



2018-2019 FACULTY SENATE

*Revised

FULL MINUTES OF DECEMBER 11, 2018

[Mediasite](#)

The fourth regular meeting of the 2018-2019 Faculty Senate was held on **Tuesday, December 11, 2018**, at 2:10 in the East Carolina Heart Institute.

Agenda Item I. Call to Order

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

Agenda Item II. Approval of Minutes

The [November 13, 2018](#) meeting minutes were approved as presented.

Agenda Item III. Special Order of the Day

A. Roll Call

Senators absent were: Professors Turnage and Sias (Allied Health Sciences), Chullen (Business), Sorensen (Criminal Justice), Keim (Dental Medicine), Kung (Economics), Cuthrell (Education), VC Stacy (Health Sciences) and Provost Mitchelson (Academic Affairs).

Alternates present were: Professors Howard for Richards (Communication) and Blanchflower for Alexandar (Interior Design).

B. [Complete List of Announcements](#)

VC Mark Stacy was thanked for providing the extensive refreshments for today's Faculty Senate meeting.

C. Cecil Staton, Chancellor

Chancellor Staton opened by stating he looks forward to commencement and the conferring of more than 2000 degrees at the end of the week. He was asked to speak about recent changes at NC system office. He noted that Chancellors across UNC system were disappointed when they heard in October that Margaret Spellings will step down after 3 years in her role. He believes that Spellings found it difficult to deal with the Board of Governors, as this governing body is "fractured" at the moment. The Chancellor cited the Board of Governors turn towards management engagement rather than being a strictly policy-making board. This shift led to differences of opinion on occasion. He noted that this shift has impacted accreditation, policies and procedures. The Chancellor feels it is too early to judge the impact of Spellings stepping down. But this change raises concerns for chancellors and other administrators across all 17 UNC campuses.

The Chancellor went on to discuss the state of ECU and what he hopes for its future. He noted that ECU is a \$1 billion/year enterprise and that ECU is the 2nd largest employer in Eastern NC. However universities are not like businesses in that they are decentralized and practice shared governance. ECU belongs to a larger system of campuses but Chancellors are also the "CEOs" of their individual campuses.

The Chancellor also noted that Dr. William Roper, who will be interim president beginning in January 2019, has not always been viewed as a supporter of ECU's health enterprise. But the Chancellor believes in Brody and will make sure Dr. Roper is aware of its importance to our campus. He notes that Dr. Roper has already been invited to visit ECU.

The Chancellor closed his comments by stating that "here's nothing constant but change," and that ECU must stay focused on our mission, which comes with unique challenges. The Chancellor believes that ECU is more needed today by the state of North Carolina, than ever before. We can uphold our commitment to our students and our mission. The Chancellor then thanked faculty for all they do.

Questions

Professor Francia (Political Science) asks about dropped enrollment numbers. What strategies are being used to address those shortfalls in enrollment? Chancellor Staton listed several strategies for addressing this shortfall:

- Hiring full-time recruiters
- ECU conducted 2 marketing studies to see how this campus is perceived
- He believes that Greenville is not yet seen as a great college town, and we need to change that
- Maynard gave ECU \$1 million to give out 1,000 \$1000 scholarships for the fall, called the Chancellor's Scholarship (first time this is being done)

Professor McKinnon (History) asks a question on behalf of interested faculty members in more than just the history department. *The Daily Reflector* article appearing last Wednesday, entitled "\$20 million going to athletics deficit, facilities" identified that 10 of those 20 million dollars are coming from the "ECU Physicians accrued fund balance worth \$95 million." ECU chief communications officer Tom Eppes said "It is important to realize that this is all university money. ... Where we have money like this that can be used to serve the most pressing need at the time, ultimately the chancellor and senior leadership gets to make that call and athletics was considered to be the need." If the statements and characterizations are true in the article, the fact that this year the administration has found more than 20 million dollars for athletics and football gives the unfortunate appearance that administration values athletics more than other priorities such as faculty salaries and welfare, class size ratios, research funding, etc. Could you help to dispel that impression and let us know where faculty salaries and welfare, class size ratios, and research funding stack up in the list of the administrations priorities? Chancellor Staton responded that Vice Chancellor Golden will address the research aspects of that question. He states that faculty salaries have to come from recurring funds, not one-time funds, and they have to be there forever. Faculty raises might also come from tuition dollars, which is why ECU is focused on enrollment. Chancellor Staton notes that athletics funds were taken as a one-time thing, from reserve funds for strategic reasons. ECU has \$267 million in reserve funds, which is responsible amount of reserve funding for a university of our size. He notes that ECU invests in athletics because it is part of marketing/front porch/identity of ECU. Chancellor Staton says they want to find out how to make athletics sustainable. They have a list of initiatives, including student athlete experiences.

Professor Ticknor (Education) asks what administration will do to improve faculty morale? Chancellor Staton responds that we need renewed enrollment growth to get money for faculty salaries. He says

this process is not an exact science. Hoping for enrollment growth. *He said there is a plan to be implemented in the Spring semester to increase step raises that faculty receive when they make those jumps from assistant to associate and associate to full professor. He realized that this does not address every problem, doesn't address compression issues, we understand that. Those are going to have to be addressed when we have growth, appropriations and tuition dollars. He also said he is improving faculty morale by inviting them over for dinners, and chances for one-on-one conversations.

Professor Gueye (English) notes that recent surveys indicate that Greenville is not attractive to students. ECU is conflated with Greenville. She notes that ECU needs to make Greenville more attractive to faculty of color. We need to work with the community to make it more welcoming. We should also have a hotel near campus. Chancellor Staton responds that we have a Town/Gown committee that meets.

Vice Chancellor Thorndike is granted speaking privileges, and explains that ECU is reviewing proposals to build a hotel.

Professor Treadwell (Medicine) asked about using apartment buildings in town as housing for out of town visitors. Chancellor Staton responded that those buildings belong to individual contractors and builders. He says mixed use facilities are a possibility, though.

Professor Karriker (Business) asks about allocation of money per student from the state of NC. Chancellor Staton says this is a source of frustration. Based on a BoG study, ECU is underfunded by about \$40 million per year. ECU is funded at about \$13,000 per student and Chapel Hill is \$23,000 and NC State is \$18-19,000 per student. Chancellor Staton disagrees with this funding model. But we are #3 in the system and get "the 3rd largest piece of the pie." If ECU received more money, it would need to be taken from another UNC school.

Professor Alves (Dental Medicine) asked how the Chancellor how he is doing. Chancellor Staton says that the recent leaks to press concerning rumors that he is leaving ECU are "bizarre and frustrating." He adds that he believes in ECU, even in a resource-constrained environment. Nothing is constant but change. This too will pass.

Professor Gilliland (Medicine) says some universities *are* making money. Can we do what they are doing? Chancellor Staton says that ECU has a commitment to region we serve. As bad as things are in eastern NC, they would be worse without the presence of ECU. He wants to provide more opportunities for ECU graduates to remain in Eastern North Carolina after completing their degrees. But if we want to look out of state for more students, we are bound by regulations in NC.

Professor Thompson (Biology) will step raises work retroactively? That is, will professors who already promoted at lower raises be compensated, to avoid even further salary compression. *Chancellor Staton says no that he did not think we could do that retroactively at the moment. That is a problem he admitted and he would have to address that in other ways but that the step raises would go into effect this cycle.

Professor Greer (Nursing) asks how are Board of Trustees and BoG elected and would it be fair to say that we need to exercise wisdom in our voting privileges? Chancellor Staton answers that BoG

elected by the General Assemble. The GA get a certain number of appointments. Trustees are elected by NC house and senate and the rest elected by BoG. ECU is asked to offer nominations.

D. Jay Golden, Vice Chancellor for Research, Economic Development and Engagement
Vice Chancellor Golden spoke to the Senate about ECU's achievements in research. He said that ECU's interest in growing research should be motivated by the belief that it will play a pivotal role in supporting ECU's unique mission and the success of ECU students.

REDE is accepting applications for its 2019-20 Faculty Reassignment Awards in the Arts and Humanities. Sponsored and administered by REDE, in partnership with the Academic Affairs and Health Sciences Divisions, faculty reassignment awards provide funds to departments to reassign faculty effort during the academic year, providing dedicated time to apply for extramural funding in support of research and creative activities. Applications are due March 4. This link provides more information.

