ECU

2019-2020 FACULTY SENATE

The fourth regular meeting of the 2019-2020 Faculty Senate will be held on

Tuesday, December 10, 2019, at 2:10 in the **East Carolina Heart Institute**

(Banquet Room A located at 115 Heart Drive, map linked here).

*Revised**
FULL AGENDA
Live Broadcast *Revised link*

I. Call to Order

II. Approval of Minutes

   November 12, 2019

III. Special Order of the Day

   A. Roll Call

   B. Announcements

   C. Vern Davenport, Chair of the ECU Board of Trustees and Chancellor Search Committee*

   D. Ron Mitchelson, Interim Chancellor*

   E. Ralph Scott, Faculty Assembly Delegate
      Report on November 22, 2019 UNC Faculty Assembly Meeting

   F. Jeff Popke, Chair of the Faculty

   G. Question Period

IV. Unfinished Business

V. Graduate Council, Ron Preston*

   Formal faculty advice on curriculum and academic matters acted on and recorded in the
   November 25, 2019, Graduate Council meeting minutes, including and reported here for
   informational purposes, an amendment to the September 30, 2019 Graduate Council meeting
   minutes; level 1 action items from the November 20, 2019 Graduate Curriculum Committee
   meeting minutes which were approved by its delegated authority; and the Department of
   English Graduate Faculty Appointments Criteria which was approved by the Graduate Council.

VI. Report of Committees

A. Faculty Welfare Committee, Marlena Rose*
1. Formal faculty advice on Student Grievance Regulation (attachment 1).
2. 2018-2019 Faculty Salary Compression Study Executive Summary presented for information only (attachment 2).

B. Agenda Committee, Margaret Bauer
Proposed 2020-2021 Faculty Senate and Agenda Committee Meeting Dates (attachment 3).

C. Distance Education and Learning Technology Committee, Timm Hackett*
1. Proposed revisions to *ECU Faculty Manual*, Part VI, Section III. Distance Education Policies (attachment 4).
2. ~~Proposed Contingency Plan and Continuity of Instruction Best Practices (attachment 5).~~
   Report postponed to spring 2020

D. Undergraduate Curriculum Committee, Jean-Luc Scemama
Curriculum and academic matters acted on and recorded in the meeting minutes of November 14, 2019 including curricular actions within the College of Business and Department of English.

E. Admission and Retention Policies Committee, Eli Hvastkovs*
~~Proposed addition to *University Undergraduate Catalog*, Academic Regulations: Attendance and Participation relating to student visitors in class (attachment 6).~~
Report postponed to spring 2020

F. Educational Policies and Planning Committee, Mark Bowler*
Curriculum and academic program matters acted on and recorded in the meeting minutes of November 8, 2019 including a request to establish a BSBA in Supply Chain Management within the College of Business, addition of a new concentration and removal of a concentration in the BSBA in Management within the College of Business; program discontinuation of MM in Music Education within the College of Fine Arts and Communication, request to establish a BA in Biology in the Department of Biology within the College of Arts and Sciences, and a new minor Criminal Law and Legal Process in the Department of Criminal Justice within the College of Arts and Sciences.

G. Writing Across the Curriculum Committee, Lisa Ellison
Curriculum and academic matters acted on and recorded in the meeting minutes of November 11, 2019 including writing intensive course designation by section (WI*) for RCSC 4903.

H. General Education and Instructional Effectiveness Committee, Puri Martinez
1. Curriculum and academic matters acted on and recorded in the meeting minutes of November 4, 2019 including Domestic Diversity Designation (DD) for HIST 141: US History Since 1877 from Johnson County Community College in Kansas; Global Diversity Designation (GD) for PLS 141: World Politics from Shippensburg University of Pennsylvania, HUM 252: Humanities from Minot State University, and FAS 342: Modernism from South New Hampshire University; and meeting minutes of November 18, 2019 including General Education Natural Science Designation (GE:SC) for GEOL 1010: Geology Goes to Hollywood: Natural Disasters, General Education Humanities Designation (GE:HU) for ENGL 1000: Exploring Literature and ENGL 3260: History of African American Literature, and Domestic Diversity Designation (DD) for ENGL 3875: Introduction to Writing

Studies.
2. Report regarding recommendation to Pilot Test Blue Text Analytics Software (attachment 7)

I. Service-Learning Committee, Almitra Medina
Curriculum and academic matters acted on and recorded in the meeting minutes of November 12, 2019 including removal of Service-Learning designation for RCLS 3004, Service-Learning designation (SL) designation for COMM 6216: Community Engagement and Health Communication, and designation by section (SL*) for COMM 3151: Family Communication.

J. Unit Code Screening Committee, Kenneth Ferguson
Proposed revisions to Department of Psychology Unit Code of Operations and Departmental Guidelines.

K. Research/Creative Activities Committee, Zac Domire*
1. Resolution on funding for 2020 Research/Creative Activities Grants (attachment 8)
2. Proposed revisions to 2020 Research/Creative Activities Grant Guidelines (attachment 9).

VII. New Business
    Resolution for notification about non-member of the university community groups access to Campus, Margaret Bauer (attachment 10).

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Revised
FACULTY WELFARE COMMITTEE REPORT
Formal faculty advice on Student Grievance Regulation

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The Committee originally provided formal faculty advice through [Faculty Senate Resolution #19-36](#), which was rejected by the Chancellor and returned to the Committee for further review. The Committee worked with University Counsel to address the concerns. Detailed [here](#) are the changes between the two versions, with the clean copy provided below.

Authority: Chancellor
History: Approved March 26, 2018.
Related Policies:
[ECU Notice of Nondiscrimination and Affirmative Action Policy](#)
[ECU Regulation on Gender-Based Harassment and Other Forms of Interpersonal Violence](#)
[Undergraduate Grade Appeal Policy](#)
[Graduate Student Grade Appeals](#)
[Graduate School Appeals Procedures](#)
[Institutional Complaints SOP](#)

Additional References:
[ECU Office of Equity and Diversity](#)
[ECU Admissions Student Academic Appeals](#)
[North Carolina Post-Secondary Education Complaints, c/o Student Complaints, UNC System, 910 Raleigh Road, Chapel Hill, NC 27515-2688, Telephone (919) 962-4550](#)
[The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) 1866 Southern Lane, Decatur, Georgia 30033, Telephone (404) 679-4500](#)
[List of State Agencies](#)
[North Carolina State Education Assistance Authority (NCSEAA), which serves as the portal for the National Council for State Reciprocity (SARA) P.O. Box 14103 Research Triangle Park, NC 27709 T: 855-727-2162](#)

Contact for Information: Associate Vice Chancellor /Dean of Students, 252-328-9397

1. Introduction

A grievance arises under this Regulation when a student believes, based on established administrative policies and procedures, that he or she has been treated in an arbitrary or capricious manner or been subjected to inappropriate behavior by a University office, department or other unit or division (herein referred to collectively as "unit") or a representative of the University (faculty or staff). By way of example, grievances concerning violations of the University's Freedom of Expression Regulation may be addressed under this Policy.

2. Grievances Not Covered by this Regulation

   2.1. The following grievances are not covered by this Regulation:

2.1.1. A student grievance, complaint or appeal that is covered by any other University or UNC System policy, regulation or rule, including, but not limited to, the following:

2.1.1.1. Grievances involving allegations of discrimination, harassment or retaliation based on membership in a protected class as set forth in the University's Notice of Nondiscrimination Policy. These grievances should be referred to the Associate Provost for Equity and Diversity (see link to policy above);

2.1.1.1.1 This would include grievances involving allegations of Prohibited Conduct under the Regulation on Gender-Based Harassment and Other Forms of Interpersonal Violence.

2.1.2.2. Graduate and Undergraduate Grade appeals, which are handled pursuant to the applicable grade appeal policy (see link to policy above);

2.1.2.3. Graduate student appeals of adverse academic actions and decisions (see link to policy above);

2.1.1.4. Institutional Complaints, which are handled pursuant to the *Institutional Complaints Standard Operating Procedure,* (see link to SOP above);

2.1.1.5 Grievances under the Student Complaint Process outlined in the Faculty Manual; and

2.1.1.6 Grievances against a staff member to be submitted to the Human Resources Employee Relations Division.

3. Informal Resolution

Prior to bringing a formal grievance against a University unit or representative, students are encouraged to attempt a good-faith resolution of the grievance directly with the party involved in the disputed matter and/or with the head of the unit in which the grievance arises. A student with a complaint who is willing to engage in informal resolution efforts should meet with a staff person in the Office of the Dean of Students, in person, within 30 calendar days of the incident in dispute to initiate the informal resolution process." The 30 days do not include any period of time when the University is officially closed.

4. Formal Grievance Resolution Process

Should a situation arise in which a student is unwilling or unable to resolve his or her grievance informally, the formal grievance resolution process may be employed. This process, outlined below, must be initiated within 30 calendar days of the failed informal resolution, if applicable. The 30 days do not include any period of time when the University is officially closed.

4.1 Step I: The student must present a formal grievance in writing to the Associate Vice Chancellor /Dean of Students (125 Umstead Hall). In the event that the student's grievance is against the Dean of Students, the student must present a formal grievance in writing to the Vice Chancellor for Student Affairs. This written grievance must include the following:

4.1.1. Name, address, email address and telephone number of the student bringing the grievance;

4.1.1.2 The student must execute a Buckley waiver if they are willing to be identified fully. If not, the student's personally identifiable information will be kept confidential to the extent required by law and not shared with the unit/employee associated with the grievance (e.g., disclosure may be required in connection with a health and safety emergency or the due process rights of an employee potentially subject to serious sanctions).

4.1.2. Identification of the office or individual against whom the grievance is brought;

4.1.3. A detailed description of the specific University action or individual behavior resulting in this grievance;

4.1.4. The date(s) or period of time during which the behavior occurred and the location of the incident(s); and

4.1.5. A listing of all individuals who witnessed any part of the incident in dispute.

4.2. Step II: Upon receipt of the formal grievance covered by this Regulation, an investigator will be appointed within 7 calendar days by the Associate Vice Chancellor/ Dean of Students to investigate the allegations in the grievance.

4.2.1. The investigator shall review the written grievance and gather the pertinent facts and information, which may include determining the involvement of pertinent supervisors, department chairs and deans in the investigation. Depending upon the grievance, pertinent data such as interviews and documents, may be gathered by the investigator or the University unit involved in the grievance. If the grievance involves a University unit or representative acting within the course and scope of their official duties, without allegations of personal misconduct, the facts, information, data and any findings or recommendations are then presented to the unit involved for final resolution of the grievance.

