2020-2021 FACULTY SENATE

FULL MINUTES OF JANUARY 26, 2021
WebEx Meeting Recording

The fifth regular meeting of the 2020-2021 Faculty Senate was held on **Tuesday, January 26, 2021,** at 2:10 as a WebEx meeting.

Agenda Item I. Call to Order
Purificación Martínez, Chair of the Faculty, called the meeting to order at 2:10 p.m.

Agenda Item II. Approval of Minutes
The December 1, 2020 meeting minutes were approved as presented.

Agenda Item III. Special Order of the Day
A. Roll Call
Senators absent: Professor Paul Bolin (Medicine)
Alternates present: Professor Scott Abney (Engineering and Technology) and Professor Marie Olson Lounsbery (Political Science)

B. Announcements
Chair Martínez highlighted that the Committee on Committees sent a call for volunteers to serve on university committees and asked for faculty to volunteer for service. Unit elections for faculty representatives will take place soon. Also, beginning February 2, 2021, the Instructor of Record (IOR) in a Canvas course will be notified of grade changes made in the Canvas gradebook by anyone other than the IOR of the course. Speaking privileges have been granted to Wendy Creasey, Beverly King, Lauren Thorn, LaNika Wright, Ying Zhou, Paul Zigas, and any members of standing University committees reporting today.

C. Philip Rogers, Chancellor-Elect
Chancellor-Elect Rogers said it is a great honor to be with the Faculty Senate today. It has been eight years since his last Faculty Senate meeting and is glad to be at today's meeting. He is grateful for the Faculty Senate's service during this time. The last few weeks have been surreal and special for Rogers and his family. He is appreciative of the warm reception from all and especially the faculty. The faculty are the core of this institution and are why the university is able to deliver on its mission of student success. He looks forward to getting quickly started on the big initiatives ahead of us.

He acknowledges the faculty have a lot on our minds including changes in leadership, governance challenges, academic delivery pivots, painful budget scenarios, and the global pandemic. He said the faculty has handled all of this with a significant amount of grace. He is committed to driving a united, collaborative, connected operation in 2021. He stated that ECU is his home and he grew up in Greenville. His wife, Dr. Rebecca Rogers, holds two degrees from ECU. It brings significant joy to him to return home and get to work on leveraging his national and global higher education network to advance ECU's mission in new and innovative ways. Over the past eight years, he has been working in Washington, D.C. as Senior Vice President at the American Council on Education (A.C.E.). In his role he has daily conversations with a network of nearly 2,000 college presidents and other senior leaders across the country, focusing on the future of higher education. Over the last year, his time has been consumed with aiding campuses to strategically navigate the pandemic and he knows the

ECU faculty have been working every day on this as well. There has been major focus on reopening plans during the pandemic, on academic delivery modalities, equity concerns, international engagement, and how to develop strategies to manage federal stimulus funds to support the institution. ECU received 30 million dollars in federal stimulus with the most recent round of funding that will support operations and offer direct aid to students. At A.C.E., he has seen how other institutions face similar challenges nationwide including mental health and wellbeing, demographic and enrollment changes, and battling budget and financial pressures. Each of these issues have been consistently within the top five to ten issues in higher education that his research team at A.C.E. has been uncovering monthly. It is most important to plan how to address these challenges as a team.

Chancellor-Elect Rogers has started to engage in structured learning experiences at ECU on key issues to help him get up to speed on the work of our institution. He plans to spend time focused on listening and learning from a wide array of constituencies to ensure he is fully involved in the issues that matter to the faculty and the institution. His mind will be focused on several macro themes around higher education to which Rogers is committed to ensure the long-term excellence of ECU.

ECU must continue to be a mission-aligned institution. A university that owns its mission and boldly commits to that mission in the region that it serves can ultimately drive meaningful impact and a strong financial market. 3 M's: mission, market, and margin are the 3 core areas of higher education that meet together in a central place to ensure success. Focus on what the university does best, especially in times of financial constraint, on these areas: student success, regional transformation, public service, and sharing the narrative of ECU's reputation as a strong academic institution. Innovation-driven universities that cultivate innovation are the ones that thrive.

The second theme is being future-focused. The Chancellor-Elect is committed to the long-term excellence of ECU. The higher education landscape post-Covid will be very different than pre-Covid. He says staying ahead of the curve will take a university-wide effort.

The third theme is that universities that embrace and cultivate innovation are the ones that thrive. Being on the cutting-edge of academic and student success includes thinking on how to be equity-minded, capturing alternative student markets at a time of decreasing enrollment nationwide, considering the 30 million adults across the nation with some college but no degree, reinventing digital learning post-Covid, leveraging data analytics strategically, and being creative about the evolution of the higher education business model.

When the Chancellor-Elect thinks of shared governance, he also thinks of shared leadership. He believes in leading with servants' hearts and listening ears. This is his commitment to the university as well as the expectation of leaders at ECU. He says he will be the champion and advocate of the faculty.

Chancellor-Elect Rogers believes as University of Maryland, Baltimore County, President Freeman A. Hrabowski, III has shared with him to challenge your network of leaders, executive team, alumni, students, faculty, and staff to be "unapologetically aspirational for its mission". Rogers places this challenge on the faculty today as he and ECU begin this journey together.

