



# 2017-2018 FACULTY SENATE

FULL MINUTES OF MARCH 27, 2018

[Mediasite link](#) for later viewing

The seventh regular meeting of the 2017/2018 Faculty Senate was held on Tuesday, March 27, 2018, at 2:10 pm in the East Carolina Heart Institute.

## **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 [February 27, 2018](#) meeting minutes were approved as presented.

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

### A. Roll Call

Senators absent were: Professors Allen (Chemistry), Sorensen (Criminal Justice), Robinson (Mathematics), Mwachofi and Grzybowski (Medicine), Scott Mobley (Theatre and Dance) and Golden (VC for Research, Economic Development and Engagement) with Associate VC Van Scott representing the Division on behalf of VC Golden.

Alternates present were: Professors Green for Arnold (Art and Design), Chalcraft for Thompson (Biology), Kung for Liu (Economics), Frank for Venters (Engineering and Technology) and Wacker for Gustafson (Music).

### B. Announcements

Following the process approved by the Faculty Senate, the Faculty Officers have reviewed the revised [Student Conduct Process](#) regulation that is intended to aid in the fulfillment of ECU's mission and in securing the broadest range of freedom for each member of the community. The Officers provided some editorial suggestions to help improve clarity. The Officers agreed that review and formal faculty advice from a standing academic committee was not necessary. Therefore, this action is being reported to the Faculty Senate and, via a separate communication, to the University Policy Committee.

In light of ongoing department and college-level curriculum meetings, Curriculog proposal forms will remain online until Tuesday, May 15, 2018. After that time, proposal forms will not be available for use until maintenance and updates are completed and next year's catalog is posted. Updates will affect forms, workflows, and roles. Proposals in process (launched in Curriculog) at the time forms are taken offline will require a new catalog copy prior to placement on fall agendas. These proposals will be converted to the updated forms (with updated catalog copy) by Rachel Baker and Karen Traynor for your convenience. If you have any questions, please contact Rachel Baker at [bakerr@ecu.edu](mailto:bakerr@ecu.edu) or Karen Traynor at [traynork@ecu.edu](mailto:traynork@ecu.edu).

The Chancellor has acted on the following resolutions from the February 27, 2018 meeting.

18-05 2018 Spring Graduation List, including Honors Program graduates

- 18-06 Formal faculty advice on curriculum and academic matters acted on and recorded in the Graduate Council minutes of [January 22, 2018](#) and [February 12, 2018](#).
- 18-07 Selection Procedures for Annual Service-Learning Teaching Excellence Award. ( *Holding for further study*)
- 18-08 Curriculum and academic matters contained in the Writing Across the Curriculum Committee's meeting minutes of [February 12, 2018](#) including removal of writing intensive designation (WI) for KINE 4991 and the addition of WI designation for KINE 4150, NURS 3750, NURS 4750, HLTH 4006 and THEA 3300.
- 18-09 Curriculum and academic matters acted on and recorded in the General Education and Instructional Effectiveness Committee's meeting minutes of [January 22, 2018](#) including a revised General Education Credit proposal form and area instructions, Global Diversity credit for HDFS 3714: Global Perspectives in Early Childhood, General Education Social Science credit for GEOG 2300: Environmental Geography and a change to the General Education designation for HIST 1051, HIST 1030, HIST 1031, HIST 1050 and HIST 2300 from Social Sciences General Education credit to Humanities General Education credit.
- 18-10 Curriculum and academic matters acted on and recorded in the Undergraduate Curriculum Committee's [January 25, 2018](#) meeting minutes including curricular actions within College of Engineering and Technology and Department of English.
- 18-11 Revision to ECU's policy defining one credit-hour.
- 18-12 Curriculum and academic matters acted on and recorded in the Educational Policies and Planning Committee's [February 9, 2018](#) meeting minutes including discussion on [notice to withdraw](#) from the Joint PhD in Integrative Coastal and Marine Sciences with UNCW, request to Deliver Online: MAEd in Curriculum and Instruction (English and History Education) in the Department of Literacy Studies, English Education and History Education within the College of Education, request to discontinue: BS in Athletic Training in the Department of Health Education and Promotion within the College of Health and Human Performance, request to approve the movement of the 4C Certificate in Entrepreneurship from the Department of Management to the Miller School of Entrepreneurship within the College of Business, request to increase program hours (1 SH from 99 to 100 credit hours): MS in Physician Assistant in the Department of Physician Assistant Studies within the College of Allied Health Sciences, request to establish a MS in Mechanical Engineering in the Department of Engineering within the College of Engineering and Technology, request to establish a BS in Software Engineering in the Department of Computer Science within the College of Engineering and Technology, and a request to establish a MS in Data Science in the Department of Computer Science within the College of Engineering and Technology.
- 18-13 Summer 2019, Fall 2019 and Spring 2020 University Academic Calendars.
- 18-14 Revision to the *University Undergraduate Catalog*, Academic Regulations, Grading System, Change of Grade by replacing the current text with the new text in the catalog.
- 18-15 Revision to the *University Undergraduate Catalog*, Academic Regulations, Grade Replacement Policy by deleting text from the current text in the catalog.
- 18-16 Formal faculty advice on a revised Tobacco Use on Campus Regulation.

Professor Cal Christian (Biology), Chair of the Faculty Officers Nominating Committee informed the Senate that self-nominations and peer nominations were welcome. He reminded everyone that the Secretary of the Faculty position could be a fixed-term faculty member and officers do not have to be Senators. He asked that faculty please send nominations to him by the end of the week.

C. Cecil Staton, Chancellor

Chancellor Staton remarks focused on athletics. He noted that athletics are an important part of ECU's tradition and that there is a large, supportive fan base. The Chancellor noted the recent negativity related to the past few season records of the football team and social media disapproval of the athletic director. He reported that Jeff Compher and he had conversations regarding Mr. Compher's decision to step down. The Chancellor noted that the change to the AAC conference was a costly decision, incurring a withdrawal penalty of \$1.4million to Conference USA and an entry fee of \$1.5 million to the AAC. Other athletic issues included NCAA decisions to allow universities to pay full costs of attendance for athletes (room/board, tuition). ECU found this change added about \$1 million in costs to support student athletes. Rules for out-of-state tuition changed, removing the in-state tuition for out of state athletes. ECU also added women's lacrosse (spring, 2018 first season), which also added to athletic costs. Social media posts have had much negativity and have spread some incorrect information. ECU's athletics budget was \$46 million (lowest of all public universities in the conference) and we are limited by state law (cannot spend tuition money on athletics). ECU is at a disadvantage compared to others who are able to spend considerably more. The Chancellor noted that being competitive in our conference will require extensive (and increased) support from the Pirate Club and other funding sources. He further noted that ECU ticket sales are above peer institutions, ECU contributions are exemplary and fan support is excellent. Dave Hart has been engaged to be a special advisor to the Chancellor on athletics. Mr. Hart was formerly at ECU and has retired and returned to Greenville. He has been charged to help with the search for a basketball coach (and an announcement should be forthcoming soon on that selection), to review the whole athletics program, and to take a closer look at athletics funding and offer suggestions to improve funding and increase competitiveness (increase coach/assistant coach salaries – lowest in the conference). The Chancellor emphasized that the most important part of athletics remain ECU student athletes and their successful graduation achievements.

Professor Francia (Political Science) congratulated the decision to bring in Dave Hart as special advisor but asked why not as athletic director? The Chancellor said at this point Mr. Hart did not want to assume an interim position and wanted to look at the state of ECU athletics carefully. The Chancellor hopes to continue talking with Mr. Hart about the athletic director. Professor Francia asked about the tight budget and the decision to add a sport – he asked why ECU did not drop a men's sport given the state of the budget. He asked if it was a mistake to add women's lacrosse. The Chancellor said it has to be carefully discussed because behind each sport, there are student athletes. He acknowledged that careful consideration must be given moving forward. Professor Vail-Smith asked about student fees that are paid for athletics. Professor Niswander noted these amount to \$690 per year.