4.2.2 If the grievance is based on allegations of personal misconduct by a faculty member or staff member, the investigator gathers pertinent information as described in the preceding section and presents it to either the department chair or unit administrator. In the event of an appeal, the pertinent information could be presented to the Provost or Vice Chancellor for Health Sciences (faculty complaint) or the Director of Employee Relations (staff complaint) for final resolution of the grievance, if needed.

4.3 If a grievance cannot be resolved after exhausting East Carolina University's complaint procedure described above, or any other applicable campus procedures, the student may file a complaint with the following agencies:

4.3.1. North Carolina Post-Secondary Education Complaints (see contact information above);

4.3.2. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) (see contact information above);

4.3.3. Any applicable state agency (see contact information above; or

4.3.4. Complaints about East Carolina University may also be filed by students who do not reside in North Carolina by contacting the North Carolina State Education Assistance Authority (NCSEAA), which serves as the portal for the National Council for State Reciprocity (SARA) (see contact information above)

Faculty Senate Agenda
December 10, 2019
Attachment 2.

FACULTY WELFARE COMMITTEE REPORT
Faculty Salary Compression Study Report

The Committee provided feedback to Ying Zhou, Associate Provost of Institutional Planning, Assessment and Research, on the final report of the study, and members of the Committee served on the advisory groups referenced in the Executive Summary below. Associate Provost Zhou will report on the outcome of the salary distribution during the January 28, 2020 Faculty Senate meeting.

2018-2019 Faculty Salary Compression Study
Executive Summary

In response to Faculty Senate Resolution #18-26 (approved on March 27, 2018), a faculty salary compression study was conducted between Fall 2018 and Fall 2019. Two advisory groups (representing the Divisions of Academic Affairs and Health Sciences) provided input throughout the study and approved the final report. The analyses, conducted by the Office of Institutional Planning, Assessment and Research (IPAR), included 1,399 permanent full-time faculty (as of Oct. 31, 2018). Any changes to faculty salary (including equity adjustments) since Oct. 31, 2018 are not reflected in this study.

The study was intentionally designed to be an internal analysis with the goal of identifying individuals whose salaries were lower than similarly situated colleagues within ECU after taking into account rank, experience and other appropriate predictors of salaries. After a review of literature and methodologies utilized in ECU's 2014 Faculty Salary Equity Study, the advisory groups approved the use of multiple regression analyses to determine whether there were signs of systematic compression or inversion at ECU and to identify low-end salary outliers. For this study, signs of a systematic salary compression or inversion were defined as the following after controlling for other predictors of salary in the regression modeling: 1) the estimated salary difference between assistant and associate professors is <$4,000; 2) the estimated salary difference between associate and full professors is <$6,000; 3) time in rank is negatively associated with salary and the association is statistically significant; and 4) time in rank is positively associated with salary, but it is not statistically significant.

Regression modeling was conducted for seven subgroups of faculty. Due to small population size, the regression models for Joyner and Laupus Libraries, College of Allied Health Sciences (CAHS), College of Nursing (CON), School of Dental Medicine (SoDM), and Basic Science and Other Non-clinical Faculty at Brody should be interpreted with caution. Based on the compression/inversion signs established above, the study did not find signs of a systematic salary compression/inversion issue in Academic Affairs, Libraries, CAHS and SoDM. For CON, Brody Clinical Faculty, and Brody Basic Science and Non-clinical Faculty, the estimates for time in rank in the regression models suggested possible salary compression.

The regression models were used to calculate predicted salaries, residuals (i.e., difference between actual and predicted salaries), and standardized residuals. The advisory groups defined "low-end outliers" as individuals whose actual salaries in Fall 2018 were at least 0.75 standard deviation below predicted salary. A total of 230 individuals were identified for further salary reviews based on the threshold. A predicted salary, residual, standardized residual, and salary benchmark (as described below) for each faculty member in the regression analyses were included in Unit Faculty Salary Reports prepared for the Provost, the Vice Chancellor for Health Sciences, Deans, and Directors of the Libraries.

The regression analyses provided a unified approach to examining variance in faculty salaries. However, regression analysis is subject to several limitations and should not be the only tool used by unit administrators to identify and address salary compression, inversion, and other equity issues. Unit administrators should consider faculty productivity, performance reviews, and other local context pertaining to faculty salaries when interpreting the results from the study and taking actions to address salary issues.

To address other faculty concerns, the advisory groups further requested IPAR to conduct two analyses to provide additional information to the campus: 1) salary benchmark analyses to compare ECU faculty's salaries with their peers nationally; and 2) analyses of the impact of hire/promotion year on faculty salaries. The results of the analyses are presented in Appendices Two and Three.

Individuals can provide comments or ask questions about the study by completing an online feedback form by March 1, 2020 at https://ecu.az1.qualtrics.com/jfe/form/SV_0wRZXavC2r0nkgZ. The Faculty Welfare Committee will review all feedback, taking appropriate action when possible and forwarding questions and issues more appropriately addressed by others. The responses are confidential unless a respondent chooses to leave the contact information at the end of the feedback form. Open forums will be hosted by university and Faculty Senate leadership to discuss results and communicate follow-up actions.

Faculty Senate Agenda
December 10, 2019
Attachment 3.

AGENDA COMMITTEE REPORT
Proposed 2020-2021 Faculty Senate and Agenda Committee Meeting Dates

2020/2021 University Academic Calendar

Fall 2020		Spring 2021	
August 24	Classes Begin	January 11	Classes Begin
September 7	State Holiday	January 18	State Holiday
October 10-13	Fall Break	March 7-14	Spring Break
November 6	Registration	March 26	Registration
November 25-29	Thanksgiving Break	April 2-3	State Holiday
December 7	Classes End	April 27	Holiday Makeup Day
December 8	Reading Day	April 27	Classes End
December 9-16	Exams	April 28	Reading Day
		April 29-May 6	Exams

2020/2021 Agenda Committee and Faculty Senate Meeting Dates

Agenda Committee	Faculty Senate
September 1, 2020	September 15, 2020
September 22, 2020	October 6, 2020
October 20, 2020	November 3, 2020
November 17, 2020	December 8, 2020 *at Heart Institute*
January 12, 2021	January 26, 2021
February 9, 2021	February 23, 2021
March 16, 2021	March 30, 2021
April 13, 2021	April 27, 2021 *at Heart Institute*
	May 4, 2021 (2021/2022 organizational mtg.)

DISTANCE EDUCATION AND LEARNING TECHNOLOGY REPORT
Proposed revisions to *ECU Faculty Manual*, Part VI, Section III. Distance Education Policies

(Additions are in **red** and deletions are in ~~strikethrough~~.)

The committee proposes revisions to subsection V. Instructor Preparation and added revised text from Faculty Senate Resolution #11-86 as a new subsection, VI. Professional Development Activities for Online Instructors. The renumbered subsections VII. Standards for Online Learning and VIII. Evaluation of Distance Education were not revised.

CONTENTS
I.   Distance Education Courses and Programs
II.   Oversight of Distance Education
III.   Courses Delivered by Distance Education
IV.   Fostering Academic Integrity in Distance Education
V.   Instructor Preparation
VI.   Professional Development Activities for Online Instructors
VII. ~~VI.~~ Standards for Online Learning
VIII. ~~VI.~~ Evaluation of Distance Education

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V.   Instructor Preparation
All courses offered via distance education shall be taught by a qualified, credentialed instructor approved and assigned by the unit administrator. Instructors who teach distance education courses and programs shall have the same academic qualifications as instructors who teach face-to-face courses. Each instructor who teaches one or more distance education courses must complete a university training program. Academic units that wish to develop their own training program must use the university training program until their own training program is approved by the appropriate vice chancellor.

Unit administrators are responsible for ensuring that each instructor teaching distance education courses has the appropriate distance education training. All instructors teaching distance education courses will engage in at least one training activity each academic year that addresses advances in the methodologies and technologies used in distance education. Training is documented in the faculty annual report of each instructor teaching one or more distance education courses. ~~The unit administrator will provide a complete list of instructors teaching distance education courses and documentation that each instructor has met the training requirements annually to the Provost's office.~~

~~Instructors teaching a distance education course have access to consultation, implementation, and evaluation support from appropriate supporting units (i.e. Office of Faculty Excellence, IPAR, college Instructional Support Consultants, library services, Information Technology and Computing Services, Information Resources Coordinating Council, Distance Education and Learning Technology~~

~~Committee, etc.). The University shall provide appropriate equipment, software, and communications access to instructors necessary to provide effective distance education. The University will ensure the availability of continuing instructor education and training to enhance proficiencies in the methodology and the technologies used in distance education.~~

VI. Professional Development Activities for Online Instructors

Each faculty member who teaches one or more distance education courses must complete an initial university training program consisting of online instructional modules. Faculty continuing to teach distance education courses must engage in at least one professional development activity each academic year that addresses advances in the methodologies and technologies used in distance education.

The following all qualify as professional development activity:

- Instructional modules in Cornerstone related to distance education.

- Any of the following activities if it is related to online learning /teaching
  - Attending an external conference session or webinar (e.g. teaching of accounting online at a national accounting conference)
  - Presenting a research paper (e.g. comparison of learning outcomes for course taught face-to-face and online, etc.)
  - Presenting a seminar (in-house or external)
  - Publishing a paper or proceeding or other relevant professional publications
  - Attending a seminar presented by the Office for Faculty Excellence (OFE) or Academic Technologies-ITCS (see examples in attachment) or individual units. To register for OFE programs, go to http://www.ecu.edu/ofe/ or http://www.ecu.edu/cs-acad/ofe/Spring11.cfm. To register for Academic Technologies programs, go to https://itcs.ecu.edu/departments/academic-technologies/.
  - Being a finalist for a distance education award (e.g. Max Ray Joyner)

Documentation of the above can include program listings, history of participation, tables of content from program, certificate of completion, etc.

- individual units will offer seminars and other programs related to online learning / teaching. As these are announced, they will be distributed via email, posted in cornerstone, and or other means of communication. Documentation will be provided by the presenter(s). Please add it to your records.

If there is a specific seminar or topic or activity that you think may qualify but you are not certain, or if you have questions or require further information, you can complete the below Petition for Alternative Activity to Meet the ECU Distance Education Professional Development. Requirement and submit it to your unit administrator.   This form will be placed online once it has been approved by the Chancellor.

