Registrar's office and Chair of the Faculty, revised the *University Undergraduate Catalog* text describing the Foundations Program requirements with the new text approved by the Faculty Senate and the Chancellor describing the [new General Education requirements](#). Questions may be directed to Professor George Bailey, Chair of the Committee.

In light of the revised process for formal faculty advice approved by the Faculty Senate and Chancellor in May 2017, the Faculty Officers have reviewed the PRR on Confined Spaces and have judged that it did not relate to faculty concerns as prescribed in the Faculty Manual. Therefore, it no formal vetting by the Faculty Senate was required. Questions may be directed to Professor John Stiller, Chair of the Faculty.

Special thanks to Chancellor Staton and Bryan Tuten, Business Officer for the Wright Student Store for discretionary funds given for use throughout the academic year by the Faculty Senate.

Faculty interested in periodically receiving issues of *The Chronicle of Higher Education* are asked to contact the Faculty Senate office at [facultysenate@ecu.edu](mailto:facultysenate@ecu.edu) to place their name on a list for distribution.

We were asked by the family to let faculty know that Professor John Ellen, faculty emeritus and oldest living Chair of the Faculty (1966-67) passed away recently and the History Department's Scholarship Pool account was selected as an option for donations in his memory. Additional information is available at this link: <http://www.legacy.com/obituaries/reflector/obituary.aspx?n=john-ellen&pid=186537666&fhid=7569>

Faculty members not located on main campus who serve on various University standing committees are reminded of special courtesy parking permits available from the office of Parking and Transportation Services. Special Courtesy Permits allow faculty members with A1/A3 and B1/B3 permits attending meetings on main campus to park in "A1/B1" lots. These permits are issued annually to unit heads at no charge for use by anyone in conjunction with a paid parking permit. Anyone with questions about parking availability are encouraged to contact Parking and Transportation Services.

#### C. Cecil Staton, Chancellor

Chancellor Staton welcomed all to the first senate meeting and new academic year. The Chancellor recognized a record enrollment for ECU this fall. Although enrollments across the country are declining, enrollments in NC schools are increasing. ECU has the third largest freshmen class with 97% living in on campus resident halls. Two new living learning communities opened—one all male and one for foreign languages. ECU is celebrating a new all-time retention rate of 83%. New marketing and branding has begun and is important for our capital campaign, which is currently in the "quiet phase" and will be moving forward. Fundraising occurs even when a campaign is not underway, but we are working toward a \$500 million goal over the next few years. Great work being done in research and international studies and there is an enthusiasm for the new Rural Prosperity Initiative. The National Science Foundation awarded a one million dollar grant for rural school districts development. The Chancellor asked faculty to obtain the "purple handbook" that was distributed at convocation to review the strategic plans for ECU. He thanked Chris Locklear and Laura Gantt for their work on the strategic action plan. The Chancellor discussed the impact of recent hurricanes on sister campuses over several states, particularly in Texas and Florida. He noted that the potential conclusion of the DACA program is causing concern among administration and faculty for our students. We are living in a post-Charlottesville world, with new stories about violence arising on campuses across the country. ECU has taken the opportunity to review strategically our policies and procedures with the help of Student Affairs, campus security, and legal counsel. Free speech is considered sacred on campus, but safety is of utmost concern during the exercise of free speech. New regulations require state institutions to be very cautious. ECU has a large police force and good relationships with local law enforcement and is prepared to manage larger groups seeking to speak safely. "We want to find a way to say 'yes'" when students and groups wish to speak. The ECU way is about civil discourse and our Student Affairs is working to ensure we maintain this vital tradition. The Chancellor thanked the faculty for working to allow civil discourse.

Professor Peter Francia (Political Science) related a problem on another campus recently with a controversial speaker who was injured along with some faculty. He asked how we avoid such incidents at ECU should someone provocative come to speak on our campus. The Chancellor said there is front end planning for these events, and public safety is involved early. ECU has social media monitors who are looking for potential events/problems on campus. He said we are as prepared as we can be, but we cannot be prepared for every eventuality. We are watching other campuses to employ the best practices that we can. There is a lot going on behind the scenes, but there are

processes and procedures for space reservation for events that allow pre-planning to protect safety and our reputation.