D. Ron Mitchelson, Provost and Vice Chancellor for Academic Affairs

Provost Mitchelson reported on the Summer School faculty compensation plan and provided the following written statements:

1. We have witnessed a dramatic substitution of DE delivery for FTF during our summer sessions. The total volume is stable but the mix is very different over the past dozen years. For example in 2005 the total summer head count was roughly 16,000 students and 36% DE. In 2017 total summer head count was closer to 17,000 and 72% DE. The DE portion is funded from the normal budgeted state appropriation and tuition/fees. FTF in the summer is self-funded. Summer is an

important part of producing the SCH needed to justify our state budget.

2. In previous years, there was a significant variation between colleges in prorating and threshold levels prior to our attempts to standardize these a bit last year. This has been discussed and adjusted with the deans. I think it helps with equity and efficiency.
3. Current minimum class size thresholds are 20 (UG), 10 (master) and 5 (Doctoral). These thresholds will be used this summer. Right now the average class size needed to cover just instructional costs is about 30. We are exploring the possibility of reducing thresholds for upper division UG courses but I need the enrollment size frequency distribution to see how far those can be moved. The upper division courses could be important for degree completion.
4. This summer the enrollment snapshot and compensation upload file will take place on April 16. As has been the historic case, most sections will exceed thresholds. A prorate schedule has been sent to the deans. After April 16, prorated salaries could be adjusted upward with increased enrollment but will not be adjusted downward. If a section is less than threshold and prorated, the faculty may decline in a timely fashion the offer to teach the section.
5. We have been permitted to retain the FTF summer surplus so that we can use it in projects like the global classrooms, a new greenhouse, and building 43 adaptive reuse (innovation and entrepreneurship). These projects all benefit faculty and students. If a section is less than threshold and prorated, the faculty member may decline the offer to teach it.

Professor Bailey (Faculty Assembly Delegate/Philosophy and Religious Studies) noted DE was funded out of summer school money in then past, and wanted to know why we stopped. The Provost said we gain by using lapsed salaries.

Professor Klein (English) asked about teaching second summer that students typically wait for grades from spring and session 1 before registering for session 2. The Provost said classes with no enrollment by the cut-off date, but with the expectation to have enrollment later, could be left on the schedule on a case-by-case basis.

E. Rick Niswander, Vice Chancellor for Administration and Finance

Chair Stiller noted that VC Niswander will be stepping down in a just a few days. He remarked that Dr. Niswander has done a tremendous job in his role as VC for Administration and Finance, protecting faculty jobs, ECU resources and moving ECU forward successfully. The senators applauded and stood to thank Dr. Niswander. Vice Chancellor Niswander reflected on his 25 years at ECU and noted how far ECU has come over the years and complimented the faculty on a great job. He said 30% of ECU students still are first-generation students and thanked the faculty for helping them achieve their goals. State budget and enrollment funding model will be changing. The current model has been in place since the 1990's. There is still uncertainty as to which model will be adopted but it is in review by a committee at the BOG. Three points to consider – 1. When the money comes in (paid in advanced based on predictions and past enrollment, current enrollment, etc.). He believes it will be an “arrears” model that will pay after the academic year. Many schools will have no funding until the AY is complete. ECU would be one of those, but ECU has not dispersed all of the current AY funding in anticipation of such a decision. 2. Matrix will change, but it is not yet clear how. One example right now would help ECU. 3. Performance funding – discussion is to have a portion of state funding that is performance based. Current discussion is 10-15% and whether the performance funding would be on top of funding or part of the package. Dr. Niswander is not sure the performance funding will make it through the changes for next year.

Dr. Niswander noted this is a short year for legislature and the new budget for next year can be

implemented without legislative vote. There is an expected \$7 million reduction expected and ECU's part is about \$700,000 to \$800,000 which will come from central resources.

Tuition and fees discussion at BOG included how they may change in the future. Next AY UG tuition and fees could not be raised. Some schools raised out-of-state fees. Promise schools reduced UG tuition (Pembroke, ESSU, Western). Some discussion occurred around fees being rolled into tuition.

In regards to salaries compared to other schools, Dr. Niswander said we are at 65.7% of expenditures and are the highest in the system.

Cost of rebranding – we spent \$20,000 on external costs on design (most design was internal). Units advised to use up previous brand stationery, etc., before new branding items purchased. Signage in front of buildings, bus logo-wrap and service vehicles will be replaced over time. Signage will be done at once because this is less expensive and will begin being installed over the summer. Bus re-wrap \$250,000 to \$300,000 range. Costs are paid from nonrecurring funding and replacements are done as they need to be done.

Professor Francia (Political Science) asked why Dr. Niswander thinks the state legislature keeps talking about cuts when the economy is much stronger. Dr. Niswander noted that all parts of the state are not as strong economically and sales tax revenues are not strong in all regions. State budget contributions to Medicaid are high (28%) and those costs are increasing. Revenues may be stable but expenditures are increasing. Professor Francia followed up with a new report that universities have large spending for government relations and lobbying across the country. He asked if the UNC system is doing enough. Dr. Niswander noted that the system has limitations but that the UNC system does have a strong voice with the legislature. ECU produces economic benefits to the region and a great number of students.

Professor Green (Art and Design) talked about how ECU is not viewed the same as the triangle area universities. He asks how we can enhance ECU's perception across the state. Dr. Niswander noted that ECU has grown in reputation across the state and the country. He believes ECU can be the next great national university but we have to believe that. Dr. Niswander believes faculty and students are beginning to think in the manner that we are great and are certainly "good enough" with excellent students and faculty on par with other universities.

#### F. Virginia Hardy, Vice Chancellor for Student Affairs

Vice Chancellor Hardy reported on the state of mental wellness at ECU. Across the country student wellness has become of great interest. Mental health impacts academic success, coping and resiliency. Counseling Center is working diligently with students and devising proactive solutions for those coming to ECU with ongoing mental health issues. Some students have counseling needs that exceed ECU capacity to provide. Some students are needy but do not have access to community mental health/private practitioners. When those students arrive at ECU, they are searching for mental health services here. Self-medication with drugs and alcohol is increasing and Student Health utilization for mental health has greatly increased. Data collection efforts have found that students who live east of I-95 are more resilient. First generation students east of I-95 are more resilient. Health 1000 courses will be used to gather more data to help identify students who may need help and provide it earlier. Efforts are underway to create a profile of students who may develop issues and get them assistance before crisis occurs. Students report higher anxiety, depression, sleeplessness and are struggling to cope. The issues are not related to problems with the counseling

center. Faculty need tools to identify and refer students appropriately. If necessary, faculty should walk the student to the Dean of Students to get help finding the right resources. The Counseling Center has 19 staff (fully booked and engaged in student care) and is searching for other ways to help faculty and students. A small group has been formed to look at a comprehensive wellness model that includes counseling, student health, and student center/recreation.

Nationally, Greek Life has been in headlines with some chapters closing, sanctions (no alcohol at parties) and local chapters closing. At ECU most of our Greek chapters are doing great service and are very healthy. In some cases, national agencies have investigated and closed chapters. ECU lost 3 fraternities this AY and 2 last year. 2 chapters were added this AY (1 fraternity/1 sorority). 39 chapters are ongoing with about 3085 student members. Sororities are doing better academically compared to fraternities (GPA 3.08 versus 2.60). The goal is a minimum GPA of 3.0 and this has been a challenge. The Office of Greek Life is working closely with our Greek chapters to help them be accountable and to live up to their policies. Greenville Police Department has met with the fraternities to improve relations and explain legal rules/ramifications. ECU Greek members have a slightly higher tolerance for hazing compared to national statistics, higher tolerance for negative behaviors, alcohol and unethical behaviors. It is believed this is cultural and comes from tradition and alumni perceptions. Work is underway to change the culture and expectations but it will take time. Professor Gueye (English) noted that stress is a main factor for student issues. She asked whether stress is financially related because her students are working many hours to be able to make it. She asked if ECU is working with local businesses. Dr. Hardy said ECU has not worked with local businesses but welcomed the idea.