**Petition for Alternative Activity to meet the
ECU Distance Education Professional Development Requirement**

Faculty can petition to have an activity other than those identified by the university meet the DE Professional Development requirement. To petition, complete this form, save it, and email it to your unit administrator.

Name _____ **email** _____

College _____ **Department** _____

Activity Title: _____

Date of Activity:
_____

Description of activity and time Invested in its completion:

~~VI.~~ **VII.**   Standards for Online Learning

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~~VII.~~ **VIII.** Evaluation of Distance Education

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Faculty Senate Agenda
December 10, 2019
Attachment 5.

<mark>Report postponed to spring 2020</mark>

DISTANCE EDUCATION AND LEARNING TECHNOLOGY COMMITTEE REPORT
Proposed Contingency Plan and Continuity of Instruction Best Practices

This document was developed to update and replace the recommendations in Continuity of Instruction: During a Catastrophic Event. Upon approval, it will be linked on the Distance Education and Learning Technology Committee's website, and the Office of Academic Outreach, Continuing and Distance Education will use that link on their site.

Contingency Plan and Continuity of Instruction Best Practices

This document contains Best Practice strategies and items for consideration when planning for your course Contingency Plan and Continuity of Instruction.
 A contingency plan involves anticipating and planning for an alternate delivery of course material and communication with students when technology is not available. A contingency plan should appear on your course syllabus to ensure that students know their responsibilities, the timelines, and alternative means to meet requirements during a downtime situation.

A regional catastrophic event may result in the official suspension of all campus-based activities including face-to-face classes on the ECU campus. This type of scenario may activate a Continuity of Instruction Plan.

DE Contingency Plan
When planning your course, it is important to think about student and instructor expectations and activities in the unlikely event that one or more of the course technologies you use are not available. Your course syllabus should communicate this information to your students.

To prepare for potential problems and/or downtime, we advise all instructors using Blackboard, WebEx, Mediasite, or other online technologies, to have a Contingency Plan in place that will be used when the technology is not available. Define situations that would trigger the Contingency Plan to action. Will your DE Contingency Plan be implemented if your online course or technologies are down a few hours, 24 hours, or even longer?   Assure your students that they will hear from you if the course downtime is 24 hours or greater.

Class activities that may be affected by course downtime.
- Access to Course Content
- Online Exams (ex. Blackboard Tests)
- Web Conferencing/Synchronous Meetings (ex. WebEx)
- Assignment Submissions

Consider the Following Before Creating Your Contingency Plan:
- If Blackboard or other learning platforms are not available during a scheduled synchronous session, how long should students attempt to log in (number of minutes)?
- How and when will you contact your students after such a situation occurs?
- Do you want students to contact you if they are not able to access an online exam, synchronous session, assignment tool, or course content?
- How will this downtime affect the course due dates? When can students expect to receive new due dates?
- If Blackboard is not available, will you ask students to submit an assignment via ECU email? Will this down time affect the due date? What if email is not available?
- How will any of the situations discussed here affect your student's grades? They may need reassurance that unexpected and verified downtime will not affect their grade.
- What do you expect from your students when their online course materials, assessments, synchronous meetings, or multimedia materials are not fully accessible or completely available?
- How will you communicate with your students? If Blackboard is not available, you can email your students outside of Blackboard using the Email Class feature within Self Service Banner. You can use this feature to update students on prolonged outages and course assignments and requirement status.

Getting Started with your Contingency Plan for your Syllabus:
- Have your syllabus, timeline, and course content available to email students.
- Encourage students to download and save relevant course information.
- Create a file of course content organized in a format that can shared via your Office 365 Onedrive and/or emailed to students.
- Inform your students of any additional office hours you may be available during an extended technology downtime.

- How will any of the situations above alter your semester course schedule? Will you have to delete a lesson or unit? For example, if a class chat is scheduled to begin at 12 noon, you must try to log into the chat until (12:15). If you are not able to log into the chat session after the stated time, then….. (How will they know when the chat will be rescheduled? How and when will you contact them after such a situation occurs?)

Syllabus Example:
As with any technology, Blackboard, WebEx, Mediasite, and other online tools have the potential for technical downtime or performance issues. To prepare for course downtime or a performance issue that makes the system unusable, you are encouraged to:

1. Save and/or print a copy of the syllabus, assignment schedule, and course material available.
2. Save my email address so that you can contact me.
3. Save names of fellow classmates, so that you may contact each other through ECU email or other third-party email.
4. Determine that the problem is with an ECU supported learning platform (i.e. WebEx) and not your Internet Service Provider.

In the event that we experience Internet or downtime with any ECU learning platforms, you can expect me to…… (Describe your responsibilities as the instructor, such as email communication).
Contact Information:
- Phone number
- Email address
- Office hours
- Alternate office hours during Internet course downtime

Information Technology and Computing Services (ITCS) personnel monitor ECU supported tools and send ITCS Notifications to share downtime information with the campus. To report problems please notify the ECU Help Desk at: https://ecu.teamdynamix.com/TDClient/Home/

Recommendations for Continuity of Instruction

A regional disaster (major hurricane or tornado outbreak) or other catastrophic event may result in the official suspension of all campus-based activities including face-to-face classes on the ECU campus. ECU's Information Technology and Computing Services (ITCS) plans to maintain technology services during a regional catastrophic event. As long as communication and technology remain intact for the duration of a regional catastrophic event, it is anticipated that courses being taught online via Blackboard, Mediasite, WebEx, and other ECU supported tools will not be greatly affected during the event. This document contains strategies and is intended as a discussion guide for college, school and/or unit regional catastrophic event planning.

In order to prepare for continuity of instruction during a regional disaster or other catastrophic event, it is suggested that each ECU college/school and unit, develop a plan addressing the continuation of student learning. Plans should anticipate the use of alternate methods for delivery of course materials, for student-faculty communication, and include the actions and timeline necessary to carry out such a plan. A plan should be detailed and include creation of a modified syllabus and corresponding online course materials to be utilized in the event that classes cannot meet for a period of 2-4 weeks, or as required by the event.   It is the responsibility of the unit to determine guidelines concerning the minimum content delivered for each course by each individual instructor during the

declared event. Regional disaster catastrophic readiness should strive to encompass the highest values and standards in learning via alternative learning strategies, without compromising quality of instruction.

A regional catastrophic event timeline for continuation of course instruction should be distributed *before or immediately* upon university system declaration of a regional catastrophic event. The timeline should contain all expectations and requirements for course communication, content delivery, and assessment, along with the dates associated with these expectations.

The following are the strategies for Continuity of Instruction.

1. ECU colleges/schools and units should develop an agreed upon action plan addressing the continuation of student learning during a regional catastrophic event to minimize student confusion, communicate expectations, and facilitate continued instruction.
2. College/school - Address checklist and discussion points at the unit level (Appendix C).
3. At the unit level - Development of a regional disaster catastrophic-readiness statement that could be added to each individual course syllabus, and development of modifications to each syllabus that reflects modifications in the conduct of the course necessary for continuity.
4. At the unit level - Designate lead instructors to oversee multiple sections of a course, and promote team-teaching methods to address faculty overload situations.
5. At the course level - Preparation and distribution of a timeline of learning activity expectations before, or immediately upon declaration of a regional disaster catastrophic event.
6. Faculty should be prepared to use Blackboard, Mediasite, WebEx, and/or other ECU supported tools.
7. It is suggested that faculty develop and add a regional catastrophic-readiness statement to each syllabus. This statement should instruct students to be proactive by determining if they would have computer and Internet access if relocation is imminent during or after event conditions. Students should then be prepared to participate at the level appropriate for their situation. In addition, students with Internet access should be instructed to monitor the ECU homepage for emergency information and updates.

Items for Consideration at the University, College/School, and/or Unit Level

- Develop and recommend guidelines noting a minimum course standard in relationship to course content and aligned with assessment and accreditation for the unit be provided by each faculty member for each of their designated courses.
- Develop and recommend a university standard for delivery that would designate the amount of course content which must be available online in the event of a declaration of regional catastrophic conditions.
- Upon recommendation of the unit head, course extensions and incompletes will be discouraged.
- Upon recommendation of the unit head, faculty that are teaching face-to-face and online sections of the same course(s) should consider moving the face-to-face students into the online section.
- Faculty that are teaching face-to-face and distance education sections of the same course or courses with similar content, can copy content from an existing online course into the face-to-face section.
- The unit head should take appropriate action in supporting the continuity of the learning process for students.
- Discuss the possibility of utilizing Pitt Community College and the UNC System, as well as other community colleges as possible partners concerning the sharing of resources during a catastrophic regional event.

- Course Substitution: For example, substituting AS/NTR/PO 413 at North Carolina State University for NUTR 3105 here at ECU. (Note that this would require an emergency agreement between universities, but these kinds of arrangements would be discussed).

Items for Consideration at the Unit Level

Designate Lead Instructors
Faculty members teaching sections of the same course could meet and prepare online modules of course content to provide students with continuation of learning and lessen faculty loads during a regional disaster (hurricane/tornado) and/or catastrophic event. Each online module could equate to a face-to-face lecture or content materials. This could necessitate the preparation of about 10 online modules. Preparation tasks could be shared allowing for instructor outages during the event. Classes could then move to the prepared online modules in Blackboard. Depending on the software selected (if Word files, PPTs, Excel Files, or PDFs) to create the modules, the content could also be copied to a DVD/CD in order that the disc would be mailed to those students without Internet access but having access to a computer. This would require a list of students and student addresses to be readily available at all times, unit support, and faculty participation.

Encourage Faculty Platform Training
All faculty members should become familiar with ECU supported learning platforms in order to continue to provide students with the highest quality of education and meet program standards during a catastrophic regional event. This would require direct unit support, mandates from units and faculty participation.

Practice Drills
Encourage faculty to record a face-to-face lecture or supplemental material using a Mediasite Classroom or the Mediasite Desktop Recorder.

Team-Teaching/"Regional disaster (hurricane/tornado) catastrophic event Partners"
It is also suggested that some form of team-teaching or "Regional disaster (hurricane/tornado) Partners" be considered in order to prevent faculty overload and prepare for potential faculty absence. This would require direct unit support and faculty participation.

