Standard V: Administration and Financial Support

Introduction

As part of its mission to broaden access to higher education, East Carolina University (ECU) is a leading provider of distance education opportunities and programs in the state of North Carolina. The ECU Office of Continuing Studies provides information on the programs and scope of online education offered. In support of ECU’s mission to broaden access to higher education, the College of Education (COE), including the Master of Library Science (MLS) program, is a leader in online education state wide.

V.1 The school is an integral yet distinctive academic unit within the institution. Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the school within the general guidelines of the institution. The parent institution provides the resources and administrative support needed for the attainment of program objectives.

…The school is an integral yet distinctive academic unit within the institution.

College of Education Administrative Structure

The COE employs over 272 faculty and staff and is organized with the University’s Division of Academic Affairs\(^1\). During 2013-2014, COE was organized into seven departments: Educational Leadership (LEED); Elementary & Middle Grades Education; Higher, Adult, and Counselor Education (HACE); Information and Library Science (ILS); Literacy Studies, English & History Education (LEHE); Mathematics, Science and Instructional Technology Education (MSITE); and Special Education, Foundations & Research (SEFR). By the end of the 2013-2014 academic year, the COE had reorganized into six departments.

The Department of Information and Library Science (ILS) was formed in February 2013, through the merger of two departments within COE, the Department of Business and Information Technologies Education (BITE) and the Department of Library Science (LIBS). ILS includes the MLS program, which prepares students for career opportunities in school media centers and in public and academic library settings.

Declining revenue and high unemployment within the state of North Carolina led the General Assembly, which is the state’s legislative body, to cut funding for University of North Carolina system universities by 16% in 2011-2012. So grave was the challenge that ECU created a process for prioritizing academic programs in

\(^1\) This organizational chart for the ECU Division of Academic Affairs does not reflect the recent appointment of Dr. Ronald L. Mitchelson as Interim Provost and Senior Vice Chancellor.
search of savings, and the process resulted in a number of recommendations by the Program Prioritization Committee (PPC), one of which was to merge the LIBS and BITE departments. The faculties of LIBS and BITE agreed to merge their respective departments to become the Department of Information and Library Science. These two faculty bodies reached consensus that the merger would be mutually beneficial. Advantages of the merger included increasing faculty personnel resources, increasing the relative size of the new department within the COE, sharing of support staff resources, and increasing opportunities for interdisciplinary collaboration. Because members of the former BITE faculty teach and do research in such areas as technology integration, web design, and information assurance, there are synergistic possibilities for the enrichment of the MLS program curriculum, particularly in elective offerings.

An additional recommendation by the PPC was to merge two other COE departments (HACE and LEED). Two of the programs in HACE, Adult Education and Counselor Education, saw greater programmatic synergy with ILS and proposed joining ILS instead of LEED. MLS faculty saw the same advantages to being aligned with Adult Education and Counselor Education programs as were seen in the merger with BITE, including sharing of resources, reduced duplication of effort in administrative tasks, and enriched collegial and curricular possibilities. HACE was dissolved administratively, effective May 23, 2014, and the Department of Interdisciplinary Professions (IDP) was formed. The Higher Education program, formerly in HACE, became part of LEED.

The new Department of Interdisciplinary Professions contains graduate programs in Adult Education (MAEd), Counselor Education (MS), Library Science (MLS), Career and Technical Education (MAEd), and Information Technologies (MS). Also included are undergraduate programs in Information Technology (BSBE) and Business and Marketing Education (BSBE). The Department is organized into four program units: Adult Education, Business and Marketing Education, Counselor Education, and Library Science. Each program unit is led by a Program Coordinator.

The process of restructuring academic units involved campus-wide meetings to discuss the PPC’s report, Structured for Excellence, open faculty forums for comment, and meetings of campus and college administrators. On the COE level, the process included small and large group meetings of affected faculty, college-wide discussion meetings, individual faculty consultations with the COE Dean, and the process resulted in formal COE, Faculty Senate, and administrative approvals. Below is the timeline of events, which illustrates the transparent, methodical, and inclusive nature of the restructuring process.

February 15, 2012

Reorganization White Paper from ECU Program Prioritization Committee suggests the College of Education merge the Department of Library Science with Department of Business and Information Technologies Education and
merge the Department of Higher, Adult, and Counselor Education with the Department of Educational Leadership

February 17, 2012  Representatives from Library Science and Business and Information Technologies Education form a committee to discuss a possible merger

March 2, 2012  COE holds college wide forum to discuss the Reorganization White Paper

March 9, 2012  Campus wide Deans and Directors hold forum to discuss the Reorganization White Paper

March 16, 2012  Campus wide opinion survey on reorganization launched

March 30, 2012  Draft PPC report *Structured for Excellence* released

April 13, 2012  Campus wide forum held to collect feedback on the draft

April 23, 2012  Final *Structured for Excellence* report containing merger recommendations for COE released

April 30, 2012  *Structured for Excellence* and final recommendations sent to the Chancellor

June 5, 2012  Library Science and Business and Information Technologies Education faculty meet to begin informal discussion and suggest new name, Department of Information and Library Science

July 11, 2012  Straw poll of affect faculty taken and results in a positive recommendation to merge departments

December 13, 2012  COE tenured faculty vote to revise the Unit Code of Operations to reflect the Department of Information and Library Science

January 29, 2013  Faculty Senate Code Committee approves the revised COE Unit Code of Operations

February 28, 2013  Chancellor approves the revised COE Unit Code of Operations

March 4-7, 2013  COE Dean interviews every affected faculty member to solicit suggestions and recommendations for department
August 2013-May, 2014

Members of the Department of Information and Library Science hold monthly faculty meetings, elect departmental committees and representatives to COE standing committees, and complete personnel recommendations for reappointment, promotion, and tenure.