Vice Chancellor Golden's full report can be found at this link (<https://spark.adobe.com/page/8LLHltG5iHrC4/>), but some highlights are listed below:

- IN FY2017 ECU's research productivity grew by 3.3 %
- In FY2017, ECU placed 5 programs in the Top 100 rankings of all national public universities, including Anthropology, Ocean and Marine Sciences, Economics, Atmospheric Sciences and Meteorology, and Health Sciences
- In FY2018, ECU broke an all-time record for research expenditures
- In FY2018, ECU broke an all-time record for the number and size of research proposals
- IN FY2018, ECU faculty's success rate for funded peer-reviewed scientific proposals with NSF exceeded the success rates of faculty at UNC-Chapel Hill and NC State
- In FY2018 research proposals at ECU totaled \$205 million
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Questions

Professor Wolf (Physics) asks is there any discussion of how F & A funds are distributed to college and department? Vice Chancellor Golden says yes, ECU is pretty generous compared to other schools.

E. George Bailey, Faculty Assembly Delegate
Professor Bailey (Philosophy and Religious Studies) provided a report on [November 30, 2018](#) UNC Faculty Assembly Meeting and shared a few highlights.

Re: President Spellings: She will be President until January 15, 2018. Dr. Roper will assume the position on January 15. President Spellings will be available for input until the end of February.

Re: Silent Sam: The Assembly will develop a position paper for guidance about how to handle controversial building names/statutes on campuses. The Faculty Assembly will wait to see the outcome of the Silent Sam issue before issuing a statement. The Faculty Assembly will support UNC related to this issue.

Re: Legislative Priorities: The BoG will wait to vote on the legislative priorities until January BoG meeting Jan. 25. The FA Chair will provide a statement on behalf of the Assembly supporting Dr. Roper.

Re: Transition on the BoG: There are 28 members of the BoG. There are 14 members whose terms are ending. Some term ending governors are sponsored by legislators that are also leaving.

Re: Ad Hoc White Paper Committee on Faculty Salaries: • Primary issues are compression and inversion. The FA wants to make a broad case rather than picking out outliers. It needs to tell the story briefly and has a visual other than just a narrative. Each campus submitted information. Western, ECU, and Pembroke have submitted extensive data. Length of service, rank and salary. Take into consideration departments and disciplines. Seniority bonus/penalty is visible on some campuses.

Jim Ptaszynski, Vice President for Digital Learning update: There is a need for more degrees for NC citizens; for people who cannot come to campus locations. Project Kitty Hawk (an “18th campus”) is being proposed to deal with this need. The would be a digital campus managed by a private corporation.

- 4.8 million citizens are underserved (of the 10.3 million population).
- Big demand in health care education.
- 7 counties make up the majority of the education in North Carolina. Online services are underutilized. Focus on tier 1 and tier 2 counties (more economically depressed); tier 1 and tier 2 have many fewer individuals with college degrees than the tier 3 counties.
- Health care area is a focus for the rural counties
- There is an investment needed from the legislature. Innovation grants will be provided to institutions to help develop these program. There should be a return in 7 years.

Discussion with President Margaret Spellings:

Transition to Dr. Roper – he is looking forward to working with the Faculty Assembly. We are behind in technology in our state. The university system is great but it is behind related to technology. We need to provide a response to the for-profits - what do we provide as an alternative?

Strategic plan – the plan has been embraced and incorporated in campus plan. The year 2 data related to the strategic plan metrics are improving. NCCU and UNCG have improved on all 5 metrics. MyFutureNC Commission will adopt a post-secondary educational attainment goal. Financial aid, teacher preparation, pathway between community college. 2 million NC should obtain additional education by 2030. Poll of North Carolinians – high percentages say that education beyond high school is important. Affordability is a key issue. There are equity issues in different parts of the state. Thank you for your leadership and what you do in your classrooms with your students.

Opportunity Officer, Employee Engagement Survey

See powerpoint slides

Things that are day to day seem to be more positively scored. The infrastructure tends to have a lower score. Feedback on the presentation format is encouraged. These slides have been provided to the BoG. Faculty can assist with developing a presentation slides that focus on various aspects of the study.

Dan Cohen-Vogel, Vice President for Data & Analytics & Barbara Howard, Minimum Admissions Requirement Discussion:

- Background - After scoring changes related to SAT and ACT a working group was developed to consider a minimum admissions policy (MAR).
- Pilot programs which relaxed MAR showed that students with lower test scores performed similarly with students higher test scores when you consider high school GPA. The BoG looked at the data and asked about whether minimum admission standards are needed.
- MAR undermines the Strategic Plan - All high school students take the ACT. There are counties where half or more than half of the students are below the minimum requirement for the ACT. This does not fit with the strategic plan and increasing access to rural students. There is a gap in ACT score nationally by family income. Scores increase with higher income family.
- Findings - The minimum admissions requirements would cut out some students that have similar likelihood of success with students that are being admitted. There was not much difference between the low test score/high GPA vs the high test score/high GPA
- Policy options - Remedial, sliding scale, increased accountability, elimination of minimum requirements
- Outcomes - Minimum admission requirements should not be a system level policy. Broad group of individuals from different schools in various capacities were participants on the committee.
- Applicant pool – just because there is more local decision-making doesn't mean that everyone is admitted. The pilot showed that schools can make flexible decisions based on their school populations. There are potentially 20,000 more students that are potentially admissible if the MAR is changed. Pay attention to capacity issues.
- Although there was an MAR schools that did not regularly accept the MAR increased certain metrics. This shows that the MAR is not the only reason that metrics increased.
- There should be additional dialogue with K-12. If there are additional score requirements, will the system be working with DPI and K-12.
- The committee also considered that there may be bias in the process should be considered (race, economics, geography)

Cameron Howell, Vice President for Strategic Initiatives:

Alumni Survey - Using Gallup they are surveying approximately 780,000 alumni using email of record

- Institutions will receive data from the survey. A general report will be provided to the BoG in March. The system office is paying for the survey. Institutions can pay Gallup

directly to gather additional information about individual schools. Institutions will have access to a report and some data.

- Content of the survey includes questions about what they learned (skills) and how they used what they learned in their life. They are looking to combine information to assess experience and wellbeing. Considers (athletics, study abroad, etc.) Questions about veterans and military students, community engagement and volunteerism

AP Policy:

The regulation calls for a study of the outcomes of the AP Policy in three years

Summer School Policy:

There was a discussion about the financial and structural challenges related to summer school. There is a request for the legislature to provide funding for summer. This may drive costs down related to financial aid.

- Summer teaching requirements and research should be considered related to any type of new summer school policy.
- Graduation rate and research dollar data (system level data) will be ready for the Dec. BoG meeting. Institution level data will be available for the March BoG meeting.
- Is job placement considered in summer school? There may be a detrimental impact related to job placement and summer employment.

Written comments were provided by each campus regarding the summer school policy during a work session immediately after lunch.

Community engagement implementation plans – the plans are impressive. There are acute needs across the state and the institutions are doing ambitious work. Stories are going to be published about different projects. The system office would like to publicize these efforts more.

Questions

Professor Robinson (Mathematics) if admission standards are relaxed, but what about help for remedial students? Professor Bailey said these questions were asked. But they showed that ACT and SAT were not predictors of success.

Professor Roberson (Nursing) says ECU have a strong and fine tradition of helping community college students transition to their degree at ECU. They also offer DE classes at all levels. Where is ECU deficient, exactly? Professor Bailey says they had a pitch from a company that sells DE technology.

Professor Greer (Medicine) asks what extent are we as faculty allowed to contact House and Senate re: BoG. Do we have rights as a collective body? Chair Popke replied that as individual citizens we all have the right to contact elected officials. But he is not sure what rules are regarding speaking as a group.

Professor Balterro (Medicine) asks if medicine just admit more people? Professor Bailey says it would be more cost effective to have ECU to address shortage of DE in rural counties. Vice Chancellor Golden suggests that concerned faculty speak to Provost Mitchelson, who has been deeply involved in these conversations.

Professor Alves (Dental Medicine) said his department put out 8 community service centers. These graduates go back to underserved areas. That is part of their mission. They don't weigh test scores as much since some areas with lower test scores still performed as well in dental school.

Professor Chambers (College of Education) asks about mobile force platoon being organized at UNC to manage student protests. Did this issue come up at Faculty Assembly? Professor Bailey said that announcement came *after* the meeting.