Questions
Professor Grodner (Economics) said there is indication that some public perception of academia is negative. He asked if there is a climate change in academics and if this has translated financially to ECU as we rely on legislative funds. He asked how we could inform the public of what we do so they could appreciate more of what we do.

Chancellor-Elect Rogers said the value and public trust in higher education has been looked at through work in his current employer, including perceived lower value and higher cost. The company polled the general public and engaged in focus group research to assess how various stakeholders perceived public education. Negative narratives persist, but the data says only one other form of institutions has a more positive perception than academic institutions: the military. Higher education has remained strong, but negative narratives are challenging to combat. A.C.E. has worked to try to shift the narrative to demonstrate the return of investment in higher education. At ECU, students graduate and get high paying jobs and contribute back to the economy. The Chancellor-Elect has been working on giving institutions tools to communicate value, and it can be a consistent narrative from various people affiliated with the university.

D. Ron Mitchelson, Interim Chancellor
Interim Chancellor Mitchelson said he is looking forward to Chancellor-Elect Rogers beginning work at ECU on March 15.

Chancellor-Elect Mitchelson highlighted the following reports below.

> [Faculty FTE by Unit and Gender](#)
> [Full and Part-Time Faculty by Unit and Tenure Status](#)
> [Longitudinal Profile of Faculty Tenure Status and Percent Totals (all units)](#)
> [Longitudinal Profile of Faculty Tenure Status (excluding Medicine and Dental Medicine)](#)

He then said that upcoming Fixed-Term Faculty contracts will include new contingency language based on updates to UNC Code Section 610 and subsequent guidance from UNC System Office legal. ECU University Counsel worked with Academic Council to develop the new contract language which says that all fixed-term faculty contracts are now contingent on any source of funding that has been made available to a unit. Enrollment and budget cuts would be important drivers for any disruptions to revenue streams. Determining a lack of funding availability would involve the unit's chair, the dean, and vice-chancellor. He wanted the faculty to hear about this new language directly from him. Provost Hayes and Academic Council will follow up with a memo to all faculty. He wants to clarify that unless a serious sanction is involved, the university has always honored fixed-term contracts. The intent to honor contracts does not change with this new language. The university's operational approach of a portfolio of staggered start dates and varied contract durations provides the needed flexibility to honor contracts in nearly all circumstances. The new language would only matter in the rarest of circumstances, and to date, ECU has not seen such circumstances.

He said that fixed-term faculty contributions are indispensable and is proud of their mission-centric efforts. He appreciates the talent the fixed-term faculty bring. He does not want the new contingency language to be interpreted as a lack of gratitude. He supports Past-Chair Popke and Chair Martínez's efforts to support fixed-term faculty, including changes in the Faculty Manual to address a process of Advancement in Title with an annual calendar and portfolio content. There should be an institutional

standard for associated salary increases with advancement, as well. The new contingency language should not divert from the respect the fixed-term faculty deserve.

Questions
Professor Bauer (English) asked why ECU is adding this new language to the contracts as fixed-term faculty contracts have always been contingent on funding and if this will be all contracts or just fixed-term faculty.
Interim Chancellor Mitchelson said the new contract language is only for fixed-term faculty and the only implications of this new language is the disruption of a multi-year contract, and that would be applied rarely. The contingency language reflects guidance from the UNC System Office and the need for flexibility, particularly in rare circumstances, such as the pandemic. He sees the new contingency language as having minimal impact.

Professor Chambers (Education) asked about fixed-term faculty who have annually renewed contracts who have been with ECU for some time and only receive one-year contracts.
Interim Chancellor Mitchelson said job protection comes with the culture of the unit. He has colleagues in his home unit who have been renewed only at one-year contracts, including one colleague who has been renewed for over thirty years on one-year contracts and is a great contributor to the unit. A disruption in revenues could have an impact. He hopes a unit would come to the defense of a colleague who had been serving for a significant amount of time.

Professor Su (Geography, Planning and Environment) asked if in terms of enrollment if the demand for fixed-term faculty will be reviewed.
Interim Chancellor Mitchelson said ECU is data-informed for the various services of units. He checked the admissions dashboard this morning and will have a good fall 2021.

Professor Haberstroh (Health Sciences Library) asked if he anticipates if this language will go away or if it will continue.
Interim Chancellor Mitchelson thinks this new contingency language will continue past the COVID-19 pandemic. He hopes this does not create any insecurities as this would be used for a very rare event.

Professor Thomson (Medicine) asked if the change in contract language will create an immediate termination situation and if this will have any effects on recruitment.
Interim Chancellor Mitchelson said with different revenue streams and timelines, there are differences between the Division of Health Sciences and Academic Affairs. The university would not end a contract for an instructor in the middle of a semester, as an example. He believes the university would also not terminate a contract that would be disruptive to clinical activity and that faculty would be treated with respect.
Vice-Chancellor Stacy affirmed that the clinical fixed-term faculty do have different contracts, and he also mentioned the evaluation of teaching is a bit different for that role.

Professor Ticknor (Education) asked about the plan at the ECU vaccine clinic regarding how some of the first vaccine doses were given to those who did not meet the current state eligibility criteria, how that information on vaccine appointments was being disseminated, and why the current criteria has not been followed.
Interim Chancellor Mitchelson said that ECU completed Group 1 vaccinations and are now working through those who have Group 2 eligibility. He said that if there have been any vaccinated outside of those groups, it would be anomalies.