Library Science faculty continue to hold monthly program meetings, periodic program planning meetings, and curriculum workdays.

October 3-10, 2013

Faculty in Adult Education and Counselor Education meet with Information and Library Science faculty to discuss inclusion

December 12, 2013

Straw poll of affected faculty taken and results in a positive recommendation to include Counselor Education and Adult Education programs, and to rename the department

February 12-May 7, 2014

Affected faculty meet biweekly to operationalize the new department and propose to rename the department as the Department of Interdisciplinary Professions

March 17, 2014

COE tenured faculty vote to revise the Unit Code of Operations to include the Department of Interdisciplinary Professions

March 28, 2014

ECU Fiscal Sustainability Committee releases its draft report of recommendations regarding revenue and cost

April 15, 2014

Faculty Senate approves the revised COE Unit Code of Operations

May 23, 2014

Chancellor approves the revised COE Unit Code of Operations

June 5-July 10, 2014

COE Dean interviews every affected faculty member to solicit suggestion and recommendations for departmental operations

… *Its autonomy is sufficient to assure that the intellectual content of its program, the selection and promotion of its faculty, and the selection of its students are determined by the school within the general guidelines of the institution.*
Program faculty make autonomous decisions for all functions not restricted to departmental shared governance by the ECU Faculty Manual and the College of Education Unit Code of Operations.

Functions over which MLS program faculty make autonomous decisions include

- Setting the mission, goals and objectives of the program
- Setting the program’s requirements for student admission and graduation, determining admissions by exception, assigning advisors to students, coordinating student advisement, and controlling internship placement
- Setting program requirements for graduation, and initiating curriculum change
- Program assessment

Curriculum changes must be initiated by MLS program faculty, but then follow the series of approval processes described below.

New courses and major revisions of existing courses must be approved by the ECU Graduate Curriculum Committee. Major revisions to existing courses are those which require changes to the Graduate Catalog, i.e., changes in course prefix, number or title, or changes in the catalog description, number of credit hours, or course prerequisites.

New course approvals and major course revisions follow this sequence in levels of approvals

- MLS Program Curriculum Committee
- MLS Program Faculty
- Department of Interdisciplinary Professions Curriculum Committee
- Voting by members of the Graduate Faculty of the Department of Interdisciplinary Professions
- College of Education Curriculum Committee
- ECU Graduate Curriculum Committee

Changes not requiring revision of the Graduate Catalog may be made by the instructor, but the custom has been to inform the MLS Program Curriculum Committee and program faculty of changes that might affect other LIBS courses.

Combining departments, and later adding two additional programs, introduced one new layer to the process: a vote of the members of the Graduate Faculty of the Department of Interdisciplinary Professions. The ECU Faculty Manual requires approval by the “Voting graduate faculty of department/school in which the course(s) is/will be housed.”
The Department of Interdisciplinary Professions Graduate Faculty roster of voting members is distributed across the four programs as below:

- Adult Education: 4
- Counselor Education: 5
- Library Science: 8
- Business and Information Technologies Education: 4

The issue of curriculum autonomy was discussed at a preliminary meeting of faculty in all four programs on March 29, 2014. Notes of the discussion were distributed to all faculty, and included the following statement:

Curriculum approval: Clarification was offered that this element dealt more with approval process within dept, and not any curricular integration that might occur among/between program areas. Majority opinion is that curriculum autonomy is not at risk/not really an issue, that respect for program knowledge and best interest is established history/practice and has not been an issue.

In 2013-2014, course revision proposals from the MLS program were approved at the department level, and MLS program faculty have every expectation that curriculum autonomy will continue to be exercised by program faculty.

Program faculty participate in making personnel recommendations for initial hire, reappointment, tenure and promotion, and post-tenure review. This applies to both our own program faculty, and to faculty in other program units within the Department of Interdisciplinary Professions. This structure for making personnel recommendations is prescribed in the ECU Faculty Manual and the College of Education Unit Code of Operations.

The ECU Faculty Manual and the COE Unit Code of Operations document the processes that safeguard appropriate autonomy for faculty in all programs in the university and college. Under these documents, MLS program faculty members are given the autonomy sufficient to determine the intellectual content of the program.

The content of curriculum for the MLS program is determined by the MLS faculty. When the MLS faculty has approved a curricular change, the change goes to the department Curriculum Committee for review. COE Unit Code requires department-level curriculum committees, which review curricular changes for appropriate consistency with other programs and for conformity to campus expectations. After approval by the departmental curriculum committee, the proposed change goes to the COE Curriculum Committee, and to the COE Council for Teacher Education, if the change affects school librarian licensure, and then to the campus-wide Graduate Curriculum Committee.
As is common within universities, faculty search committees at ECU are advisory, and final decisions on new hires are made by the respective college dean. Within this process, our college and university codes ensure that the MLS faculty has the same input into recruitment, selection, retention, and promotion of faculty members for our program as do faculty in all other programs at ECU. As evidence that the personnel needs of the MLS program have been respected in a merged department, an MLS faculty member was granted tenure and promotion, both fixed-term MLS faculty members were reappointed, and all MLS faculty undergoing post-tenure review received positive support during 2013-2014, the first year in a merged department. These personnel actions required the support and cooperation of the non-MLS faculty in the former Department of Information and Library Science.