D. Jay Golden, Vice Chancellor for Research, Engagement and Economic Development  
Vice Chancellor Golden stated appreciation for faculty senators. He acknowledged the Rural Prosperity Initiative. He talked about research clusters and how they evolved. Current great national universities have been studied in order to create ECU's path to becoming a great national university. In the last three years, we have had \$26 million in research expenditures as compared to \$1 billion by Duke, UNC Chapel Hill, Johns Hopkins, etc. Research provides a competitive edge for our students. Eight main themes were derived from a review of current faculty skills and capabilities to build and capitalize on intellectual and resource strengths. Deans were asked to poll faculty to determine which clusters they are interested in and to find initial co-leaders for each. Clusters may change over time as our needs and strengths change. Experienced, motivated and diverse faculty participants were sought for each cluster. Scholarship will continue to be supported with faculty reassignments and creative activities awards.

No questions were posed to Vice Chancellor Golden at this time.

E. Jeff Compher, Director of Athletics

Director Compher reiterated the Pirate Athletic creed for the Senators. ECU expects 43,000 fans to show the passion for ECU athletics at the home game for family weekend September 16, 2017. Service is part of our heritage and certainly with student athletes who gave over 9,000 hours of service last year. Community Service Award nationally resulted in ECU being runner-up. \$5000 presented to the Third Street Academy, demonstrating commitment to our community. Athletics celebrated the third year with student athletes in a living learning community in leadership. Partnering with BB&T, 34 student athletes last year earned the BB&T Student Leadership University certificate. Athletics is seeking championships, certainly, but a big focus is on student athletes earning their educations. ECU's goal is for all athletes have 3.0 GPAs; last year athletes achieved an average 3.02 GPA. ECU athletics has earned AAC team academic awards for women's golf and baseball having highest GPAs. A new goal this year is a 3.1 GPA for all student athletes. Athletics is developing a new strategic plan for athletics. ECU will welcome women's lacrosse in Spring 2018. Thanks to all those who support ECU Athletics.

Professor Peter Francia (Political Science) noted that a university quarterback said school and athletics do not go together. Director Compher said he could not disagree more. Athletics is about developing as a student, a person, and a member of the community. Our coaches are teachers, in a different setting.

Professor Treadwell (Medicine) mentioned the difficulty of working, practicing and focusing on studies. He asked if things are different now so that students can meet classroom goals/needs. Director Compher emphasized class attendance policy; if athletes miss three of the same class, they cannot participate in their next competition. If they miss two classes, they cannot participate in the next practice held. ECU has time demand guidelines with schedules and calendars to make sure the student athlete meets all requirements—sport, service, study, class. The football team has a better GPA than previous teams; Director Compher is encouraged by the freshmen class.

Professor Donna Kain (English) asked about athletes with extended eligibility that come as graduate students, specifically how are their classes determined and how widespread is this issue? Director

Compher said it is common across the country where certificate and graduate studies are possible for those playing sports. Professor Kain had a follow-up question related to who is helping/watching the graduate students as some do not seem prepared for graduate level work. Director Compher indicated they do have counselors who work with all students and said he would follow up on the issue.

**F. Cal Christian, NCAA Faculty Athletics Representative**

Professor Christian provided an annual report on University Athletic Committee's Academic Integrity Subcommittee and stated his role is a tenured faculty member mandated by the NCAA. He reports to the Chancellor and Athletic Director and has responsibilities for student athletes learning experiences. His goal is to make sure the student athlete experience goes well and they earn their degrees. He monitors eligibility and every year discusses issues with Director Compher. In the last two years, the student athlete voice has been heard, i.e. the 20 hours rule. Professor Christian has to approve travel schedules, review missed class time, attendance, enrollment, and more. Graduate student athletes are admitted through the Graduate School on their own merits—no special waivers from athletics. They are managed by the Graduate School, but questions can be sent to Professor Christian.

No questions were posed to Professor Christian at this time.

**G. John Stiller, Chair of the Faculty**

Professor Stiller provided the following remarks to the Faculty Senate.