Planning Resources
The following list of tools and resources are included to promote thought and provide options.
- Blackboard face-to-face and online training opportunities are offered throughout the semester. Visit Blackboard Resources or register for training in Cornerstone.
- Visit WebEx for Faculty and Students or register for training in Cornerstone.
- Mediasite Desktop Recorder (MDR) training is offered throughout the semester. Visit the Mediasite Enterprise Video or register for training in Cornerstone.
- Lynda.com delivers an online library of instructional videos teaching the latest software tools and skills. Login to LinkedIn Learning at ECU to get started. You can also embed LinkedIn Learning content into your Blackboard courses.
- Listen to how two ECU faculty have prepared.
  - Interview with Tim Kelley   https://blog.ecu.edu/sites/h1n1/kelley/
  - Interview with Mark Weitzel   https://blog.ecu.edu/sites/h1n1/weitzel/
- See Appendix A to learn about the Just in Time Scenario.
- See Appendix B to learn about the Just in Case Scenario.

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Glossary

Adverse Weather & Emergency Event Policy: (https://alertinfo.ecu.edu/adverse-weather-emergency-event-policy/)

Catastrophic Event: Any event or force of nature that has catastrophic consequences, often with regional impacts which are considered extremely harmful or disastrous. These events impact power/water/internet systems or may require social distancing.

Emergency Information will be available at the ECU homepage http://www.ecu.edu.

Epidemic/Pandemic: Global outbreak of human flu which can spread easily and quickly from person to person and from city to city.

Communicable disease: An infectious disease transmissible (as from person to person) by direct or indirect contact with an affected individual or the individual's bodily fluids or by indirect means (as by a vector).

Social Distancing: Limiting contact and activities with others to slow down the spread of a flu

Appendix
Continuity of Instruction Additional Materials

Introduction

Continuity of instruction is important to both the university and its constituents because it assures a means by which the university can continue to meet its primary obligation of providing a rich and engaging undergraduate and graduate education to ECU students. Plans allowing for the continuation of instruction under catastrophic regional event conditions serve two primary purposes. First, such plans assist students in continuing to seek timely matriculation and graduation which in turn, minimizes financial and family burdens throughout the event for stakeholders. Secondly, catastrophic regional event planning helps to stabilize the university community and its surrounding neighbors during a crisis, by removing or minimizing confusion for a portion of stakeholders' daily activities.

It is important to note that some faculty and students will be able to participate, and others may be affected by circumstances that preclude their participation. All courses are unique, and some may require specific set-up or challenges for implementation during a catastrophic regional event, such as labs or clinical components. The ideas contained within this document are meant to be general in nature, and provide topics for discussion in addressing these issues.

Example: *Regional disaster Hurricane/Tornado/Catastrophic Readiness Syllabus Statement*
"In the event that this course is no longer able to meet face-to-face, students should (e.g. first go to section XX in this syllabus and complete the alternative assignment) and/or (immediately log onto Blackboard and read the announcement.) and/or (etc.)."

Questions to Consider before Creating a Plan for your Course	1. Determine if your students will have Internet access in the event of a catastrophic regional event. 2. What will your teaching objectives be for this time period (material covered, explore new topics)? 3. How will you communicate with students? 4. What information will you communicate to students (course work, updates, and questions)? 5. How will you develop and/or make course content available (unit assignments, homework)? 6. Do you have course content readily available in a DE section of your course (i.e. in Blackboard) that you could copy into a Blackboard course shell for use in a face-to-face section of the same course?

	7. Does your current textbook have online resources or a course cartridge that might be utilized during this time? 8. Will social distancing affect access to software, for example, lab-based software that is only available on campus? 9. How will you distribute and enact your Plan? *Take a minute at the beginning of the semester to discuss what would happen if the class is not able to meet for several weeks.*

Appendix A
Regional disaster (hurricane/tornado)/Catastrophic Plan in Action: Scenario 1 and 2

Note: In the event of a regional disaster (hurricane/tornado) or other catastrophic event, we cannot make the assumption that all students or faculty will have Internet or computer access. Based on this assumption, we provide the following ideas to augment the university continuity plan.

Begin planning by reviewing the learning outcomes you wish to achieve in the event of catastrophic regional conditions. Start by reviewing the checklist provided in the appendices of this document, and have open discussions with colleagues utilizing the discussion points. These two items should foster and encourage open collaboration among faculty members before and during the declared event. The plan should address two distinctly different scenarios: the scenario in which Internet and computer access will be available to most students, and the scenario in which students will not have Internet access and/or access to a computer. Be sure to include any communication updates (how-- when--where) and any announcements which are important to your students continued participation. For example, let them know how often they can expect to hear from you, and how often you expect to hear from them.

Scenario 1: Just-In-Time Planning - Students with Internet and Computer Access

During a catastrophic regional event, if all face-to-face instruction has been suspended, or the student absentee rate is high, communication will be expected to take place through Blackboard tools, WebEx, PirateMail, telephone, text messaging, Microsoft Teams/Skype messaging, etc. It is suggested that faculty become familiar with Blackboard and other Internet based technology tools prior to a catastrophic regional event to reduce frustrations and confusion. Blackboard is ECU's universal course management system and is available to all faculty members and all students.

Currently, a Blackboard course shell is automatically generated for every ECU course offering, including face-to-face, blended, and distance education sections. Each course shell will be populated with students enrolled in the course. The instructor can activate this shell and make it available to students at any time. It is strongly recommended that Blackboard, WebEx, and Mediasite be used in the event that face-to-face classes are temporarily suspended. Social distancing may impact students' access to course related materials or software.

Communication Options for Those with Internet and/or Computer Access

1. *Blackboard Tools:*
   Email, Message Tool, Announcements, Threaded Discussion, Groups,
   Blog Tool, Journal Tool, Wiki Tool
   Blackboard is ECU's learning management system. It is a platform
   containing a myriad of tools to add content, both static and multimedia, in
   order to build a community of learners in your course. There are tools
   available to instructors to add assignments and tests for student
   assessment, as well as interactive tools including the blog, journal, and
   wiki tools. The Discussion Board is a popular tool in Blackboard for
   threaded discussions. The instructor has the ability to facilitate ongoing
   discussions and conversations among students. Discussion forums, like
   other interactive tools, can be graded and are effective for group work. For
   instructions, visit Blackboard Learn Help for Instructors or
   Blackboard Videos for Instructors.
2. *WebEx:* is a web conferencing learning program that provides a virtual
   classroom using live and recorded sessions. WebEx enables faculty and
   students to attend class "live" from anywhere they have access to an Internet
   connection. Visit WebEx for Faculty and Students.
3. *Email:* Office 365 for Students, Blackboard Email, External email programs
4. *Microsoft Teams/Skype for Business:* integrates with ECU email and calendar for
   instant messaging, group conferencing, and video conferencing.
5. *Phone/Text Messaging*

Just-In-Time Options for Content Delivery
Possible methods for delivering content using Blackboard and other Internet Tools:

Topics	Platform Delivery
Course Content/Information *Paper Course Handout*	*Add content to Blackboard.* If you have existing course handouts, then you just need to upload them to your Blackboard course. See Customize Your Course for steps to add an item (e.g., a text description, Word, Excel, PPT or PDF file, an image, video, audio file, or link to a URL).
Course Lectures *Recorded PowerPoint files Handouts WebEx Web conferencing* *Mediasite and MDR lecture capture*	*Upload Lecture Notes to Blackboard* *Narrate PowerPoint files.* You can use the Record Narration option in PowerPoint to add audio to your PowerPoint Presentations. *Deliver lectures with WebEx.* Using WebEx you can present PowerPoint presentations, course material and application share. Students can participate live or watch recorded sessions. WebEx for Faculty and Students. Practice Drill: try recording a face-to-face lecture this semester using WebEx, then save the recording for use as needed. *Record lectures with the Mediasite Desktop Recorder (MDR).* MDR is integrated with Blackboard. You can use Mediasite or MDR in the classroom, office, or at home to record audio, video, and your computer screen activity. Practice Drill: try recording a lecture or supplemental material this semester using MDR.
Collaboration & Group Assignments	Utilize the Blackboard Group Area that offers group features:

	pages, discussion board, chat, and file exchange. Visit Blackboard Learn Help for Instructors for instructions. Utilize WebEx for group meetings. WebEx for Faculty and Students
Individual Assignments	Use the Assignment Tool to create assignments. Students then upload their document(s) to Blackboard. Visit Assignments for instructions.
Exams or Quizzes	Alternate assignments scored. Exams given online with emailed passwords and/or time limits. Consider giving mastery tests that can be retaken until a specific score is reached.
Course Announcements	Post course updates in the Announcement area in Blackboard and send an email copy.
Syllabus	Upload a copy of your syllabus in Blackboard. This makes it always available to your students.
Student Questions & Office Hours	Utilize*Email, Skype for Business, and WebEx to answer student questions.

Click links and scroll through Course Tools to locate appropriate topic.

*Note: When creating or converting course materials to online formats, it is crucial to consider file size. The addition of graphics and video files may cause PowerPoint Presentations to exceed online limitations and slow down the student access.

Just-in-Time Sample Assignments

Consider creating additional assignments that could be added to a course syllabus or as stand-alone assignment(s) available during a regional disaster (hurricane/tornado) or other catastrophic event which temporarily suspends face-to-face classes. Consider how you could provide these items to students in both Scenario 1 and Scenario 2.

Assignment Examples for Consideration
A. Prepare an individual and/or group assignment which might work for a short period such as:
1. Post a subject content link (in syllabus, Blackboard, text message, etc.). Have students prepare a paper assignment tying information to course content and personal experience. (Students could submit assignments via Blackboard or email.)
2. Post an extension of the subject content link and prepare (or have students prepare) a 10 question (online or paper) quiz or have group discussions through text messaging, discussion groups, or IM.
3. Post discussion questions in the Blackboard Discussion Board, or Text Message to facilitate online discussion. Groups might note time of discussion and 1-2 line overview of discussion for assessment of assignment.
4. Assign end-of-chapter materials for group project, individual question and answer session, or group discussion. Students can then post in PowerPoint format with notes for peers to assess, or write up overview of discussions. Use end-of-chapter assignments for chapters not covered in regular class period.
5. Provide an "alternative" assignment in your syllabus to be used only in the event that face-to-face classes are suspended, including rubric for assessment. Example for this assignment - Assign groups at the beginning of the semester. Then have group members post one content-driven discussion question and be the moderator of the discussion.

