



# 2020-2021 FACULTY SENATE

The third regular meeting of the 2020-2021 Faculty Senate will be held on **Tuesday, November 3, 2020**, at 2:10 pm via WebEx.

## AGENDA

*\*Revised*

[WebEx meeting link](#)

- I. Call to Order
- II. Approval of Minutes  
[October 6, 2020](#)
- III. Special Order of the Day
  - A. Roll Call
  - B. [Announcements](#)
  - C. Ron Mitchelson, Interim Chancellor
  - D. Michael Van Scott, Interim Vice Chancellor for Research, Economic Development and Engagement
  - E. James Coker, Senior Associate Director of Admissions Operations\*  
Report on [Freshman class and home-schooled admissions](#)
  - F. Wendy Creasey, Director of Digital Learning and Emerging Technology Initiatives  
Overview of [Badging Procedures](#)
  - G. Allen Guidry, Assistant Dean of Planning and Global Engagement  
Strategic Enrollment Task Force
  - H. Ralph Scott, Faculty Assembly Delegate  
Report on October 18, 2020 UNC Faculty Assembly Meeting
  - I. Purificación Martínez, Chair of the Faculty
  - J. Question Period
- IV. Unfinished Business

## V. Graduate Council, Ron Preston

Formal faculty advice on curriculum and academic matters acted on and recorded in the [October 19, 2020](#) Graduate Council meeting minutes, including level I action items from the [September 2, 2020](#), and [September 16, 2020](#) Graduate Curriculum Committee meeting minutes which were approved by its delegated authority and are reported here for informational purposes, programmatic action item (GC 20-10), including level II action items from the [September 2, 2020](#) Graduate Curriculum Committee meeting minutes, which were forwarded to the Educational Policies and Planning Committee (EPPC), and included a revision to existing certificate - Psychiatric-Mental Health Nurse Practitioner, and revision to existing degree program – Masters of Science in Nursing (MSN) in the Department of Advanced Nursing Practice and Education within the College of Nursing; and in the [August 31, 2020](#), Graduate Council meeting minutes, which were presented as information only during the October 6, 2020 Faculty Senate meeting, and are now being presented to you for formal faculty advice, including policy action item (GC 20-9) Graduate Catalog editorial revision to the “[General Requirements for Degrees and Certificates](#)” policy, to include clarification to the two research ethics requirements where it clarifies that students can take the HUMS 7004 – Ethics and Research or a discipline specific equivalent of at least two credits of research ethics, human subjects protections, and the responsible conduct of research; and proposed changes to the “[Request for Inclusion](#)”, to help streamline and shorten up the process for a new program approval.

## VI. Report of Committees

### A. Faculty Grievance Committee, Gregory Lapicki

Overview of 2019-2020 Committee Activities. (attachment 1)

### B. Writing Across the Curriculum Committee, Jen-Scott Mobley

1. Curriculum and academic matters acted on and recorded in the [October 12, 2020](#) meeting including writing intensive course designation (WI) removal for NURS 4904: Professionalism in Baccalaureate Nursing Practice, writing intensive course designation (WI) approval for NURS 4906: Community Health Nursing.
2. Proposed revisions to the WI Syllabus Statement. (attachment 2)
3. Proposed revisions to the WI Course Proposal Form (attachment 3)

### C. Unit Code Screening Committee, Ken Ferguson

1. Revised [Department of Chemistry Unit Code of Operations](#).

### D. Undergraduate Curriculum Committee, Stacy Weiss

Curriculum and academic matters acted on and recorded in the meeting minutes of [September 24, 2020](#) including curricular actions in the Department of Coastal Studies within Integrated Coastal Programs; and [October 8, 2020](#) including curricular actions in the Department of Recreation Sciences within the College of Health and Human Performance.

### E. Admission and Retention Policies Committee, Eli Hvastkovs

Proposed revision to the University Undergraduate Catalog, Academic Advisement, Progression and Support Services, Graduation Requirements, Degrees with Distinction. (attachment 4)

F. Educational Policies and Planning Committee, Mark Bowler

1. Proposed revisions to *ECU Faculty Manual* Part VI., Section VII. Curriculum Procedures and Program Development. (attachment 5)
2. Proposed revisions to Academic Program Review (APR) guidelines. (attachment 6)

G. General Education and Instructional Effectiveness Committee, George Bailey

Curriculum and academic matters acted on and recorded in the meeting of [October 19, 2020](#) including Domestic Diversity designation (DD) for SOC 101 Introductory Sociology (Principles) from Quinsigamond Community College, and Global Diversity designation (GD) for Management 357: Diversity in a Global Environment from Bryant University.

H. Committee on Committees, Melinda Doty\*

First reading of proposed revisions to the Distance Education and Learning Technology Committee charge. (attachment 7)

VII. New Business

Resolution on Covid-19 Prevalence Testing Now and for Reopening in January 2021, Crystal Chambers. (attachment 8)

**Faculty Senate Agenda  
November 3, 2020  
Attachment 1.**

**FACULTY GRIEVANCE COMMITTEE REPORT**  
Overview of 2019-2020 Committee Activities

As stated in the ECU Faculty Manual, [Part XII, Section I](#), subsection V. an annual report on grievances is provided to the Faculty Senate at the second meeting of the academic year. Such reports shall protect the confidentiality of the grievance proceedings and parties.

Faculty Grievances from August 31, 2019 – September 1, 2020

Grievance	1
Faculty Status	Tenured
Met with Respondent	Yes
Petition for Redress	Yes
Grievant chose Mediation	No
Grievant chose Chancellor Review	No
Request for Hearing	Yes
Hearing was held	No (postponed due to Covid)
Hearing Panel Report in favor of Grievant	No
Respondent's adjustments in favor of Grievant	No
Closed	No
Appealed to Chancellor	No
Chancellor's Decision in favor of Grievant	No
Appealed to the Board of Trustees	No
Board of Trustees Decision in favor of the Grievant	
Number of days from after Step 1 until last completed event	127

**Faculty Senate Agenda  
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Attachment 2.**

**WRITING ACROSS THE CURRICULUM COMMITTEE REPORT**  
Proposed revisions to the WI Syllabus Statement

The statement below would replace the [current WI Syllabus Statement](#):

**Writing Intensive (WI)**

\_\_\_\_\_ [insert course prefix, number, and section] is a writing intensive course in the Writing Across the Curriculum program at East Carolina University. This course will focus on the development of writing skills. Upon completion of the course students will:

1. Use writing to investigate complex, relevant topics and address significant questions through engagement with and effective use of credible sources.
2. Produce writing that reflects an awareness of context, purpose, and audience, particularly within the written genres (including genres that integrate writing with visuals, audio, or other multimodal components) of their major disciplines and/or career fields.
3. Demonstrate that they understand writing as a process that can be made more effective through drafting and revision.
4. Proofread and edit their own writing, avoiding grammatical and mechanical errors.
5. Assess and explain the major choices that they make in their writing.

This course contributes to the four-course WI requirement for students at ECU. Additional information is available at the following site: <https://writing.ecu.edu/>.

### *University Writing Portfolio*

Students in all writing intensive courses are required to submit at least one completed written project to their University Writing Portfolio. In this course, students will submit assignments using the Portfolio tool. The university uses these writing samples to assess the writing program and to make improvements where necessary. To report problems with Portfolio, contact ITCS: <https://go.ecu.edu/Portfolio>.