Professor Greer (Medicine) noted that social determinants impact the need to work for many of our students.

Professor Brimhall (Human Development and Family Services) asked if collaboration has been attempted with ECU marriage and family counseling clinic. Ms. Reed from Counseling said referrals are made to the clinic.

Professor Powers (Sociology) remarked about the number of students in Greek Life. She wondered about money for staff for Greek Life. Dr. Hardy said the staff numbers are proportionate to the number of students in Greek Life and are necessary to meet demands. She notes that 1 fraternity and 1 sorority have been added.

Professor Alves (Dental Medicine) asked about those students who have mental health needs and what has been done to help them succeed and not drop out. Dr. Hardy said the residence halls have programs that share resources for problems. The counseling center has group programs, as does student health, to meet needs and inform students of resources.

Professor Green (Art and Design) noted that, given the privacy rules, it is difficult to get students into care. He has walked a student to counseling and referred others. He wonders what else faculty can do. Dr. Hardy encouraged referrals and walking students over. She recommended calling the Dean of Students if there is a student of concern. The student can be reported anonymously. Dr. Hardy offered to make presentations at unit faculty meetings.

Professor Vail-Smith (Health Education and Promotion) asked if there are situations that we are mandated to report. Ms. Reed and Dr. Hardy both noted that faculty must report threats of injury or harm to self or others, title IX and suicidal conversation.

#### **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 (Education), Chair of the Graduate Council presented curriculum and academic matters acted on and recorded in the [March 12, 2018](#) , Graduate Council minutes. Programmatic action items (GC 18-5) within the Graduate Curriculum Committee meeting minutes from [February 7, 2018](#) , and [February 21, 2018](#) were forwarded to the Educational Policies and Planning Committee (EPPC), which included an Accelerated Bachelors/Master's Degree: Network Technology, MS in the Department of Technology Systems within the College of Engineering and Technology (level 2); a Proposal of a New Certificate: Teaching Children from Poverty in the Department of Elementary and Middle Grades Education within the College of Education (level 3); and revisions to the DNP degree core curriculum, specialty areas and three graduate certificates: Adult Gerontology, Primary Care Nurse Certificate, and Nursing Practice (DNP) in the Department of Advanced Nursing Practice and Education within the College of Nursing (level 3). Policy action items (GC 18-6) within the Graduate Council meeting minutes of [March 12, 2018](#), included addition of a policy on Accelerated Bachelors and Master's programs; revisions to the Foreign Student Credential Evaluation process; and editorial clarification of graduate student grading policies. Proposed changes to the Faculty Manual, Part VI, Section VII, Teaching and Curriculum Regulations, Procedures, and Academic Program Develop were reviewed and recommended for approval without change.

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 Graduate Council's [March 12, 2018](#) meeting minutes. Programmatic action items (GC 18-5) within the Graduate Curriculum Committee meeting minutes from [February 7, 2018](#) , and [February 21, 2018](#) were forwarded to the Educational Policies and Planning Committee (EPPC), which included an Accelerated Bachelors/Master's Degree: Network Technology, MS in the Department of Technology Systems within the College of Engineering and Technology (level 2); a Proposal of a New Certificate: Teaching Children from Poverty in the Department of Elementary and Middle Grades Education within the College of Education (level 3); and revisions to the DNP degree core curriculum, specialty areas and three graduate certificates: Adult Gerontology, Primary Care Nurse Certificate, and Nursing Practice (DNP) in the Department of Advanced Nursing Practice and Education within the College of Nursing (level 3). Policy action items (GC 18-6) within the Graduate Council meeting minutes of [March 12, 2018](#), included addition of a policy on Accelerated Bachelors and Master's programs; revisions to the Foreign Student Credential Evaluation process; and editorial clarification of graduate student grading policies. Proposed changes to the Faculty Manual, Part VI, Section VII, Teaching and Curriculum Regulations, Procedures, and Academic Program Develop were reviewed and recommended for approval without change. **RESOLUTION #18-17**

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

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

Professor Jean Luc Scemama (Biology), Chair of the Committee presented curriculum and academic matters acted on and recorded in the [February 8, 2018](#) meeting minutes including curricular actions within the Departments of English and Economics, the [February 22, 2018](#) meeting minutes including

curricular actions within the Colleges of Education, Health and Human Performance and Business and the [March 15, 2018](#) meeting minutes including curricular actions within the Colleges of Business, Health and Human Performance and Nursing and Departments of Mathematics, Interior Design and Merchandising, Human Development and Family Science and Kinesiology. {correction: March 1, 2018 minutes listed incorrectly.}

There was no discussion and the curriculum and academic matters acted on and recorded in the Undergraduate Curriculum Committee's [February 8, 2018](#) meeting minutes including curricular actions within the Departments of English and Economics, the [February 22, 2018](#) meeting minutes including curricular actions within the Colleges of Education, Health and Human Performance and Business and the [March 15, 2018](#) meeting minutes including curricular actions within the Colleges of Business, Health and Human Performance and Nursing and Departments of Mathematics, Interior Design and Merchandising, Human Development and Family Science and Kinesiology were approved as presented. **RESOLUTION #18-18** {correction: March 1, 2018 minutes listed incorrectly.}

B. General Education and Instructional Effectiveness Committee

Professor George Bailey (Philosophy and Religious Studies), Chair of the Committee presented curriculum and academic matters acted on and recorded in the [February 19, 2018](#) meeting minutes including Global Diversity credit and Humanities credit for FORL 2662: Special Topics in Hispanic Cinemas and THEA 2235: Global Theater; Fine Arts credit for THEA 2002: Theater Design; removal of Fine Arts credit for DNCE 3601: Selected Topics in Dance, DNCE 3602: Selected Topics in Dance, DNCE 3603: Selected Topics in Dance, DNCE 4044: History of Dance I, DNCE 4045: History of Dance II and THEA 4066: Theatre Management; Mathematics credit for MATH 1064: Applied Mathematics; and Global Diversity credit for SOCW 4250: Substance Use Disorders and Research Methods.

There was no discussion and the curriculum and academic matters acted on and recorded in the General Education and Instructional Effectiveness Committee's [February 19, 2018](#) meeting minutes including Global Diversity credit and Humanities credit for FORL 2662: Special Topics in Hispanic Cinemas and THEA 2235: Global Theater; Fine Arts credit for THEA 2002: Theater Design; removal of Fine Arts credit for DNCE 3601: Selected Topics in Dance, DNCE 3602: Selected Topics in Dance, DNCE 3603: Selected Topics in Dance, DNCE 4044: History of Dance I, DNCE 4045: History of Dance II and THEA 4066: Theatre Management; Mathematics credit for MATH 1064: Applied Mathematics; and Global Diversity credit for SOCW 4250: Substance Use Disorders and Research Methods were approved as presented. **RESOLUTION #18-19**

Professor Bailey then presented proposed revisions to the Domestic and Global Diversity Course Requirements and stated that editorial changes were needed. As GEIEC Chair, Professor Bailey receives requests weekly asking for GenEd or Domestic and Global Diversity credit for transfer courses. Syllabi or course materials have to be reviewed to make the determination. Recently he was asked if an ECU course for study abroad could receive Global Diversity credit. It occurred to him that this could become cumbersome if everyone who allowed study abroad with a course needed this designation. After discussion with Global Affairs, it was determined that if the study abroad has at least 2 weeks in the country/location and be at least 3 hours, it would automatically be awarded Global Diversity credit.