Scenario 2: Just-In-Case Planning - Faculty and Students without Internet or Computer Access

If a catastrophic regional event is declared, or students become ill during such an event, students may be required to leave the campus and temporarily relocate to an area which will not afford access to a computer or the Internet. Under these circumstances, a great deal of pre-planning must go into syllabi and materials development. A syllabus with complete instructions for work completion at remote and inaccessible locations will need to be prepared within a detailed study/work plan. Note that in these circumstances a single Just-In-Case syllabus for multiple sections of a course might be appropriate. This event could cause a communication gap between instructors and students while face-to-face classes are suspended. These students will still need an explanation of your expectations and their responsibilities. It is important that a "just in case" course content outline/syllabus, and a timeline be available that students can either download or print, and take with them. Assignments from the current textbook which students can complete and submit when face-to-face classes resume are also an option. As with Scenario 1, social distancing may affect students' access to course related materials or software, and will prohibit the use of any type of face-to-face meetings.

Communication Options for Those without Internet and/or Computer Access

Possible Types of Communication Available
1. Text Messaging 2. Phone

Just-In-Case Options for Content Delivery
Possible methods for delivery of face-to-face content without Internet or Computer Access.

Topics	Manual Delivery
Course Content/ Information *Paper Course Handouts*	Students could download or print content available in advance. (Just in Case)
Course Lectures *Live or Recorded* *PowerPoint files* *Handouts* *Mediasite*	*Students could download recorded presentations. Narrate PowerPoint files.* You can use the Record Narration option in PowerPoint to add audio to your PowerPoint Presentations. *Record screencast lectures using* Mediasite or MDR. Practice Drill: try recording a face-to-face lecture or supplemental material this semester using Mediasite in the classroom or the Mediasite Desktop Recorder, then save the file for use as needed. Paper copies provided ahead of time or substitute a chapter in the textbook. Electronic copies of course lectures and/or notes available for print or download. CDs with all course materials including lectures available for purchase with text.
Text Book Reading/ Assignments	Prepare and place in Syllabus for later use. (Just in Case)
Individual Assignments In class assignments & Projects	Prepare and place in Syllabus for later use. (Just in Case)
Exams or Quizzes	Alternate assignments scored

	Mastery test taken when students return
Course Announcements	Phone Tree
Syllabus	Alternate hard copy distributed in class.
Student Questions	Peer Phone Tree, (Ask 3 then me) Faculty Phone (Assign groups and one student as communicator to ask questions.)

Just-In-Case Sample Assignments
Consider creating additional assignments which could be added to course materials and made available during any regional disaster (hurricane/tornado) or other catastrophic event which temporarily suspends face-to-face classes. Consider how you could provide these items to students in both Scenario 1 and Scenario 2.

Assignment Examples for Consideration
Prepare an Individual and/or Group Assignment which might work for a short period:
1. Provide subject content (in syllabus, course packet, text message, etc.) for students to review and self-reflect upon in a paper.
2. Post a subject content link and prepare a 10 question quiz, or have buddies discuss using text messaging or phone. Due to social distancing, any type of face-to-face meeting will be highly discouraged.
3. Post discussion questions (2-4) in syllabus to facilitate discussion. Have students discuss through phone or text-messaging. Groups might note time of discussion and 1-2 line overview of discussion for assessment of assignment.
4. Assign end-of-chapter materials for group project, individual question and answer session, or buddy discussion. Students can then report for peers to assess, or discuss and write up overview of discussions. Use end-of-Chapter assignments for chapters not covered in regular class period.
5. Provide an "Alternative" assignment in your syllabus to be used only if face-to-face classes are suspended, including rubric for assessment. Example for this assignment - assign groups at the beginning of the semester. Provide a current article for students to read and discuss with their group member(s).

Discussion Points
For Units – The following can be used to promote dialogue concerning the learning process and catastrophic regional event situations. Faculty should be encouraged to discuss the following points with peers in a small group setting in addition to any other ideas which may arise as an extension of the discussion.

☐ What would you do if you were unable to have your class meet face-to-face for an extended period, beginning tomorrow?

☐ How would your face-to-face syllabus change if you had to suddenly begin teaching at a distance?

☐ If servers and communication went down for a long period of time, how would you communicate with students?

☐ How could the content materials of your current course be changed to reflect the conditions (Scenario 1 or Scenario 2)?

☐ Is your course currently being taught online by anyone? If so, can you obtain a copy of the course content for use during an event?

☐ What are your department and program standards for consistent, high quality course instruction?

☐ How could a course provide value and meet program standards during a catastrophic regional event?

☐ How would it be possible for students who anticipate graduating at the end of the semester to meet program standards during a regional disaster (hurricane/tornado) or catastrophic event?

☐ What would an outline for Just-in-Time or Just-in-Case course materials look like? What would be included? What would be excluded?

☐ What materials are essential for optimal Just-in-Time and Just-in-Case learning?

☐ *Reinventing the wheel* is time-consuming and difficult. How can you provide the minimum requirements without *reinventing the wheel*?

☐ When and how should you share your Just-in-Time and Just-in-Case materials with students?

Faculty Checklist
The following are provided in order to facilitate and focus attention on preparation for a catastrophic event.

✔	Item Description
	Answer the Questions to Consider
	Attend Blackboard and other Learning Platforms Training Sessions
	Test Communication Tools
	Select Communication Tools to Implement
	Try a Practice Drill – record a face-to-face lecture or supplemental material this semester using Mediasite in the classroom or the Mediasite Desktop Recorder, then save the file for use as needed.
	Develop a Continuity of Instruction Outline
	Revise Syllabus – Continuity Syllabus
	Continuity Syllabus Readily Available to Students
	Ensure Just-In-Time and Just-In-Case Content Readily Available
	Ensure Just-In-Time and Just-In-Case Assignments Readily Available

Report postponed to spring 2020
ADMISSION AND RETENTION POLICIES COMMITTEE REPORT
Proposed addition to the *University Undergraduate Catalog*, Academic Regulations:
Attendance and Participation relating to student visitors in class

This report is a follow-up to Faculty Senate consideration in April 2019 (#19-59)

(addition is noted in **red** text)

"Attendance and Participation

A student's participation in the work of a course is a precondition for receiving credit for the course. Students are expected to attend punctually all lecture and laboratory sessions and field experiences and to participate in course assignments and activities as described in the course syllabus. Absences are counted from the first class meeting after the student registers. Students registering late are expected to make up all missed assignments in a manner determined by the instructor.

Each instructor shall determine the class attendance policy for each of his or her courses as long as the instructor's policy does not conflict with university policy. The instructor's attendance policy will be provided to the class on a syllabus distributed at the first class meeting. Class attendance may be a criterion in determining a student's final grade in the course if the instructor provides a written statement to this effect in the course syllabus.

Students should consult with their instructors about all class absences. It is the responsibility of the student to notify the instructor immediately about class absences, to provide appropriate documentation for an absence, and discuss any missed class time, tests, or assignments. Except in the case of university excused absences, it is the decision of the instructor to excuse an absence or to allow for any additional time to make up missed tests or assignments. Excused absences should not lower a student's course grade, provided that the student, in a manner determined by the instructor, is able to make up the work that has been missed and is maintaining satisfactory progress in the course.

Student Health Services does not issue official written excuses for illness or injury, but will upon request at the time of the visit, provide a note confirming that the student has received care. In the event that the student is seriously ill or injured at the time of final examinations, Student Health Services on request by the student, may recommend a medical incomplete. A student who receives medical care from another licensed medical provider may take his or her instructor a note from that provider indicating that the student was too ill or injured to attend class, and listing the date(s) for which the student was unable to attend. The instructor may choose to accept these notes as evidence of excused absences.

The Dean of Students may authorize a university-excused absence in the following situations:

1. Student participation in authorized activities as an official representative of the university (i.e. athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances).
2. Participation in other activities deemed by the Dean of Students to warrant an excused absence, such as required military training.
3. An extreme personal emergency or serious medical condition.
4. The death of an immediate family member (such as parent, sibling, spouse or child).
5. Student participation in religious holidays.

It is the student's responsibility to obtain verification of a university-excused absence by contacting the Dean of Students. Requests for university-excused absences should be submitted, whenever possible, to the Dean of Students at least a week prior to the scheduled absence. Requests submitted after the fact will be disapproved unless circumstances made prior approval impossible.

Instructors are expected to honor valid university excused absences and to provide reasonable and equitable means for students to make up work missed as a result of those absences. Students who anticipate missing 10% or more of class meeting time as a result of university-excused absences are required to receive approval from the instructor at the beginning of the semester. Student experiences that cannot be made up should be discussed at the onset of the course to ensure that continued enrollment is feasible while there is still the opportunity to withdraw the course within the schedule change period.

A student who believes that he or she has been treated unfairly concerning absences or has been misinformed by the instructor regarding that instructor's absence policy shall have the right to appeal. The appeal shall be in writing to the instructor's department chair or school director, and in the event the resolution is not satisfactory, the final decision rests with the academic dean.

While East Carolina University is a public university serving the state of North Carolina, classes operated by East Carolina University are not public events. Anyone wishing to be present in or audit an East Carolina University class in which they are not enrolled, regardless of format, must obtain express permission, in writing if possible, from the instructor of record for the course prior to each class meeting attended, and also meet all other requirements for attendance that may be imposed by ECU (e.g., screening of persons pursuant to UNC policy regarding minors on campus; completion of any registration requirements for auditing classes). Such persons may be denied permission to enter or required to leave at any point and may be subject to other penalties if they are present without consent of the instructor of record or otherwise present in violation of applicable law or policy. Otherwise, persons not enrolled in a class may attend that class only with the specific approval of the Chancellor or their designee or as provided in applicable policy."

GENERAL EDUCATION AND INSTRUCTIONAL EFFECTIVENESS COMMITTEE REPORT
Report regarding recommendation to Pilot Test Blue Text Analytics Software (BTA)

Over the summer 2019, Jeff Popke, Chair of Faculty formed a workgroup comprised of members from the Faculty Governance and GEIE committees to consider ECU policies and procedures related to student evaluation of teaching. This activity followed the Faculty Senate's approval of revisions to Part X, I.B. Cumulative Report for Reappointment, Promotion and Tenure in the *ECU Faculty Manual* and the adoption of a Mandatory Statement about Survey of Student Opinion of Instruction (SSOI). The workgroup forwarded a recommendation to Chair Popke formally supporting the pilot test of Blue Text Analytics software and a summarization of student comments from the SSOI and access of the results to department chairs and other evaluators.