By default, assignments that you submit to your University Writing Portfolio become part of your personal Portfolio website (<https://ecu.portfolium.com>), which you may use or not as you please. Be aware that you are in control of the privacy settings of your Portfolio site and should review the settings to ensure your privacy settings are set to your preference. Making items on your personal Portfolio site public or private does not impact your grade in your writing intensive courses. Your Portfolio account remains yours after you leave ECU.

## **Faculty Senate Agenda November 3, 2020 Attachment 3.**

### **WRITING ACROSS THE CURRICULUM COMMITTEE** Proposed revisions to the WI Course Proposal Form

The proposal form below would replace the [current version](#):

### **University Writing Across the Curriculum Committee Writing Intensive Course Proposal**

(Faculty Senate Resolution #13-91, November 2013; Revised October 2020)

Submission Checklist	
<input type="checkbox"/>	Memo from Unit Admin
<input type="checkbox"/>	WI Course Proposal Form
<input type="checkbox"/>	Syllabus w/ WI Statement

All new and existing WI courses must comply with the current approved Writing Intensive Course Proposal format and be included in regular audits of all WI courses as part of ongoing assessment of the ECU Writing Across the Curriculum program.

### **Course Information**

1. Course prefix & number: \_\_\_\_\_ Department: \_\_\_\_\_

2. Course name: \_\_\_\_\_

3. Faculty contact: \_\_\_\_\_ Email: \_\_\_\_\_  
\_\_\_\_\_

4. This course is for: Majors:  Non-majors:

5. This proposal is for: An Existing Course:  A New Course:   
A Major Revision to a Current WI Course:

6. How often is this course offered? \_\_\_\_\_

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7. The WAC Committee suggests that WI courses be limited in enrollment to 25 students. How will your department/program achieve this suggested cap?

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8. What types of documents (genres) will students write in this course (i.e., reports, memos, research papers, annotated bibliographies, etc.)? Include the expected or required word count/length for each assignment. You may also include sample assignments as attachments.

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9. In proposing this course, we acknowledge that, if approved as WI, all future syllabuses for this course will include the required Writing Intensive syllabus statement and that students will be required to submit writing samples to their University Writing Portfolios. Agreed:

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**University Writing Across the Curriculum Committee  
Writing Intensive Course Proposal**

**The following outcomes represent the ECU Writing Outcomes approved by the WAC Committee and Faculty Senate. Explain how the projects and activities in this WI course will help students meet the following outcomes.**

You can find ideas for high-impact writing strategies that will help students meet these outcomes at the following site: <https://go.ecu.edu/writingoutcomes>.

SLO 1	How will students use writing to investigate complex, relevant topics and address significant questions through engagement with and effective use of credible sources?
SLO 2	How will students produce writing that reflects an awareness of context, purpose, and audience? If this is a WI course specific to majors, please explain how students will produce writing that reflects an awareness of context, purpose, and audience in written genres of their major disciplines and/or career fields.
SLO 3	How will students demonstrate that they understand writing as a process that can be made more effective through drafting and revision?
SLO 4	How will you help students proofread and edit their own writing, avoiding grammatical and mechanical errors?
SLO 5	How will students assess and explain the major choices that they make in their writing?

Additional information about writing intensive course designation (WI) is available online at:  
<https://facultysenate.ecu.edu/writing-curriculum-committee/>

## ADMISSION AND RETENTION POLICIES COMMITTEE REPORT

Proposed revision to the University Undergraduate Catalog, Academic Advisement, Progression and Support Services, Graduation Requirements, Degrees with Distinction

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

### Degrees with Distinction

**Latin honors distinction for any (i.e. first or subsequent) undergraduate degree is based on the cumulative grade point average calculated solely from all credit hours attempted at East Carolina University. For students returning to ECU under forgiveness policy, only hours included in the GPA following the application of forgiveness will be considered for a degree with distinction.** ~~Based on all work completed at all regionally accredited United States colleges and universities throughout a students' academic career,~~ Three levels of distinction are granted to graduating undergraduates as follows:

1. *Summa Cum Laude* for a cumulative average of 3.90 and above
2. *Magna Cum Laude* for a cumulative average of equal to or greater than 3.60 and less than 3.90
3. *Cum Laude* for a cumulative average of equal to or greater than 3.50 and less than 3.60

Note: International credit earned from institutions located outside of the United States is not included in the calculation of cumulative average for awarding degrees with distinction.

### ~~First Undergraduate Degree~~

~~Degrees with distinction are granted to transfer students under the following conditions.~~

- ~~1. The student must complete through enrollment in East Carolina University at least one-half the minimum number of hours required for the degree.~~
- ~~2. The student must have the required average on all work taken through enrollment in East Carolina University.~~
- ~~3. The student must have a cumulative average that meets the requirements for the appropriate degree with distinction on all work attempted (all ECU and transfer work, including courses where the grade replacement policy has been applied). If transfer work includes grades of D or F, those grades will be included in the calculation for degrees of distinction.~~

### ~~Second Undergraduate Degree~~

~~Second undergraduate degrees with distinction are awarded under the following conditions.~~

- ~~1. The student must complete a minimum of 30 semester hours through enrollment in East Carolina University.~~
- ~~2. The student must have a minimum GPA of 3.5 on course work for the second degree and a cumulative average that meets the requirement for the degree with distinction on all course work attempted for the first degree as well as for the second degree.~~



3. ~~If transfer work includes grades of D or F, those grades will be included in the calculation for degrees of distinction.~~

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**Faculty Senate Agenda  
November 3, 2020  
Attachment 5.**

**EDUCATIONAL POLICIES AND PLANNING COMMITTEE REPORT**  
Proposed revisions to ECU Faculty Manual Part VI.,  
Section VII. Curriculum Procedures and Program Development

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

**PART VI - TEACHING AND CURRICULUM REGULATIONS, PROCEDURES  
AND ACADEMIC PROGRAM DEVELOPMENT**

**SECTION VII**

**Curriculum Procedures and Academic Program Development**  
*(Revised 11-19)*

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

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

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

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

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

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

## A. Definitions

### 1. Degree Programs

A degree program is a program of study in a discipline specialty that leads to a degree in that distinct specialty area at a specified level of instruction. All degree programs are categorized individually in the University's academic program inventory (API) at the six-digit CIP code level, with a unique UNC-SO identifying code, and teacher licensure area, if applicable. As a rule, a degree program requires coursework in the discipline specialty of at least 27 semester hours at the undergraduate level and 21 semester hours at the doctoral level. A master's level program requires that at least one-half of the total hours be in the program area. Anything less than this within an existing degree program should be designated a concentration. Degree programs require final approval by UNC-SO and the UNC Board of Governors (BOG). Minors and concentrations receive final approval at the campus level. (Paraphrased from Academic Program Guidance, UNC System Office, 1/25/16. Accessed at [http://www.northcarolina.edu/sites/default/files/documents/academicprogramdevelopment\\_guidance\\_january25.2016v1.pdf](http://www.northcarolina.edu/sites/default/files/documents/academicprogramdevelopment_guidance_january25.2016v1.pdf), 2/23/18.)

### 2. Certificates

A certificate program provides an organized program of study that leads to the awarding of a certificate rather than a degree. ECU offers certificate programs at a minimum of 12 credit hours at the pre-baccalaureate level, and a minimum of 9 credit hours at the post-baccalaureate, post-master's, and post-doctoral levels. Once a certificate is approved, it must be submitted to the U.S. Department of Education to determine if the program is eligible for participation in Title IV (financial aid) programs.