Director Wright mentioned they have offered the vaccine to any faculty in a clinical role who see patients face-to-face, including those in the Marriage and Family Therapy Clinic, as they have been asked to join Group 1 because they do see patients face to face.

Professor Ticknor (Education) followed up on her query and stated that she believes people have been making appointments and receiving vaccinations who have not fit into the Group 1 or Group 2 criteria.

Director Wright clarified that she has only sent invitations for vaccine eligibility to those who are seeing patients face to face.

Vice Chancellor Stacy said there are five doses per vial. Some who were eligible for vaccines did not attend their appointments. There have been some vaccinations of those not within the eligibility criteria of Group 1 or Group 2 as the clinic does not want to waste remaining doses from a vial. Once opened, the vaccine has to be used within five-ten minutes, and they are working to distribute these fairly.

Interim Chancellor Mitchelson said the vaccine clinic is moving through Group 1 and Group 2 and that it will be a few weeks for us to get into Group 3.

Vice Chancellor Hardy said the Group 3 eligibility includes faculty who are teaching face to face classes. This information will be disseminated once they have more details on the timing.

Professor Schinasi (Foreign Languages and Literatures) asked who all was involved in developing and implementing the new contingency language in the contract.

Interim Chancellor Mitchelson said the implementation is determined between the department chair, the dean, and Vice Chancellor Stacy or the provost.

Professor Bagley (Nursing) asked if those who received the first dose who were not within the Group 1 or 2 criteria would be able to receive their second dose at the three-week timeframe.

Director Wright affirmed those who did receive their first dose would receive their second dose when available.

Professor Toney (Medicine) asked if spouses of clinical faculty who are younger than age 65 are eligible to receive the vaccine.

Vice Chancellor Stacy hopes to have clear federal guidance on this soon. ECU Physicians do not have their own allocations outside of those received from Vidant Health, so the university is careful to manage their allocations. As ECU has more flexibility outside of Vidant, the clinic hopes to also have the guidance needed to manage these vaccines.

Professor Thompson (Biology) asked where graduate students fit who teach face-to-face.

Director Wright said those would be included within the same group with the faculty who teach face-to-face.

E. Virginia Hardy, Vice Chancellor for Student Affairs
Vice Chancellor Hardy said Lauren Thorn and LaNika Wright have been instrumental in the reopening needs.

There are 1,840 students in the residence halls, who are all in single rooms. They follow current COVID-19 protocol. College Hill Suites is being used for quarantine and isolation and has ample space within it at this time.

Todd Dining Hall and three restaurants within the student center are open. All are only doing grab and go service at this time according to guidelines. This may change in February.

There was pre-entry testing for students who live in the residence halls between January 7-10. 632 students dropped off belongings and did not move in at that time. Out of 491 students, 11 students were positive and had not returned to campus until they were medically cleared.

As of January 20, 1,726 students in residence halls have been cleared. Others haven't because of various reasons, such as having taken the wrong test or having had a positive result prior to move-in.

Surveillance testing is mandatory for those who are living in residence halls. Saliva testing begins in February for employees and students at ECU. The testing will begin with mass testing of those who are living in student housing. After that, 25 percent of residence hall students will be tested each week.

There is also wastewater research taking place where campus waste is being tested for the virus to aid in proactiveness with this virus.

239 beds are available in College Hill Suites for quarantine and isolation. 12 or 14 are currently in use. If needed, Garrett Hall will be brought into the inventory.

Between January 1-25, there have been almost 2,600 tests completed through Student Health Services. 65 of those tests were positive. CFAC has requested to have theatre, music, choral, and art students tested. 422 of their students were tested with 5 positives.

Outer Banks Campus students are being tested, as well.

As of yesterday, 6 people are in isolation, and 10 people are in quarantine.

Kelli Russell's team is doing a good job at contact tracing with 64 trained tracers and 134 other staff and students who also aid in tracing efforts.

ECU learned from quarantine and isolation from the fall. Many students had mental health wellness issues in the fall. Lauren Thorn has been working on plans for interactive programming for students who are in quarantine and isolation for this spring.

ECU receives allotments of vaccines from the state via Vidant Health following guidance from CDC and NCDHHS.

ECU is working on creating a culture of testing for the students and working on new communications on compliance with COVID-19 protocols. ECU is meeting with bar owners on adhering to the governor's Executive Order. Campus Recreation and Wellness also has safety protocol communications.

Questions
Professor Su (Geography, Planning and Environment) asked if there is contact tracing for those who are going in and out of ECU buildings.
Vice Chancellor Hardy said faculty who teach in-person classes have been asked to keep a seating chart and to take attendance to aid in contact tracing during instructional times

Associate Vice Chancellor Koch said campus buildings have limited access. Campus Operations is able to track by OneCard card access who enters buildings if the buildings have that system in place.

Professor Moss (Dental) asked if the saliva test is PCR/Molecular or Rapid Antigen.
Director Wright said the test uses NextGen sequencing, the amount of saliva required is 2 mL with a 24-hour turn-around time.