In the recommendation, the workgroup took into consideration the following:
- According to the *Faculty Manual*, Part VI, Section IV, III, *evaluations of an instructor's performance may include supervisors' opinions based on investigations prompted by student complaints*. The identity of the student(s) is known to the unit administrator, and before including it in the evaluation, the complaint must be thoroughly investigated by the unit administrator in a timely fashion (usually 5 days since receiving the complaint).
- According to the *Faculty Manual* policy, comments included in Survey of Student Opinion of Instructor (SSOI) are anonymous, so their use in evaluations of instructor's performance is inappropriate. Because of the nature of the SSOI, it will always be impossible for the administrator to know the identity of the student, to carry an appropriate investigation of the complaint or do it in a timely fashion, since results are not until the courses are finished.
- Research demonstrates that SSOI scores are a poor measure of teaching effectiveness. They are correlated with many variables unrelated to teaching effectiveness, including the student's grade expectation and enjoyment of the class; the instructor's gender, race, age, and physical attractiveness; and the weather the day the survey is completed.
- Research also shows that anonymity in student comments is necessary but may work against the gathering of reliable information by allowing students to make unfounded claims.
- Research shows that in order to make appropriate use of student comments, those comments need to be classified and analyzed. A holistic evaluation of the comments is inappropriate.
- Recommendations regarding best practices for evaluation of teaching shows that evaluators can gain perspective on instructor's performance by reviewing multiple courses taught by the instructor over multiple semesters, or by reviewing the performance of the students taught by the instructor in subsequent related courses.
- In the past, administrators at ECU have relied too heavily on SSOI scores to evaluate the teaching effectiveness of faculty.
- In the past, administrators at ECU have inappropriately used anonymous comments from students to evaluate the teaching effectiveness of faculty.
- Some administrators at ECU and the SGA believe that the inclusion of SSOI comments would be useful tools for administrators.

The workgroup recognized that ECU needs to engage in a discussion on the appropriate use of SSOI in the evaluation of teaching. A better understanding by all campus constituencies of the

role of SSOI is necessary. The piloting of BTA for 1 year seemed an appropriate step toward what should be a multipronged approach.

In August 2019, Chair Popke forwarded the workgroup's recommendation to the GEIEC with a request to "consider this BTA recommendation, along with possible guidance to the campus for the use and interpretation of the information and provide a formal report to the Faculty Senate." In order to fulfill this task, the GEIEC consulted with IPAR regarding the BTA software.

The committee received the following feedback from IPAR:
- While reaching out to schools currently using BTA, they found out that:
  - Faculty didn't feel the Blue Text Analytics was helpful with sections with small enrollment (or small number of responses to open-ended questions);
  - Blue recommended using Text Analytics at the department level (more robust), rather than at course/section level; and
  - Blue Text Analytics would have the capacity to identify sensitive themes (e.g., violence, threats, self-harm, etc.) in the future.

IPAR indicated that they would support the pilot text of BTA software if ECU has an evaluation plan. They suggested that faculty/chair surveys or focus groups could be options for how to evaluate the effectiveness. However, in their opinion, testing the reliability of BTA results would prove to be very challenging, almost impossible.

Besides consultations with IPAR, the GEIEC researched the *Faculty Manual* for policies regarding evaluation of instructions, and past discussions within the Faculty Senate and the GEIEC about providing access to student comments to department chairs and other evaluators. In addition, the GEIEC created a discussion board so members could continue discussion of the topic beyond the regularly scheduled meetings. During Fall 2019, GEIEC dedicated the majority of three meetings to discuss BTA.

Below is a summary in broad categories of the issues that the GEIEC took into consideration.

ECU use of BTA is anomalous
- For confidentiality reasons, the company that owns BTA can only provide ECU with the names of 3 institutions currently using BTA, although they had indicated that 60+ institutions currently use the software.
- Of the 3 institutions provided, each one uses BTA differently.
- No institution currently using BTA use it at the instructional level, only at the programmatic or college level.
- As indicated by IPAR, with the particular use that ECU has in mind, establishing reliability could be an extraordinarily complex task; almost impossible.
- It might be preferable as a recommendation to pilot BTA not per course but at instructor, program or college level.

BTA potential benefits
- Identification of areas of concern (alcohol, drugs, suicide, sexual harassment) was positive. However, the identification would not happen in a timely manner in order to be used to intervene.
- BTA could be used to demonstrate that there are biases in people's comments (racism, xenophobia, misogyny). In other words, ECU could use it for researching bias.
- SGA would consider ECU's adoption of BTA a good faith effort to address their concerns. However, as indicated by the SGA representative to the GEIEC, they were aware of the BTA shortcomings, and were "not married" to its adoption.

BTA reliability
- Doubtful of the value of BTA at the instructor level.
- Doubtful of the value of BTE at the program level.
- Unit administrators would lack knowledge of the context for the words in the BTA report.
- BTA would be a hindrance for the unit administrator. Instead of helping the administrator to understand the teaching effectiveness of an instructor, it would obscure the picture for him/her.

BTA unintended consequences
- Right now, faculty have the option of sharing comments with unit administrators. An unintended consequence of implementation of BTE would be that faculty would feel that providing the comments was now what was needed for the administrators to have the full context.
- BTA may code as negative words that are not (for example "difficult").
- There was a potential danger that the BTA would generate "false positives" (for example "racist"). This would increase the number of unnecessary investigations.
- Administrators might take actions against faculty if negative words were preponderant in the report generated by BTA.

What should accompany adoption of BTA.
- A statement on limitations of use of BTA;
- A determination of what class size makes the use of BTA worthwhile;
- An assurance that BTA was appropriate for DE courses; and
- Required training for unit administrators on the interpretation and use of BTA, including suggested weighted rubric to be used for annual evaluation purposes and limiting the weight that BTA data would be evaluated/scored at.

On November 4th 2019, in accordance with Chair Popke's request, the GEIEC completed their extensive consideration of the workgroup's recommendation to pilot test BTA software, discussed guidance to the campus for the use and interpretation of the information, and provides now the following resolution as a formal report to the Faculty Senate on this important matter.

Resolution Regarding Recommendation to Pilot Test Blue Text Analytics Software

Whereas,   the company that owns the software recommends using Blue Text Analytics Software at the department level and not at the course/section level; and

Whereas,   ECU's workgroup recommendation was to use Blue Text Analytics Software at the course/section level so that data could be used in evaluation of teaching of individual faculty members; and

Whereas,   universities currently using Blue Text Analytics Software have found that results for small enrollment courses and/or small number of responses were not helpful; and

Whereas,   it would be impossible to evaluate the reliability of Blue Text Analytics Software results; and

Whereas,   Blue Text Analytics Software is not a marked improvement of our current practices to justify the costs.

Therefore Be It Resolved, that the General Education and Instructional Effectiveness Committee does not recommend to pilot test Blue Text Analytics Software in order to summarize student comments from the SSOI and provide access of the results to unit administrators and other evaluators.

Faculty Senate Agenda
December 10, 2019
Attachment 8.

Revised
RESEARCH AND CREATIVE ACTIVITIES COMMITTEE REPORT
Resolution on increased funding of the 2020 Research/Creative Activities Grants

Whereas, thirteen years ago the allocated funding for Research/Creative Activities Grants totaled more than $400,000 and garnered over seventy submitted proposals, with twenty-seven awards granted; and

Whereas, ten years ago the allocated funding for Research/Creative Activities Grants totaled more than $200,000 and garnered over forty submitted proposals, with thirteen awards granted; and

Whereas, in the last six award cycles (2014-2019) the allocated funding for Research/Creative Activities Grants totaled less than $30,000, garnered fewer than forty proposals, with five awards granted; and

Whereas, the allocated funding for research grants awarded through the Research/Creative Activities Committee this year is expected to be $25,000 from Division funds; and

Whereas, in comparison, the allocated funding for teaching grants awarded through the Teaching Grants Committee this year is over $70,000 from open faculty position funds.

Therefore Be It Resolved, that Mike Van Scott, Interim Vice Chancellor for the Division of Research, Economic Development & Engagement, demonstrate support for faculty endeavors to achieve the University Mission by increasing the allocated 2020 funding for Research/Creative Activities Grants.

Be It Further Resolved, that the Interim Chancellor strongly supports the increase of allocated funding for 2020 research grants awarded through the Research/Creative Activities Committee.

RESEARCH AND CREATIVE ACTIVITIES COMMITTEE REPORT
Proposed revisions to the Guidelines for the 2020-2021 Research and Creative Activity Awards (RCAA) Competition

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

East Carolina University Faculty Senate
2019-2020 RESEARCH/CREATIVE ACTIVITIES COMMITTEE

Guidelines for 2020 Research and Creative Activity Awards *(RCAA)* Competition

Applications available online at: http://www.ecu.edu/cs-acad/fsonline/rg/research.cfm

The Research/Creative Activities Committee (RCAC) solicits proposals for meritorious research or creative activities from eligible East Carolina University faculty members. The committee has access to a $25,000 pool of funds from which it will fund roughly 4-8 proposals. The committee strongly recommends a cap of $6,250 for project requests. Please note that the committee will consider both the quality of the proposal and the budget as part of its deliberations. **All dispensed funds will need to be spent by June 30, 2021.** Given the current total pool of funds, the committee reserves the right to exclude from consideration those proposals which it deems would be better served by another internal grant proposal such as research development awards.

Proposals are due in the Faculty Senate office, 140 Rawl Annex
by 12:00 noon on Thursday, February 27, 2020.

Eligibility:
Applicants must be full-time tenured **faculty,** ~~or~~ full-time tenure track **faculty**, **or full-time fixed-term** faculty **who have research/creative activity as part of their goals/weightings/assigned duties**. ~~Fixed-term or~~ **P**art-time faculty and current members of the Research/Creative Activities Committee are ineligible for awards.   While there have been college and/or department restrictions in previous competitions sponsored by this committee, there are no such restrictions for this competition.

Recipients of awards from the following University sources may not apply for new funding under this competition if the award is still active during the 2019-20 academic year:
- Research and Creative Activity Awards
- Faculty Senate Teaching Grants
- Research Development Award Program
- University Startup Funds Program
- East-West Collaborative Program

The Research/Creative Activities Committee funds the following expenses:
Stipends for Research/Creative Activity
    Faculty stipends will only be available for 9-month faculty. Keep in mind that the stipend amounts must be in line with the aforementioned budget guidelines and that the committee strongly urges faculty to cap proposal requests at $6,250. Applicants cannot teach during the Summer Session in which he/she receives a stipend.