### 3. Teacher Licensure Areas (TLAs)

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

## B. Program Coordination

Each degree program and certificate will have a designated Program Director or Coordinator who must be approved by the unit chair (or, in the case of interdisciplinary programs, appointed by the college dean) and qualified to lead development and review of the program's curriculum. (FS Resolution #19-08)

### C. Levels of Delegated Authority for Course and Program Approval Process

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

#### Level I Course Changes:

1. Revising a course: title, description, objectives, prerequisite(s), prefix, repeatability, credit hours, and content
2. Renumbering an existing course at the same or different level
3. Revising the prefix for an entire course list or program\*
4. Banking or deleting courses
5. Removing a 5000-level course from the undergraduate catalog
6. Proposing new courses

\* Memo-only action; committee may waive faculty attendance

#### Level I Program Changes:

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

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

Level II Course and Program Changes: Delegated authority to EPPC and Academic Council. Level II changes course and program changes require approval at the department, college or school, and university levels including Undergraduate Curriculum/Graduate Curriculum Committee, Graduate Council, EPPC, Faculty Senate and the Chancellor (Academic Council).

1. Increasing/decreasing **a graduate** degree ~~or certificate~~ total credit hours by less than 25%
2. Moving a prefix, degree, certificate, concentration, or minor program to a new academic home
3. Proposing an accelerated degree program
- 4. Proposing a new certificate**
- ~~4.~~**5. Proposing a new concentration in an existing degree program**
- ~~5.~~**6. Proposing a new minor**
- 7. Revising an existing certificate title**
- 8. Revising an existing certificate total credit hours**
- 9. Revising a CIP code for an existing certificate**
- 10. Discontinuing an existing certificate (no UCC/GCC review required)**

Level III Program Changes: Require Chancellor Approval

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

1. Discontinuing an existing degree or certificate program (no UCC/GCC review required)
- ~~2. Proposing a new certificate program~~
- ~~3. 2. Proposing a new degree program~~
- ~~4. 3. Revising an existing degree or certificate title~~
- 4. Increasing/decreasing an existing undergraduate degree outside the UNC mandatory 120 total credit hours**
5. Consolidating two or more existing degrees
6. Proposing a new delivery mode for an existing degree (no UCC/GCC review required)
7. Increasing/decreasing **graduate** degree or certificate total credit hours by 25% or more
8. Changing a degree designation (e.g., MA to MS)

UNCISO and/or SACSCOC approvals or notifications only (no UCC/GCC, or EPPC review required)

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

#### B. New Degree Program Development Approval Process

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

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

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

#### C. Academic Program Review

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

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Faculty Senate Resolution #12-50, March 2012

Faculty Senate Resolution #14-62, May 2014

Faculty Senate Resolution #15-63, May 2015

Faculty Senate Resolution #17-13, March 2017  
Faculty Senate Resolution #18-22, April 2018  
Faculty Senate Resolution #18-68, January 2019  
Faculty Senate Resolution #19-08, February 2019  
Faculty Senate Resolution #19-71, November 2019  
Faculty Senate Resolution #19-79, December 2019  
Faculty Senate Resolution #20-31, April 2020

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**Faculty Senate Agenda**  
**November 3, 2020**  
**Attachment 6.**

**EDUCATIONAL POLICIES AND PLANNING COMMITTEE REPORT**  
Proposed revisions to Academic Program Review (APR) guidelines

A comparison table between the original APR guidelines and the revisions can be found [here](#), and a version with the changes marked appears below.

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

[ECU Faculty Manual, Part VI, Section VII. Curriculum Procedures and Academic Program Development](#)

I. Purpose of Academic Program Review

The purpose of the seven-year Academic Program Review (APR) of all undergraduate and graduate programs in a ~~department/school~~ **unit** is to engage faculty in a reflective process of thoughtful study and evaluation of program quality and alignment to East Carolina University's values, mission, and commitments in support of our students and the region. Program review is an integral part of the university's ongoing assessment and strategic planning processes designed to enhance the quality of all educational programs. Programs that are periodically reviewed by an external accrediting body are not part of the formal APR process described here. Rather, reports from these external accreditations satisfy program review reporting requirements and are archived by the SACSCOC liaison in Institutional Planning, Assessment, and Research (IPAR).

The review of programs, **certificates and concentrations** without specialized accreditation is intended to help faculty and administrators gain an understanding of the following:

- **Program** ~~P~~urpose and **student learning** outcomes for each degree and certificate program being reviewed;
- ~~Each p~~**Program's** **quality and student success (e.g., admissions, enrollment, completion, student learning)** ~~effectiveness in achieving its purpose and outcomes, along with overall quality;~~
- ~~The f~~**Faculty's** vision for each program and improvement actions taken as a result of institutional and assessment data; and
- Future programmatic improvements to the curriculum, pedagogy, and/or operational functions of the **unit** ~~department~~.

APR at ECU consists of two interrelated activities: on-site program review which occurs approximately every seven years for each program, and student learning outcomes assessment which is conducted on an ongoing basis. These two forms of reviews are interrelated in three ways: (1) analysis of what has been learned about program quality through assessment of student learning outcomes is an integral part of the seven-year review; (2) analysis of programmatic and operational outcomes beyond student learning provides the program an opportunity to examine and align its actions with priorities and strategic initiatives of the university and college; and (3) in both reviews, faculty report progress in implementing the action plan from the previous review and develop a new action plan.

## II. Academic Program Review Process

APR focuses on program improvement, which is based on three products: 1) an internal self-study of the program by its faculty, 2) an on-site review conducted by an External Review Committee, and 3) a final action plan produced by faculty and supported by the Dean and the Academic Council. The Director of Institutional Assessment serves as the Coordinator of ECU's Program Review Processes.

The major steps in planning and conducting a formal review are outlined below:

### 1. Orientation to Academic Program Review

- a. One year prior to the review the unit will be notified of the upcoming review.
- b. One semester prior to the scheduled academic program review, unit faculty attend an orientation led by the Coordinator to go through the review processes and resources.
- c. The unit faculty consult with the chair and select possible dates for the on-site review and propose names of external and internal reviewers.
- d. One external reviewer must be faculty from ECU's official peer institutions who are familiar with the discipline; another external reviewer could either be from an official peer institution or a regional peer institution; internal reviewers are ECU faculty from a related campus-based discipline who are external to the department under review and internal to the college where the department under review is housed.

~~Note: In departments where only certificate programs are being reviewed an internal review will be conducted with three ECU faculty.~~

- e. The Coordinator, in consultation with the Internal Review Committee, selects two external and one internal reviewer and invites them to serve on the upcoming External Review Committee. The Coordinator works with the unit chair and/or the unit undergraduate program coordinator and the unit graduate program coordinator to develop the 2-3 day itinerary for the on-site review meetings, which include meetings of the External Review Committee with the unit administrators, faculty, undergraduate and graduate students, college/school administrators, university and community constituents, dean of the Graduate School, and members of the Academic Council.

### 2. Unit Self-Study

The unit faculty prepares a Self-Study according to the APR Guidelines provided on pages 7-10. Unless otherwise codified by either the program's faculty coordinating committee or the unit code, the unit undergraduate program coordinator, the unit graduate program coordinator, and/or unit chair coordinate the preparation of the Self-Study, but it is important to have broad-based input from the faculty. An electronic copy should be sent to the Coordinator for distribution to the Internal Review Committee eight weeks before the on-site review.

### 3. Internal Review Committee

The Internal Review Committee reviews the self-study for accuracy, clarity, consistency, and completeness. The Coordinator chairs the Internal Review Committee; members include the dean of the home college of the program(s) under review, a representative of the Educational Policies and Programs Committee (EPPC) of the Faculty Senate, and the Dean of the Graduate School if graduate programs are under review. A liaison to APR from Institutional Research also reviews the self-study for data accuracy.