F. Jeff Popke, Chair of the Faculty

Professor Popke provided the following remarks about two current issues within the UNC System that reflect, what he sees as a troubling devaluation of the role of faculty and students in shaping the learning environment on our campuses, and a weakening of the principle of shared governance in key decisions that impact the educational enterprise:

"I want to speak briefly about two current issues within the UNC System that reflect, albeit in quite different ways, what I see as a troubling devaluation of the role of faculty and students in shaping the learning environment on our campuses, and a weakening of the principle of shared governance in key decisions that impact the educational enterprise. The first of these is well-known. And that is the ongoing and well-publicized debate about the fate of Silent Sam, the UNC Chapel Hill statue memorializing students who fought on the side of the Confederacy, and which was pulled down by student protestors in August.

As many of you will be aware, UNC's Chancellor and their Board of Trustees released a formal proposal last week to re-erect the statue in a new single-purpose History Center on campus, with an estimated price tag of more than \$5 million dollars. In so doing, they ignored the voices and perspectives of those who have the greatest stake in the impact of Silent Sam on the campus learning environment, the faculty and their students, and especially faculty and students of color.

As a great many historians have pointed out, monuments like Silent Sam were not simply tributes to sacrifice, they were expressions in public space of racial animus; they represented, in the words of one historian, "the white South taking a victory lap" after a systematic campaign to roll-back the hard-won rights of African Americans. In the case of Silent Sam, in particular, the monument symbolized a particular vision of who was and was not deserving of the promise of education, citizenship and a right to the public sphere.

Now, I do not wish to downplay the complexities of historical remembrance, and I acknowledge the people of good faith can hold different personal perspectives about what Silent Sam might mean to them. But the proposal to re-instate the statue is a form of *public* commemoration that, no matter how well contextualized, can only be seen as an affront those campus voices that have rightly condemned the circumstances surrounding the statue's original placement and its contemporary manifestation as a continuing symbol of white supremacy.

Back in September, for example, some 60 Black Faculty members at UNC released a statement, one subsequently endorsed by more the 400 additional faculty members, asserting that "to reinstall the Confederate monument to any location on UNC's campus is to herald for the nation and for the world that UNC is not a welcoming place for Black people." The UNC-CH Faculty Council passed a similar resolution, stating that "returning the statue to the UNC-Chapel Hill campus would reaffirm the values of white supremacy that motivated its original installation." UNC's Student Government Executive Branch concurred in an eloquent statement of their own: "we, as student leaders," they noted, "find ourselves looking to the ideals that brought us to Carolina in the first place -- those of light and liberty -- that every student should feel welcomed, valued, and heard."

The decision to build an expensive shrine to Silent Sam suggests that those voices have not been heard, that the partisan views of groups beyond the campus matter more than the faculty and staff whose role it is to nurture a vibrant and inclusive environment for intellectual inquiry and debate.

Adding insult to injury, last week's report also advocated what it calls a "mobile force platoon," a 40-person unit to engage in "intelligence gathering" and "protest management" on all system campuses, at a cost of some \$2 million annually and half a million more for equipment costs. Thus, far from being "welcomed, valued, and heard," our students are being positioned as a threat and our campuses increasingly militarized.

Last Friday, the UNC Faculty Council passed resolutions opposing the Board of Trustees Proposal and calling for direct faculty input into any decision about the disposition of Silent Sam. We should stand with them on these principles of shared governance.

My second example is probably less well-known, but it is something I think you should be aware of. And this is an initiative underway by the UNC System Office, at the behest of some members of the Board of Governors, to create a stand-alone distance learning entity – what would essentially be a branded 18th UNC campus – focused around enrolling tens of thousands of new students in targeted DE degree programs related to health care. The initiative is still at an early stage, and a lot of details have yet to be sorted out. But it is not hard to see how this plan for a DE health campus might pose a threat to ECU's position as a system-wide leader in the delivery of both distance education and health care-related degree programs.

The overall vision for this seems driven by recent enrollment gains made by nontraditional universities such as Western Governors and Southern New Hampshire, both of which now have over 100,000 degree-seeking online students. Adopting a seemingly similar model, the UNC initiative promises to deliver scaled, high quality digital learning with lower education spending per student. The aim is to attract as many as 40,000 students from markets not currently served by UNC institutions, including out-of-state students and North Carolinians from rural counties that currently have low rates of degree attainment. It is envisioned that, after an initial state investment of some \$50-60 million, the new entity will eventually become a revenue-generating enterprise, with profits returned to the UNC campuses.

Conspicuously missing from the details thus far presented is any detailed discussion of the instructional model that lies at the heart of this new DE campus. From my perspective, it is hard to square its goal of rapidly-scaled, low-cost, and revenue-generating degree programs

with any system that properly values and rewards the central role of faculty in maintaining quality and ensuring student success. If we take Southern New Hampshire as our business model, the signs are not encouraging. There, course content is largely farmed out to for-profit courseware companies such as Pearson and Wiley, and some 6,000 adjunct faculty are hired as course instructors, with pay starting at \$2,500 per course. Instructors are not allowed to alter course content, and they do not determine grades, but they are expected to moderate discussions, respond to questions, and provide individualized feedback to each student, and supervisors peek in on instructors at least once a week to ensure that they are doing so. We do not yet know if this is how instruction will be organized and compensated if the 18th campus becomes a reality. But it is hard to avoid the suspicion that revenue generation will take precedence over educational quality, and that the role and remuneration of faculty will be devalued accordingly.

In sum, then, these two examples in different ways, reflect some troubling trends in higher education in the state, and it is difficult to avoid the conclusion that our universities are being politicized, our public spaces militarized, our learning environments commercialized, and our faculty deprofessionalized. These are, to be sure, nationwide trends and not unique to North Carolina. But that is no reason to acquiesce. As we transition to a new system president and face significant turnover in the Board of Governors, we must continue to do everything we can to demand that shared governance and faculty-centered learning continue to be guiding principles across the UNC System.”

Following a round of applause for his remarks, the Chair asked for any questions.

Questions

Professor Su (Geography) asks will this have much impact if it is just us standing up? How will we join with others? Chair Popke replied that Faculty Assembly is discussing this.

Professor Robinson (Math) asks if Chair Pople will turn his remarks into a document to send to Faculty Assembly? Chair Popke says he would be happy to share. There should be more opportunities to provide feedback.

G. Question Period

There were no questions.

Agenda Item IV. Unfinished Business

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

Agenda Item V. Report of Graduate Council

Professor Ron Preston (Education), Chair of the Graduate Council provided curriculum and academic matters acted on and recorded in the [November 5, 2018](#) and [November 26, 2018](#), Graduate Council meeting minutes, including programmatic action items (GC 18-13) within the [October 3, 2018](#) and [October 31, 2018](#) Graduate Curriculum Committee meeting minutes which were forwarded to the Educational Policies and Planning Committee (EPPC), these included a revision of an Existing Program: Athletic Training, MS (Level 3) in the Department of Health Education and Promotion within the College of Health and Human Performance; revision of an Existing Degree: Rehabilitation Sciences, PhD (Level 2) in the Department of Communication Sciences and Disorders within the

College of Allied Health Sciences. Professor Preston noted that the minutes of the November 26, 2018 meeting had not yet been approved by the Council.

Professor Popke offered to split the report on both sets of meeting minutes to allow the Senators to address the lack of available minutes if necessary. However, following a voice vote curriculum and academic matters acted on and recorded in both sets of Graduate Council meeting minutes of [November 5, 2018](#) and [November 26, 2018](#) including programmatic action items (GC 18-13) within the [October 3, 2018](#) and [October 31, 2018](#) Graduate Curriculum Committee meeting minutes which were forwarded to the Educational Policies and Planning Committee (EPPC), these included a revision of an Existing Program: Athletic Training, MS (Level 3) in the Department of Health Education and Promotion within the College of Health and Human Performance; revision of an Existing Degree: Rehabilitation Sciences, PhD (Level 2) in the Department of Communication Sciences and Disorders within the College of Allied Health Sciences were approved as formal faculty advice to the Chancellor. **RESOLUTION #18-63**

Agenda Item VI. Report of Committees

A. Faculty Welfare Committee

Professor Lee Johnson (Philosophy and Religious Studies), Chair of the Committee presented formal faculty advice on revised Faculty Serious Illness and Parental Leave Regulation.