Project Expenses
These funds are for expenses related to the proposed project. Project expense funds should be expended or encumbered by June 30, 2020. Guidelines for budget preparation and the justification for requested funds are included in the application packet.

Stipend for Research/Creative Activity and Project Expenses (dual)
Applicants who are eligible may apply with proposals that will award money for a stipend plus project expenses. Project expense funds should be expended or encumbered by June 30, 2020. Guidelines for budget preparation are included in the application packet.

Evaluation Criteria:
- That the research/creative activity has the probability of leading to significant contributions in the field, including publication, presentation, performance, exhibition, and to the individual's professional enrichment and growth.
- That the research/creative activity is based on knowledge in the field, and the proposal clearly shows how the proposed effort extends, expands, and/or explores new directions, techniques or processes.
- That the research/creative activity possesses evidence of scholarly importance, consists of more than mere data collection or confirmation of easily anticipated results.
- That the research/creative activity is methodologically sound and within the competency of the applicant.
- ~~That the research/creative activity of this project clearly justifies financial support by this University and would not be more suitably considered under a different funding source such as Research Development Grants, University Start-Up Grants, or Teaching Grants~~

Proposals will be evaluated by the diverse group of faculty that make up the committee. It is to the applicant's advantage to prepare abstracts and proposals in language that can be understood by individuals who are outside the applicant's discipline. Feedback will be provided to applicants who are not funded.
PLEASE NOTE: ALL DECISIONS BY THE COMMITTEE ARE FINAL.

Award Requirements:
Awardees are *required* to submit to the Research/Creative Activities Committee a *final report* detailing the results of the funded work. Final reports are due no later than September 15, 2021. Reports should be mailed to the Faculty Senate office at 140 Rawl Annex, 109 mailstop or emailed to facultysenate@ecu.edu. Report forms are available on the committee's website at http://www.ecu.edu/cs-acad/fsonline/rg/research.cfm.

Other Restrictions:
- The final reports from any previous awards must be on file in the Faculty Senate office before a new application will be considered.
- The publication of the results of projects supported by an award from the Research/Creative Activities Committee should carry a printed acknowledgment of financial assistance from the Committee.
- There can be no co-project directors or co-principal investigators listed on the cover page although collaborations with other faculty are acceptable. RCAA applicants are eligible to receive support from only one University funding source in any single year. Persons receiving funding from other such sources (e.g. Teaching Award, Research Development Award) must inform the

RCA Committee of the award and will need to decline other awards in order to receive their award.
- Individuals may not submit more than one proposal per funding period.
- Any changes to funded projects must be submitted in writing to the Chair of the Research/Creative Activities Committee for possible further consideration by the Committee for approval.
- Applicants for projects involving research on human subjects or animals must be prepared to file the appropriate forms with the University and/or Medical Center Institutional Review Board or the Institutional Animal Care and Use Committee upon notification of the award. Funding is contingent upon receipt of approval from the appropriate Institutional Review Committee (human or animal) at the time of award activation.
- Failure to adhere to the formatting requirements for proposal may result in the elimination of a proposal from consideration.
- Following the evaluation and awarding of awards, the Committee will handle all appeals internally and their decision is final.

Application Process:
Each award proposal MUST include the attached application form signed by the applicant and the chairperson (or dean, as appropriate) of any unit involved. One original paper copy of the proposal should be submitted to the Research/Creative Activities Committee, c/o Faculty Senate Office, 140 Rawl Annex (109 mail stop) by 12:00 noon on Thursday, February 27, 2020. In addition, the applicant must send an electronic version of the proposal in PDF format to the Faculty Senate office (facultysenate@ecu.edu) by the deadline. No proposals will be accepted after this deadline.

Applicants have the opportunity to attend any information sessions given by the committee to verify that their proposals are appropriate for consideration. Applicants should also consult funded proposals from the past three years that can be accessed at http://www.ecu.edu/cs-acad/fsonline/rg/research.cfm.

Completing Application Cover Pages:
All items 1-11 on the cover sheet must be completed and submitted together with the narrative.

Items 1 through 5: Complete as requested. Please note for item #3: check one of items a, b or c; and if b or c, list the amount of money requested in d. The amount of salary money to be paid will be determined by the office of the Chief Research Officer. The Research/Creative Activities Committee reserves the right to change the category of proposals, as appropriate.

Item 6: Acknowledge that IRB and Animal Care approval will be sought, if appropriate. Approval of the research by the IRB must be demonstrated before funds are made available to the awardee.

Item 7: Acknowledge and sign Application Cover Page.

Item 8: Signature of Unit Head.

Item 9: List of *all* previous awards received from this Committee, indicating if the final report was submitted for each. Describe the publications, presentations, performances, external funding proposals, or related activities, including citations or publications directly resulting from each award. Applicants should provide the committee with some indication of the ranking/prestige of specific journals, shows, or performances in which these funded works were published, performed, or displayed.

<u>Item 10</u>: List current grant/contract support and pending applications. Include project title, sponsor, your role in the project (PI, Co-PI, etc.), project period, award status (current or pending), and total funding level. If previous proposals not funded by this committee received support from another University program, indicate the nature of that support, including the program that provided the funding, the amount of the award, and the period covered by the award.

<u>Completing Narrative</u>:

Give a brief description of the project. Each part of this narrative must be included in the order listed and will be used to evaluate your proposal. The narrative is subject to format requirements listed in the next section.

All of the information listed below should be included and specific guidelines followed. Failure to adhere to the restrictions for the following items or the required formats may result in the proposal's rejection.

<u>Please place the items in the order listed below after the cover page.</u>

A. <u>Abstract</u>: The abstract should not exceed 250 words.

B. <u>Proposal Description</u>: Conciseness is encouraged. Because faculty from different disciplines will review your proposal, it should be clearly written and free of specialized jargon. The Proposal Description should include:
   - Problem/Purpose statement: Develop a clear and sound basis for the project that includes supporting references that establish the context of the research or creative activity.
   - Specific aims: Present clear and attainable objectives and clearly describe potential results and benefits.
   - Methodology: Describe how the project will be carried out, how the results will be analyzed or evaluated, and the proposed schedule of activities. For those proposals where this approach is not possible, this section should then present a clear set of specific tasks and activities that will produce the specific results expected.
   - Expected outcomes and benefits: How your work will contribute to the advancement of your field.

C. <u>Literature Cited</u>: Items referenced in the narrative or abstract. Use a citation format that is appropriate for your discipline.

D. <u>Appendices</u>: Supporting documentation such as contracts from publishers, letters of invitation, award notices, letters of support from school principals or medical centers involved in the project. Please provide English translations of foreign documents. It is inappropriate to include in the appendices any information critical to the description of the project, such as that pertaining to the methodology to be used. Proposals will be excluded from consideration if applicants appear to be attempting to circumvent the proposal page limit by including such material in the appendices.

E. <u>Project Expenses</u>: Itemize expenses on the *Budget for Project Expenses* form.

F. <u>Justification for Support</u>: Briefly justify each item from the *Budget for Project Expenses* form.

G. <u>Vita or Biosketch</u>: Submit a one or two page vita or biosketch. Include degrees earned, institutions and dates, and academic employment history. Include a list of representative

publications and/or creative activities. Do NOT submit copies of publications, reports, endorsements, or brochures.

H. Checklist.

Format Requirements (strictly enforced):
- All pages paginated;
- Font: minimum 12 pt Arial or Helvetica for all pages;
- 1 inch margins left/right and top/bottom for all pages;
- The abstract and proposal description altogether may not exceed five (5) single-spaced pages in length;
- Any figures or tables included in the proposal description must fit within the five-page limit;
- A references cited section should follow the proposal description; citation format and spacing is at the discretion of the author;
- The appendices may not exceed four (4) pages in length;
- The budget and accompanying justification may not exceed two (2) pages in length;
- The vita or biosketch may not exceed two (2) pages in length.

Multimedia Content:
Multimedia content can be submitted on CD or DVD. Examples of acceptable multimedia content include high-resolution photographs of sculpture, musical recordings, and animations of a vibrating object. The multimedia CD/DVD cannot include traditional graphs, tables, photos, or illustrations that should appear in the body of the proposal. If multimedia files are included in the proposal, SIX copies of the CD/DVD must be submitted with the original, paper copy of the proposal. Also, each multimedia file must be described in the body of the proposal. The multimedia files will be reviewed by people from diverse backgrounds using different computer platforms and should be platform- and specialized application- independent. The CD/DVD should contain file types that can be viewed on a standard Web browser with normal plugins installed. An HTML navigation page for the multimedia files on the CD/DVD is encouraged but not required.

Examples of these file types include the following:
Still Graphics: JPEG, PNG, GIF, PDF
Animated Graphics: Flash, Animated GIF, Quicktime movie, MPEG movie
Sound: WAV, AIFF, MP3, non-streaming Real Audio

The committee does encourage applicants to put these materials on the web and applicants may provide web links in the proposal instead of providing copies of a CD/DVD. However, if the material has copyright, format, or other issues that may preclude it from being made available or properly viewable online then submissions should be in CD/DVD format only.

Budget and Budget Justification:
Faculty must attach a complete budget justification and are strongly encouraged to limit requested funds to no more than $6,250. Stipends are available at the rate of 16.67% of the applicant's salary, up to a cap equal to the prevailing cap on full-time teaching in one summer session. We anticipate that the proposed cap falls below some faculty members' compensation for other summer session activities and suggest that those faculty members ask only for a portion of their summer session to be covered. The committee also recognizes that some faculty will be forced to choose between using the funds for salary buyout and purchasing materials for the project. We ask that applicants consider all aspects of the proposal carefully and only apply for an award if the research or creative activity can

be completed within the budget constraints. Applicants must use the *ECU Business Manual* (copies are available in all departments) in preparing the budget to determine which budget line is appropriate for requested funds and what current rates are allowable.

Budgets should be carefully and reasonably constructed. The need for each item should be clearly established, with sources indicated where appropriate. Budget excesses or budgets lacking essential details and justification will be considered negatively in evaluating the proposal. Every proposal (including stipend-only proposals) MUST have a completed Budget for Project Expenses form (see page 9) to be considered for funding.