4. Revision of Self-Study

Unit faculty revise the Self-Study based on input from the Internal Review Committee. The Coordinator distributes the revised Self-Study and supporting documents to the External Review Committee (one month prior to on-site review).

5. External Review Committee

The External Review Committee conducts its review of the undergraduate and graduate programs. A summary of major findings is presented to the Unit, Dean, and the Academic Council on the second day of the review. Within 30 days of the completion of the on-site review, the External Review Committee sends an electronic copy and a signed hard copy of the final Review Committee Report to the Coordinator, who will distribute to the Unit, the Internal Review Committee, and the Academic Council.

6. Unit Response Report

In a Unit Response Report, faculty respond to each of the recommendations in the Review Committee Report, describing actions they will/will not take to implement the recommendations, who is responsible for the actions, and when they will occur. Faculty also prioritize the resource needs that emerge from the recommendations.

7. Review of Unit Response Report

Unit and college administrators meet to review the Unit Response Report and discuss the unit's top priorities, needs that can be addressed at the college level, and issues for discussion with the Academic Council. After this meeting, the unit faculty revise the Unit Response Report to reflect actions to be taken by the department unit, college/school, and those needing institutional support.

8. Unit Response Report to EPPC

Each Unit Response will be sent to EPPC for their review and approval. The self-study, external review committee report, and unit response will be sent to the Chair of EPPC and the review will be placed on an EPPC agenda. The unit administrator attends the EPPC meeting to answer any questions and hear the committee's decision on whether the unit response is approved or not. If the unit response is not approved, the EPPC Chair will write a memo with concrete recommendations for improvement within ten days. The unit response is to be edited and resubmitted to the Chair of EPPC for the next committee meeting. Units should consult the EPPC "Criteria for Reviewing Unit Academic Program Reviews" document as the unit response is written.

*Note: For certificate only reviews this will serve as the last step in the APR process.*

9. Final Action Plan with the Academic Council

Academic Council leads a Final Action Plan meeting with unit administrators and Internal Review Committee. In this meeting, the unit administrator summarizes the program faculty's responses and action plan; the college/school dean summarizes actions to be taken by the college/school; and the Academic Council provides further recommendations on the actions planned. The Coordinator records major decisions made at the meeting, to include revisions

made or new actions added to the Unit Response Report. The Coordinator distributes the major decisions in the form of a memorandum to unit faculty, Dean, the Internal Review Committee and the Academic Council. All program review related documentations are maintained by the Office of Institutional Planning, Assessment, and Research.

#### 10. Ongoing Program Review and Enhancement

The unit administrator and/or faculty report on progress ~~one year after implementation of the action plan and again~~ three years **after the Final Action Plan meeting and summarize the status of the action plan. This progress report will be sent to the APR Coordinator, College Dean, and the Dean of the Graduate School if graduate programs are involved. As designated in the 7-year APR cycle, programs will again complete a comprehensive periodic review. IA Staff will review and monitor recommendations related to assessment, curriculum, and student learning. Faculty are encouraged to report on progress through their annual assessment reports later.**

### III. Roles and Responsibilities

#### A. Unit Faculty

1. Propose dates for the on-site visit and names of internal and external reviewers and participate in onsite review
2. Collaborate in writing the Self-Study, analyzing data, and reflecting on the strengths and weakness of the program
3. Revise the Self-Study after internal review
4. Address each recommendation in the External Review Report and develop Unit Response Report with an action plan
5. Work with the Dean and the Academic Council to refine and finalize the action plan, implement the plan, and report progress 1 year out and 3 years out

#### B. Dean of the College or School Having the Program Reviewed

1. Serve on the Internal Review Committee
2. During on-site review
  - a. Participate in dinner meeting with the External Review Committee
  - b. Participate in faculty/staff debriefing with External Review Committee
  - c. Participate in Exit Meeting with External Review Committee and Academic Council
3. Lead meeting of college/school and **department unit** leaders to revise Unit Response Report to identify actions to be taken at the college level
4. Participate in Final Action Plan meeting with Academic Council

#### C. Internal Review Committee

1. Includes the following people:
  - a. Director of Institutional Assessment, chair
  - b. Dean of the college
  - c. Dean of the graduate school
  - d. Educational Policies and Planning Committee (EPPC) Representative
2. Select the External Review Committee members
3. Review the Self-Study and appendices for accuracy, clarity, consistency, and completeness
4. Meet with unit faculty and Academic Council to finalize action plans and resource priorities



#### D. External Review Committee

1. Review the Self-Study prior to arrival on campus
2. Meet with department unit faculty, staff, students, and other constituencies
3. prepare a written report within 30 days of the on-site visit which is then shared with the college/school, unit faculty, graduate school, and division administrators

#### E. The Academic Council

1. Meet with External Review Committee on the first day of the on-site review to give the formal charge and on the second day to review major findings
2. Lead the Final Action Plan meeting that includes the Internal Review Committee

#### F. The Educational Policies and Planning Committee (EPPC) Representative

1. Serve on the Internal Review Committee
2. Provide EPPC with a timely update regarding the quality of self-study and major recommendations found in the External Review Committee Report
2. Provide feedback to the unit administrator and dean on the unit response
3. Report the final EPPC recommendation decision to the Coordinator

*Note: If the Unit Response is not accepted by EPPC, the Chair of EPPC will provide concrete recommendations for improvement to the unit administrator within 10 days.*

#### G. Institutional Research

1. Maintain the Academic Program Profile desktop located in the ECU Analytics Portal
2. Meet with department unit and faculty to review data and resources during the orientation meeting
3. Serve on the Internal Review Committee (as needed) in order to review the self-study data for accuracy

#### H. Director, Institutional Assessment and/or Designee

1. Coordinate the review process, establish the review schedule and facilitate all logistical arrangements
2. Chair the Internal Review Committee
3. Receive and distribute all documents
4. Record the Final Action Plan and monitor the one-year and three-year progress reports
5. Provide a repository for self-studies, external review reports, unit response plans, final action plan memoranda, and progress reports

#### IV. Components of the Self Study (Limit to 50 pages, excluding appendixes)

Executive Summary (3-5 pages): Based on the information presented in the self-study, prepare an executive summary describing:

- a. the overall quality of each degree/certificate that has been reviewed and the indicators you used to assess the quality;
- b. strengths and weaknesses of the department unit (e.g., How effectively do faculty contribute to teaching, research and service mission of the department and its programs? How effective are the support staff?);
- c. major findings that resulted from the self-study; and
- d. significant actions or changes that have been planned as a result of the self-study.

## 1. Program Purpose

For each degree/certificate program without specialized accreditation in the **department/school unit**:

- 1.1 Provide a clear and concise statement of the program's purpose;
- 1.2 Describe how the program's purpose aligns to the University's mission and strategic initiatives;
- 1.3 Articulate specific and unique features of the program that distinguish it from others;
- 1.4 Describe the external factors that impact the program's enrollment and market demand of its graduates based on statewide, national and/or professional studies (e.g., *enrollment growth or decline of major competitors as reported by IPEDS, market demand as determined by Bureau of Labor Statistics or NC Department of Commerce occupation projections, market forecast by professional organizations, etc. See APR Resources for potential data sources*).

## 2. Enrollment, Degrees and Student Success

IPAR has provided an Academic Program Profile desktop within the ECU Analytics Portal with information for each degree/certificate program without specialized accreditation. Review the data, collect additional data/information, and respond to the following questions for each program.