F. Bill Koch, Associate Vice Chancellor with Campus Operations
Associate Vice Chancellor Koch spoke briefly on the [annual report on Parking and Transportation Services and 2020 Parking Price Comparison](#). He said there was no fee increase this year, and there will be no fee increase next fiscal year. The pandemic led to over two million dollars in lost revenue for Parking and Transportation, but the budget is expected to finish in the positive with the revenues protected. This has been accomplished through strict budget cuts, continued permit sales, and paid use of the parking garage. Unfortunately, budget cuts included staff furloughs. A number of the furloughed employees have been reassigned to other areas within Administration and Finance. Parking and Transportation projects have been on hold due to working on maintaining the funds they have. One project that is being moved forward is regarding license plate recognition technology. Cameras will be adding to the Parking and Transportation vehicles to read license plates rather than reading permits manually. This will be implemented in July. Instead of a permit, employees and students will register for parking using their license plate numbers. The technology is low cost with a two-year return on investment. He also announced that Deb Garfi retired after ten years of leading the Parking and Transportation unit.

Questions
There were no questions at this time.

G. John Howard, University Ombuds and Professor in the School of Communication
Ombuds Howard said the ten percent budget reversion exercise has increased a lot of concern and fear with ECU employees. Many employees express worries of being cut due to the nature of their position. Ombuds Howard mentioned units would need to think on how to share budgetary information with employees with whom their positions may be at-risk. His home unit discussed cuts in front of fellow faculty to discuss potential plans surrounding decisions on cuts. Some colleges are not having these conversations at this level, but there are conversations on how cuts will be made. ECU is about the people. Many are concerned about colleagues feeling devalued, wronged, or treated unfairly or unjustly during the budget-reduction process.

As the institution gets closer to decision-making, Ombuds Howard asks those in decision-making roles to be candid with those who may be at-risk. While there may be fear of stating what may happen during times of unknown, he encourages decision-makers to be open in those conversations and be forthcoming with information. Being forthcoming does not cost anything except for the awkward confirmation that some positions at ECU are at-risk. It helps to know as soon as possible this could be forthcoming, so employees have more ability to secure other positions in case needed

and to assuage fears. The conversation is worth happening because ECU is in a system where all employees cannot be retained, that does not mean the institution could not present these potentials to their employees. Ombuds Howard can be of aid in helping units tactfully approach these types of conversations, including how to approach something as a possibility and other types of personnel issues.

Questions
There were no questions at this time.

H. Ralph Scott, Faculty Assembly Delegate
Delegate Ralph Scott provided a report on Professor Parker's behalf on the January 15, 2021 UNC Faculty Assembly Meeting, noting the group met in "caucus mode" this time, which is a system of proportional representation by student enrollment at each institution. President Hans said at the meeting that he believed there would be more medical tracks, common core classes for the first two years, and was hopeful for more funds for faculty. There were two presentations: one on strategic initiatives and one on UNC System Peer Evaluation. Professor Scott has links to those presentations.

Questions
There were no questions at this time.

I. Purificacíon Martínez, Chair of the Faculty
Chair Martínez provided her prepared remarks, which appear below in full:

> "Welcome to 2021! Although it did not seem possible during the first week of the year, out of sheer stubbornness, I have decided to be hopeful for the 11 months that are ahead of us. I am hopeful that soon everybody will be vaccinated. I am hopeful that the 30+ million dollars that ECU will receive from The Coronavirus Response and Relief Supplemental Appropriations Act of 2021 will allow the institution to fill some of the holes in the budget. I am hopeful that a new federal relief package, with aid going to the states, will provide more stability to NC's economy. I am hopeful that the projections for the State Budget will continue to be optimistic and that the dreadful 10% budget planning scenario will remain just that, a planning scenario. I am hopeful that UNC President Hans and his team are able to obtain funding for the system's initiatives from NC legislators. Wouldn't it be wonderful to know soon, very soon, that all of us (emphasis on all) will be here on this beautiful campus, with a bit more money in our pockets, able to interact with one another. Those learning, teaching or working remotely will do so by choice, not out of necessity. How I long for the days when seeing students at a party made me worry about their alcohol consumption, not catching a deadly disease!
>
> The changed landscapes at the national and state level are matched with an institutional change that fuels this optimism, so out of character for me: 2021 brings to us a new chancellor, Dr. Philip Rogers, a Greenville native, who does not need any introduction to ECU and what it means to Eastern North Carolina. I have met with Chancellor-Elect Rogers three times since he was elected, and I found him to be authentic and engaging. During our first meeting, I told him that the faculty is invested in his success. He promptly corrected me, it was not his success, it is our success. I want to publicly reiterate my commitment to him to be a responsible member in this new partnership. I think that it goes without saying, but, just so there is no doubt, responsible partnership does not mean enabling. It means

that the faculty will provide honest and thoughtful input to administrative decisions before they are made; it means that the Faculty Senate will exercise responsibly the legislative duties assigned to it in the Faculty Manual. I agree with Chancellor-Elect Rogers, his chancellorship should be focused on policies that further advance the mission of the institution and whose center are people. In order to carry on this task, ECU will have to ensure that budgets are aligned with priorities. We have limited resources, only by purposeful investment in the academic enterprise we will grow stronger.