Senators and guests, we have a big year of activity ahead in the face of serious challenges. This year the Senate will address major programmatic questions, revisions of important sections of the faculty manual, implementation of new technologies in curriculum development and faculty activity reporting, and continuing efforts to promote equity, diversity, and inclusiveness.

We address these issues while confronting ever-tightening public funding, overreach into University governance (this looks like a particular and growing area of concern in North Carolina), shifting federal regulations and priorities that put some of our most vulnerable students at greater risk, the need to improve accessibility and affordability, challenges from technology, and so on...you know the list.

These are all important challenges for the coming year, but national events over the last months call to us, in piercing volume and with crystal clarity, that institutions of higher learning face much more fundamental challenges. It is easy to lose sight of these in our day-to-day efforts and, given that this is our first meeting of the year, I wanted to step back and consider our upcoming year from those broader perspectives.

First, we are challenged to maintain and strengthen universities as models for broader society of diversity, acceptance, tolerance, and open dialog in the face of increasingly vocal forces that stand against the fundamental principles of a free society. We Pirates provide no quarter to racism, mysogeny, homophobia, bigotry of any kind, nor to violence and inherently violent ideologies. To quote Chancellor Staton's words on the Monday after the events in Charlottesville, "...the hard work of teaching and embracing a more noble way forward must become a national priority, with our leaders and our universities setting the best examples." Given what we continue to witness on the national stage, I can think of no more important challenge or responsibility facing us this year.

Second, we are challenged to defend and strengthen our role as promoters of truth and objective reality as the bases for free and open debate. We can have honest disagreements about political, social, economic, and ethical implications of facts, but we must model for society how we base our debates on clear and critical examinations of objective reality, not sloppy preparation, misinformation or intentional deception. Recent unprecedented weather events associated with global warming, and their human, social and economic impacts, only reinforce this need, despite admonitions from the country's chief environmental officer that this is not that time to talk about climate change. Citizens of a free society may disagree on how to address global warming, and the resulting changes to climate, but must not simply refuse to accept their reality or their place in public debate.

As we work this year to improve student success, as measured by graduation rates and job readiness, and increase our scholarship as measured by product output and grant funding, we must never lose sight of our more fundamental role as educators in preparing our graduates to engage as free citizens, through critical-thinking and ethical behavior. An ECU education must provide a strong compass that holds its heading toward objective reality and social justice. It must help guide our graduates through blizzards of disinformation and alternative facts. It should lead them steadfastly on the march of progress against bigotry and hatred, immune to the pull of inherently repressive and violent ideologies that never had any place in an open democratic society, and certainly should not continue as a plague in 21<sup>st</sup> century America. In my opinion, if we fail in this fundamental mission, if we do not graduate enlightened, tolerant, ethical citizens, capable of rational decision-making, then none of our other metrics for success have any real meaning.

I am confident that the dedication and talent I see gathered here today, and that is present more broadly across the University, is up to meeting the great challenges ahead, and I'm proud and humbled to be serving as your Chair of the Faculty for the coming year.

No questions were posed to Professor Stiller at this time.

#### H. Anne Ticknor, Faculty Assembly Delegate

Professor Ticknor provided a report on the [April 21, 2017](#) UNC Faculty Assembly Meeting and stated that President Spelling took questions from the floor. Two resolutions were brought forward opposing budget cuts and guns on campus. The Faculty Assembly had lively discussions on freedom of speech, academic freedom, and role of teaching students about civil discourse. Guidelines for student discussions, use of textbooks, and mentoring of tenure track faculty in free speech were discussed. Also discussed necessity to leave political action outside of university duties.

No questions were posed to Professor Ticknor at this time.

#### I. Question Period

No questions were posed from Senators at this time.

### **Agenda Item IV. Unfinished Business**

There was no unfinished business to come before the Senate at this time.