**NOTE:** **Departments Units** will need to collect additional data on job placement and licensure exam pass rates.

### A. Enrollment and Degrees Analysis

- 2.1 Describe the program's enrollment trend over the last seven years to include:
  - headcount enrollment (FT/PT ratio),
  - student diversity,
  - characteristics of incoming graduate students (in terms of undergraduate GPAs, admission test scores, number of complete applications, selectivity, and yield rates),
  - characteristics of undergraduate majors (in terms of high school GPAs, SAT/ACT scores, and undergraduate GPAs).
- 2.2 Describe the trend regarding the number of degrees conferred each year.
- 2.3 For graduate programs, describe the trend regarding completion rates (1 – 3 years for certificate programs; 3 and 5 years for master's; 7 and 10 years for doctoral programs) and time-to-degree of the students. What actions have been taken to improve degree completion and time-to-degree?
- 2.4 Regarding the program size, is there a justification for expansion or contraction? What actions have been taken that implement the University's/College's strategic initiatives regarding enrollment management?

**NOTE:** For certificate programs degrees awarded, rather than enrollment, may be more accurate and can be used for this section.

### B. Student Success

- 2.5 What is the 3-year trend regarding D/F/W rates in 1000- and 2000-level courses? Where appropriate, how do the D/F/W rates in face-to-face courses compare to those in online courses? What has the program done to address the courses with high D/F/W rates?
- 2.6 What is the job placement rate of the graduates? Does it meet faculty expectations?

**NOTE:** For certificate programs many students are currently employed so discuss their employment status.

- 2.7 If applicable, what is the licensure pass rate of the graduates? Does it meet faculty expectations?
- 2.8 What actions has the program taken over the past seven years to improve student success?

### C. Action Plans

- 2.9 What actions does the program plan to take in the next seven years to increase enrollment and student success? What resources are needed?

### 3. Curriculum, Learning Outcomes and Student Satisfaction:

Provide an interpretation of assessment findings and other relevant data about the curriculum and quality of student learning in each program being reviewed. Focus on interpretation of data, use of results, and program improvements.

### D. Curriculum Analysis

To support this section, a link to the degree requirements as published in the Catalog should be provided. Also include in an Appendix an updated curriculum map from TracDat that illustrates alignment of student learning outcomes to courses in the curriculum.

- 3.1 Based on degree requirements and the updated curriculum map, describe how course sequences, including prerequisites, are used to introduce and reinforce student learning prior to students being assessed.
- 3.2 Describe the process the program uses to ensure the curriculum is up-to-date. Describe any innovative approaches in the curriculum.

### E. Student Learning Outcomes Assessment

To support this section, review program assessment reports from TracDat as well as other relevant data obtained since the last program review.

- 3.3 Based on learning outcomes assessment reports/data, what are the identified strengths and weaknesses in student learning outcomes?
- 3.4 Where applicable, are there any significant differences in student outcomes in face-to-face and online programs?
- 3.5 What decisions have been made and what changes have been instituted on the basis of on- going assessments (e.g., curricular or pedagogical changes, faculty, instructional facilities, student support, funding priorities, the assessment procedure – including objectives and outcomes and methods of gathering and analyzing data, etc.)?
- 3.6 How effective were the changes?

### F. Student Satisfaction

To support this section, review the student survey data such as the Graduating Senior Survey, Graduate Student Exit Survey, and program-level employer/alumni surveys.

*NOTE: The Graduate Student Exit Survey is not administered to certificate students so the **department unit** can use their own data or consider this section as optional for certificate reviews.*

- 3.7 How satisfied are graduating students with the program?
- 3.8 How do graduating students/alumni evaluate the knowledge and skills they have acquired in the program?
- 3.9 How do employers evaluate the graduates' knowledge and skills?
- 3.10 What actions has the program taken to improve student support, services, and satisfaction?

### G. Action Plans

- 3.11 Are there new curricular and pedagogical changes that the program plans to implement in the next seven years to improve student learning?
- 3.12 What will the program do to improve students' educational experience and overall satisfaction?

3.13 Describe any additional resources needed to implement those changes.

#### 4. Strength of Faculty: Teaching, Research and Scholarship

To support this section, include faculty bio sketches in an Appendix (1-2 pages per faculty).

#### H. Faculty Resources

Review **department unit** faculty data provided by IPAR and respond to the following:

- 4.1 Faculty Profile: Describe the current faculty affiliated with the **department unit** (e.g., percent full- versus part-time, diversity, percent with terminal degree, tenure status, etc.).
- 4.2 Faculty Resources: Does the **department unit** have the number and type of faculty to achieve its goals?
- 4.3 What actions has the **department unit** taken to recruit and retain highly qualified, diverse faculty?

#### I. Analysis of Teaching

- 4.4 **Based on the Student Credit Hours and Generated FTE report in the Analytics Portal, describe the trend in student credit hour production in the unit over the past seven years, for both distance education and campus courses, highlighting the unit's contribution to the General Education Curriculum and other degree programs. Consider the trend of average credit hour production per instructional faculty FTE.** Describe the trend in student credit hour production in the department over the past seven years, for both Distance Education and campus courses, highlighting the department's contribution to the Foundations Curriculum and other degree programs. Consider the trend of average credit hour production per instructional faculty FTE.
- 4.5 Based on the Delaware Study data, what is the general teaching load of the **department unit** faculty? What has the **department unit** done to adjust faculty teaching load?
- 4.6 Describe the direct contributions (course sections taught) and indirect contributions (grading, tutoring, etc.) of graduate teaching assistants to the **department's unit's** teaching mission?
- 4.7 What are the major achievements of **department unit** faculty regarding teaching? What has the **department unit** done to support faculty teaching?

#### J. Analysis of Research, Scholarship and Creative Activities

*NOTE: The Graduate School will provide links to graduate program theses and dissertations to reviewers.*

- 4.8 What are the major achievements of the faculty regarding research, scholarship (including scholarship of engagement) and creative activities as documented in Sedona/Faculty 180 and/or RAMSeS?
- 4.9 What are the relative strengths and weaknesses as compared to **departments units** at peer institutions or major competitors? When available, use Academic Analytics to demonstrate strengths and weakness. The **department unit** will need to collect additional data from comparable programs at ECU official peers or major competitors.
- 4.10 What has the **department unit** done to support faculty research, scholarship and creative activities?

#### K. Analysis of Service and Outreach activities

- 4.11 What major service and outreach initiatives have the faculty engaged in? What has the **department unit** done to support faculty service/outreach activities?

L. Action Plans:

4.12 What does the department unit plan to do to support the teaching, research and service activities of faculty? What resources will it need?

5. Regional Transformation – Economic Development/Public Service

5.1 Provide a summary of major activities the department unit faculty and students have participated in to support regional transformation over the last seven years.

5.2 What does the department unit plan to do to support regional transformation? What resources will it need?

6. Resources

6.1 Based on analysis of the operating budget and revenue sources supporting the department unit as well as annual expenditures, discuss the adequacy of the resources provided and required for maintaining program quality.

6.2 Describe the quality, scope, and projected needs for space to support the program.

7. Other Operational or Programmatic Outcomes

7.1 Describe other assessed outcomes that enable the program/department unit to achieve its objectives, e.g., academic advising, graduate student support, operational efficiency, structural re-organization, etc. Summarize strengths and weaknesses identified in the assessment and actions taken to improve these outcomes.