Selection of students follows the MLS program admissions criteria described in Standard IV, which are determined by MLS faculty, and which are consistent with ECU and Graduate School admission guidelines and criteria.

V.2 The school’s faculty, staff, and students have the same opportunity for representation on the institution’s advisory or policy-making bodies as do those of comparable units throughout the institution. The school’s administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction; further, these administrative relationships encourage participation in the life of the parent institution.

Overview of the Administrative Structure of the COE and the MLS program

The COE is led by the Dean, and supported by the Dean’s leadership team, which consists of two Interim Associate Deans, the Executive Director of Teacher Education, the Director of Assessment and Accreditation, the Business Services Director, a development officer and communications director, and significant support staff for administration, human resources, and accounting. The Dean’s leadership team works collaboratively with the COE Advisory Council, which advises on matters related to COE policies, planning, decision making, and procedures. Membership of the COE Advisory Council consists of one elected voting faculty member from each COE department, with a minimum of one faculty member per department, plus the department chairs and assistant chairs of each department who serve as ex-officio members.

Additionally, the COE operates ten faculty and staff councils or committees that all voting COE faculty (and as appropriate staff and students) are eligible to participate in to provide advice and input on the COE’s operations and activities. These councils or committees include Advisory Council, Code Committee, Council for Teacher Education, Curriculum Committee, Diversity Committee, Library Committee, Planning Committee, Research Committee, Social Committee, and Technology Committee. Currently MLS program faculty and staff participate on eight COE councils or committees.
... The school’s faculty, staff, and students have the same opportunity for representation on the institution’s advisory or policy-making bodies as do those of comparable units throughout the institution.

The ECU Faculty Manual and COE Unit Code of Operations are written to insure that all ECU faculty, staff, and students have the same opportunities to participate in advisory and policy-making bodies. Calls for volunteers for Faculty Senate committees are distributed annually during the Spring Semester. The COE Unit Code of Operations requires representation from each unit within the COE on a number of advisory and policy-making groups. Between 2008 and 2014, MLS program faculty served on 34 college committees and on 14 campus committees and held 10 college and three university leadership roles. This level of college and campus service is typical in our environment.

The MLS program actively participates in representing the faculty, staff, and students on COE advising and policy-making bodies, and also represents the COE faculty as a whole on ECU advisory and policy-making bodies. For ECU governing bodies, such as committees and task forces, a representative of the COE may be appointed to represent the interest of the COE, and MLS program faculty may be appointed to committees and task forces.

Additionally, the COE is represented by two faculty senators on the ECU Faculty Senate, elected by the COE faculty, plus two alternate senators serving for elected senators in the event of their absence or inability to serve. MLS program faculty members are eligible to be elected and serve in these ECU Faculty Senate governing roles. During the past two years, three MLS program faculty were on the ballot for Faculty Senate, and two were elected. Additionally, any MLS program faculty member may serve on ECU Faculty Senate committees regardless of whether they have been elected as a Senator. For example, MLS program faculty members currently serve on the Faculty Senate Grievance Board, the Libraries Committee, and the Student Scholarship Committee.

Department and program staff members have the same opportunities to participate in the ECU Staff Senate as other ECU staff members. The ECU Staff Senate provides staff members with the ability to participate in decision making on administrative activities pertinent to staff members.

Students in the MLS program are also eligible to serve on COE governing bodies where student participation has been established and to serve on the ECU Graduate Student Advisory Council and the Graduate and Professional Student Senate. The Graduate Student Advisory Council requires one student representative from every professional school and department offering graduate degrees. The Graduate and Professional Student Senate is composed of elected members. Students in the MLS degree program are eligible to serve on MLS program committees; both the MLS Curriculum Committee and the MLS Program Advisory Board have had active student participation.
The school’s administrative relationships with other academic units enhance the intellectual environment and support interdisciplinary interaction;

The MLS program enjoys a wide variety of collaborative relationships with other academic units for intellectual pursuits, including collaboration in research and teaching. The MLS program has close ties with other departments in the COE, as well as in the Department of English in the Thomas Harriot College of Arts and Science, the College of Business, the School of Music, the Brody School of Medicine, and the Joyner and Laupus Libraries. Formalized collaborative arrangements between the MLS program faculty and other ECU units include:

1. Offering student internship placements in Joyner Library, ECU’s main library, and the Laupus Health Sciences Library
2. Encouraging MLS program students to take interdisciplinary courses from units outside of the MLS program to meet their elective and educational needs and interests
3. Offering undergraduate service courses in youth literature and storytelling for students in COE and the College of Arts and Sciences to meet general education and degree requirements
4. Collaborating with ECU’s Laupus Health Sciences Library to train librarians and library patrons to use consumer health resources from the National Library of Medicine
5. Serving as guest lecturer on libraries and librarianship in the United States for international students in ECU’s Language Institute
6. Supporting Joyner Library’s annual Librarian-to-Librarian Networking Summit by presenting programs and by promoting attendance to students and alumnae
7. Collaborating with staff in the COE Grants office
8. Mentoring an undergraduate Honors College student and serving as thesis advisor
9. Organizing COE’s program for ECU’s Research and Creative Activities Week
10. Providing students with the opportunity to earn a Community College Instruction Certificate through a joint agreement between the MLS and Adult Education programs
11. Soliciting Jan Lewis, Interim Director of Joyner Library, to serve on the MLS Program Advisory Board
12. Serving on the ECU Graduate Council

... further, these administrative relationships encourage participation in the life of the parent institution.