Questions

Professor Greer (Medicine) says they have concerns for 12 month clinical faculty. Not 5 day a week, 40 hour a week job. The calculations are not equitable for 12 month faculty. Says they cannot vote for this proposal. Physician teaches, serves, does clinical work. They tend to work very long hours. Chair Popke replied 12 month faculty accrue vacation and sick leave, unlike 9 month.

Professor Greer (Nursing) says they received several emails about this. Thompson adds that they thought they had 12 calendar weeks, like 9 month faculty. but 60 days is not the same thing. That means they get less leave because they don't get weekends off. Professor Howard (Communications) said they tried to make this reconcile with FMLA regulations. Associate Vice Chancellor & Chief Human Resources Officer Kitty Wetherington says that is a different issue because FMLA is unpaid leave and FISL is paid leave.

Professor Neil (Nursing) asks Greer what her suggestions are to make this leave fair and equitable. Professor Greer (Nursing) says they want 7 days week times 12 weeks (not 60 days). Professor Robinson (Mathematics) says 12×7 is 84. Is that equal to 12 weeks?

Following discussion, the revised Faculty Serious Illness and Parental Leave Regulation was approved as formal faculty advice to the Chancellor. **RESOLUTION #18-64**

B. Agenda Committee

Professor Rebecca Powers (Sociology), Vice Chair of the Committee presented the proposed 2019-2020 Faculty Senate and Agenda Committee meeting dates and noted that in order to secure the use of the EC Heart Institute in December 2019, we would editorially change the December Faculty Senate meeting date from December 3rd to December 10th. There was no objection.

There was no further discussion and the 2019-2020 Faculty Senate and Agenda Committee meeting dates were approved as editorially revised. **RESOLUTION #18-65**

C. Undergraduate Curriculum Committee

Professor Karen Vail Smith (Health Education and Promotion), Vice Chair of the Committee presented curriculum and academic matters contained in the meeting minutes of [November 8, 2018](#) including curricular actions within the College of Business and Department of Health Education and Promotion.

There was no discussion and the curriculum and academic matters contained in the Undergraduate Curriculum Committee meeting minutes of [November 8, 2018](#) including curricular actions within the College of Business and Department of Health Education and Promotion were approved as presented. **RESOLUTION #18-66**

*E. Educational Policies and Planning Committee

Professor Mark Bowler (Psychology), Chair of the Committee presented curriculum and academic matters contained in the meeting minutes of [December 7, 2018](#) including a request for program name change: PhD in Coastal Resource Management to PhD Integrated Coastal Sciences within the Department of Coastal Studies; new concentration in PhD in Rehabilitation Sciences within the Department of Communication Sciences and Disorders in Allied Health Sciences; program discontinuation of MA in Science Education within the Department of Mathematics, Science, and Instructional Technology Education in Education; program revision in MS in Athletic Training within the Department of Health Education and Promotion in Health and Human Performance; program revision /reduction in program hours for BS in Environmental Health within the Department of Health Education and Promotion in Health and Human Performance; program revision/reduction in program hours for BS in Public Health within the Department of Health Education and Promotion in Health and Human Performance; new program entitled Accelerated Bachelor of Science in Design/Master of Science in Technology Management within the Department of Technology Systems in Engineering and Technology; new program entitled Accelerated Bachelor of Science in Industrial Distribution and Logistics/Master of Science in Technology Management within the Department of Technology Systems in Engineering and Technology; new program entitled Accelerated Bachelor of Science in Industrial Engineering Technology/Master of Science in Technology Management within the Department of Technology Systems in Engineering and Technology; new program entitled Accelerated Bachelor of Science in Industrial Technology/Master of Science in Technology Management within the Department of Technology Systems in Engineering and Technology; program revision/reduction in program hours for BFA in Dance within the School of Theatre & Dance in Fine Arts and Communication; program revision/reduction in program hours for BFA in Theatre Arts Education within the School of Theatre & Dance in Fine Arts and Communication; program revision/reduction in program hours for BFA in Theatre Arts within the School of Theatre & Dance in Fine Arts and Communication; new program entitled Minor in Theatre Design and Production within the School of Theatre & Dance in Fine Arts and Communication; new program entitled Accelerated Bachelor of Science in Communication/Master of Arts in Communication within the School of Communications in Fine Arts and Communication; program reinstatement of BS in Child Life within the Department of Human Development and Family Science in the College of Health and Human Performance and Academic Program Review Response from School of Communications.

There was no discussion and the curriculum and academic matters contained in the Educational Policies and Planning Committee meeting minutes of [December 7, 2018](#) including a request for program name change: PhD in Coastal Resource Management to PhD Integrated Coastal Sciences within the Department of Coastal Studies; new concentration in PhD in Rehabilitation Sciences within

the Department of Communication Sciences and Disorders, Allied Health Sciences; program discontinuation of MA in Science Education within the Department of Mathematics, Science and Instructional Technology Education in Education; program revision in MS in Athletic Training within the Department of Health Education and Promotion in Health and Human Performance; program revision /reduction in program hours for BS in Environmental Health within the Department of Health Education and Promotion in Health and Human Performance; program revision/reduction in program hours for BS in Public Health within the Department of Health Education and Promotion in Health and Human Performance; new program entitled Accelerated Bachelor of Science in Design/Master of Science in Technology Management within the Department of Technology Systems in Engineering and Technology; new program entitled Accelerated Bachelor of Science in Industrial Distribution and Logistics/Master of Science in Technology Management within the Department of Technology Systems in Engineering and Technology; new program entitled Accelerated Bachelor of Science in Industrial Engineering Technology/Master of Science in Technology Management within the Department of Technology Systems in Engineering and Technology; new program entitled Accelerated Bachelor of Science in Industrial Technology/Master of Science in Technology Management within the Department of Technology Systems in Engineering and Technology; program revision/reduction in program hours for BFA in Dance within the School of Theatre & Dance in Fine Arts and Communication; program revision/reduction in program hours for BFA in Theatre Arts Education within the School of Theatre & Dance in Fine Arts and Communication; program revision/reduction in program hours for BFA in Theatre Arts within the School of Theatre & Dance in Fine Arts and Communication; new program entitled Minor in Theatre Design and Production within the School of Theatre & Dance in Fine Arts and Communication; new program entitled Accelerated Bachelor of Science in Communication/Master of Arts in Communication within the School of Communications in Fine Arts and Communication; program reinstatement of BS in Child Life within the Department of Human Development and Family Science in the College of Health and Human Performance and Academic Program Review Response from School of Communications were approved as presented.

RESOLUTION #18-67

Professor Bowler then presented proposed revisions to Part VI, Section VII. Curriculum Procedures and Academic Program Development of the *ECU Faculty Manual* and noted that mostly these revisions are corrections to language.

There was no discussion and the revisions to Part VI, Section VII. Curriculum Procedures and Academic Program Development of the *ECU Faculty Manual* were approved as presented.

RESOLUTION #18-68

E. Writing Across the Curriculum Committee

Professor Jen Scott Mobley (Theatre and Dance), Chair of the Committee presented curriculum and academic matters contained in the meeting minutes of [November 12, 2018](#) including a notification of changes to prerequisites in SPED 3005: Instructional Programming in Special Education.

There was no discussion and the curriculum and academic matters contained in the Writing Across the Curriculum Committee meeting minutes of [November 12, 2018](#) including a notification of changes to prerequisites in SPED 3005: Instructional Programming in Special Education were approved as presented. **RESOLUTION #18-69**

F. General Education and Instructional Effectiveness Committee

Professor Puri Martinez (Foreign Languages and Literatures), Chair of the Committee presented

curriculum and academic matters acted on and recorded in the meeting minutes of [November 26, 2018](#) including Global Diversity course credit for HMGT 3200: Dimensions of Tourism, HIST 1030: World Civilizations to 1500, MUSC 2248: Introduction to World Music Cultures and MUSC 2249: Music in World Music Cultures; Domestic Diversity course credit for HLTH 3020: Understanding and Achieving Health Equity; and Fine Arts Foundations course credit for MUSC 1765: Symphonic Band, MUSC 2248: Introduction to World Music Cultures and MUSC 2249: Music in World Music Cultures.