7.2 Action Plans: What does the department unit plan to do to improve these outcomes? What resources will it need?

M. Signature Page

External Review Committee Report on the Department of [Department Name]  
East Carolina University

Prepared for the Office of Institutional Planning, Assessment and Research  
Division of Academic Affairs, East Carolina University

By \_\_\_\_\_

[External Reviewer Name]

[External Reviewer Name]

[External Reviewer Institution]

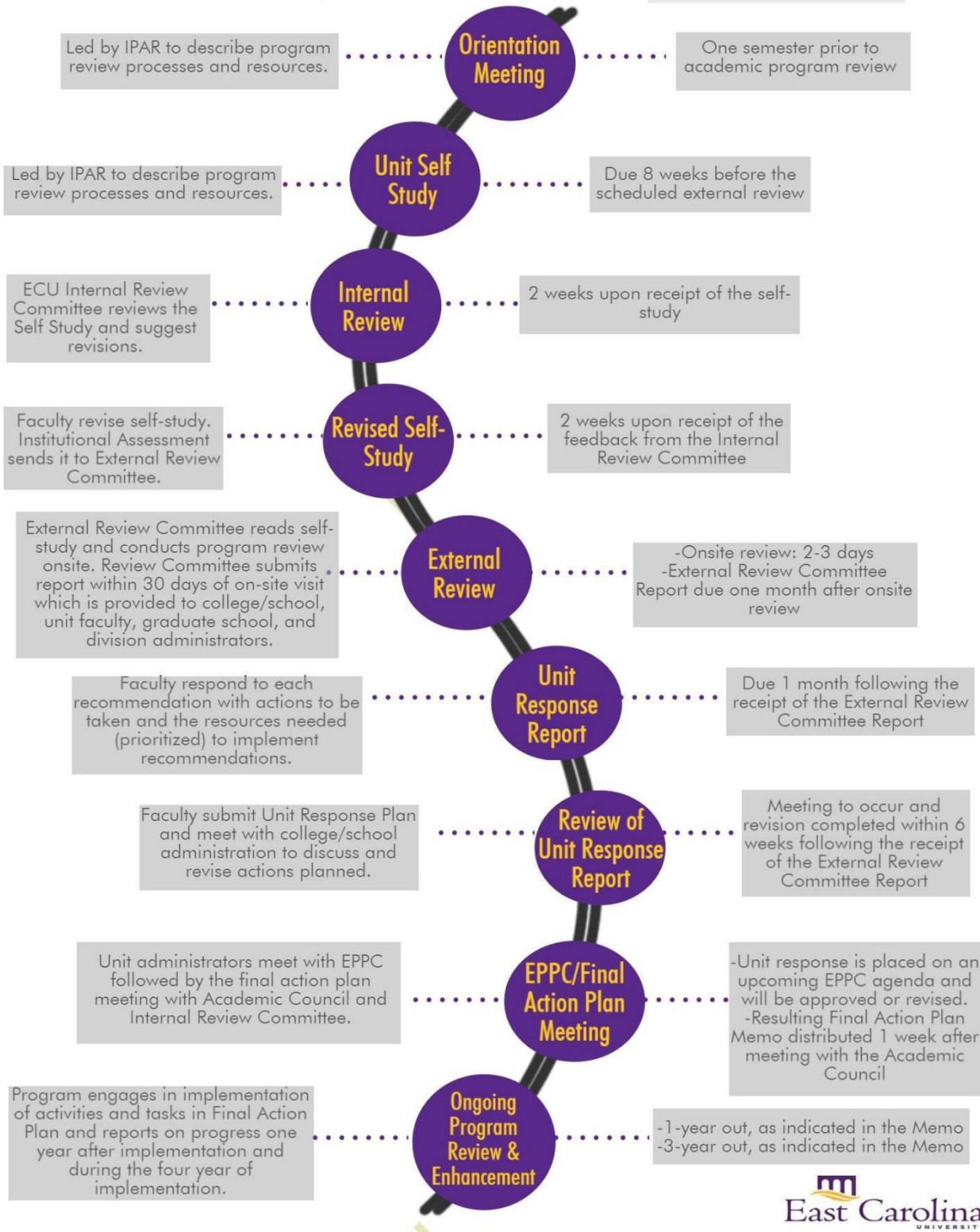
[External Reviewer Institution]

\_\_\_\_\_  
[Internal Reviewer Name] , East Carolina University

# Academic Program Review Timeline

## Proposed Unit Program Review Process

## Proposed Timeline



## V. Institutional Research Support for Academic Program Review

ECU's Office of Institutional Research has developed a suite of reports in the ECU Analytics Portal titled the "[Academic Program Profiles](#)". With university log-in credentials, users will find several interactive reports providing program-level student and faculty data, and resource guides for accessing relevant publically-available information. This document outlines how specific reports within the Academic Program Profiles desktop align with data-driven items in the self-study. Questions or issues with using the desktop and/or obtaining necessary data for completing the self-study can be directed to research associate, Kari Koss ([kossk15@ecu.edu](mailto:kossk15@ecu.edu)), or IR Director, Dr. Beverly King ([kingb14@ecu.edu](mailto:kingb14@ecu.edu)).

### Self-Study Item 1.4. (Program Purpose – External Factors)

**Departments** **Units** are asked to discuss external factors that impact the program's enrollment and market demand of its graduates. Data to consider for addressing this topic include:

- Surveys of potential or current students. **Departments** **Units** may wish to include data available from surveys conducted within the **department unit**, across ECU, and/or the community. Please contact Kyle Chapman ([Chapmank@ecu.edu](mailto:Chapmank@ecu.edu)) in Institutional Assessment for more information about survey data.
- Trends in enrollment and/or degrees awarded in similar programs. For programs within the UNC System, fall enrollment and degrees awarded can be obtained through the UNC Data Dashboard (<http://www.northcarolina.edu/?q=content/unc-data-dashboard>). Numbers of *degrees awarded only* (enrollment counts not available) can be found for any university through the IPEDS database (<http://nces.ed.gov/ipeds/datacenter/>). See the Academic Program Profile Resource Guides for step-by-step instructions on navigating these websites.
- Labor market data. The Bureau of Labor Statistics (BLS; [www.bls.gov/data](http://www.bls.gov/data)) provides *nation-wide* occupational and industry projections in the areas for which graduates of the proposed program are expected to find employment. BLS projections at the *state- or county- level* can be obtained through NC Commerce (<http://d4.nccommerce.com/>). See the Academic Program Profiles Resource Guides for additional information regarding these sites.

### Self-Study Items 2.1 – 2.7. (Enrollment, Degrees, and Student Success)

Institutional Research provides data relevant to this section through the [Academic Program Profiles](#) desktop. With university log-in credentials, users will find several interactive reports under the folder listed as "*Students*". The following list shows which report provides each element listed in the self-study template.

- Item 2.1. Enrollment trends. The "Enrollment Trends" report provides headcount enrollment for the last 7 years. Counts are broken down by full-time/part-time, on-campus/DE, and new/transfer/continuing status.
- Item 2.1. Student diversity. The "Student Diversity" report provides enrollment numbers broken down by gender, race/ethnicity, age, and geographic location.
- Item 2.1. Characteristics of incoming graduate students. In the "Admissions Profile" folder, locate the "Graduate Admissions Profile" report. This report provides admission totals, selectivity and yield rates, undergraduate GPA, and admissions test scores.
- Item 2.1. Characteristics of undergraduate majors. In the "Admissions Profile" folder, locate the "Undergraduate Admissions Scores" report. This report provides undergraduate admissions scores and high school GPA in the select undergraduate program.
- Item 2.2. Trends in degrees conferred. The "Degrees Awarded" report provides trends in degrees awarded including gender and race/ethnicity distributions.
- Item 2.3. Trends in completion rates. In the "Student Success" folder there are subfolders labeled as "Undergraduate", "Graduate", and "Doctoral". Within each of these subfolders there are reports for "Retention, Graduates, and Persistence Rates" and "Time to Degree" for

the respective level program(s).