There was no discussion and the proposed revisions to the Domestic and Global Diversity Course Requirements was approved as presented. **RESOLUTION #18-20**

C. Educational Policies and Planning Committee

Professor Don Chaney (Health Education and Promotion), Chair of the Committee presented first curriculum and academic matters acted on and recorded in the [March 16, 2018](#) meeting minutes including a Request to Deliver Online and at Off-Campus Sites: EdD in Educational Leadership within the Department of Educational Leadership, College of Education; Request to Deliver Online and at Off-Campus Sites: MSA (School Administration) within the Department of Educational Leadership, College of Education; Request to Deliver Online: MS in Counselor Education within the Department of Interdisciplinary Professions, College of Education; Request for significant program revisions, including approval of a new concentration: BS in Exercise Physiology within the Department of Kinesiology, College of Health and Human Performance; Request for significant program revisions, including two new concentrations: BS in Economics within the Department of Economics, Thomas Harriot College of Arts and Sciences; Request to Deliver 50-75% Online: MS in Rehabilitation and Career Counseling within the Department of Addiction and Rehabilitation Studies, College of Allied Health Sciences; Request to Deliver 75-80% Online and at an Off-Campus Site Twice per Semester: MFA in Art within the School of Art and Design , College of Fine Arts and Communication; Request to establish new certificate: Post-baccalaureate (PB) Certificate in Sustainable Tourism and Hospitality within the School of Hospitality Leadership, College of Business; Request to reduce credit hours: Certificate in Business and Technical Communication within the Department of English, Thomas Harriot College of Arts and Sciences; Request to discontinue and consolidate: MA in Clinical Psychology within the Department of Psychology, Thomas Harriot College of Arts and Sciences; Request to discontinue and consolidate: MA in School Psychology within the Department of Psychology, Thomas Harriot College of Arts and Sciences; Request to consolidate (as parent) and change program title to "Psychology": MA in Psychology, General-Theoretic within the Department of Psychology, Thomas Harriot College of Arts and Sciences; Request to discontinue site offering at James Sprunt Community College: MSW in Social Work within the School of Social Work, College of Health and Human Performance; Request to revise program, including reduction in credit hours to 120: BS in Recreation and Park Management within the Department of Recreation and Leisure Studies, College of Health and Human Performance and Request to discontinue degree program: MAEd in Health Education within the Department of Health Education and Promotion, College of Health and Human Performance.

There was no discussion and the curriculum and academic matters acted on and recorded in the Educational Policies and Planning Committee's [March 16, 2018](#) meeting minutes including a Request to Deliver Online and at Off-Campus Sites: EdD in Educational Leadership within the Department of Educational Leadership, College of Education; Request to Deliver Online and at Off-Campus Sites: MSA (School Administration) within the Department of Educational Leadership, College of Education; Request to Deliver Online: MS in Counselor Education within the Department of Interdisciplinary Professions, College of Education; Request for significant program revisions, including approval of a new concentration: BS in Exercise Physiology within the Department of Kinesiology, College of Health and Human Performance; Request for significant program revisions, including two new concentrations: BS in Economics within the Department of Economics, Thomas Harriot College of Arts and Sciences; Request to Deliver 50-75% Online: MS in Rehabilitation and Career Counseling within the Department of Addiction and Rehabilitation Studies, College of Allied Health Sciences; Request to Deliver 75-80% Online and at an Off-Campus Site Twice per Semester: MFA in Art within the School of Art and Design , College of Fine Arts and Communication; Request to establish new certificate: Post-baccalaureate (PB) Certificate in Sustainable Tourism and Hospitality within the School of Hospitality Leadership, College of Business; Request to reduce credit hours: Certificate in

Business and Technical Communication within the Department of English, Thomas Harriot College of Arts and Sciences; Request to discontinue and consolidate: MA in Clinical Psychology within the Department of Psychology, Thomas Harriot College of Arts and Sciences; Request to discontinue and consolidate: MA in School Psychology within the Department of Psychology, Thomas Harriot College of Arts and Sciences; Request to consolidate (as parent) and change program title to "Psychology": MA in Psychology, General-Theoretic within the Department of Psychology, Thomas Harriot College of Arts and Sciences; Request to discontinue site offering at James Sprunt Community College: MSW in Social Work within the School of Social Work, College of Health and Human Performance; Request to revise program, including reduction in credit hours to 120: BS in Recreation and Park Management within the Department of Recreation and Leisure Studies, College of Health and Human Performance and Request to discontinue degree program: MAEd in Health Education within the Department of Health Education and Promotion, College of Health and Human Performance were approved as presented. **RESOLUTION #18-21**

Professor Chaney then presented proposed revisions to *ECU Faculty Manual*, Part VI, Section VII. Curriculum Procedures and Academic Program Development.

There was no discussion and the proposed revisions to *ECU Faculty Manual*, Part VI, Section VII. Curriculum Procedures and Academic Program Development were approved as presented. **RESOLUTION #18-22**

#### D. Committee on Committees

Professor Nancy Winterbauer (Medicine), Chair of the Committee presented the first reading of proposed revisions to the following academic committee charges: Service-Learning Committee, Writing Across the Curriculum Committee, Calendar Committee, Distance Education and Learning, Technology Committee, University Athletics Committee, University Budget Committee, Faculty Welfare Committee, Student Academic Appellate Committee and Teaching Grants Committee.

Formal action on the proposed revisions to the nine academic committee charges will take place during the required second reading on April 24, 2018.

#### E. Faculty Governance Committee

Professor Tracy Carpenter-Aeby (Social Work), Chair of the Committee presented proposed revisions to the *ECU Faculty Manual*, Part X, Section II. Tenure and Promotion Schedule and stated that the revisions are in the schedule.

There was no discussion and the proposed revisions to the *ECU Faculty Manual*, Part X, Section II. Tenure and Promotion Schedule were approved as presented. **RESOLUTION #18-23**

#### F. Unit Code Screening Committee

Professor Cheryl Johnson (Human Development and Family Science), Chair of the Committee presented the following revised Unit Codes of Operation: [Department of Health Education and Promotion](#), [Department of Human Development and Family Sciences](#), [Department of Interior Design and Merchandising](#), [Department of Kinesiology](#), [Department of Recreation and Leisure Studies](#), [School of Social Work](#) and [Department of Geography, Planning and Environment](#).

There was no discussion and the following revised Unit Codes of Operation [Department of Health Education and Promotion](#), [Department of Human Development and Family Sciences](#), [Department of](#)

[Interior Design and Merchandising](#), [Department of Kinesiology](#), [Department of Recreation and Leisure Studies](#), [School of Social Work](#) and [Department of Geography, Planning and Environment](#) were approved as presented. **RESOLUTION #18-24**

G. Admission and Retention Policies Committee

Professor Jay Newhard (Philosophy and Religious Studies), Chair of the Committee presented a proposed addition to the *University Undergraduate Catalog*, Admission Requirements Relating to Applicants Who May Require Special Consideration or Exceptions to Policies.

There was no discussion and the proposed addition to the *University Undergraduate Catalog*, Admission Requirements Relating to Applicants Who May Require Special Consideration or Exceptions to Policies was approved as presented. **RESOLUTION #18-25**

H. Faculty Welfare Committee

Professor Chris Duffrin (Medicine), Chair of the Committee presented first the resolution on the Status of Faculty Salaries at ECU. Compression and inversion of faculty salaries was of concern. Recommendation made for a member of the faculty welfare committee to IPAR group that reports such data.

Professor Maher (Philosophy and Religious Studies) recommended an editorial change to change “in certain units at” with “across ECU.” The editorial change was accepted as presented.

Professor Goodwillie (Biology) offered an editorial change to add the definition of CUPA to the document. The editorial change was accepted as presented.

Following discussion the resolution on the Status of Faculty Salaries for the Divisions of Academic Affairs and Health Sciences at ECU was approved as editorially revised. **RESOLUTION #18-26**

Professor Duffrin then presented a resolution on Gun Violence and requested that it be considered for information only and asked Senators to share the draft resolution with colleagues within their academic units for feedback. The Committee requested faculty review and feedback prior to their April 12<sup>th</sup> meeting so that the final resolution could reflect the beliefs of the faculty.