### **Agenda Item V. Report of Graduate Council**

Professor Ron Preston, Chair of the Graduate Council provided information on curriculum and academic matters acted on and recorded in the [August 28, 2017](#), Graduate Council meeting minutes, including curriculum action item (GC 15-40) within the Graduate Curriculum Committee meeting

minutes from [April 12, 2017](#), which included a package submitted by the Department of Public Health. Programmatic action item (GC 17-1) within the Graduate Council meeting minutes of [August 28, 2017](#), was forwarded to the Educational Policies and Planning Committee (EPPC), which included a request to establish a Joint PhD in Integrative Coastal and Marine Sciences (ICMS) between ECU and UNC-W.

There was no discussion and the Faculty Senate approved, as formal faculty advice to the Chancellor, curriculum and academic matters acted on and recorded in the [August 28, 2017](#), Graduate Council meeting minutes, including curriculum action item (GC 15-40) within the Graduate Curriculum Committee meeting minutes from [April 12, 2017](#), which included a package submitted by the Department of Public Health. **RESOLUTION #17-55**

#### **Agenda Item VI. Report of Committees**

##### **A. Undergraduate Curriculum Committee**

Professor Karen Vail Smith (Health Education and Promotion) a member of the Committee presented curriculum and academic matters acted on and recorded in the [April 13, 2017](#) meeting minutes including curricular actions within the School of Art and Design, College of Engineering and Technology and Departments of Psychology, Anthropology and History.

There was no discussion and the curriculum and academic matters acted on and recorded in the Undergraduate Curriculum Committee's [April 13, 2017](#) meeting minutes were approved as presented. **RESOLUTION #17-56**

##### **B. Service Learning Committee**

Professor Nancy Winterbauer (Public Health/Medicine), Chair of the Committee presented curriculum and academic matters contained in the revised meeting minutes of [November 10, 2015](#) to correctly reflect approval of ENGL 2201 as SL\* (selected sections).

There was no discussion and the curriculum and academic matters contained in the Service Learning Committee's revised [November 10, 2015](#) meeting minutes to correctly reflect approval of ENGL 2201 as SL\* (selected sections) were approved as presented. **RESOLUTION #17-57**

##### **C. Writing Across the Curriculum**

Professor Jen Scott Mobley (Theatre and Dance), a member of the Committee presented curriculum and academic matters contained in the meeting minutes of [April 10, 2017](#) including writing intensive designation (WI) for NURS 4614 and WI removal of SPED 5501, ICTN 4020 and ICTN 4022.

There was no discussion and the curriculum and academic matters contained in the Writing Across the Curriculum Committee's [April 10, 2017](#) meeting minutes that include writing intensive designation (WI) for NURS 4614 and WI removal of SPED 5501, ICTN 4020 and ICTN 4022 were approved as presented. **RESOLUTION #17-58**

##### **D. Educational Policies and Planning Committee**

Professor Don Chaney (Health Education and Promotion), Chair of the Committee presented curriculum and academic matters contained in the [September 8, 2017](#) meeting minutes, including consideration of a [request for authorization to establish](#) a Joint PhD in Integrative Coastal and Marine Sciences (ICMS) between ECU and UNC-W and a request for authorization to establish a MA in Hispanic Studies (material available via Curriculog).

There was no discussion and the curriculum and academic matters contained in the Committee's [September 8, 2017](#) meeting minutes, including consideration of a [request for authorization to establish](#) a Joint PhD in Integrative Coastal and Marine Sciences (ICMS) between ECU and UNC-W and a request for authorization to establish a MA in Hispanic Studies (material available via Curriculog) were approved as presented. **RESOLUTION #17-59**

E. General Education and Instructional Effectiveness Committee

Professor George Bailey (Philosophy and Religious Studies), Chair of the Committee presented the Committee's support of ECU Student Government Association's resolution requesting the creation of a voluntary syllabus bank to assist students in registering for courses. It has been noted that the syllabus bank already exists in Banner, albeit not very user-friendly. Chair Stiller clarified saying that a more user-friendly option is being explored.

There was no discussion and the Faculty Senate endorsed ECU Student Government Association's resolution requesting the creation of a voluntary syllabus bank to assist students in registering for courses. **RESOLUTION #17-60**

Professor Bailey then presented revised Procedures for Peer Review of Teaching and noted every faculty is eligible for Peer Review training, but each unit may designate in their Code how Peer Review is operationalized. Tenured faculty are always eligible to be trained and review their peers—the Code may not restrict this function of Tenured faculty.