- Item 2.4. Department insight regarding enrollment management. No additional data provided.
- Item 2.5. Trends for D/F/W rates. In the “Student Success” folder and “Undergraduate” subfolder, locate the “Course Grade Distributions” and “Potential Bottleneck Courses” reports. These reports provide course level information on completion rates, attrition, and grade distributions for undergraduate courses by term and department with pass rates, DFW rates, and withdrawal rates.
- Item 2.6. Job placement rates. While IPAR does not currently have this type of data available, we are currently piloting data collection of The Pirate Employment Survey. This survey assesses employment outcomes for recent graduates of ECU undergraduate programs. It is still to be determined when University-level and college-level reports will become available for review. Another option for locating job placement rate data, however, is through NC Tower ([www.nctower.com](http://www.nctower.com)). NC Tower provides employment follow-up data for recent graduates of North Carolina schools that are still employed within the state of NC. There is a guide in the Academic Program Profiles Portal for accessing NC Tower at “Student Success” -> “Employment Rates Wages and Ongoing Higher Education of Graduates”. In addition, it is not uncommon for individual departments to have internal survey data for their own student outcomes. **Departments Units** are encouraged to include this type of data if it is available.
- Item 2.7. Licensure pass rates of graduates. IPAR does not systematically track this type of information. It is not uncommon, however, for individual **departments units** to have access to this program specific data. **Departments Units** are encouraged to include this data if it is available.

Self-Study Items 4 & 5 (Strength of Faculty - Teaching, Research, Scholarship & Public Service) Institutional Research provides data relevant to this section through the [Academic Program Profiles](#) desktop. With university log-in credentials, users will find several interactive reports under the folder listed as “Faculty”. The following list shows which report provides each element listed in the self-study template.

- Item 4.1. Faculty profile. Listed under the “Faculty” folder, the “Faculty Roster” report will provide a list of all university personnel categorized as faculty affiliated with the selected department and year with tenure status, academic rank, highest degree earned, and demographics.
- Item 4.2. **Department Unit** interpretation of faculty resources. No additional data provided.
- Item 4.3. **Department Unit** interpretation of faculty recruitment. No additional data provided.
- Item 4.4. SCH Production. Under the “Teaching” folder, select the “Student Credit Hours and Generated FTE” report. This report provides SCHs and generated FTEs by **department unit** and fiscal year.
- Item 4.5. Delaware Study ([ecu.edu/cs-acad/ipar/research/DelawareStudy.cfm](http://ecu.edu/cs-acad/ipar/research/DelawareStudy.cfm)). A guide for accessing/understanding the Delaware Study of Instructional Costs and Productivity can be found under “Teaching” -> “Faculty Teaching Loads and Instructional Costs”.
- Item 4.6. Contribution of graduate assistants: No additional data available from IPAR.
- Item 4.7. Teaching achievements of faculty: No additional data available from IPAR.
- Item 4.8 – Item 5.2. Faculty research and scholarship measures: Under the “Research” folder, users will find the “Ramses Grants and Contracts Awarded” report. Under “Scholarship”, the following four reports are available “Sedona Books Chapters and Other Publications”, “Sedona Journal Articles and Conference Proceedings”, “Sedona Creative Activities”, “Sedona Presentations and Posters”. Direct access to these databases is also available:



-Sedona ([http://www.ecu.edu/cs-acad/ofe/evaluation\\_sedona.cfm](http://www.ecu.edu/cs-acad/ofe/evaluation_sedona.cfm))

-RamSes (<http://www.ecu.edu/cs-acad/osp/RAMSeS.cfm>)

- Item 4.9. Comparison to peers: ECU subscribes to the services of Academic Analytics (<http://academicanalytics.com/>), with online access provided to department representatives. The Academic Analytics Database includes information on over 270,000 faculty members associated with over 385 universities in the United States and abroad, with data to include the primary areas of scholarly research accomplishment: (1) the publication of scholarly work as books and journal articles, (2) citations to published journal articles, (3) research funding by federal agencies, and (4) honorific awards bestowed upon faculty members. These data are structured so that they can be used to enable comparisons at a discipline-by-discipline level as well as overall university performance.

\*Other Resources Available (in addition to those referenced above)

- ECU Office of Institutional Planning, Assessment, and Research (<http://www.ecu.edu/ipar/>)
- Listing of ECU Official Peers ([ecu.edu/cs-acad/ipar/customcf/DL/Peers/ECUPeers.pdf](http://ecu.edu/cs-acad/ipar/customcf/DL/Peers/ECUPeers.pdf))
- ECU Student Achievement Metrics ([ecu.edu/sacs/StudentAchievementMetrics.pdf](http://ecu.edu/sacs/StudentAchievementMetrics.pdf))
- ECU TracDat (<https://ecu.tracdat.com/tracdat/>)
- Space Utilization Report (produced by IPAR upon request)

## VI. Selecting the External Review Team

An important task is for the unit to develop a list of five potential external reviewers from ECU peer institutions, three from regional peer institutions (optional) and three internal reviewers. These external reviewers are to be nominated from institutions identified as official peers of East Carolina University and should be professionally prominent individuals, usually nationally recognized in their field. The potential internal reviewers are ECU faculty from a related campus-based discipline. The unit should forward the list of potential reviews to the Coordinator, and then the Project Manager will contact each reviewer to ascertain availability and interest in serving as an academic program reviewer.

The list of potential reviewers is submitted to the Coordinator containing the following information:

- Name of reviewer
- Name of university
- Complete job title/rank and name of a reviewer's unit
- Primary area of scholarly activity (related to unit being reviewed)
- Rationale for selection
- Contact information (full mailing address, e-mail, and telephone number)

Nominees from the list provided by the unit will be discussed by the Internal Review Committee and the official team members will be selected according to the following criteria:

- Two reviewers external to East Carolina University;
- One internal reviewer from a related campus-based discipline outside of the **department unit** and internal to the college;
- External reviewers must be part of a program that is recognized for excellence in the discipline and able to benchmark the unit's programs based on discipline-specific rankings and other publically available comparisons;
- External Review Committee is a diverse group with experience in both undergraduate and graduate programs as well as with the appropriate teaching, research and service components of the discipline; and
- Reviewers must affirm that there exists no conflict of interest related to the unit under review.

## VII. Charges to the External Team

The purpose of Academic Program Review (APR) at East Carolina University is to engage faculty in a reflective process of thoughtful study and evaluation of program quality and alignment to East Carolina University's value, mission, and commitments in support of our students and the region. APR is an integral part of the university's on-going assessment and strategic planning processes designed to enhance the quality of all educational programs and we sincerely thank you for assisting us. This letter provides you with the charge to the external review team.

## N. External Review Committee Charge

Please make an objective evaluation of the unit's efficiency and effectiveness in achieving its programs' purpose, and make recommendations that will help in planning improvements. Your resources are the APR Guidelines, a Self-Study report prepared by the unit, copies of the Final Action Plan and Progress Reports from the previous review (if applicable), information you gain through interactions while onsite at ECU, and any additional information requested by you. Within the broad charge of recommending ways that the unit can continue to improve, here are some overarching questions that we would like you to address:

- Based on the information/data provided in the Self-Study or gathered by the external review committee, what are the unit's overall strengths and weaknesses?
- What major improvements (including student learning and faculty development) has the unit made since the previous program review or within the last seven years?
- What is the professional benchmark and how does this program compare?
- What specific recommendations could improve the unit's performance?
- In addition, you may be asked to focus on program-specific questions during your on-site review of the program.