The level of service activities, elected and appointed memberships, and the number of formal and informal collaborative relationships demonstrate that members of the MLS program faculty are active participants in the life of ECU. Other
highlights of university service have included program faculty member’s election to the Faculty Senate, appointment to the Intellectual Property/Patents Committee, and the campus Grievance Board.

V.3 The executive officer of a program has title, salary, status, and authority comparable to heads of similar units in the parent institution. In addition to academic qualifications comparable to those required of the faculty, the executive officer has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position. The school’s executive officer nurtures an intellectual environment that enhances the pursuit of the school's mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.

... The executive officer of a program has title, salary, status, and authority comparable to heads of similar units in the parent institution.

MLS Program Leader

The MLS program leader is Dr. John B. Harer. Dr. Harer’s MSLS is from Clarion University of Pennsylvania, and his PhD in Educational Administration is from the Texas A & M University. He is one of four Program Coordinators within the Department of Interdisciplinary Professions. His MLS program leadership responsibilities include supervision of student instruction, educational assessment, program planning, marketing and public relations, student recruitment, fundraising, and curriculum oversight, which is comparable to other program coordinators in COE and ECU. Dr. Harer’s base salary for nine months is $73,499. All Program Coordinators within COE, including Dr. Harer, receive a one-course reassignment in each Fall and Spring semester, teaching a 2/2 schedule instead of the 3/3 schedule required of faculty teaching graduate courses. During the summer terms, he receives additional compensation equivalent to a one course reassignment ($5,100).

... In addition to academic qualifications comparable to those required of the faculty, the executive officer has leadership skills, administrative ability, experience, and understanding of developments in the field and in the academic environment needed to fulfill the responsibilities of the position.

Dr. Harer has a significant record of leadership experience within professional and educational settings. His PhD in Educational Administration is directly relevant to his current responsibilities. His dissertation on continuous quality assessment for academic libraries enhances his qualifications to oversee assessment and evaluation of the MLS program. His ALA-accredited master’s degree, five years’ experience as a school librarian, and 24 years experience in a variety of roles in academic libraries have equipped him with broad knowledge and understanding of
the library field. His experience as a library director gave him relevant management and leadership experience for his present job. He has chaired intellectual freedom committees in three states and has been a member of the ALA Intellectual Freedom Committee. At ECU he has served as alternate faculty senator and as a member of the campus-wide Intellectual Property and Patent Committee. He was co-author of the successful IMLS grant COLRS (Community Oriented Librarian Recruitment Scholarships), which resulted in $380,734 in student support between 2006 and 2010. He was lead author of a second successful IMLS grant, NC-EDDS (North Carolina Economically Disadvantaged and Diversity Scholarships), which will provide $331,294 in direct student support between 2014 and 2017. His service on department and COE Curriculum Committees, as a degree program coordinator, and on the ECU Graduate Council has given him insight and experience with program development and evaluation. Dr. Harer’s research efforts and interests focus on intellectual freedom, continuous quality improvement in academic libraries, and storytelling, particularly organizational storytelling. He has been MLS program leader since April 2012. His status as a tenured associate professor and his demonstrated commitment to the MLS program provide reasonable assurance of stable program leadership for the transition to an ALA-accredited program and beyond.

... The school’s executive officer nurtures an intellectual environment that enhances the pursuit of the school’s mission and program goals and the accomplishment of its program objectives; that environment also encourages faculty and student interaction with other academic units and promotes the socialization of students into the field.

Examples of how Dr. Harer nurtures an intellectual environment include supporting research release time for faculty; purchasing materials requested by faculty to enhance their teaching and research; encouraging faculty to participate in the COE Research Committee’s Faculty Invited Lecture competition; inviting the program’s newest faculty member to collaborate with him on a book project; and supporting faculty participation in COE activities such as the Invited Lecture and in campus-wide activities such as standing for election to Faculty Senate and volunteering for campus committees. Dr. Harer models and encourages faculty and student interaction with other academic units through his research with Educational Leadership professor Dr. Marjorie Ringler on attitudes of school principals toward intellectual freedom, delivered as a refereed paper and published in conference proceedings; his study with Special Education professor Dr. Lora Lee Smith-Cantor on the viability of graphic novels to increase the development of sustained reading in children with disabilities; and facilitation of Dr. Eric Kisling’s workshop on effective searching at CLONE (Cooperating Libraries of Nash and Edgecomb Counties) staff development day. Examples of the ways Dr. Harer promotes the socialization of students into the field include his work to redesign the MLS program webpage; his encouragement of the development of the MLS program Facebook page; his support of ECU’s participation in the ALA Student-to-Staff program; his establishment of summer student forums; hosting of receptions and dinners at state library
association conferences; involvement of students in recruiting for the program; facilitation of graduation receptions; support of the ALA Student Chapter and its activities; and his authorship of two IMLS grants to educate a total of 75 new librarians.

V.4 The school’s administrative and other staff are adequate to support the executive officer and faculty in the performance of their responsibilities.

The MLS program has a comparable level of administrative staff support as other COE programs and is adequate to support the program leader and faculty. Teaching Assistant Professor, Dr. Lou Sua, who has a quarter-time administrative assignment, serves as MLS Program Advising Coordinator. The Department of Interdisciplinary Professions has one full-time administrative staff member, and a cadre of graduate and undergraduate student assistants.