And I can assure you that this alignment of budget and priorities, people, and mission is exactly the compass that the Fiscal Sustainability Coordinating Committee is following. Dr. Van Scott will be happy to update you on our work, if you have any questions.
If you recall, I mentioned in November how much I disliked the saying: "This is ECU, we can do more with less" because it is not only untrue, it reflects first a defeatist resignation and second a heroic approach that under no circumstances should be part of our work. I strongly reject two other sentences, "with every crisis comes opportunity" and, above all, "when life gives you lemons, …". 2020 gave us an entire orchard of lemons, we started picking them up in March and now in 2021 they are rotten. I have been looking at them wondering what to do. There are so many, that some I had not even noticed before. Huge lemon: As Interim Chancellor Mitchelson just mentioned, in July 22nd, the UNC Board of Governors passed changes to the UNC Code 610 regarding fixed-term appointments. Chancellor Mitchelson told the officers a couple of weeks ago that in line with the revised UNC Code 610, he had approved the inclusion of new language on all new fixed-term contracts beginning on Fall 2021. What do you do with something that, on face value, undermines months of efforts to advance the rights of fixed-term faculty? I did two things: I sought clarification about the changes from the Senior Vice President for Human Resources at the UNC System Office, and I requested the support of the Chancellor and the Provost for current initiatives for the development of policies relative to the employment of fixed-term faculty. This lemonade is so bitter! I look forward to further collaboration with Chancellor-Elect Rogers on these issues to see if the final product is worth drinking.

A good friend of mine reminds me often that when talking about fixed-term faculty issues, we are talking about the financial security of the university. Their personal financial and professional well-being are directly related to the recruitment and retention of students. To successful graduates, to generous alumni. She also tells me that fixed-term faculty issues are related to equity and diversity.

In December, Associate Provost LaKesha Forbes's presentation allowed us to see how much work is still ahead of us in terms of equity and diversity in the faculty ranks. Hers and Dr. Beverly King's presentation today to University Council on the results of the UNC System related to ECU painted a troublesome picture in charts of red, pink, yellow, and blue. I have never thought that starting today, I will become an advocate for designing institutional strategies for the elimination of red and pink.

I look forward to the new report that Associate Provost Forbes and Director of Office of Faculty Excellence Sarah Williams will present to the Senate in March to inform us of current and future initiatives to further what we are doing around equity and diversity. But being informed will not be enough; we all have to participate, be committed to the work, and be invested in it.

I want to finish my remarks bringing to your attention that there is one way to solve these complex issues that I mentioned today: confront the problem, devise a multifaceted strategy to tackle it, create a network of allies and experts, start work. When tired, angry or disheartened, rest a bit, another member of the team will pick up your place. Continue, for as long as it is needed. Interim Chancellor Mitchelson, Chancellor-Elect Rogers, fellow faculty members, let's get to work. There is a lot of work to do and not a minute to waste. Hopefully, when 2021 is old, we will be able to see green sprouts.

A favorite poem of mine by Antonio Machado reads: 'Al olmo viejo, hendido por el rayo // y en su mitad podrido, // con las lluvias de abril y el sol de mayo // algunas hojas verdes le han salido'. (From the old elm, split by lightning // and half-rotten, // with the April rains and the May sun // some green leaves have come out).
I will think of these verses during all my meetings this Spring 2021."

Questions
Professor Chambers (Education) asked about an invitation that was extended to the Faculty Senate officers evaluating what their commitments will be moving forward given the work of the Diversity and Inclusion Exploratory Committee. What are we willing to do as faculty, especially at the level of leadership and are the Faculty Officers going to have a meeting with the chairs of that committee to discuss that.

Chair Martínez said Faculty Governance Committee is proceeding with the implementation of the recommendations, Committee on Committees is also working on the charge for the Equity and Diversity Faculty Senate committee, and the General Education and Instructional Excellence Committee is also discussing recommendations. Martínez has also asked Lakesha Forbes what would be the appropriate issues for the officers to work on and is planning to bring that up at the next Committee on Committees meeting to discuss some of the recommendations that Lakesha Forbes suggested. Chair Martínez apologized for not understanding that the Exploratory Committee on Diversity, Equity, and Inclusion was requesting a meeting with the Faculty Officers. Chair Martínez will ask Rachel Baker to organize a meeting with the committee representatives and the Faculty Officers.

Professor McKinnon (History) asked if the faculty will be part of plans for the fall 2021 semester. She noted that faculty should be part of those discussions early and now about things like whether courses will be 100 percent face-to-face and filled to capacity in classrooms. She asked if Chair Martínez has been part of these plans.

Chair Martínez has started speaking with Provost Hayes about this yesterday. Provost Hayes can comment on those during the general question period.

Professor Chambers (Education) said that for the recommendations coming out of the Exploratory Committee on Diversity, Equity, and Inclusion, most actions were sent to various committees, but several actions were outside of committees such as the Land Acknowledgement and asked if the officers are willing to take up those other actions.

Chair Martínez reiterated that a meeting will soon occur where those actions could be discussed. She promised to update the Faculty Senate on the outcome in her remarks at the next meeting.

J. Question Period
Chair Martínez recognized Professor McKinnon's (History) question about plans for the Fall 2021 as the first question of the general question period.

Provost Hayes said there have only been broad conversations about Fall 2021. So far, they have been planning for a traditional fall, such as we had in fall of 2019. We are in the recruitment phase for students and are having many conversations with parents and they have the same questions. There is more information to come but at this time we are planning for 100% reengagement in fall 2021.