We look forward to meeting you during your time on campus. If you have any questions or require additional information prior to your visit, contact the Director of Institutional Assessment and Coordinator of Program Reviews or the Executive Assistance to IPAR.

Faculty Senate Resolution #17-39, May 22, 2017

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## Faculty Senate Agenda November 3, 2020 Attachment 7.

*\*Revised*

### COMMITTEE ON COMMITTEES

First reading of proposed revisions to the  
Distance Education and Learning Technology Committee charge

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

1. Name: Distance Education and Learning Technology Committee
2. Membership:  
9 elected faculty members.

Ex-officio members (with vote): The Chancellor or an appointed representative, the Provost or an appointed representative, the Vice Chancellor for Health Sciences or an appointed representative, the Chair of the Faculty, one Faculty Senator selected by the Chair of the Faculty, one member of the Graduate Council selected by the Dean of the Graduate School,

the Chief Information Officer, the Director of Digital Learning or an appointed representative, and one student member from the Student Government Association.

**Ex-officio members (without vote): The Chief Information Officer or an appointed representative.**

The chair of the committee may invite resource persons as necessary to realize the committee charge. The chair of the committee may appoint such subcommittees as he or she deems needed.

3. Quorum: 5 elected members exclusive of ex-officio.
4. Committee Responsibilities:
  - A. The committee reviews and recommends policies and procedures to enhance faculty teaching and student learning in distance education. **The committee provides faculty advice on instructional methods and best practices to enhance teaching and student learning in distance education and the use of learning technologies.**
  - B. The committee reviews policies from the Office of Continuing Studies relevant to the effectiveness of the University's distance education policies and procedures and recommends changes as necessary.
  - C. The committee ensures timely, informed faculty opinion on any technology action in any area that may affect significantly the University's academic mission. The committee recommends policy related to the academic use of technology. All information technology actions that affect more than one academic unit or that are initiated above the academic College or School department levels are recognized as actions that may affect significantly the University's academic mission.
  - D. The committee initiates, reviews, and makes recommendations on proposals to plan, implement, revise or eliminate technology initiatives, goals, standards, policies, procedures or actions that significantly impact the University's academic mission.
  - E. The committee prepares and makes available a format for proposals requesting permission to plan, implement, revise or eliminate an information technology initiative, goal, standards, policy, procedure or action.
  - F. The Committee reviews at least annually those sections within the *University Undergraduate Catalog* and *University Graduate Catalog* that corresponds to the Committee's charge and recommends changes as necessary.
  - G. The Committee reviews at least annually those policies within Part VI, Section III of the *ECU Faculty Manual* that corresponds to the Committee's charge and recommends changes as necessary.
  - H. **The Committee reviews at least annually the Distance Education Modules and the Instructional Continuity and Contingency website.**
  - Hi.** Two appointed representatives serve as ex-officio members on the administrative Information Resources Coordinating Council (IRCC), one appointed representative serves on the administrative Copyright Committee, one appointed representative serves on the Digital Learning Advisory Committee and one appointed representative serves on the administrative IT Accessibility Committee. **The Committee should have representation on any advisory or governance committee that evaluates or makes decisions**

**regarding information technology that impacts the academic mission of more than one unit.**

**U. The chair serves as a liaison between the Faculty Senate and Chief Information Officer and/or other university leadership (e.g., college leadership, Provost) involved with planning or implementing technology that could impact the academic mission of more than one departmental unit.**

5. To Whom The Committee Reports:  
The committee reports to the Faculty Senate its recommendations of policies, procedures, and criteria cited in 4. above.
6. How Often The Committee Reports:  
The committee reports to the Faculty Senate at least once a year and at other times as necessary.
7. Power Of The Committee To Act Without Faculty Senate Approval:  
The committee is empowered to advise the appropriate personnel as described in 4. above.
8. Standard Meeting Time:  
The committee meeting time is scheduled for the fourth Wednesday of each month.

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**Faculty Senate Agenda  
November 3, 2020  
Attachment 8.**

**NEW BUSINESS**

**ECU AAUP Resolution On Covid-19 Prevalence Testing  
Now and for Reopening in January 2021**

- Whereas* East Carolina University has witnessed over 1200 cases of Covid-19 since March, more than 1000 of those cases since reopening in August 2020;
- Whereas* the *New York Times* [“Tracking Covid at U.S. Colleges and Universities”](#) ranks ECU in the top universities for Covid-19 infections nationwide and ranks ECU the #1 university for Covid-19 infections in North Carolina;
- Whereas* Pitt County, North Carolina has witnessed 5,174 total cases, more than 600 active cases and 33 deaths (as of 10/6/2020), most having occurred since the August reopening of East Carolina University;
- Whereas* the CDC has published guidance, [“Testing, Screening, and Outbreak Response for Institutions of Higher Education \(IHEs\)”](#) recommending the testing of asymptomatic individuals without known exposure at colleges and universities;
- Whereas* two recent studies (Paltiel, et. al. and Bradley, et. al.) in the *Journal of the American Medical Association* (JAMA) have concluded that prevalence testing (that is, testing for the proportion of the population infected with Covid-19 at a specific time), when used in conjunction with other behavioral modifications, such as social distancing, frequent hand washing, mask wearing, isolation and quarantine, and contact tracing can keep students and employees safe;

*Whereas* these two studies employed models demonstrating prevalence testing of all students and employees and - when analyzed together - strongly indicate that 1) such testing every two days is ideal though likely not cost effective, 2) such testing every two weeks maintains the infection rate in certain local conditions, and 3) random testing with the aim of testing every student each month is a cost-efficient and reasonably effective method of limiting spread of infection;

*Whereas* the Interim Chancellor has announced that ECU will reopen in January 2021; now, and heretofore be it

*Resolved,* The ECU chapter of the AAUP strongly urges that immediately, and also in advance of opening campus in January 2021, the ECU Administration adopt a "Covid-19 Prevention, Detection and Response Plan" to implement the following aggressive prevalence testing policy:

1. Employ a medical testing laboratory that uses Viral PCR tests (nasal or saliva), the gold standard in Covid-19 testing;
2. Immediately adopt a policy of random testing of asymptomatic employees and students that determines the prevalence of Covid-19 within the ECU community, with the aim of testing every member of the community once a month at minimum (approximately 800-1000 tests per day);
3. Require students and employees to get tested by a doctor or a clinic within seven days before returning to Campus and provide ECU documentation;
4. Require students and employees to self-quarantine at home, beginning January 4th, 2021, before returning to ECU -- that includes monitoring their health and following appropriate disease prevention behaviors;
5. Coordinate with the Pitt County Health Department to offer random testing of asymptomatic members of the community to determine Greenville community prevalence;
6. Continue the testing of asymptomatic students and employees for ECU campus community prevalence beginning in January 2021 and through the spring semester of 2021;
7. Reinstate the text and email cluster alerts that previously informed the community of infection clusters, the messaging system ECU abruptly ended on Thursday, September 10, 2020;
8. Provide daily dashboard updates of student and employee testing results, including testing prevalence in the community and ECU campus. ECU must offer the data on this dashboard for purposes of determining when to move classes online, where to quarantine and isolate those students who test positive, where and how to treat those students who are sick and when to reopen campus.
9. Seek recommendation from the Faculty Senate, Staff Senate and SGA on disciplinary measures for students and employees who don't follow behavioral and testing protocols.

Adopted by vote of the membership on October 5, 2020.

Dr. Karin L. Zipf  
President, ECU Chapter of the AAUP and  
Professor of History  
East Carolina University

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