Many technical and administrative support functions are centralized, both at the College and ECU levels. The COE Office of the Dean supports the Instructional Technology Center, which includes eight full-time staff members devoted to assisting faculty with the integration of technology for teaching and learning, providing server administration for enterprise systems, maintaining an integrated web presence, and providing equipment and software support. This group works in tandem with ECU Information Technology and Computing Services (ITCS) staff to ensure that COE faculty have reliable access to a full menu of information and communication technologies. The COE Office of Teacher Education transmits program students’ applications for NC licensure as school library media coordinators, the COE Office of Grants and Funded Research assists faculty in all stages of acquiring external funding, and the COE Office of Assessment and Accreditation coordinates the preparation of COE materials for submission to regional accrediting bodies.

…The staff contributes to the fulfillment of the school’s mission and program goals and objectives.

Staff members play an essential role in fulfilling the MLS program mission, goals, and objectives. Dr. Sua, in her administrative role, maintains communication with the Graduate School and Registrar, conducts intake interviews and pre-admission advising, provides recruiting support, assigns advisors, sends initial orientation information to admitted students, assists students in completing forms; and oversees the maintenance of student records. Ms. Marquerite Latham, an administrative support associate who reports to the department chair, facilitates the purchase of research and teaching materials and supplies, processes travel requests and reimbursements, receives visitors, and maintains communication with stakeholders. Staff members input course schedules for registration, maintain equipment inventories, and facilitate repair requests. The services of the COE Technology Center and ITCS make our degree possible by supporting the hardware and software needed to deliver online classes.
... Within its institutional framework the school uses effective decision-making processes that are determined mutually by the executive officer and the faculty, who regularly evaluate these processes and use the results.

The MLS Program Planning Committee, composed of all full-time program faculty members, meets periodically to identify, discuss, and plan the implementation of program improvements. The meeting topics follow a rotating schedule through the six ALA-COA Standards for Accreditation.

Within the framework specified in the ECU Faculty Manual, and the COE Unit Code of Operations, the MLS faculty exercises decision-making power over the content of the MLS curriculum. Even though the mandated department, college, and university committees review curricular changes for adherence to process, the content is determined by MLS faculty.

The MLS Program Admissions Committee makes decisions on admission by exception to the program and operates in compliance with admissions policies of the ECU Graduate School. Changes to the admissions policy are recommended by the MLS Admissions Committee and brought to the full MLS program faculty for discussion and vote.

The MLS Program Web Committee facilitates maintenance of the program’s web and social media presence. The Committee chair collects input and suggestions from faculty and students, communicates with the COE Webmaster, and makes content edits and updates. Substantive changes and decisions on content are brought to the full MLS program faculty for discussion and vote. The program is responsible for content, and to a lesser degree, for style and structure within an integrated COE portal.

Within the institutional framework specified in the ECU Faculty Manual and the COE Unit Code of Operations, MLS program faculty participate in personnel processes that are within the purview of all ECU faculty. On faculty personnel matters, the COE Unit Code of Operations defers to the ECU Faculty Manual, Part IX, which sets policies and procedures for the establishment, composition and responsibilities of the unit Personnel Committee, the unit Tenure Committee and the unit Promotion Committee. For ease of understanding, the COE is a Code Unit (a College), and the Department of Interdisciplinary Professions is a unit (a department within a College). According to the ECU Faculty Manual, the composition and selection of the unit Personnel Committee and its responsibilities are

At least two thirds of the unit Personnel Committee membership shall be permanently tenured voting faculty. When there are not enough permanently tenured voting faculty members in the unit to satisfy this requirement, additional permanently tenured faculty shall be appointed. All other members of the unit Personnel Committee shall be elected by the permanently tenured and probationary-term voting
faculty of the unit. The chair of the unit Personnel Committee shall be permanently tenured and shall be elected annually by and from the committee’s membership.

In addition to making recommendations to the unit administrator on initial and additional fixed-term appointments and initial probationary-term appointments, the unit Personnel Committee has the following responsibilities:

1. Notifying fixed-term faculty members that the Personnel Committee will or will not recommend an additional fixed-term appointment when the fixed-term faculty member requests notification not earlier than 180 calendar days nor later than 90 calendar days before the current term expires.
2. Reviewing requests for reduction in the normal probationary term at the time of initial appointment (see subsection II.C.2).
3. Reviewing requests for the extension of the normal probationary term (see subsection II.C.4).
4. Consulting with faculty members who are considering requesting conferral of permanent tenure prior to the end of the probationary term (see subsection II.C.6).
5. Consulting with faculty members who are considering requesting promotion (see subsection III.).
6. Reviewing additional materials submitted by faculty members for inclusion in their personnel action dossier; consulting with the unit administrator regarding responses to such materials (see subsection IV.B).
7. The personnel committee may elect a search committee as prescribed by the unit’s code to fulfill the responsibilities of soliciting and screening applicants and recommending to the unit’s Personnel Committee candidates for initial appointments. A majority of the search committee must be voting faculty. For the purposes of this section, administrators may not be a part of the committee.
8. Making recommendations for advancement in title for fixed term faculty (p.12).

At ECU, tenure and promotion are two separate processes. The ECU Faculty Manual, Part IX specifies the establishment, composition and responsibilities of the unit Tenure Committee as

The membership of the Tenure Committee shall be composed of the permanently tenured voting faculty of the unit, including those who are on leave but in attendance at the meeting at the time of the committee’s vote, but excluding the unit administrator.
The Tenure Committee shall be responsible for making recommendations for reappointments of probationary-term faculty members, the granting of permanent tenure, and conferral of tenure for initial appointments with permanent tenure.