There was no discussion and the revised Procedures for Peer Review of Teaching Effectiveness were approved as presented. **RESOLUTION #17-61**

Professor Bailey then noted the committee will assist the Provost in the review of the General Education programs including review of syllabi to reflect GE outcomes. Also best practices on use of student opinion survey data including comments are being explored by subcommittee. This is informational only and did not require a vote.

F. Faculty Governance Committee

Professor Tracy Carpenter-Aeby (Social Work), Chair of the Committee presented a resolution in Support of an Ombuds Office at East Carolina University.

Professor Schinasi (Foreign Languages and Literatures) noted he has mixed feelings about the resolution and noted some language seems to subvert the current Faculty Grievance process as established by the Faculty Senate. He is also concerned about the role of the Ombuds office in preventing lawsuits. He asks this be tabled until some clarification in the role can be made. Professor Carpenter-Aeby noted the use of an Ombuds is common and well documented in other universities. Ombuds offices have been shown to reduce time, money, and emotional costs when dealing with conflicts. Use of the Ombuds office can alleviate use of resources for resolution of minor conflicts.

Professor Morehead (Chemistry/Past Chair of the Faculty) spoke in favor of the resolution and noted the original recommendation addressed many of Professor Schinasi's concerns and that the Ombuds office is not meant to subvert or bypass any current legal avenues used by faculty or the university. An Ombuds offices provide informal guidance for faculty and are carefully designed including legal protections such as protection from subpoena.

Professor Winterbauer (Medicine) spoke in favor of the resolution as a means to support junior faculty who may need advice to resolve issues (real or imagined) before seeking formal avenues.

Professor Goodwillie (Biology) asked about the construction of the office. Professor Morehead noted the office may refer or otherwise work to resolve issues through mediation. The Ombuds office is used before the formal process would be used to try to resolve disagreements without going through those channels. The office is insulated, confidential and allows faculty to discuss with neutral party.

Professor Karriker (Business) asked for statistics. Professor Duffrin (Medicine) from the Faculty Grievance committee, remarked that many calls come related to grievance cases and a large number of people are involved in the process—it is confidential, but still many people are involved. The Ombuds allows the issue to stay between the parties without “going nuclear” and can provide outside assistance to hear the problem and mediate a resolution. He is in support of the resolution. Professor Powers spoke in support and has used faculty counselors in the past. She reports the idea of an Ombudsman is exciting and expects it to be hugely helpful. Professor Christian spoke and recalled a previous Ombuds person or at least a person in that sort of role. Professor Carpenter-Aeby noted the formal role has not been in place at ECU and recalled an expensive, drawn out grievance in the past and that an Ombuds person could have alleviated much of the cost and angst. Chair Stiller noted that the Ombuds office was recommended in 2011, but budget cuts prevented institution of this service. Now, with a conflict officer in place, the time seems prime to follow the previous recommendation.

Professor Powers (Sociology) spoke in favor of the creation of an Ombuds office.

Professor Christian (Business) noted that ECU did have an Ombuds officer 8-9 years ago and wants to see the real need and how would it work.

Professor Brimhall (Human Development and Family Science) asked about resources needed. Chair Stiller noted that the resolution asks for appointment of a task force to be formed to discover what resources are needed and bring in working examples to create the office at ECU.

Professor Bailey (Philosophy and Religious Studies) commented that he does not see the problem with the resolution.

Professor Gilliland (Medicine) spoke in favor based on previous experience with a grievance that was very unhappy with a resolution that was not a resolution.

Professor Karriker (Business) noted that the language asks for an office to be established. Chair Stiller replied that no specific model is supported.

Following a lengthy discussion, the resolution in Support of an Ombuds Office at East Carolina University was approved as presented. **RESOLUTION #17-62**

#### G. Committee on Committees

Professor Nancy Winterbauer (Public Health/Medicine), Chair of the Committee presented the name of a nominee to fill the open 2019 regular member term on the Appellate Faculty Grievance Committee. There were no other nominations.