There was no discussion and the curriculum and academic matters acted on and recorded in the General Education and Instructional Effectiveness Committee meeting minutes of [November 26, 2018](#) including Global Diversity course credit for HMGT 3200: Dimensions of Tourism, HIST 1030: World Civilizations to 1500, MUSC 2248: Introduction to World Music Cultures and MUSC 2249: Music in World Music Cultures; Domestic Diversity course credit for HLTH 3020: Understanding and Achieving Health Equity; and Fine Arts Foundations course credit for MUSC 1765: Symphonic Band, MUSC 2248: Introduction to World Music Cultures and MUSC 2249: Music in World Music Cultures were approved as presented. **RESOLUTION #18-70**

Agenda Item 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 4:25 pm.

Submitted by,

Amanda Ann Klein
Secretary of the Faculty
Department of English

Lori Lee
Faculty Senate

FACULTY SENATE RESOLUTIONS APPROVED AT THE DECEMBER 11, 2018 MEETING

Resolution #18-63

Curriculum and academic matters acted on and recorded in the Graduate Council meeting minutes of [November 5, 2018](#) and [November 26, 2018](#) including programmatic action items (GC 18-13) within the [October 3, 2018](#) and [October 31, 2018](#) Graduate Curriculum Committee meeting minutes which were forwarded to the Educational Policies and Planning Committee (EPPC), these included a revision of an Existing Program: Athletic Training, MS (Level 3) in the Department of Health Education and Promotion within the College of Health and Human Performance; revision of an Existing Degree: Rehabilitation Sciences, PhD (Level 2) in the Department of Communication Sciences and Disorders within the College of Allied Health Sciences approved as formal faculty advice to the Chancellor.

Resolution #18-64

Revised Faculty Serious Illness and Parental Leave Regulation approved as formal faculty advice to the Chancellor.

Below is the proposed regulation containing all recommended revisions. Provided [here](#) is a document showing all proposed edits to the regulation.

Policy	POL06.45.01
Title	Faculty Serious Illness and Parental Leave
Category	Human Resources
Sub-category	Leaves
Authority	Board of Trustees
History	Original BOT approval May 6, 2006; Revised, BOT approved and effective July 1, 2014. THIS POLICY WAS GOVERNED BY THE ECU FACULTY MANUAL THROUGH JUNE 30, 2011.
Contacts	Director of Benefits, Human Resources (328-9825); Assistant Vice Chancellor for Personnel & Resource Administration (Academic Affairs) (328-2587); Associate Vice Chancellor for Health Sciences Human Resources (744-1910).
Related Policies	<u>UNC Policy Manual 300.2.11, Serious Illness and Disability Leave for Faculty Leave Policy for Twelve-Month Faculty</u> POL06.45.03 <u>ECU Faculty Manual, Part XI, GENERAL FACULTY EMPLOYMENT GUIDELINES AND BENEFITS</u> <u>ECU Faculty Manual, Part VIII, PERSONNEL POLICIES AND PROCEDURES FOR THE FACULTY</u> <u>ECU Faculty Manual, Part IX, TENURE AND PROMOTION POLICIES AND PROCEDURES AND PERFORMANCE REVIEW OF TENURED FACULTY</u>
Additional References	<u>ECU Human Resources Benefits</u> <u>UNC Policy Manual 300.2.11[G], Guidelines on Serious Illness and Disability Leave for Faculty</u> January 29, 2016 Memorandum from Mr. Brian Usischon, Associate Vice President for Human Resources, Benefits, Shared Services & Technology regarding Serious Illness and Disability Leave for Faculty, <u>Federal Family and Medical Leave Act (FMLA)</u> <u>State Human Resources Manual, Family and Medical Leave</u> <u>ADA Faculty Accommodations</u>

1. Purpose

This policy provides leave with pay for eligible faculty (defined in Section 2 below) for cases of a serious health condition and/or parental leave (defined as birth, adoption, and foster care placement of a child). For further explanation, see the federal Family and Medical Leave Act (“FMLA”) link under Related Policies, above. In addition, faculty to whom this policy applies shall also be subject to the same family and medical leave policy as may be prescribed for employees subject to the State

Human Resources Act. For further explanation, see the State Human Resources Manual, Family and Medical Leave link under Related Policies, above. To the extent this policy conflicts with the State Human Resources Manual, Family and Medical Leave, this policy shall govern.

2. Eligibility

2.1 This policy applies only to faculty members who meet all of the following conditions:

2.1.1 have been continuously employed by East Carolina University for at least twelve (12) consecutive calendar months, and

2.1.2 have continuously held a permanent appointment of at least seventy-five percent (75%) of full-time, and

2.1.3 participate in either the Teachers' and State Employees' Retirement System of North Carolina or the Optional Retirement Program, and

2.1.4 have met all other requirements for FMLA leave as described in the State Human Resources Manual, Family and Medical Leave [see link under Related Policies, above].

2.2 This policy does not apply to faculty members with temporary appointments or to faculty who are employed with less than seventy-five percent (75%) appointments. In addition, the benefits provided in accordance with this policy for those faculty members whose appointments are less than 1.0 FTE will be pro-rated accordingly.

2.3 A period of employment in a non-eligible status may not be used to partially meet the requirement for twelve (12) consecutive months in an eligible capacity.

2.4 Leave benefits are available to faculty members who meet the eligibility requirements, and paid leave may be taken during the term of appointment.

2.4.1 For a twelve (12)-month faculty member, the term of appointment is twelve (12) calendar months (usually defined as July 1 through June 30).

2.4.2 For a nine (9)-month faculty member, the term of appointment is August 16th through May 15th.

2.4.2.1 An eligible nine (9)-month faculty member may receive leave with pay for a documented qualifying event that begins during the regular academic term of appointment. If the documented qualifying event begins outside of the appointment term (i.e., August 16th through May 15th), the faculty member may receive leave with pay after the beginning of the next appointment term (i.e., August 16th) up to a maximum of twelve (12) calendar weeks from the date of the documented qualifying event.

2.4.2.2 Teaching duties in the summer terms by nine (9)-month faculty members are covered under a separate contract, and paid leave under this policy is not provided for absence during a contracted summer term.

2.5 This policy applies only to faculty and not to other employment categories including, but not limited to, categories of Senior Academic and Administrative Officer (SAAO Tier I or Tier II), EHRA

Non-faculty (NF-EHRA Instructional, Research, or Information Technology), SHRA/CSS, Postdoctoral Fellows, or student employees.

2.6 Any faculty member who is on a less than twelve (12)-month appointment will be treated as a nine-(9) month faculty member for the purposes of this policy.

3. Description of Benefits

3.1 The total maximum leave benefit for an individual faculty member for all leave benefits is as described in section 3.2 below for leave with pay and as described in section 3.3 below for leave without pay. All leave benefits provided pursuant to this policy are in accordance with the FMLA and run concurrently with the FMLA for up to twelve (12) calendar weeks within any consecutive twelve (12) calendar month period regardless of the number of qualifying events that occur. [See section 4.6.] Note in section 3.3.1.3 below, under the North Carolina Family Illness Act, a faculty member is entitled to additional leave without pay that, combined with FMLA or the paid leave under this policy, totals up to fifty-two (52) weeks of leave during a five (5)-year period in cases of serious illness of a child, spouse, or parent.

3.1.1 The start date of the first leave starts the clock for the twelve (12)-month period for leave with or without pay under this policy.

3.2 Leave with pay

3.2.1 For qualifying reasons as defined in the FMLA, leave with pay is available to a faculty member who meets the eligibility criteria defined in section 2 above.

3.2.2 Serious Health Conditions: For documented serious health conditions, as defined in the FMLA, faculty members are eligible for leave with pay in accordance with this policy for a maximum of the following amounts in any consecutive twelve (12)-month period:

3.2.2.1 For nine (9)-month faculty, twelve (12) calendar weeks; and

3.2.2.2. For twelve (12)-month faculty, sixty (60) calendar days. (Twelve (12)-month faculty may also be eligible to take accrued sick and/or vacation leave in accordance with the *Leave Policy for Twelve-Month Faculty* in addition to paid leave pursuant to this policy.)

See section 4.3 for certification requirements.

3.2.3 Birth, Adoption, or Foster Care Placement of a Child

3.2.3.1 For the documented birth, adoption or foster care placement of a child, faculty members are eligible for leave with pay in accordance with this policy for a maximum of the following amounts, beginning on the date of the documented qualifying event:

3.2.3.1.1. For nine (9)-month faculty, twelve (12) calendar weeks; and

3.2.3.1.2. For twelve (12)-month faculty, sixty (60) calendar days. (Twelve (12)-month faculty may also be eligible to take accrued sick and/or vacation leave in accordance with the *Leave Policy for Twelve-Month Faculty* in addition to paid leave pursuant to this policy.)