Professor Powers (Sociology) recommended that Professor Tracey Carpenter-Aeby (Social Work) be invited to the Committee discussion as an expert in school violence.

Professor Green (Art and Design) asked what was requested of the Senators. Professor Duffrin replied ideally a group decision from an academic unit would be helpful but any faculty feedback prior to their April 12<sup>th</sup> meeting was be useful.

There being no further business the meeting adjourned at 4:20 pm.

Respectfully submitted,

Donna Roberson  
Secretary of the Faculty  
College of Nursing

Lori Lee  
Faculty Senate

## FACULTY SENATE RESOLUTIONS APPROVED AT THE MARCH 27, 2018 MEETING

### Resolution #18-17

Formal faculty advice on curriculum and academic matters acted on and recorded in the Graduate Council's [March 12, 2018](#) meeting minutes. Programmatic action items (GC 18-5) within the Graduate Curriculum Committee meeting minutes from [February 7, 2018](#), and [February 21, 2018](#) were forwarded to the Educational Policies and Planning Committee (EPPC), which included an Accelerated Bachelors/Master's Degree: Network Technology, MS in the Department of Technology Systems within the College of Engineering and Technology (level 2); a Proposal of a New Certificate: Teaching Children from Poverty in the Department of Elementary and Middle Grades Education within the College of Education (level 3); and revisions to the DNP degree core curriculum, specialty areas and three graduate certificates: Adult Gerontology, Primary Care Nurse Certificate, and Nursing Practice (DNP) in the Department of Advanced Nursing Practice and Education within the College of Nursing (level 3). Policy action items (GC 18-6) within the Graduate Council meeting minutes of [March 12, 2018](#), included addition of a policy on Accelerated Bachelors and Master's programs; revisions to the Foreign Student Credential Evaluation process; and editorial clarification of graduate student grading policies. Proposed changes to the Faculty Manual, Part VI, Section VII, Teaching and Curriculum Regulations, Procedures, and Academic Program Develop were reviewed and recommended for approval without change.

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### Resolution #18-18

Curriculum and academic matters acted on and recorded in the Undergraduate Curriculum Committee's [February 8, 2018](#) meeting minutes including curricular actions within the Departments of English and Economics, the [February 22, 2018](#) meeting minutes including curricular actions within the Colleges of Education, Health and Human Performance and Business and the [March 15, 2018](#) meeting minutes including curricular actions within the Colleges of Business, Health and Human Performance and Nursing and Departments of Mathematics, Interior Design and Merchandising, Human Development and Family Science and Kinesiology were approved as presented.  
{correction: March 1, 2018 minutes listed incorrectly.}

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### Resolution #18-19

Curriculum and academic matters acted on and recorded in the General Education and Instructional Effectiveness Committee's [February 19, 2018](#) meeting minutes including Global Diversity credit and Humanities credit for FORL 2662: Special Topics in Hispanic Cinemas and THEA 2235: Global Theater; Fine Arts credit for THEA 2002: Theater Design; removal of Fine Arts credit for DNCE 3601: Selected Topics in Dance, DNCE 3602: Selected Topics in Dance, DNCE 3603: Selected Topics in Dance, DNCE 4044: History of Dance I, DNCE 4045: History of Dance II and THEA 4066: Theatre Management; Mathematics credit for MATH 1064: Applied Mathematics; and Global Diversity credit for SOCW 4250: Substance Use Disorders and Research Methods.

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### Resolution #18-20

Revisions to the Domestic and Global Diversity Course Requirements (originally approved as [FS Resolution #12-75](#), April 2012), as follows:

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

“Domestic and Global Diversity Course Requirements

~~This recommendation revises the current three-hour diversity requirement, which does not contain any goals.~~

These requirements have two components: domestic diversity and global diversity. Domestic diversity addresses understanding diversity within the USA in the context of problems faced by members of specific groups. Global diversity addresses understanding diversity in other cultures in the context of globalization.

~~Effective Fall 2013,~~ Undergraduate students ~~will be~~ **are** required to complete *two three-hour diversity courses*: one course with a domestic diversity (USA) focus and one with a global diversity focus. These courses can be chosen from courses that meet the Liberal Arts Foundations requirements and/or the requirements for the major. This requirement will be stated in the undergraduate catalog. Courses that address diversity provide opportunities for students to learn about the beliefs, values and achievements of people other than those of their own age, ethnicity, culture, national origin, ability, religion, sexual orientation, and gender identity. These courses also provide opportunities to examine problems that may arise from differences, and opportunities to learn how to deal constructively with these issues.

Requests for diversity credit for a course are evaluated by the ~~Foundations Curriculum~~ **General Education** and Instructional Effectiveness Committee and approved by the Faculty Senate and the Chancellor. For a course to receive domestic diversity credit or global diversity credit, it must address either the generic domestic or global diversity goals stated below.

**Study Abroad Courses: a Study Abroad course receives Global Diversity credit without the need for approval by the General Education and Instructional Effectiveness Committee, the Faculty Senate and the Chancellor provided that:**

- **The course earns 3 or more credit hours, and**
- **The course requires students to be in one or more countries other than the United States for a total of at least fourteen days.**

**For a Study Abroad course that does not require students to be in one or more countries other than the United States for a total of at least fourteen days to receive Global Diversity credit, the credit must be approved by the General Education and Instructional Effectiveness Committee, by the Faculty Senate and the Chancellor.**

Courses that transfer to ECU as equivalent to an ECU course that is approved for diversity credit receive diversity credit. Transfer courses that are not equivalent to existing ECU diversity courses may be approved for diversity credit by the ~~Foundations Curriculum~~ **General Education** and Instructional Effectiveness Committee.

Domestic Diversity Course Goals

1. Students understand problems that arise in the USA from differences in age, ethnicity, culture, national origin, ability, religion, sexual orientation, and gender identity in the context of their historical and contemporary causes and effects, including attempts to resolve these problems.
2. Students demonstrate the ability to use critical thinking skills to evaluate from different perspectives domestic problems arising from differences in age, ethnicity, culture, national origin, ability, religion, sexual orientation, and gender identity.

#### Global Diversity Goals

1. Students understand how cultural beliefs and values shape people's perceptions and impact global decisions and actions.
2. Students apply critical thinking skills to evaluate global issues and events from multiple perspectives."

**ONCE APPROVED, THESE CHANGES WILL ALSO BE REFLECTED WHERE APPROPRIATE WITHIN THE UNIVERSITY UNDERGRADUATE CATALOG.**

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#### Resolution #18-21

Curriculum and academic matters acted on and recorded in the Educational Policies and Planning Committee's [March 16, 2018](#) meeting minutes including a Request to Deliver Online and at Off-Campus Sites: EdD in Educational Leadership within the Department of Educational Leadership, College of Education; Request to Deliver Online and at Off-Campus Sites: MSA (School Administration) within the Department of Educational Leadership, College of Education; Request to Deliver Online: MS in Counselor Education within the Department of Interdisciplinary Professions, College of Education; Request for significant program revisions, including approval of a new concentration: BS in Exercise Physiology within the Department of Kinesiology, College of Health and Human Performance; Request for significant program revisions, including two new concentrations: BS in Economics within the Department of Economics, Thomas Harriot College of Arts and Sciences; Request to Deliver 50-75% Online: MS in Rehabilitation and Career Counseling within the Department of Addiction and Rehabilitation Studies, College of Allied Health Sciences; Request to Deliver 75-80% Online and at an Off-Campus Site Twice per Semester: MFA in Art within the School of Art and Design, College of Fine Arts and Communication; Request to establish new certificate: Post-baccalaureate (PB) Certificate in Sustainable Tourism and Hospitality within the School of Hospitality Leadership, College of Business; Request to reduce credit hours: Certificate in Business and Technical Communication within the Department of English, Thomas Harriot College of Arts and Sciences; Request to discontinue and consolidate: MA in Clinical Psychology within the Department of Psychology, Thomas Harriot College of Arts and Sciences; Request to discontinue and consolidate: MA in School Psychology within the Department of Psychology, Thomas Harriot College of Arts and Sciences; Request to consolidate (as parent) and change program title to "Psychology": MA in Psychology, General-Theoretic within the Department of Psychology, Thomas Harriot College of Arts and Sciences; Request to discontinue site offering at James Sprunt Community College: MSW in Social Work within the School of Social Work, College of Health and Human Performance; Request to revise program, including reduction in credit hours to 120: BS in Recreation and Park Management within the Department of Recreation and Leisure Studies, College of Health and Human Performance and Request to discontinue degree program: MAEd in Health Education within the Department of Health Education and Promotion, College of Health and Human Performance.