Professor Gilliland (Medicine) moved to accept by acclamation and Professor Mamadi Corra (Sociology) was elected to serve on the Appellate Faculty Grievance Committee.

**Agenda Item VII. New Business**

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

Professor Kain (Vice Chair/English) reported that Faculty 180 training will begin roll-out soon. Faculty were reminded to save any files they may have saved in Sedona because they will not transfer over to Faculty 180. Faculty will soon be able to access the program. This tool is expected to help conduct electronic promotion and tenure in the future.

There being no further business the meeting adjourned at 4:03 pm.

Respectfully submitted,

Donna Roberson  
Secretary of the Faculty  
College of Nursing

Lori Lee  
Faculty Senate

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**FACULTY SENATE RESOLUTIONS APPROVED AT THE SEPTEMBER 12, 2017 MEETING**

Resolution #17-55

Formal faculty advice on curriculum and academic matters acted on and recorded in the Graduate Council meeting minutes of [August 28, 2017](#), including curriculum action item (GC 15-40) within the Graduate Curriculum Committee meeting minutes from [April 12, 2017](#), which included a package submitted by the Department of Public Health.

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Resolution #17-56

Curriculum and academic matters acted on and recorded in the Undergraduate Curriculum Committee meeting minutes of [April 13, 2017](#), including curricular actions within the School of Art and Design, College of Engineering and Technology and Departments of Psychology, Anthropology and History.

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Resolution #17-57

Curriculum and academic matters contained in the revised Service Learning Committee meeting minutes of [November 10, 2015](#) to correctly reflect approval of ENGL 2201 as SL\* (selected sections).

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Resolution #17-58

Curriculum and academic matters contained in the Writing Across the Curriculum Committee meeting minutes of [April 10, 2017](#) including writing intensive designation (WI) for NURS 4614 and WI removal of SPED 5501, ICTN 4020 and ICTN 4022.

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Resolution #17-59

Curriculum and academic matters contained in the Educational Policies and Planning Committee meeting minutes of [September 8, 2017](#), including consideration of a [request for authorization to establish](#) a Joint PhD in Integrative Coastal and Marine Sciences (ICMS) between ECU and UNC-W and a request for authorization to establish a MA in Hispanic Studies (material available via Curriculog).

Resolution #17-60

Endorsement of ECU Student Government Association's resolution requesting the creation of a voluntary syllabus bank to assist students in registering for courses, as follows:

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STUDENT ASSEMBLY OF THE EAST CAROLINA UNIVERSITY  
STUDENT GOVERNMENT ASSOCIATION

1<sup>st</sup> SESSION, 2016-2017

ASSEMBLY RESOLUTION 18

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**RESOLUTION**

To provide students with a more transparent registration process by creating a database of old syllabi that will allow students to browse faculty syllabi before registering for classes.

**Primary Sponsor:** [Representative Giovanni Triana](#)

**Cosponsor(s):** [Representative Erik Panarusky](#)

**First Reading:** [15 March 2017](#)

**Referred to:** [Academic Affairs](#)

**Second Reading:** [22 March 2017](#)

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*Resolved,*

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2  
3 **SECTION 1. SHORT TITLE**

4 This resolution may be cited as, "The Syllabus Bank Resolution".

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7 **SECTION 2. SYLLABUS BANK FOR CLASS REGISTRATION**

8  
9 **WHEREAS,** the process of signing up for classes can be stressful and the course descriptions offered on Pirate Port are short with few details. Students often feel unsure about textbook costs and the course load each class requires of them; and,

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12 **WHEREAS,** transparency during the class registration process can help increase both academic performance and overall satisfaction for both students and faculty members. By utilizing the right resources, students can more effectively weigh options and choose the class that fits their expectations and needs; and,

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17 **WHEREAS,** a study by The College Board showed that every student falls into one of three learning styles: auditory, visual, or tactile, and if the student is placed in an environment where his/her learning style is not present then the student will perform poorly; and,

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21  
22 **WHEREAS,** a Syllabus Bank will allow students to view the class schedule, instructor information, difficulty of course load, potential assignments, and allow the student to determine if the teacher fits his/her particular learning style; and,