... it is hereby established that the entire membership of the unit Tenure Committee will participate in these additional roles. In accordance with the unit code, if the unit’s Tenure Committee has more than five members, the unit Tenure Committee may elect a subcommittee of at least five members to participate in these additional roles. The unit Tenure Committee (or properly constituted subcommittee):

i. Consults with the unit administrator who writes a progress toward tenure letter to each probationary term faculty member as described in subsection II.C.5.

ii. Produces a list of possible external reviewers and selects external peer reviewers from lists produced by the Committee and by the candidate (see subsection IV.C).

iii. Selects, with the unit administrator, the research and creative activity materials to be sent to external peer reviewers (see subsection IV.C).

iv. Prepares a cumulative evaluation in narrative form of the candidate’s teaching, research, service, and any other relevant duties (p. 14)

According to the ECU Faculty Manual, Part IX, the establishment, composition, and responsibilities of the Promotion Committee are

a. Function
The Promotion Committee shall be responsible for making recommendations for promotions in rank and for recommending the ranks of initial appointments at the associate professor or professor level.

b. Composition
The membership of the Promotion Committee shall be composed of those permanently tenured and probationary-term voting faculty members who hold rank at least equal to the rank for which the candidate is being considered, including those on leave but in attendance at the committee’s meeting at the time of the committee’s vote, but excluding the unit administrator. The composition of the committee shall thus vary with the rank to which a faculty member is being considered for promotion (p.13).

During 2013-2014, the first year as the new Department of Information and Library Science, library science faculty participated as members of all three unit committees with personnel responsibilities (unit, promotion, and tenure) and Dr. Al Jones chaired all three. Personnel actions during the year included making
recommendations for the continuing reappointment of seven fixed-term faculty members (two from the MLS program) and the award of tenure and promotion to an MLS program faculty member.

V.5 The parent institution provides continuing financial support sufficient to develop and maintain library and information studies education in accordance with the general principles set forth in these Standards. The level of support provides a reasonable expectation of financial viability and is related to the number of faculty, administrative and support staff, instructional resources, and facilities needed to carry out the school’s program of teaching, research, and service.

ECU has consistently provided sufficient support for the MLS program to meet its mission, goals, and objectives. The recurring nature of support gives us a reasonable expectation that sufficient support will continue into the future. Reductions in revenue are comparable to reductions for similar ECU programs and are due to declines in state support for higher education, efficiencies gained by the departmental merger, and centralization of some business and technical functions at the college level. Although revenue is less than it once was, so is the size of our student body, and the scale of support remains sufficient to carrying out our mission, goals, and objectives. The NC-EDDS grant from IMLS will provide an additional $110,431 in student support revenue for 2014-2015.

Decreases in personnel salaries/fringes over the past three years total 33%. This represents a net loss of three full-time tenured/tenure track faculty members, one full-time fixed term faculty member, and 1.5 classified support staff. Of the three full-time tenured/tenure track faculty, two were retirements and one left to take a position at another institution. One full-time fixed-term faculty member was not reappointed. Of the two classified support staff, one retired and one took another position at ECU. This was mitigated by sharing a full-time support staff member with another program at .50 FTE.

Reductions in faculty and staff were largely the result of declines in student headcount, which decreased by 40% from a high in 2009-2010 (338) to 204 in 2011-2012, coupled with decreased legislative funding for ECU. Since 2011-2012, student headcount decreased to 194 in 2012-2013, then to 177 in 2013-2014. The student headcount for Fall 2014 (prior to the 10th day of class) was 191.

ECU has weathered permanent reductions in state support for the past five years: four percent in 2008-2009, nine percent in 2009-2010, 3.5% in 2910-2011, 16% in 2011-2012, and three percent in 2012-2013. These reductions have affected every academic unit on campus. Earlier reductions were made in administrative and support personnel across campus, and later to faculty and staff in programs that that experienced declines in enrollment, such as the MLS program.
The NC General Assembly approves a biennial budget and the Governor has signed a budget for 2014-2015, the second year of the budget cycle, which does not include additional funding cuts to the University of North Carolina system institutions. 2014-2015 will be the first year without a funding cut since 2008-2009.

Given the somewhat improved economic situation in the state, its decreasing unemployment rate, and the history of drastic cuts in funding and aggressive “right sizing” of faculty and staff at ECU, we are cautiously optimistic that budget conditions at ECU will remain flat or increase slightly in the next few years. Program enrollment will be a critical factor in determining future budgets.