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Resolution #18-22

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

(Additions are noted in **bold** text and deletions are noted 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 development are faculty responsibilities. These Program and curriculum changes will now be~~ **are** initiated, prepared, and presented for review through the Curriculum **ECU’s** curriculum management system. All proposals follow an approval process inclusive of all relevant ECU campus bodies and voting faculty as defined in ~~ECU Faculty Manual, Part VI, Section VII~~ **this document**. Three levels of approval have been identified and actions **are** grouped **defined** according to the specific delegated authority of final approvals **bodies**. Proposals governed by the policies and procedures of **the** UNC General Administration (GA) **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. ~~Instructions and training on specific procedures and documents for program and curriculum development proposals are available on the Curriculum Website.~~

**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 ~~Institutional~~ **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**, ~~Institutional~~ **Academic Planning and Accreditation**, and Division of Health Sciences; and the Chair of the Faculty. **APDCT** collaborates with ~~units~~ **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.** ~~and inform the Educational Policies and Planning Committee (EPPC), of its recommendations to Academic Council and the dean of the Graduate School, concerning graduate programs under consideration.~~

**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 ~~his or her~~ 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 ~~GA~~ **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** ~~Programs with fewer hours are designated a concentration within an existing degree program~~ **should be designated a concentration.** Degree programs require final approval by ~~GA~~ **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](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, ~~and post-master's~~, and post-doctoral levels. ~~UNC-GA UNC-SO has indicated that post-baccalaureate and post-master's certificates must require a specified number of hours (18 s.h. for post-baccalaureate and 24 s.h. for post-master's) to be reported to the Integrated Postsecondary Education Data System (IPEDS).~~ **Once a certificate is approved, it must be submitted to** ~~ECU will submit it to~~ the U.S. Department of Education to determine if the program is eligible for participation in Title IV (financial aid) programs, **as appropriate.**

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, ~~GA~~ **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.**

~~4. Curriculum Development~~

~~Curriculum development includes developing courses and requirements for new academic programs, and developing and revising courses and requirements for existing programs.~~

~~5. Program Development~~

~~Program development includes developing new academic degree programs, minors, and certificates; and new concentrations within existing degree programs; as well as requesting degree title and/or CIP code changes, and moving or discontinuing programs.~~

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

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

The following are Level 1 Curricular **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**

The following are 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

Program changes excluded from Level I are degree and certificate title and/or CIP code changes; revising total 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 GA **UNC-SO** as indicated below.

Level II Curricular **Course** and Program Changes: Delegated authority to EPPC and Academic Council. Level II changes are substantial curricular **course** and program changes that 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 Academic Council. They require no approval by the Chancellor or by GA **UNC-SO**.

1. Moving a degree, ~~or~~ certificate, **concentration, or minor** program **to a new academic home**
2. Proposing an integrated **accelerated** degree program
3. Proposing a new concentration in an existing degree program
4. Proposing a new minor

- ~~5. Moving a minor or concentration to a new academic home~~

Level III Program Changes: Require Chancellor Approval

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

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

1. Discontinuing an existing degree or certificate program
2. Proposing a new certificate program
3. Proposing a new degree program (~~two-phase process: planning and establishing~~)
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
7. Revising ~~Increasing/decreasing~~ degree or certificate credit hours
8. Changing a degree designation (e.g., MA to MS)

GA 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

~~Program development includes creation of new academic degree programs, minors, certificates, and new concentrations within existing degree programs, as well as requesting degree title and/or CIP code changes, and moving or discontinuing programs.~~

**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** ~~Program proposals on the ECU Academic Program Plan will be presented in a campus-wide forums, with opportunities for questions and written feedback concerning inclusion. All new Requests to Plan undergo a rigorous, thorough campus-wide vetting process and are submitted in accordance with UNC-SO policies and procedures. New degree programs follow Level III processes/actions. Curriculum development, as part of new degree program development, will follow Level I vetting processes. New degree programs may not be advertised until ECU receives UNC BOG approval.~~

1. ~~New Degree Programs~~

~~must include a list of all UNC and private in-state institutions that offer the same or a similar degree. Program planners are expected to contact those institutions regarding their experience with program productivity (applicants student demand, majors, job market, placement, etc.). Further, program planners are expected to identify opportunities for collaboration with institutions offering related degrees and discuss what steps have or will be taken to actively pursue those opportunities where appropriate and advantageous. To facilitate this portion of the planning process, the UNC-GA UNC-SO Division of Academic Affairs provides a link to the UNC Academic Program Inventory and a link to program inventories for other in-state institutions. In addition, proposals must include the Classification of Instructional Programs (CIP) code under which the~~

~~proposed program is to be classified. Faculty should allow ample time for review of proposals at all levels.~~

~~The approval process to plan or establish new undergraduate or graduate degree programs involves two three distinct phases:~~

~~Phase I: Planning (UNC Request to Plan) a New Degree Program~~

~~Phase II: Development (UNC Request to Establish; curriculum development) a New Academic Degree Program~~

~~New Degree Program Curriculum Development~~

~~The Request to Plan, which contains questions of full campus concern, will undergo the full Level III campus review. Once GA approves the plan, ECU has four months to submit the Request to Establish. The Request to Establish updates the Request to Plan, as well as curriculum and other materials that are the purview of unit faculty for administering the program. The Request to Establish will be approved through the appropriate academic units, the APD Collaborative Team, (an advisory body). Curriculum development, as part of new degree program development, will follow Level II vetting processes.~~

## ~~2. Process Completion~~

The proposing academic unit, Institutional **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 GA **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 planning.

Faculty Senate Resolution #12-50, March 2012  
Faculty Senate Resolution #15-63, May 2015

Faculty Senate Resolution #14-62, May 2014  
Faculty Senate Resolution #17-13, March 2017

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## Resolution #18-23

Revised *ECU Faculty Manual*, Part X, Section II. Tenure and Promotion Schedule, as follows:

(The revised section would replace the current text located [here](#).)

### “Tenure and Promotion Schedule

The timelines designated in these schedules are the normal review cycles for the stated personnel actions. The Chancellor (or designee) may approve an adjustment to these timelines when compelling circumstances, as determined by the Chancellor (or designee), justify a temporary revision. For Promotion and Tenure consideration, the Chancellor (or designee) will adjust the

schedule for notifications to faculty candidates when required by unforeseen circumstances, such as a change in the Board of Trustees meeting date normally held in the spring of the academic year.