Professor Bauer (English) asked if the 10% budget cut scenario is still needed now that the state budget is looking better.

Provost Hayes says they are currently still needed, but he is optimistic that they will not be executed. Hopefully, we will hear from Raleigh pretty soon regarding the conversation with the legislators. Hayes also said contracts will be issued immediately following recommendations from unit administrators. There are no plans to hold contracts.

Professor Chambers (Education) asked Provost Hayes now that we have finished winter session what are the lessons learned.

Provost Hayes said he has learned to remain flexible and nimble. He believes this served us well. Improved communication is important and should be part of all that we do. Decision-making is part of shared governance, as well.

Agenda Item IV. Unfinished Business
There was no unfinished business to come before the body at this time.

Agenda Item V. Report of Graduate Council
Graduate Council, Ron Preston
Professor Ron Preston (Education), Chair of the Graduate Council provided formal faculty advice on curriculum and academic matters acted on and recorded in the January 11, 2021, Graduate Council virtual meeting minutes, including level I action items from the November 18, 2020 Graduate Curriculum Committee meeting minutes which were approved by its delegated authority and are reported here for informational purposes, and academic and curriculum matters acted on and recorded in the November 23, 2020, Graduate Council meeting minutes were presented for formal faculty advice during the December 1, 2020 Faculty Senate meeting, but overlooked presenting the revision of an existing degree program, MS in Occupational Therapy from the Department of Occupational Therapy within the College of Allied Health Sciences which was included in programmatic action item GC 20-11, and is now being presented for formal faculty advice.

There was no discussion, and the Faculty Senate approved, as formal faculty advice to the Chancellor, curriculum and academic matters acted on and recorded in the January 11, 2021 and November 23, 2020 Graduate Council meeting minutes. **RESOLUTION #21-01**

Faculty Senate Meeting
January 26, 2021

Agenda Item VI. Report of Committees

A. Committee on Committees, Melinda Doty
Professor Doty (Engineering and Technology), Chair of the Committee, presented the names of nominees to fill the open seats on the upcoming UNC Faculty Assembly delegation with service beginning on July 1, 2021.

Professor Pam Reis (Nursing) was nominated by the Committee on Committees to move from her current seat as an Alternate to the Delegate seat. As a result of this nomination, the Committee on Committees has proposed two Alternate candidates, because Professor Reis's Alternate seat will be vacated if she is elected to fill the Delegate seat.

Professor Mobley (Theatre and Dance) nominated Professor Jeni Parker from Theatre and Dance.

Discussion
Professor Chambers said Professor Reis showed up at meetings. There is a space for alternates. Chambers said that Reis' dedication as an alternate should be considered in the faculty's decision-making.

After the additional nomination from the floor, Professor Reis was elected by secret ballot as the incoming Delegate with a 2024 term.

Professor Doty then presented the name of two nominees to fill the two alternate positions. Professor Annette Greer (Medicine) was nominated to fill the vacated 2023 term and Toyin Babatunde (Allied Health Sciences) was nominated to fill the 2024 Alternate term.

Professor Mobley (Theatre and Dance) nominated Professor Jeni Parker from Theatre and Dance for the 2023 term.

Professor Jeni Parker was elected by secret ballot as an incoming Alternate with a 2023 term.

Professor Toyin Babatunde was elected by acclamation as an incoming Alternate with a 2024 term.

B. Educational Policies and Planning Committee, Mark Bowler
Professor Bowler (Psychology) presented proposed revisions to the Academic Program Review (APR) guidelines. The largest change throughout the guidelines was to correct the focus of the guidelines. They were written as unit evaluations when they should have been written as program evaluations. The focus was on the home department and not the academic program within the department. The language removed terms like "unit" and replacing it with "program" as well as changes to maintain compliance with SACS and updated to halt the use of the review to evaluate units rather than programs. They also added some language to items that are supposed to be included with the review with regard to diversity and inclusion.

There was no discussion, and the proposed revisions to the Academic Program Review (APR) guidelines were approved as presented. **RESOLUTION #21-02**

Agenda Item VII. New Business
There was no new business to come before the body at this time.

There being no further business, the meeting adjourned at 4:37 pm.

Submitted by,

Marlena Rose	Jean-Luc Scemama	Rachel Baker
Secretary of the Faculty	Vice Chair of the Faculty	Faculty Senate
Health Sciences Library	Department of Biology	

FACULTY SENATE RESOLUTIONS APPROVED AT THE JANUARY 26, 2021 MEETING

Resolution #21-01
Formal faculty advice on curriculum and academic matters acted on and recorded in the January 11, 2021, Graduate Council virtual meeting minutes, including level I action items from the November 18, 2020 Graduate Curriculum Committee meeting minutes which were approved by its delegated authority and are reported here for informational purposes, and academic and curriculum matters acted on and recorded in the November 23, 2020, Graduate Council meeting minutes were presented for formal faculty advice during the December 1, 2020 Faculty Senate meeting, but overlooked presenting the revision of an existing degree program, MS in Occupational Therapy from the Department of Occupational Therapy within the College of Allied Health Sciences which was included in programmatic action item GC 20-11.