Table V.1 Personnel Expenditures (2013-2014)

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Salary/Fringe Totals</th>
<th>Instruction</th>
<th>Admin</th>
<th>Library, Computing, Research and Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>581,499</td>
<td>508,000</td>
<td>73,499</td>
<td>0</td>
</tr>
<tr>
<td>Clerical</td>
<td>12,972</td>
<td>0</td>
<td>12,972</td>
<td>0</td>
</tr>
<tr>
<td>Graduate Assistant Students</td>
<td>6,284</td>
<td>0</td>
<td>6,284</td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>1,637</td>
<td>0</td>
<td>1,637</td>
<td></td>
</tr>
<tr>
<td>Fringe benefits</td>
<td>142,673</td>
<td>121,920</td>
<td>20,753</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>745,065</td>
<td>629,920</td>
<td>107,224</td>
<td>7,921</td>
</tr>
</tbody>
</table>

Table V.2 Personnel Expenditures (2012-2013)

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Salary/Fringe Totals</th>
<th>Instruction</th>
<th>Admin</th>
<th>Library, Computing, Research and Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>602,292</td>
<td>522,792</td>
<td>79,500</td>
<td>0</td>
</tr>
<tr>
<td>Clerical</td>
<td>29,996</td>
<td>0</td>
<td>29,996</td>
<td>0</td>
</tr>
<tr>
<td>Graduate Assistant</td>
<td>2,250</td>
<td>0</td>
<td>2,250</td>
<td></td>
</tr>
<tr>
<td>Fringe benefits</td>
<td>137,838</td>
<td>113,968</td>
<td>23,870</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>772,376</td>
<td>636,760</td>
<td>133,366</td>
<td>2,250</td>
</tr>
</tbody>
</table>
Table V.3 Personnel Expenditures (2011-2012)

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Salary/Fringe Totals</th>
<th>Instruction</th>
<th>Admin</th>
<th>Library, Computing, Research and Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>851,145</td>
<td>731,145</td>
<td>120,000</td>
<td>0</td>
</tr>
<tr>
<td>Clerical</td>
<td>56,793</td>
<td>0</td>
<td>56,793</td>
<td>0</td>
</tr>
<tr>
<td>Students</td>
<td>8,237</td>
<td>0</td>
<td>0</td>
<td>8,237</td>
</tr>
<tr>
<td>Fringe benefits</td>
<td>199,746</td>
<td>160,852</td>
<td>38,894</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>1,115,921</td>
<td>891,997</td>
<td>215,687</td>
<td>8,237</td>
</tr>
</tbody>
</table>

Table V.4 Revenue and Operating Expenditures (2011-2014)

<table>
<thead>
<tr>
<th>Revenue totals and sources</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Institution</td>
<td>1,161,284</td>
<td>1,041,526</td>
<td>765,318</td>
</tr>
<tr>
<td>Federal Grants</td>
<td>74,910</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CE Activities</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Endowments/trust funds</td>
<td>7,442</td>
<td>18,000</td>
<td>15,550</td>
</tr>
<tr>
<td>State grants/contracts</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>1,490</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total sources of income</td>
<td>1,245,126</td>
<td>1,059,526</td>
<td>780,868</td>
</tr>
</tbody>
</table>

Operating Expenditures

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplies</td>
<td>8,241</td>
<td>3,306</td>
<td>4,625</td>
</tr>
<tr>
<td>Communication</td>
<td>222</td>
<td>0</td>
<td>314</td>
</tr>
<tr>
<td>Travel, Administrative</td>
<td>2,901</td>
<td>2,100</td>
<td>1,827</td>
</tr>
<tr>
<td>Travel, Faculty</td>
<td>7,442</td>
<td>10,557</td>
<td>7,980</td>
</tr>
<tr>
<td>Equipment Purchase</td>
<td>20,052</td>
<td>1,226</td>
<td>1,872</td>
</tr>
<tr>
<td>Equipment Rental</td>
<td>288</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Equipment Maintenance</td>
<td>48</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Contract</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printing</td>
<td>2,962</td>
<td>1,710</td>
<td>1,137</td>
</tr>
<tr>
<td>Dues, Subscriptions</td>
<td>1,450</td>
<td>4,401</td>
<td>500</td>
</tr>
<tr>
<td>Advertising</td>
<td>2,528</td>
<td>1,532</td>
<td>250</td>
</tr>
<tr>
<td>Lectures, seminars</td>
<td>731</td>
<td>1,100</td>
<td>555</td>
</tr>
<tr>
<td>Other</td>
<td>1,873</td>
<td>3,368</td>
<td></td>
</tr>
<tr>
<td>Total operating expenditures</td>
<td>48,738</td>
<td>26,300</td>
<td>19,060</td>
</tr>
</tbody>
</table>

There are four areas of study within COE that contain Master’s programs with no corresponding bachelors or doctoral programs: library science, adult education, counselor education, and instructional technology. As Table V.5 illustrates,
institutional support for faculty positions in regard to library science is comparable to these other programs.

V.6 **Compensation for a program's executive officer, faculty, and other staff is equitably established according to their education, experience, responsibilities, and accomplishments and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.**

... **Compensation for a program’s executive officer, faculty, and other staff is equitably established according to their education, experience, responsibilities, and accomplishments**

Starting salaries for new full-time faculty members are based on the individual's rank at hire, background, educational level, and relevant experience. Salary increases, when funds are available, are distributed equitably. The last year incumbents received legislative raises (2012-2013), they were partially across-the-board for all full-time faculty and partially for merit, based on criteria that were uniformly applied. Faculty receive raises upon the award of tenure and/or promotion. Compensation for part-time instructors is on a per-course basis and set according to highest degree obtained.

Salaries for full-time, non-exempt support staff are graded within career bands determined by the State of North Carolina and administered by ECU. Support staff members are subject to provisions of the Fair Labor Standards Act.

... **and is sufficient to attract, support, and retain personnel needed to attain program goals and objectives.**

Compensation for the MLS program full-time faculty members is adequate. As a group, MLS program faculty members earn 100% of the ECU faculty mean salary at their respective ranks. Salaries are 97% of the ALISE median salary at rank for the region, and are 104% of the College and University Professional Association-Human Resources (CUPA-HR) median salary at rank for CIP Code 025 (Table V.6).