Promotion and Tenure Timeline – Spring before Decision Year\*

Action	9 and 12 Month Faculty Deadline	Time Allotted for Decision
Faculty member makes a request to the unit administrator to begin the process of consideration for promotion or early conferral of permanent tenure	1 <sup>st</sup> Friday in February	
Faculty member submits a list of potential external reviewers to the tenure committee	3 <sup>rd</sup> Friday in February	
Tenure Committee submits of a list of external reviewers to the unit administrator and selects materials to be sent to reviewers	4 <sup>th</sup> Friday in March	
Unit administrator sends letter and materials to confirmed external reviewers	Last Friday in April	4 weeks

See endnote below for deadlines affecting 12-month faculty member with prior academic credit\*\*

Promotion and Tenure Timeline – Fall and Spring of Decision Academic Year\*

Action	9 and 12 Month Faculty Deadline (AA and HS)	Time Allotted for Decision
Unit administrator informs committee of upcoming need for a meeting	1 <sup>st</sup> Tuesday in September	
External reviewers' reports due	1 <sup>st</sup> Tuesday in September	

<p>Faculty member meets with unit administrator to verify that all required documents are in PAD (optional but recommended)</p>	<p>1<sup>st</sup> Tuesday in September</p>	
<p>Faculty member turns in PAD to Committee</p>	<p>2<sup>nd</sup> Tuesday in September</p>	
<p>Committee recommendation/PAD to unit administrator</p>	<p>4<sup>th</sup> Tuesday in October</p>	<p>6 weeks</p>
<p>Unit administrator recommendation/PAD to Dean (note: Brody School of Medicine P&amp;T Committee reviews &amp; makes recommendation to BSOM Dean)</p>	<p>1<sup>st</sup> Tuesday in December</p>	<p>5 weeks</p>
<p>Dean recommendation/PAD to VCAA or VCHS</p>	<p>1<sup>st</sup> Tuesday in February</p>	<p>6 weeks</p>
<p>VC decision/PAD to Chancellor</p>	<p>1<sup>st</sup> Tuesday in March</p>	<p>4 weeks</p>
<p>Chancellor decision</p>	<p>3<sup>rd</sup> Tuesday in March</p>	<p>2 weeks</p>
<p>BOT decision (Tenure Only)</p>	<p>Spring BOT meeting</p>	<p>Date varies each year</p>

Reappointment of Probationary-Term Faculty Members Timeline\*

Action	9 Month Faculty Deadline	12 Month Faculty Deadline	Approx. Time Allotted for Decision
PAD due to Tenure Committee for reappointment decision	3 <sup>rd</sup> Tuesday in January	4 <sup>th</sup> Tuesday in February	
Committee recommendation to unit administrator	2 <sup>nd</sup> Tuesday in February	3 <sup>rd</sup> Tuesday in March	3 weeks
Unit administrator recommendation to Dean (if applicable)	1 <sup>st</sup> Tuesday in March	2 <sup>nd</sup> Tuesday in April	3 weeks
Dean recommendation to VCAA or VCHS	Last Tuesday in March	1 <sup>st</sup> Tuesday in May	3 weeks
VCAA or VCHS decision	Last Tuesday in April	1 <sup>st</sup> Tuesday in June	4 weeks

Reappointment of Probationary-Term Faculty Members in 2<sup>nd</sup> Year of Employment  
 With Credit for Prior Academic Service Timeline\*

Action	9 Month Faculty Deadline	Time Allotted for Decision	12 Month Faculty Deadline
PAD due to Tenure Committee	1 <sup>st</sup> Tuesday in September		1 <sup>st</sup> Tuesday in April
Committee recommendation to unit administrator	1 <sup>st</sup> Tuesday in October	4 weeks	1 <sup>st</sup> Tuesday in May
Unit administrator recommendation to Dean	3 <sup>rd</sup> Tuesday in October	2 weeks	3 <sup>rd</sup> Tuesday in May

(if applicable)			
Dean recommendation to VCAA or VCHS	1 <sup>st</sup> Tuesday in November	2 weeks	2 <sup>nd</sup> Tuesday in June
VCAA or VCHS decision	3 <sup>rd</sup> Tuesday in November	2 weeks	3 <sup>rd</sup> Tuesday in June

Progress Towards Tenure (PTT) Letters -  
 Required all years except the year prior to the year in which a faculty member's mandatory tenure decision is considered

Action	9 and 12 Month Faculty Deadline
Unit administrator provides the Tenure Committee with the candidate's current annual report, copies of the candidate's previous and current annual evaluations and previous progress toward tenure letters, and a draft of the new Progress Toward Tenure letter written by the unit administrator	3 <sup>rd</sup> Friday in April
Tenure Committee meets with the unit administrator to review the cumulative record of a candidate's progress and finalize the Progress Toward Tenure letter	4 <sup>th</sup> Friday in April
Delivery of PTT letter and meeting that includes the faculty member, representative of the Tenure Committee and unit administrator to discuss the letter	End of the Spring Semester

Subsequent Appointment of Fixed-Term Faculty Members Timeline – Spring of Decision Year\*

Fixed-term faculty members request consideration of a subsequent appointment and submit portfolio required by unit code	No later than 75 calendar days before term expires	
Committee and unit administrator notify fixed-term faculty member in writing of subsequent appointment recommendation	No later than 45 days before term expires	30 days

\*Faculty candidate will be notified of the recommendation or decision, as appropriate, in writing within one week at each decision point.

\*\*For 12-month Assistant Professor with 1 year of prior academic credit, in the fourth year of appointment, external reviewer list is due to Tenure Committee on the 2<sup>nd</sup> Tuesday in April; Tenure Committee's final list of external peer reviewers is due to unit administrator on 4<sup>th</sup> Tuesday in April; unit administrator will send letters and selected materials to reviewers by the 3<sup>rd</sup> Thursday in May."

(FS Resolution #12-68, April 2012)

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Resolution #18-24

Revised Unit Codes of Operation: [Department of Health Education and Promotion](#), [Department of Human Development and Family Sciences](#), [Department of Interior Design and Merchandising](#), [Department of Kinesiology](#), [Department of Recreation and Leisure Studies](#), [School of Social Work](#) and [Department of Geography, Planning and Environment](#).

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Resolution #18-25

Addition to the *University Undergraduate Catalog*, Admission Requirements Relating to Applicants Who May Require Special Consideration or Exceptions to Policies, as follows:

(Addition is noted in **bold** text.)

"General Information

East Carolina University is an equal educational opportunity institution; and, in keeping with this policy, the university makes no distinction in the admission of students, or in any other of its activities, on the basis of race, color, gender, sexual orientation, creed, disability, age, or national origin. All students who are seeking college credit, whether or not they are working toward a degree, must gain admission to the university. Unless otherwise specified, undergraduate students are admitted to the university by the director of admissions. The completed application, with required evidence of eligibility, should be submitted to the Office of Undergraduate Admissions by the posted application deadline. Applicants should contact the Office of Undergraduate Admissions to determine deadline dates for each academic term. Visit [www.ecu.edu/admissions](http://www.ecu.edu/admissions).

- Admission to the university does not guarantee admission to individual programs. Individual program admission requirements are described in the specific academic sections.
- Post-baccalaureate students seeking a second undergraduate degree should apply to the Office of Undergraduate Admissions.
- Post-baccalaureate students seeking teacher licensure should apply to the Office of Undergraduate Admissions.
- Post-baccalaureate students seeking a graduate degree or nondegree credit only should apply to the Graduate School. This includes students with four year degrees who want to take undergraduate courses as prerequisites to graduate admission application.

The university seeks to admit undergraduate students who show evidence of being able to succeed in and benefit from academic programs of the rigor offered. The admission decision is based on those criteria indicative of performance and potential as listed below. The chancellor or his designee may admit students whose special talents indicate success in programs requiring those talents. In addition to the above, the Board of Trustees has authorized the Admissions and Retention Policies Committee, at its discretion, to require a personal interview and/or any test deemed advisable.

Prior to enrollment, admitted students must submit a satisfactory health certificate to [Student Health Services](#).

Applicants who have registered in other colleges, universities, or technical institutes (whether or not they earned credit or wish to transfer credit) are required to submit official transcripts of all previous college attendance to the Office of Undergraduate Admissions prior to admission.

All official records must be forwarded from the institution previously attended and must be on file in the admissions office before a student can be admitted. Falsification of the application or any academic records will result in dismissal from East Carolina University.

Transcripts will be evaluated on the basis of East Carolina University requirements, not those of any institutions previously attended. If a transfer student meets admission requirements, full credit will be awarded for all transfer courses passed with a grade of C (2.0) or better and for which East Carolina University has equivalent courses. To have a transcript evaluated, the student must have on file in the Office of Undergraduate Admissions an application for undergraduate admission, the \$75 application fee, and an official transcript from each school previously attended.