Resolution #21-02
Revisions to the Academic Program Review (APR) guidelines, as follows:

East Carolina University
Academic Program Review Guidelines

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~~ is to engage program faculty in a reflective ~~process of thoughtful study and~~ evaluation of program quality and alignment to the pedagogical standards within their discipline as well as 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 formally ~~periodically~~ reviewed by an external accrediting body are not included in ~~part of~~ the formal APR process described in these guidelines ~~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). Programs housed in the same department (or in some cases the same school or college) may combine their APRs into a single process and address all programs in a single written report.

The review of programs, concentrations, and certificates without external ~~specialized~~ accreditation is intended to help faculty and administrators gain a~~n~~ better understanding of the ~~following~~:
- Purpose and outcomes for each degree program, concentration, and certificates associated with a program being reviewed;
- Each program's effectiveness in achieving its purpose and outcomes, along with overall program quality;
- The faculty's vision for their ~~each~~ program and potential improvements that can be made based on the ~~actions taken as a~~ results of institutional and assessment data; and
- Future programmatic improvements to the recruitment and advancement of students, curriculum, pedagogy, and/or operational functions of the program ~~department~~.

APR at ECU consists of two interrelated activities: an on-site program review which occurs approximately every seven years for each program, and a 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.~~ As externally accredited programs are exempted from this process, an APR is not to be considered a departmental, school, or college review. The focus of an APR is on the specific program(s) being reviewed. Subsequently, data from faculty members who are not substantial contributors to a program should not be included in a program's APR.

II. **Academic Program Review Process**

The APR process ~~focuses on program improvement, which is based on~~ is conducted on three primary phases ~~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 relevant 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 program faculty and program administrator (i.e., the department chair, school director, or other immediate administrator of the program) ~~unit~~ will be notified of the upcoming review.
   b. One semester prior to the scheduled academic program review, the program ~~unit~~ faculty and program administrator attend an orientation led by the Director of Institutional Assessment ~~Coordinator~~ to go through the review processes and resources.
   c. The program ~~unit~~ faculty consult with the program administrator ~~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 program ~~department~~ under review and in a related campus-based discipline ~~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 Director of Institutional Assessment ~~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 Director of Institutional Assessment ~~Coordinator~~ works with the program administrator ~~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 program ~~unit~~ administrators, program faculty, ~~undergraduate and graduate~~ students, relevant university ~~college/school~~ administrators, relevant university and community constituents, ~~dean of the Graduate School,~~ and members of the Academic Council.

2. Program ~~Unit~~ Self-Study
   The program ~~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 of the program's home unit, the ~~unit undergraduate~~ program director/coordinator, ~~the unit graduate program coordinator,~~ and~~/or~~ program administrator ~~unit chair~~ coordinate the preparation of the Self-Study, but it is

important to have broad-based input from the program faculty. An electronic copy should be sent to the Director of Institutional Assessment ~~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 Director of Institutional Assessment ~~Coordinator~~ chairs the Internal Review Committee; members include the dean of the home college or school 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
   Program ~~Unit~~ faculty revise the Self-Study based on input from the Internal Review Committee. The Director of Institutional Assessment ~~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 program faculty, program administrator ~~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 Director of Institutional Assessment ~~Coordinator~~, who will distribute to the program faculty, program administrator ~~Unit~~, the Internal Review Committee, and the Academic Council.

6. Program ~~Unit~~ Response Report
   In a Program ~~Unit~~ Response Report, the program 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. Program ~~F~~faculty also prioritize the resource needs that emerge from the recommendations.

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

8. Program ~~Unit~~ Response Report to EPPC
   Each Program ~~Unit~~ Response Report will be sent to EPPC for their review and approval. The self-study, external review committee report, and program ~~unit~~ response will be sent to the Chair of EPPC and the review will be placed on an EPPC agenda. The program ~~unit~~ administrator attends the EPPC meeting to answer any questions and hear the committee's decision on whether the program ~~unit~~ response is approved or not. If the program ~~unit~~ response is not approved, the EPPC Chair will write a memo with concrete recommendations for improvement within ten days. The program ~~unit~~ response is to be edited and resubmitted to the Chair of EPPC for the next committee meeting. Programs ~~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 program faculty, the program ~~unit~~ administrators and Internal Review Committee. In this meeting, the program ~~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 Director of Institutional Assessment ~~Coordinator~~ records major decisions made at the meeting, to include revisions made or new actions added to the Program ~~Unit~~ Response Report. The Director of Institutional Assessment ~~Coordinator~~ distributes the major   decisions in the form of a memorandum to program ~~unit~~ faculty, program administrator, 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 program ~~unit~~ administrator and~~/or~~ program 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 Director of Institutional Assessment, 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. Program ~~Unit~~ Faculty (including program director/coordinator)

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 Program ~~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 after the Final Action Plan meeting ~~out~~

B. Program Administrator (i.e., the chair of the home department or the relevant direct administrator of the program)
   1. Coordinate the activities of the program faculty
   2. Coordinate faculty and IPAR activities
   3. Assist with data collection

C. Dean of the College or Director of the School ~~Having~~ Housing the Program Under Review~~ed~~

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 program ~~department~~ administrator and faculty ~~leaders~~ to revise Program ~~Unit~~ Response Report to identify actions to be taken at the college level
4. Participate in Final Action Plan meeting with Academic Council