See section 3.4 regarding intermittent leave and section 4.3 for documentation requirements.

3.2.4 Health/medical complications arising due to pregnancy and childbirth will be treated as any other serious health condition [see section 3.2.2 above].

3.2.5 Care for an Immediate Family Member: For required care of an FMLA-defined spouse, child (son or daughter), or parent who has an FMLA-qualified serious health condition, faculty members are eligible for leave with pay in accordance with this policy for a maximum of the following amounts in any consecutive twelve (12)-month period:

3.2.5.1 For nine (9)-month faculty, twelve (12) calendar weeks; and

3.2.5.2. For twelve (12)-month faculty, sixty (60) calendar days. (Twelve (12)-month faculty may also be eligible to take accrued sick and/or vacation leave in accordance with the *Leave Policy for Twelve-Month Faculty* in addition to paid leave pursuant to this policy.)

See section 3.3.1.3 for additional family illness provisions. See section 4.3 for certification requirements.

3.3 Leave without pay

3.3.1 For qualifying reasons defined in the FMLA, leave without pay is available to faculty members who meet the eligibility criteria defined in section 2 above.

3.3.1.1 For qualifying events defined in section 3.2 above, after a period of approved leave with pay is exhausted in accordance with this policy, faculty members unable to return to work and who may otherwise qualify under the Americans with Disabilities Act (ADA), will be referred to the University's ADA Coordinator to engage in the interactive process to determine what reasonable accommodations are needed in order to return to work, which may include a period of additional unpaid leave as an accommodation. In order to be approved for additional unpaid leave as an accommodation under the ADA, faculty members must participate in the interactive process through the University's ADA Coordinator.

3.3.1.2 For qualifying events defined in section 3.2 above, after a period of approved leave with pay is exhausted in accordance with this policy, twelve (12)-month faculty may be eligible for additional leave (e.g., without pay; and/or, to the extent eligible, accrued sick and/or vacation leave) in accordance with the *Leave Policy for Twelve-Month Faculty*.

3.3.1.3 After exhausting twelve (12) calendar weeks of leave with or without pay pursuant to this policy, a faculty member with twelve (12) months of eligible service is entitled, under the North Carolina Family Illness Act, to additional leave without pay that, combined with FMLA or the paid leave under this policy, totals up to fifty-two (52) weeks of leave during a five (5)-year period in cases of serious illness of a child, spouse, or parent. Application is made through the Department of Human Resources Benefits Office.

3.4 Intermittent and Reduced Leave

3.4.1 Leave may be taken intermittently or on a reduced leave schedule if the qualifying event has created a documented medical need as allowable under FMLA that may be best accommodated through an intermittent or reduced leave schedule. Any revisions to a faculty member's assignments or schedule will be documented in a written agreement signed by the unit administrator and the faculty member, based on the advice of an eligible health care provider (as defined under the FMLA).

3.4.2 Intermittent leave is leave taken in blocks of time due to a single qualifying event rather than for one continuous period of time. This allows employees to engage in work between leave periods without exhausting the requested leave time in a continuous span. Leave for birth and bonding with a child must be taken in a continuous period of time from the date of the qualifying event, unless intermittent leave is medically necessary.

3.4.3 Reduced leave is a reduced schedule (e.g., shifting from full to part time) where the documented medical need as allowable under FMLA is best addressed by partial return to work.

3.4.4. The Human Resources Benefits Office and the respective Division Office (the Office of the Assistant Vice Chancellor for Personnel & Resource Administration for faculty in the Division of Academic Affairs and the Office of the Associate Vice Chancellor for Health Sciences Human Resources for faculty in the Division of Health Sciences) will assist the unit in determining any and all faculty workload adjustments that become necessary as a result of intermittent leave requests and approvals. These offices will also work together to assist the unit in the calculation and documentation of leave taken.

3.5 Short-term Disability Benefits

3.5.1 Employees are eligible for short-term disability benefits under the Disability Income Plan of North Carolina after both of the following conditions are met:

3.5.1.1 one (1) year of contributing membership within the past thirty-six (36) months in the Teachers' and State Employees' Retirement System of North Carolina or the Optional Retirement Program, and

3.5.1.2 a sixty (60) calendar-day waiting period from the date of disability onset. More information about disability benefits can be found on the Human Resources Benefits web site [see link in Additional References, above].

3.5.2 Employees may purchase supplemental disability insurance coverage offered by plans approved and available through the Human Resources Benefits Office. [See link in Additional References, above]

4. Administration of Benefit

4.1 The faculty member's request for leave with pay must be made in writing to the Human Resources Benefits Office by completing the form entitled FSIL Request located on the Human Resources Benefits web site.

4.2 It is the faculty member's responsibility to inform the unit administrator in writing of the anticipated absence under this policy at least sixty (60) calendar days in advance of the leave or

as soon as practicable after the need for leave is foreseeable so that qualified substitute personnel can be secured by the unit administrator as early as possible.

4.2.1 The unit administrator is responsible for securing, to the extent possible, substitute personnel for the duration of the faculty member's approved leave (with or without pay). Cost of substitute personnel will be supported by the academic unit when funds are available within the unit. When the academic unit is unable to provide the funds to support substitute personnel, the unit administrator will submit a written justification to request funding from the next higher administrator up to the appropriate vice chancellor. Any adjustments in work schedules within the unit are at the discretion of the unit administrator, with the approval of the next higher administrator, and are subject to unit and institutional needs and resources. [See section 3.4.4.]

4.2.2 Upon the faculty member's return to work after a period of approved leave (with or without pay) under this policy, the unit administrator and the faculty member will jointly determine the completion of assigned responsibilities during the remainder of the academic term. Similarly, when a faculty member will begin a period of approved leave (with or without pay) after the academic term has begun, the unit administrator and the faculty member will jointly determine the faculty member's assigned responsibilities for the period of the academic term not covered by approved leave (with or without pay).

4.3 Certification and Documentation Requirements for Qualifying Events

4.3.1 Serious Health Conditions: Medical certification of the faculty member's serious health condition, including a statement from an eligible health care provider (as defined under the FMLA) about the probable length of absence from normal duties, is required. If the request is for the purpose of caring for a FMLA-defined spouse, child (son or daughter), or parent who has an FMLA-qualified serious health condition, the University also requires medical certification of that person's illness or disability and documentation of the circumstances which make it impossible or difficult for the faculty member to carry on with normal duties.

4.3.2 Birth, Adoption, or Foster Care Placement of a Child: Documentation of the qualifying event is required. Note that a faculty member who meets the eligibility requirements in section 2 above and who is an expectant mother may take leave pursuant to this policy before the birth of a child for prenatal care or if her condition makes her unable to work or requires a reduced work schedule in accordance with section 3.4. Also, leave pursuant to this policy may be granted before the actual placement or adoption of a child if an absence from work is required for the placement for adoption or foster care to proceed.

4.3.3 Forms for certification and documentation of each category of qualifying event are located on the Human Resources Benefits web site and must be submitted by the faculty member within fifteen (15) calendar days after submitting the request for leave benefits.

4.4 The Human Resources Benefits Counselor will review the certification or documentation of the qualifying event and determine the eligibility of the faculty member for leave with pay under this policy. If the Human Resources Benefits Counselor determines that the employee is not eligible for leave with pay benefits under this policy, the Human Resources Benefits Counselor will notify the faculty member of the decision in writing, including the grounds for denial of the requested leave

benefit. The faculty member may appeal this decision to the Director of Benefits. The decision of the Director of Benefits is final.

4.5 The Human Resources Benefits Counselor will provide the appropriate vice chancellor with written notification of the faculty member's eligibility for leave with pay under this policy. For approved leave with pay, the appropriate vice chancellor will issue a letter to the faculty member informing him or her of the beginning and ending dates of authorized leave with pay, with copies to appropriate unit administrators.

4.6 The FMLA entitlement of twelve (12) weeks of leave without pay will run concurrently with any period of leave with pay under this policy. The period of leave with pay will also be designated as family medical leave under the FMLA.

4.7 Leave (with or without pay) applies to the faculty member's employment during a regular term of appointment as defined in section 2.4 above.