Where appropriate, indicate any direct contribution from your department or from any other University office or individual that has been made or will be made toward subsidizing your project. Specify the kind and amount of contribution or support on the budget page*.*

The budget may request money for:
- Research Assistants/Student Wages: Compensation for graduate and undergraduate students should be consistent with the standard compensation offered to these students in your department. Proposals for the sole purpose of support for graduate research assistants must be strongly justified.

- Travel: Applicants may only request funds for travel that is clearly essential to complete the project, such as data collection/observation that is site-specific. Attempts to obtain international travel funds from other (non-ECU) sources should be indicated. Travel for the purpose of presenting results at meetings will not be funded. Applicants requesting payment for use of a personal car must explain why ECU cars cannot be used. Multiple, short-distance trips must be justified. Travel will be reimbursed at state-approved rates.

- Research/Creative Activity Supplies: Itemize all supply requests.

- Printing: Activities involving organizing, presenting, and/or publishing or disseminating the results of completed research/creative activities will not be funded.

- Communications: Itemize.

- Equipment: Requests for equipment or software purchase will <u>not</u> be supported if: a) the needed equipment or software exists elsewhere on campus and is accessible to the applicant; b) the item is to be for general departmental use; or c) the item appears to represent one-time use by one person. Applicants are encouraged to determine the availability of desired equipment in other locations on campus. This is particularly true for computer equipment such as laptops.

- Other documented purposes necessary to the successful completion of the proposed activity and within the general policies of the University should be clearly specified and justified.

Completing the Checklist:

Complete the attached checklist and submit it as the last page of your proposal.

_____

Proposals are due in the Faculty Senate office, 140 Rawl Annex by 12:00 noon on February 27, 2020.

#2020- _____

East Carolina University
Faculty Senate
2019/2020 RESEARCH/CREATIVE ACTIVIES COMMITTEE

Application Cover Page for a 2020 Research and Creative Activity Award

1. a. Name: _____

    b. Department: _____

    c. Academic Rank: _____

2. Proposal Title: _____

_____

3. Type of Award (check one)
        a. Stipend of Research/Creative Activity   _____
        b. Project expense only   _____
        c. Stipend and Project Expense   _____
        d. Amount of project expense money requested: _____

4. This proposal best fits which of the following categories: (please check only one)
        a. Arts and Humanities   _____
        b. Health Science   _____
        c. Natural Sciences   _____
        d. Social Sciences   _____

5. Type of Faculty position (check all that apply)
        a. Full time, tenured   _____
        b. Full time, tenure track   _____
        c. Clinical   _____
        d. 12-month contract   _____

6. If your project requires human subjects protection (IRB) approval or animal welfare (IAUCU) approval, please check the appropriate item or mark not applicable.

        Project requires approval from _____IRB, _____IACUC, _____Not Applicable

7. I understand and accept the terms and conditions set forth in the Research/Creative Activities Committee guidelines.

a. I understand that I must file a final report of the results of the project with the Faculty Senate office no later than September 15, of the year in which the award terminates.

b. I understand that publication, presentation, performance, or exhibit of work resulting from support of this project by ECU must carry a printed acknowledgment of this financial assistance by the University.

c. I understand that if selected, receipt of funding is contingent upon receiving approval from IRB or Animal Care Committee by June 1 of the award year.

_____   _____
           Signature of Applicant   Date

8. The applicant is a full-time tenured, tenure-track, or clinical faculty member who, I believe, can complete the proposed project.

_____   _____
           Signature of Unit Head   Date

9. Dates of previous University grants, final reports filed, publications, presentations, performances, external funding proposals, or related activities, including citations or publications directly resulting from each grant. (section may be expanded in length)

10. List current grant/contract support and pending applications. Include project title, sponsor, your role in the project (PI or co-PI), the project period, award status (pending/current) and total funding level. Include in particular any current or pending funding related to the proposed research. (This section may be expanded in length.)

11. If funded, may the Faculty Senate Office provide copies of your application by email request as a model for prospective ECU applicants? (Your answer will not be a factor in the Committee's decision to recommend funding for your proposal.)

                                     ☐ YES   ☐ NO

_____

East Carolina University
Faculty Senate
2019/2020 RESEARCH/CREATIVE ACTIVIES COMMITTEE

Budget for Project Expenses with a 2020 Research/Creative Activity Award

Item	Requested Funding	Funds from Other Sources*
1) **Personnel Costs: Stipend, Research Assistants (University personnel only), Student wages**	$	$
Description:		
2) **Travel (Mode/Sources, etc.)**	$	$
Description:		
3) **Research/Creative Activity Supplies**	$	$
Description:		
4) **Printing**	$	$
Description:		
5) **Communication**	$	$
Description:		
6) **Equipment**	$	$
Description:		
7) **Other (Specify)**	$	$
Description:		
Total	$	$

*Identify Other Sources of Funding:

*A BRIEF JUSTIFICATION (ONE PAGE MAXIMUM) IS NEEDED
FOR ALL PROJECT EXPENSES.*

East Carolina University
Faculty Senate
2019-2020 RESEARCH/CREATIVE ACTIVIES COMMITTEE
Checklist for a 2020 Research/Creative Activity Award
This checklist must be submitted with the proposal <u>as the last page</u>.

I. Please check that you qualify for a Research/Creative Activity Award:

☐ full-time tenured**, ~~or~~** tenure-track, **or eligible fixed-term faculty** member at ECU

☐ not currently a candidate for an advanced degree

☐ not a ~~fixed-term or~~ part-time faculty member

☐ completed all previous Final Report forms (Lists of previous awarded grants with reference to completed forms are available here for verification.)

II. Please check that you qualify for a stipend for research/creative activity if requested.

☐ do not hold a 12-month contract

III. Please check the following proposal requirements:

☐ Application Cover Page, including:

  ☐ Applicant's name, school department, academic rank

  ☐ Proposal title

  ☐ Type of award

  ☐ Amount of project expenses, as applicable

  ☐ ~~Tenure status~~ **Faculty status (tenured, tenure-track, fixed-term)**

  ☐ 9-month or 12-month

  ☐ IRB/animal approval

  ☐ Applicant's signature and date

  ☐ Applicant's unit head's signature and date

  ☐ List of prior research/creative activity awards received

  ☐ List of current/grant contract support and pending applications

☐ Narrative formatted along guidelines

☐ Abstract

☐ Description of proposal (5 single-spaced pages maximum including abstract)

☐ Literature cited, if appropriate

☐ Appendices (4 pages maximum), if appropriate

☐ Budget, if appropriate

☐ Justification for support (2 page maximum for budget and justification)

☐ Vita or Biosketch (2 pages)

☐ Proposal checklist

IV. Please explain briefly any suggestions you have concerning the proposal guidelines and application format.

East Carolina University
Faculty Senate
2019-2020 RESEARCH/CREATIVE ACTIVES COMMITTEE
Final (or Progress) Report for a 2020 Research/Creative Activity Award
Due September 15, 2021 in the Faculty Senate office (140 Rawl Annex)

Future award proposals will not be considered unless Final Reports have
been filed on all previous awards.

Name: _____

Academic Unit:_____

Award Number: #2020 - _____   Is this a Progress Report _____ or Final Report ____?

Award Amount: $ _____

Award Title: _____

Project Summary: Concisely describe the activities undertaken, addressing the goals and aims
presented in your proposal. Include citations of any presentations, publications, performances,
external proposals or related activities which have resulted from this project. Indicate any activities of
this sort that are planned in the near future. (Use the reverse side if necessary.)

USE AS GUIDE FOR FUTURE REPORT
DO NOT INCLUDE WITH PROPOSAL APPLICATION

_____ _____
(Signature of Applicant)   (Date)

_____ _____
(Signature of Unit Head)   (Date)

East Carolina University
Faculty Senate
2019-2020 RESEARCH/CREATIVE ACTIVES COMMITTEE

Comments on a 2020 Research/Creative Activity Award

This page will be used by the committee to capture substantive and constructive comments about the
award proposal from the reviewers. This page will then be transmitted to the applicant following the
awarding process.

Name: _____

Academic Unit:_____

Award Number: #2020 - _____

Award Amount: $ _____

Award Title: _____

Reviewer Comments:

FOR COMMITTEE USE
DO NOT INCLUDE WITH PROPOSAL APPLICATION

NEW BUSINESS
Resolution for Notification about Non-Member of the
University Community groups Access to Campus

In April 2015, and again in October 2019, the Genocide Awareness Project (GAP) conducted a political campaign promoting anti-abortion perspectives. The GAP includes a large installation of images and text that purports to represent the results of actual medical procedures as well "juxtaposes images of aborted embryos and fetuses with images of victims of historical and contemporary genocides and other injustice" (https://www.abortionno.org/college-campus-outreach-gap/). The campaign is shocking, upsetting, and triggering to many in the campus community. More disturbing, however, is that the campus community at large is not informed of the GAP's plans for visiting campus and therefore not prepared to engage in an informed dialog that should be the hallmark of academic life. The campus community is also not made aware that members of the GAP who interact with campus community members wear body cameras that may be used to record interactions.

WHEREAS, the University recognizes that shocking, upsetting, and triggering words, images, and ideas may be a legitimate part of academic inquiry; and

WHEREAS, "all Members of the University Community share the responsibility for maintaining an environment in which Academic Freedom flourishes and in which the rights of each member of the academic community are respected" (PRR REG07.30.06, section 6; revised July 15, 2019); and

WHEREAS, Academic Freedom cannot flourish in an environment where an exchange of ideas is not promoted through access to information about planned, formal presentations of ideas; and

WHEREAS, members of the academic community should be made aware that their actions are being recorded;

THEREFORE, BE IT RESOLVED that

1. to promote the free exchange of ideas at the center of academic endeavors, the Faculty Senate requests that the university community be notified in a timely manner about all non-spontaneous, Non-Member of the University groups and speakers whose presence on campus has been approved by the Campus Reservation Office (CRO), including days, times, and locations; and

2. the Faculty Senate requests that notification provided to the campus community include that member of the community may be recorded if that is the case;

3. the Faculty Senate urges the university to support faculty, staff, and student engagement with non-spontaneous visiting groups and speakers in thoughtful dialogue representative of freedom of thought and expression, academic inquiry, and intellectual integrity; and

4. the Faculty Senate urges that faculty be represented on the CRO committee charged with approving non-spontaneous event requests from Non-Member of the University Community groups.