The cost of living index for Greenville, NC, is 89.7, and the median household income is $38,880. ECU enjoys high overall faculty retention rates. The retention rate of permanent faculty members campus-wide from Fall 2012 to Fall 2013 was 92.1%; within the COE, 92.3%, and within the MLS program, 100%.

Part-time faculty with an MLS, MLIS, or MSLS degree are paid $3,300 per course, and part-time faculty with a PhD in Library and/or Information Science are paid $4,500 per course. Compensation for support staff members is adequate.

As evidence that compensation is sufficient to attract new full-time faculty, the two most recent faculty searches in the MLS program resulted in two well-qualified
hires: Dr. Sua in 2012 and Dr. Yontz in 2010. Compensation was sufficient to support Dr. Harer’s agreement to accept program leadership in April 2012. As evidence that compensation is sufficient to retain faculty, 80% (8 individuals out of 10) of the full-time faculty supporting the MLS program in Spring 2010 are still full-time MLS faculty in Spring 2013; two faculty members retired during the timeframe. As evidence that compensation is adequate to attract and retain part-time faculty, from Spring 2010 through the present, the MLS program has been able to hire part-time faculty when justified by course enrollments.

V.7 Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution. Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

… Institutional funds for research projects, professional development, travel, and leaves with pay are available on the same basis as in comparable units of the institution.

MLS program faculty and staff have the same access and opportunities for research, instructional, and travel support as all other similar positions within the COE and ECU. MLS program faculty and staff receive support for textbooks, travel, and lodging for professional events and conferences, equipment, and at times, association membership dues. In 2013-14, the allocation for travel and support of research and service was approximately $1500 per full-time faculty member, which is equivalent to all other COE full-time faculty members. Support for administrative travel was $3000, and these funds are used to support faculty who travel as representatives of the program or the college. In 2013-2014, program faculty expended an average of $1226 per member for research and administrative travel.

… Student financial aid from the parent institution is available on the same basis as in comparable units of the institution.

MLS program students are eligible for and have the same access and opportunity to all ECU and COE scholarships and financial aid as any other student in the University. MLS program students can apply for support through the ECU Office of Student Financial Aid. Applications for scholarships within COE, both college-wide and program-specific, are made through a database-driven online system that puts applicants into pools for all scholarships for which they qualify.

V.8 The school’s systematic planning and evaluation process includes review of both its administrative policies and its fiscal policies and financial support. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process. Evaluation is used for ongoing appraisal to make improvements and to plan for the future.
... The school’s systematic planning and evaluation process includes review of both its administrative policies and its fiscal policies and financial support. Within applicable institutional policies, faculty, staff, students, and others are involved in the evaluation process.

Continuous planning is necessary in order to administer each program or function within the financial resources available to its operation. Planning and evaluation data are generated for ECU as a whole, for colleges, and for departments and programs, and disseminated through a number of sources.

1. **Institutional Planning, Assessment and Research** (IPAR) supports the university in its strategic planning, assessment, and institutional quality processes. IPAR conducts all assessment activities at the institutional level, including institutional assessment, student opinion of teaching surveys, graduate exit surveys, financial performance results, student and faculty demographics, and student enrollment data for ECU as a whole and performs specialized research for departments. IPAR publishes the **ECU Fact Book** annually.

2. Data collected by IPAR can be accessed, manipulated, and downloaded to create custom reports through the **ECU Business Intelligence Center**.

3. COE is responsible at the college and program levels for SACS and CAEP assessment and reporting, and assists in other specialized accreditation assessment and reporting.

4. The MLS program collects and reports internally a number of assessments described fully in Standard I that include alumni and employer surveys, Internship Site Supervisor surveys, faculty assessments of course artifacts, and uses derivative reports of data collected by IPAR to evaluate and improve the MLS program.

The MLS program proactively operates within ECU’s strategic planning process through participating in a shared governance system, which includes the leadership of the Chancellor, Provost, Chief Information Officer, Dean’s Council, Faculty Senate, and an active Board of Trustees. Efficient administrative and fiscal policy, as well as financial oversight and accountability policies and practices, are instituted throughout the system to ensure the participatory development, effective implementation, and coordinated operation of the budget and decision-making policy processes to determine the most effective use of resources.

As a part of this process, the MLS program reviews the administrative and financial performance of the MLS program each spring during budget development for the coming fiscal year and during planning meetings throughout the year, and makes adjustments to practice as necessary. Faculty, staff, students, and other stakeholders (e.g., alumni and employers) are eligible to participate on the MLS Program Advisory Board and make recommendations for program planning and evaluation processes. Because the MLS program is online, the MLS program has
identified online meeting tools such as Skype, Polycom, and Saba Meeting to increase participation by distance education students in these processes.

... Evaluation is used for ongoing appraisal to make improvements and to plan for the future.

In reviewing the MLS program’s current planning and evaluation of administrative and fiscal policies and financial support in conjunction with existing evaluative data, and with pending UNC system budget allocations impacting the academic environment, the MLS program acknowledges the need to enhance its planning and evaluation of administrative and financial policies and financial support to include the following

1. Obtaining additional faculty research support through research funding opportunities
2. Encouraging student and stakeholder participation in planning and evaluation processes by supporting travel reimbursement to attend meetings
3. Developing greater career guidance and employment information resources for students
4. Continuing to improve existing planning activities and assessment data analysis on student performance and experiences