27 **WHEREAS,** faculty will have the option to submit their syllabi to ITCS who will, in turn,  
28 create an online forum for students to access the Syllabus Bank on the East  
29 Carolina University webpage; and,  
30

31 **WHEREAS,** a Syllabus Bank will be a relatively simple and cost effective way to ensure that  
32 students feel comfortable when registering for classes, and that students have a  
33 greater chance at success in their academic careers which can lead to higher  
34 retention rates for East Carolina University; and,  
35

36 **WHEREAS,** several schools have implemented successful Syllabus Bank management systems  
37 that allow students to preview course syllabi so that they may have a more  
38 informed class registration process, including the University of Alabama,  
39 University of Louisville, University of Kentucky, Auburn University, George  
40 Washington University, and Northern Kentucky University; and,  
41

42 **WHEREAS,** many ECU faculty have expressed support for this initiative, including but not  
43 limited to Dr. Peter Francia, Dr. Jonathon Morris, Dr. Tracy Tuten, Dr. Ron  
44 Mitchelson, Dr. John Stiller, and Dr. Brad Lockerbie; now, therefore, be it,  
45

46 **RESOLVED,** that East Carolina University Student Government Association formally supports  
47 the initiative to implement a Syllabus Bank; and, be it further  
48

49 **RESOLVED,** that a copy of this Resolution be sent to The East Carolinian, ITCS, Chancellor  
50 Cecil Staton, Provost and Senior Vice Chancellor for Academic Affairs, Dr. Ron  
51 Mitchelson, Chair of the Faculty, Dr. John Stiller, and the Board of Trustees.  
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53 **SECTION 2. DATE EFFECTIVE.**  
54

55 This Resolution shall be effective upon its passage by a majority vote of the ECU  
56 SGA Student Assembly and its signature by the Student Body President.

Resolution #17-61

Revised Procedures for Peer Review of Teaching Effectiveness, as follows:

[Current procedures](#), Faculty Senate Resolution #93-44, February 1994  
[Current Peer Review Instrument](#), Faculty Senate Resolution #16-60, November 2016

Revisions requested to make it clear that:

- Code units are permitted to do peer reviews on fixed-term, tenure-track and tenured faculty.
- All full-time faculty (fixed-term, tenure-track and tenured) are eligible to serve as peer reviewers once trained.
- Unit codes will contain the unit's peer review policy (will say how peer reviewers are selected, whether tenured faculty undergo peer review, when, etc.).

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

<p style="text-align: center;"><b>Procedures for Peer Review of Teaching Effectiveness</b> <del>PEER REVIEW PROCEDURES</del> and a sample copy of a <a href="#">Peer Review Instrument</a></p>
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~~Peer Review Procedures and Sample Instrument with the following caveats:~~

- ~~1) that the instrument and procedures be used to assess and improve teaching;~~
- ~~2) that all observers be trained to evaluate teaching through special sessions to be designed and implemented later;~~
- ~~3) that the Chancellor appoint a committee of no fewer than three members to do a three year validation study on this instrument, the results of which may necessitate additions and/or deletions in the procedures and/or instrument; and~~
- ~~4) that departments have the option of selecting other instruments and procedures which would be approved by the appropriate vice chancellor.~~

### **POLICIES GOVERNING PEER REVIEW**

- 1) Unit codes can require peer review for any personnel action that involves an evaluation of a faculty member's teaching effectiveness.**
- 2) A code unit that requires peer review for any personnel actions for which the Faculty Manual does not require peer review shall state this in their unit code and shall provide in their code criteria for reviews and their use.**
- 3) Any full-time faculty member, whether fixed-term, tenure-track or tenured is eligible to undergo peer review training.**
- 4) Any full-time faculty member, whether fixed-term, tenure-track or tenured who has undergone peer review training is eligible to serve as a peer reviewer, unless otherwise specified by the unit code.**
- 5) Peer review instrument and procedures are to be used to assess and improve teaching;**
- 6) Departments may use other instruments and procedures providing that they are approved by the appropriate vice chancellor.**

Further, in accordance with the spirit of multiple evaluation procedures, the professor is recommended to supplement the results of the observations with any additional appropriate evidence of effective teaching such as portfolios, student evaluations, etc.