Any record submitted for evaluation may be totally or partially disallowed according to East Carolina University policies and regional accrediting association regulations. East Carolina University routinely accepts credit from institutions accredited by regional accrediting associations. Validating examinations may be required in any or all subjects and will be required for work completed at institutions not accredited by regional associations, if the student wishes to establish such credit. All transfer students must earn a minimum of one-half the hours of credit required for graduation through enrollment in a regionally accredited senior college; a minimum of 30 semester hours and one-half of the hours in the major must be completed through enrollment at ECU.

In exceptional cases, students may secure the equivalent of transfer credit by passing previously arranged special examinations in subjects in which they have systematically acquired knowledge under conditions which did not permit the earning of transferable credit. Freshmen whose high school records and/or pre-entrance tests show unusual achievement and promise in a subject may take special examinations to receive college credit. (See [Advanced Placement](#), below.) Limits on the number of semester hours of credit earned by special examination may be imposed by schools or departments. Credit earned by examination may not be used to reduce minimum residency requirements.

Grades transferred from another institution are not considered in computing the GPA at East Carolina University, except in the case of seniors graduating with degrees with distinction.

## Admission Requirements

### Freshmen

Admission requirements for freshmen are listed below:

1. Official certificate of graduation (or its equivalent) from an accredited secondary school and a satisfactory scholastic record.
2. Fifteen acceptable units of secondary school credit, including in English, four course units emphasizing grammar, composition, and literature; in mathematics, four course units including algebra I, algebra II, geometry and a higher level mathematics course for which algebra II is a prerequisite (fourth unit of mathematics is required of students graduating high school in 2006 and later); in science, three course units, including at least one unit in a life or biological science (for example, biology), at least one unit in a physical science (for example, physical science, chemistry, physics), and at least one other laboratory science course; in foreign language, two course units in same language (two units in foreign language are required of students graduating high school in 2004 and later); and in social studies, two course units, including one unit in US history.

East Carolina University recommends that prospective students complete at least one course unit in the arts. Admission to the university does not guarantee admission to individual programs; individual program admission requirements are described in the specific academic sections.

3. Satisfactory scores on the Scholastic Aptitude Test ([www.collegeboard.com](http://www.collegeboard.com)) or American College Test ([www.act.org](http://www.act.org)). Registration forms for either of these examinations are available online and at individual high schools. Official scores must be sent to the ECU Office of Undergraduate Admissions to be eligible to be considered for admission to the institution.
4. A nondeductible, nonrefundable application fee of \$75.

### Transfer Students

#### General Transfer

General admission requirements for transfer students are listed below:

1. Official transcript(s) from each regionally accredited college, technical institute, or university previously attended showing the following:
  - a. A 2.5 grade point average (GPA) on all transferable hours attempted. (Admission to programs in some professional schools may require a GPA which is higher than that required by the university.) A minimum of 24 transferable semester hours is required for transfer consideration which must include the equivalent college credit hours for [ENGL 1100](#).
  - b. Honorable dismissal and eligibility to return to the college or university at which last matriculated. (Attendance only at summer school does not apply.)
  - c. Students who will be 21 years old at the time they propose to enroll may submit their application for transfer admission, with 24 or more transferable hours from a regionally accredited institution are not required to provide a high school transcript or general educational development tests (GED) certificate.
2. Nondeductible, nonrefundable application fee of \$75.

Admission to the university does not guarantee admission to individual programs. Individual program admission requirements are described in the specific academic sections. It is the student's responsibility to request that all transcripts and other records be forwarded to the admissions office.

Note: Transfer students must also meet the University of North Carolina subject matter admission requirements by completing high school courses as stated above, or by completing 24 or more transferable credit hours.

### Applicants Who May Require Special Consideration or Exceptions to Policies

All students interested in enrollment as an undergraduate must complete an application for admission. Each application is considered individually based upon a combination of a student's previous academic work, test scores, essays, and other personal statements. However, students who feel special circumstances should be considered during this review may request a holistic review. The intent of this policy is to offer students the opportunity to present evidence of demonstrable promise of academic success at ECU. The review will consider all information supplied by the applicant with emphasis placed on, but not limited to: high school grade point average trends, college grade point average, rigor of course work, duration or time away from high school or college, and other information the applicant considers critical to the review of their application. For example: A transfer student with an overall GPA including all previous work below the ECU minimum of 2.5, but who has successfully earned a 3.0 over the course of their last 24 credit hours might be offered admission through the holistic review process. As another example: A high school senior who does not meet the UNC minimum admission requirements but who has a demonstrated artistic talent might be offered admission through the holistic review process. Freshman applicants requesting a holistic review should contact the Office of Undergraduate Admissions at [admis@ecu.edu](mailto:admis@ecu.edu); transfer applicants requesting a holistic review should contact the Office of Undergraduate Admissions at [transfer@ecu.edu](mailto:transfer@ecu.edu).

#### Freshmen applicants

Any applicant for undergraduate admission as a freshmen who does not meet the UNC Minimum Requirements for first-time Undergraduate Admission Minimum Course Requirements (MCR) or the Minimum Admission Requirements (MAR) may request a holistic review through the Office of Undergraduate Admission. (International applicants should consult with the Office of Global Affairs.) (Link to UNC Admission Requirements: <https://www.northcarolina.edu/prospective-students/minimum-admission-requirements>) Students who do not meet the UNC System MAR requirements will be considered as Chancellor's Exceptions. Freshman applicants requesting a holistic review should contact the Office of Undergraduate Admissions at [admis@ecu.edu](mailto:admis@ecu.edu).

#### Transfer applicants

Any applicant for undergraduate admission as a transfer who does not meet ECU's transfer requirements may request a holistic review through the Office of Undergraduate Admissions. (International applicants should consult with the Office of Global Affairs.) Transfer applicants requesting a holistic review should contact the Office of Undergraduate Admissions at [transfer@ecu.edu](mailto:transfer@ecu.edu).

Admission to the university does not guarantee admission to individual programs. Individual program admission requirements are described in the specific academic sections. It is the student's responsibility to request that all transcripts and other records be forwarded to the admissions office."

Resolution #18-26

Resolution on the Status of Faculty Salaries for the Divisions of Academic Affairs and Health Sciences at ECU, as follows:

- Whereas, a review of College and University Personnel Association (CUPA) reports generated by IPAR for the 2016-17 academic year display evidence of salary compression/inversion, particularly between the ranks of assistant and associate professor across ECU; and
- Whereas, the blunt instrument of a CUPA report does not display evidence on an individual level, but merely displays trends in units; and
- Whereas, IPAR representatives have stated that a new salary study is scheduled for the 2018-2019 academic year for the Division of Academic Affairs and in the following year for the Division of Health Sciences; and
- Whereas, salary issues create demoralization among the faculty, especially where senior faculty make less than junior faculty, affecting productivity and risking the loss of qualified faculty to institutions in other states.

Therefore Be It Resolved, that the Faculty Senate recommends the Chancellor:

1. Add a Faculty Welfare Committee representative to the task force being established to develop salary predictors used in generating data for future faculty salary studies;
2. Support the efforts of the taskforce in both the data analysis and the methods by which the data is presented, including but not limited to, the use of established benchmark expectations for faculty salaries involving years of experience and rank;
3. Encourage public presentations on information gathered upon completion of each Division's faculty salary study;
4. Instruct IPAR to provide academic unit heads the faculty salary data on faculty in their units who fall below the salary predictors, taking into account annual performance reviews, rank, and years of experience;
5. Encourage academic unit heads to provide respective Vice Chancellors with recommendations for faculty salary adjustments in accordance with data collected from the faculty salary studies;
6. Ensure that salary compensation will be a financial priority in the 2020-2021 ECU budget for those identified in the faculty salary studies who fall below the salary predictors.