4.7.1 If the illness or disability requires an absence from faculty duties longer than twelve (12) calendar weeks within a twelve (12) consecutive calendar month period, the faculty member may apply in writing to his or her unit administrator for a leave of absence without pay in accordance with provisions of the ECU Faculty Manual.

4.7.1.1 The faculty member may also apply to the Human Resources Benefits Office for salary continuation through the Disability Income Plan of North Carolina and through any other optional disability program(s) in which he or she may be enrolled.

4.9 Any unused leave pursuant to this policy is not eligible for terminal leave payment when the faculty member leaves the employment of the University, and it may not be used to extend years of creditable state service for retirement benefits. However, it must be exhausted prior to participation in the Disability Income Plan of North Carolina available to eligible employees.

5. Use of Leave with Pay

5.1 Leave with pay provided under this policy may be used for serious health conditions, pregnancy, birth, adoption, or foster care placement of a child as defined in section 3.2 above. A faculty member who anticipates an absence from duties for longer than three (3) days for qualifying reasons as defined by the FMLA shall inform the unit administrator at least sixty (60) calendar days in advance of the leave or as soon as practicable after the need for leave is foreseeable. (See section 4.2 above.)

5.2 A faculty member will not be penalized because of time required away from work caused by or contributed to by conditions such as pregnancy, miscarriage, childbirth, or recovery. Disabilities resulting from pregnancy shall be treated the same as any other covered disability.

6. Record-Keeping

6.1 This policy provides an important financial benefit; therefore, accurate records must be maintained. The Human Resources Benefits Office and the respective Division Office (the Office of the Assistant Vice Chancellor for Personnel & Resource Administration for faculty in the Division of

Academic Affairs and the Office of the Associate Vice Chancellor for Health Sciences Human Resources for faculty in the Division of Health Sciences) will maintain all official records.

7. Coordination with Other Policies

7.1 When a faculty member takes intermittent or reduced leave in accordance with section 3.4 above, the relative weights among teaching, research, service, and clinical care may be revised [see Part VIII of the Faculty Manual] so long as the reassignment of responsibilities is completed in a manner that minimizes the impact on academic program quality.

7.2 Consistent with Part IX of the Faculty Manual, an untenured, probationary term (tenure-track) faculty member who is granted leave under this policy may be eligible for an extension of the probationary term. If the faculty member wishes to request an extension of the probationary term on the basis of leave granted under this policy, he/she must submit a written request in accordance with the requirements of Part IX of the Faculty Manual for Extensions of the Probationary Term.

7.3 The leave with pay provided under this policy shall have no effect on the faculty member's other employment benefits.

7.4 Consistent with the Faculty Manual, Part XI and Part VIII, the faculty member may not engage in other employment or compensated arrangements during the period of leave with or without pay under this policy.

7.5 If a faculty member granted leave under this policy wishes to request that his or her five (5)-year post-tenure review be delayed, he/she must submit a written request to the unit administrator. The terms of such an agreement will be stated in writing, signed by the faculty member, and approved by the unit administrator, dean (or other appropriate administrator), and the appropriate vice chancellor.

8. Confidentiality

8.1 Communications and documentation concerning leave requested or approved pursuant to this policy shall constitute confidential records in accordance with North Carolina law.

9. Effective Date

9.1 This policy is effective July 1, 2011, and shall supersede any previous policies granting leave to faculty members for qualifying events as defined by the FMLA. A faculty member who is absent on approved leave at the time this policy becomes effective will continue to receive the leave benefits approved for that absence until the period of approved leave expires.

9.2 Any revisions and/or amendments to this policy shall become effective upon the approval of the ECU Board of Trustees.

Resolution #18-65
2019/2020 Agenda Committee and Faculty Senate Meeting Dates

Agenda Committee	Faculty Senate
August 27, 2019	September 10, 2019
September 24, 2019	October 15, 2019

October 29, 2019	November 12, 2019
November 19, 2019	December 10, 2019 <i>at Heart Institute</i>
January 14, 2020	January 28, 2020
February 11, 2020	February 25, 2020
March 17, 2020	March 31, 2020
April 14, 2020	April 28, 2020 <i>at Heart Institute</i>
	May 5, 2020 (2020/2021 organizational mtg.)

Resolution #18-66

Curriculum and academic matters contained in the Undergraduate Curriculum Committee meeting minutes of [November 8, 2018](#) including curricular actions within the College of Business and Department of Health Education and Promotion.

Resolution #18-67

*Curriculum and academic matters contained in the Educational Policies and Planning Committee meeting minutes of [December 7, 2018](#) including a request for program name change: PhD in Coastal Resource Management to PhD Integrated Coastal Sciences within the Department of Coastal Studies; new concentration in PhD in Rehabilitation Science within the Department of Communication Sciences and Disorders in Allied Health Sciences; program discontinuation of MA in Science Education within the Department of Mathematics, Science, and Instructional Technology Education in Education; program revision in MS in Athletic Training within the Department of Health Education and Promotion in Health and Human Performance; program revision /reduction in program hours for BS in Environmental Health within the Department of Health Education and Promotion in Health and Human Performance; program revision/reduction in program hours for BS in Public Health within the Department of Health Education and Promotion in Health and Human Performance; new program entitled Accelerated Bachelor of Science in Design/Master of Science in Technology Management within the Department of Technology Systems in Engineering and Technology; new program entitled Accelerated Bachelor of Science in Industrial Distribution and Logistics/Master of Science in Technology Management within the Department of Technology Systems in Engineering and Technology; new program entitled Accelerated Bachelor of Science in Industrial Engineering Technology/Master of Science in Technology Management within the Department of Technology Systems in Engineering and Technology; new program entitled Accelerated Bachelor of Science in Industrial Technology/Master of Science in Technology Management within the Department of Technology Systems in Engineering and Technology; program revision/reduction in program hours for BFA in Dance within the School of Theatre & Dance in Fine Arts and Communication; program revision/reduction in program hours for BFA in Theatre Arts Education within the School of Theatre & Dance in Fine Arts and Communication; program revision/reduction in program hours for BFA in Theatre Arts within the School of Theatre & Dance in Fine Arts and Communication; new program entitled Minor in Theatre Design and Production within the School of Theatre & Dance in Fine Arts and Communication; new program entitled Accelerated Bachelor of Science in Communication/Master of Arts in Communication within the School of Communications in Fine Arts and Communication; program reinstatement of BS in Child Life within the Department of Human Development and Family

Science in the College of Health and Human Performance and Academic Program Review Response from School of Communications.

Resolution #18-68

Revisions to Part VI, Section VII. Curriculum Procedures and Academic Program Development of the *ECU Faculty Manual*, as follows:

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

“Curriculum Procedures and Academic Program Development
In accordance with ECU’s commitment to strong academic programs and the SACSCOC Principles of Accreditation, ECU “places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.” Program and curriculum changes are initiated, prepared, and presented for review through ECU’s curriculum management system. All proposals follow an approval process inclusive of all relevant ECU campus bodies and voting faculty as defined in this document. Three levels of approval are defined according to the specific delegated authority of final approval bodies. Proposals governed by the policies and procedures of the UNC System Office (UNC-SO) and/or Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) will follow additional approval steps and will therefore take longer to proceed through the entire approval process.

Academic Planning and Accreditation (APA), a unit of Institutional Planning, Assessment and Research, facilitates the curriculum and program development process through administration of ECU’s curriculum management system and direct consultation with faculty planners. The Office of Continuing Studies and Distance Education and APA process requests to deliver new and existing academic programs through distance education. Consultation with the unit curriculum liaison, personnel in the Office of the Registrar, and personnel in ~~Academic Planning and Accreditation (APA)~~ is recommended at the onset of curriculum and program development.

The Academic Program Development Collaborative Team (APDCT), an advisory body to the Academic Council, is comprised of the Undergraduate/Graduate Curriculum Committee chairs; Educational Policies and Planning Committee (EPPC) chair; dean of the Graduate School; representatives from the Office of Continuing Studies and Distance Education, Institutional Research, Academic Planning and Accreditation, and Division of Health Sciences; and the Chair of the Faculty. APDCT collaborates with faculty planners to strengthen program proposals and makes recommendations to the Academic Council, EPPC, and the dean of the Graduate School (as applicable) on developing programs.

Academic committees of the Faculty Senate and the Graduate School review course and program proposals in accordance with their stated charges. Faculty Senate committees also approve requests for special course designations, such as service learning, writing intensive, and diversity.