### TRAINING OUTLINE

- I. Observation/Documentation
  - A. Clarification of categories and items.
  - B. Methods of documenting what is observed.
  - C. Practice documentation.
  - D. Analysis of observed/documented behaviors.
- II. Conference
  - A. Pre-conference.
    - 1. Interview guide
    - 2. Scheduling
  - B. Post-conference.
    - 1. Interview guide
    - 2. Giving and receiving feedback
  - C. Faculty Development Plan.

### ~~III. Procedures for Observation~~

### PROCEDURES FOR PEER OBSERVATION

- I. Two observers per observation.
  - A. One trained observer to be selected by the professor's department chair and/or personnel committee.
  - B. One trained observer selected by the professor.
- II. Selection of trained observers.  
**Unit Codes may contain guidelines regarding which faculty members can serve as a peer evaluator, based on the rank or title of the instructor evaluated and the purpose of the evaluation; however, all tenured faculty in a department shall have the opportunity to be trained and to be included in the pool of those available for peer evaluations.**  
~~All tenured faculty in a department shall have the opportunity to be trained.~~

- NOTES:
- 1. All observers must complete training.
  - 2. The most suitable observers are faculty who are attentive to details, highly organized and active listeners.
  - 3. Where possible the observers shall come from the department/discipline of the faculty member being observed.

- III. Observation cycle (minimum).
    - A. During the professor's first year – two observations with feedback.
    - B. During the professor's fourth year – two observations with feedback.
  - IV. Observation procedures.
    - A. Pre-observation conference (observers and professor).
      - 1. Professor provides observers with copies of handouts and a list of materials to be used during class plus a current syllabus and any other pertinent information.
      - 2. Observer selected by professor provides a self-evaluation form to professor.
    - B. Schedule and course selection.
      - 1. Professor chooses the classes to be observed.
      - 2. Observers coordinate a date/time for the observation.
    - C. Post-observation conference (within 5 working days of observation with both observers).
      - 1. Go over observation and self-evaluation.
      - 2. Discuss strengths, any needs for improvements and search for strategies to improve.
      - 3. Write a Faculty Development Plan.
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Resolution #17-62

Resolution in Support of an Ombuds Office at East Carolina University, as follows:

- Whereas, ECU has grown substantially in both size and complexity, greatly increasing the potential for minor infractions, conflicts, and misunderstandings among members of the university community; and
- Whereas, attempting to resolve such issues through university grievance procedures can involve numerous ECU personnel and substantial resources, often without reaching an equitable resolution; and
- Whereas, an Ombuds office would serve the university, its employees and students, by providing impartial, confidential advice outside a formal grievance process; and
- Whereas, an Ombuds office would help the University and those involved in conflict resolution to avoid possible costly litigations and court settlements; and
- Whereas, an Ombuds office would reduce institutional vulnerability, by providing warnings of systemic risks; and
- Whereas, over two hundred colleges and universities in the United States have successful Ombuds offices, including UNC-CH, NCSU and other universities within the UNC system; and

- Whereas, an Ombuds office would enhance ECU's national reputation as an eminent university with strong traditions in shared governance; and
- Whereas, the [ECU Mediation Planning Committee](#) recommended establishment of an Ombuds office in 2011; and
- Whereas, the Faculty Governance Committee is finalizing revisions of the faculty appellate provisions and will present reports to the Faculty Senate and Chancellor during the 2017/18 academic year; and
- Whereas, the revised faculty appellate provisions, combined with an Ombuds office, would greatly improve faculty conflict resolution.
- Therefore, Be It Resolved that the Faculty Senate supports the prompt establishment of an ECU Ombuds Office, and endorses the creation of a University Task Force to develop a charter and process for establishing an Ombuds Office.
- Be It Further Resolved that representatives of Ombuds Offices from other UNC institutions, and Faculty Chairs or previous chairs with experience working with Ombuds, be invited to ECU to meet with campus constituents to provide information and answer questions about their programs.
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