In cases of financial exigency or the initiation of a discontinuation, curtailment, or elimination of a teaching, research, or public service program, the provisions of the *ECU Faculty Manual* will apply.

The Chancellor or designee in consultation with the Chair of the Faculty may establish deadlines of not less than two weeks by which each person and/or committee listed must report its concurrence (approval) or non-concurrence with the proposed action. Failure to report by the established deadline shall be considered an abstention and the proposed action shall progress to the next level for consideration.

A. Definitions

1. Degree Programs

A degree program is a program of study in a discipline specialty that leads to a degree in that distinct specialty area at a specified level of instruction. All degree programs are categorized individually in the University's academic program inventory (API) at the six-digit CIP code level, with a unique UNC-SO identifying code, and teacher licensure area, if applicable. As a rule, a degree program requires coursework in the discipline specialty of at least 27 semester hours at the undergraduate level and 21 semester hours at the doctoral level. A master's level program requires that at least one-half of the total hours be in the program area. Anything less than this within an existing degree program should be designated a concentration. Degree programs require final approval by UNC-SO and the UNC Board of Governors (BOG). Minors and concentrations receive final approval at the campus level. (Paraphrased from Academic Program Guidance, UNC System Office, 1/25/16. Accessed at http://www.northcarolina.edu/sites/default/files/documents/academicprogramdevelopment_guidance_january25.2016v1.pdf, 2/23/18.)

2. Certificates

A certificate program provides an organized program of study that leads to the awarding of a certificate rather than a degree. ECU offers certificate programs at a minimum of 9 credit hours at the pre-baccalaureate, post-baccalaureate, post-master's, and post-doctoral levels. Once a certificate is approved, it must be submitted to the U.S. Department of Education to determine if the program is eligible for participation in Title IV (financial aid) programs.

3. Teacher Licensure Areas (TLAs)

These are specific course clusters that meet licensure requirements of the State Board of Education but do not lead to the conferral of a particular degree or certificate. These may be at either entry level or advanced level of teacher licensure. When an institution receives authorization from the State Board of Education to offer a TLA, UNC-SO must be notified. A current inventory of teacher licensure programs approved by the State Board of Education is available on the North Carolina Department of Public Instruction Website.

B. Levels of Delegated Authority for Course and Program Approval Process

Level I Course and Program Changes: ~~Delegated authority to the Undergraduate and Graduate Curriculum Committees.~~ Level I course and program changes require campus approval by the department, college/school, and university Undergraduate Curriculum or Graduate Curriculum Committees. **The Faculty Senate delegates authority to the Undergraduate Curriculum Committee and the Graduate Council delegates authority for these actions to the Graduate Curriculum Committee.**

Level 4I Course Changes:

1. Revising a course: title, description, objectives, prerequisite(s), prefix, repeatability, credit hours, and content

2. Renumbering an existing course at the same or different level
3. Revising the prefix for an entire course list or program*
4. Banking or deleting courses
5. Removing a 5000-level course from the undergraduate catalog
6. ~~Proposing new or unbanking course (undergraduate courses require Faculty Senate review)~~

* Memo-only action; committee may waive faculty attendance

Level I Program Changes:

- ~~1. Revising degrees, concentrations, and minors: deleting courses; revising core requirements, electives, admission standards, and descriptive text~~
- ~~2. Revising titles of existing concentrations and minors~~
- ~~3. Revising certificate course selections (excludes total hours), admission standards, and descriptive text~~
- ~~4. Discontinuing a minor or concentration~~
- ~~5. Adding or removing thesis/non-thesis options of degree program~~

1. **Revising degrees: revising course selections (excludes total credit hours); revising core requirements, electives, admission standards, and/or descriptive text; adding or removing thesis/non-thesis options**
2. **Revising certificates: revising course selections (excludes total credit hours); revising core requirements, electives, admission standards, and/or descriptive text**
3. **Revising concentrations and minors: revising course selections (including total credit hours); revising titles; revising core requirements, electives, admission standards, and/or descriptive text; discontinuing**

Program changes excluded from Level I are degree and certificate title and/or CIP code changes; revising total **credit** hours of degree programs; change in delivery mode; and moving degree and certificate programs to a new academic home, as these actions require EPPC review and some are reported to UNC-SO **and/or SACSCOC** as indicated below.

Level II Course and Program Changes: Delegated authority to EPPC and Academic Council. Level II changes course and program changes require approval at the department, college or school, and university levels including Undergraduate Curriculum/Graduate Curriculum Committee, Graduate Council, ~~and EPPC review prior to Senate review~~ and **approval by the** Academic Council. They require no approval by the Chancellor or by UNC-SO.

1. **Increasing/decreasing degree or certificate total credit hours by less than 25%**
2. Moving a degree, certificate, concentration, or minor program to a new academic home
3. Proposing an accelerated degree program
4. Proposing a new concentration in an existing degree program
5. Proposing a new minor

Level III Program Changes: Require Chancellor Approval

Level III changes are program changes or proposals that require approval at the department, college/school, and university levels/**committees**; Chancellor; and UNC-SO and/or SACSCOC approvals or notifications.

~~EPPC campus review; additional UNC-SO and/or SACSCOC approvals or notifications~~

1. Discontinuing an existing degree or certificate program (**no UCC/GCC review required**)
2. Proposing a new certificate program
3. Proposing a new degree program
4. Revising an existing degree or certificate title
5. Consolidating two or more existing degrees
6. Proposing a new delivery mode for an existing degree (**no UCC/GCC review required**)
7. Increasing/decreasing degree or certificate **total** credit hours **by 25% or more**
8. Changing a degree designation (e.g., MA to MS)

UNC-~~GASO~~ and/or SACSCOC approvals or notifications only (no UCC/GCC, or EPPC review required)

1. Revising a CIP code for an existing degree or certificate program
2. Discontinuing an existing teacher licensure area

C. New Degree Program Development Approval Process

Proposed programs must be approved for inclusion on the ECU Academic Program Plan through the Request for Inclusion process and, by special circumstance, through the Academic Council in consultation with the Educational Policies and Planning Committee. All program proposals accepted on the plan undergo a rigorous campus-wide vetting process and are submitted in accordance with UNC-SO policies and procedures. New degree programs may not be advertised until ECU receives UNC BOG approval.

Programs included on the ECU Academic Program Plan require approval at the department, college/school and university levels/committees through approval of the Academic Program Development Collaborative Team. In the first (planning) phase of development, all ECU faculty are invited to participate in a campus-wide process and are invited to provide formal feedback to aid in decision-making by the Academic Council. Upon approval of the Academic Council, the planning document is submitted to the UNC-SO. The establishment phase of development follows normal campus review processes, including curriculum and program proposals.

The proposing academic unit, Academic Planning and Accreditation, and the Office of the Registrar will collaborate to ensure that all approved actions are communicated to the campus community, as well as to UNC-SO and SACSCOC as required.

D. Academic Program Review

Every academic program that is not accredited by a specialized accrediting agency is required to be reviewed as part of a seven-year unit program evaluation. The unit Academic Program Review will be conducted according to the [Academic Program Review Guidelines](#). Changes to these guidelines need to be approved by the Educational Policies and Planning Committee and the Faculty Senate. The unit Academic Program Review shall be used in the development of the unit's operational and strategic plans.

Faculty Senate Resolution #12-50, March 2012
Faculty Senate Resolution #14-62, May 2014
Faculty Senate Resolution #15-63, May 2015
Faculty Senate Resolution #17-13, March 2017
Faculty Senate Resolution #18-22, April 2018

Faculty Senate Resolution #18-68, _____”

Resolution #18-69

Curriculum and academic matters contained in the Writing Across the Curriculum Committee meeting minutes of [November 12, 2018](#) including a notification of changes to prerequisites in SPED 3005: Instructional Programming in Special Education.

Resolution #18-70

Curriculum and academic matters acted on and recorded in the General Education and Instructional Effectiveness Committee meeting minutes of [November 26, 2018](#) including Global Diversity course credit for HMGT 3200: Dimensions of Tourism, HIST 1030: World Civilizations to 1500, MUSC 2248: Introduction to World Music Cultures and MUSC 2249: Music in World Music Cultures; Domestic Diversity course credit for HLTH 3020: Understanding and Achieving Health Equity; and Fine Arts Foundations course credit for MUSC 1765: Symphonic Band, MUSC 2248: Introduction to World Music Cultures and MUSC 2249: Music in World Music Cultures.