D. Internal Review Committee

1. Includes the following people:
   a. Director of Institutional Assessment, (chair)
   b. Dean of the college or director of the school that houses the program under review
   c. Dean of the graduate school if a graduate program is being assessed
   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 program faculty and Academic Council to finalize action plans and resource priorities

E. External Review Committee

1. Review the Self-Study prior to arrival on campus
2. Meet with program department 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 program faculty, graduate school, and division administrators

F. 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

G. 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 program administrator and dean on the unit program response
3. Report the final EPPC recommendation decision to the Director of Institutional Assessment Coordinator
*Note: If the Unit **Program** Response is not accepted by EPPC, the Chair of EPPC will provide concrete recommendations for improvement to the unit **program** administrator within 10 days.*

H. Institutional Research

1. Maintain the Academic Program Profile desktop located in the ECU Analytics Portal
2. Meet with program department 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

I. 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 program 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 program ~~degree/certificate~~ that is included in the review ~~has been reviewed~~ and the indicators you used to assess the quality;
b. strengths and weaknesses of the program ~~department~~ (e.g., How effectively do faculty contribute to teaching and student mentoring, scholarship and creative activity, ~~research and~~ service mission, and clinical activities of the program ~~department and its programs~~? What is the diversity of faculty, students, and staff? Does curricular content represent a variety of cultural and other diverse perspectives as evidenced by curricular content and/or the authors of texts and other curricular resources? 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 included in the review ~~without specialized accreditation in the department/school~~:

1.1 Provide a clear and concise statement of the program's purpose;
1.2 Describe how the program's purpose aligns to its unit's mission and the University's mission and strategic initiatives;
1.3 Articulate any specific or ~~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: ***Programs*** ~~***Departments***~~ ***may*** ~~***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~~ Describe actions ~~have been~~ taken that implement the University's/College's strategic initiatives regarding enrollment management such as program expansion or contraction.~~?~~

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 **are** ~~is~~ the job placement**s and graduate/professional school enrollments** ~~rate~~ of **recent program** ~~the~~ graduates? Does it meet faculty expectations? *NOTE: For **some** ~~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 to implement these plans?

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 Nuventive Improve ~~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, including innovations in diversity, equity, and inclusion.

E. Student Learning Outcomes Assessment

To support this section, review program assessment reports from Nuventive Improve ~~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? Does curricular content align to assist graduates to engage a diverse and global society?

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 **program** ~~department~~ *can use their own data or consider this section as optional for certificate reviews.*

3.7 How satisfied are graduating students with the program? Are there practically significant variations in student satisfaction by race/ethnicity/national origin, gender/gender identity, geographic region, first generation college student status or other relevant demographics?

3.8 How do graduating students~~/~~ and program 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 What ~~Describe any additional~~ resources are needed to implement these plans? ~~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 program ~~department~~ faculty data provided by IPAR and respond to the following:

4.1 Faculty Profile: Describe the current faculty affiliated with the program ~~department~~ (e.g., percent full- versus part-time, diversity, percent with terminal degree, tenure status, etc.).

4.2 Faculty Resources: Does the program ~~department~~ have the number and type of faculty to achieve its goals?

4.3 What actions has the program administrator ~~department~~ taken to recruit, ~~and~~ retain, and advance highly qualified, diverse faculty?

I. Analysis of Teaching Productivity

4.4 Based on the Student Credit Hours and Generated FTE report, ~~D~~describe the trend in student credit hour production in the program ~~department~~ over the past seven years, for both Distance Education and campus courses, highlighting the program's ~~department's~~ contribution to the ~~Foundations~~ General Education 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 faculty? Is the teaching load equitably distributed among faculty by race/ethnicity, gender, and other faculty characteristics? What has the program administrator ~~department~~ done to adjust ~~faculty~~ teaching load for faculty members of this program?

4.6 Describe the direct contributions (course sections taught) and indirect contributions (grading, tutoring, etc.) of graduate teaching assistants to the program's ~~department's~~ teaching mission?

4.7 What are the major achievements of program ~~department~~ faculty regarding teaching? What has the program administrator ~~department~~ 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 program faculty and students regarding research, scholarship ~~(including scholarship of engagement)~~ and creative activities ~~as documented in Sedona/Faculty 180 and/or RAMSeS~~?

    4.9 Describe ~~What are~~ the ~~relative~~ strengths and weaknesses regarding research, scholarship, and creative activities. ~~as compared to departments at peer institutions or major competitors? When available, use Academic Analytics to demonstrate strengths and weakness. The department will need to collect additional data from comparable programs at ECU official peers or major competitors.~~

    4.10 What has the program administrator ~~department~~ done to support ~~faculty~~ the research, scholarship and creative activities of program faculty and students?

K. Analysis of Service and Outreach activities

    4.11 What major service and outreach initiatives have ~~the~~ program faculty and students engaged in? What has the program administrator ~~department~~ done to support program faculty and student service/outreach activities?

L. Action Plans:

    4.12 What does the program administrator ~~department~~ plan to do to support the teaching, research, and service activities of program faculty and students? What resources ~~will it~~ are needed to implement these plans?

5. Regional Transformation – Economic Development/Public Service

    5.1 As applicable ~~P~~provide a summary of major activities the program ~~department~~ faculty and students have participated in to support regional transformation over the last seven years.

    5.2 As applicable, ~~W~~what does the program ~~department~~ plan to do to support regional transformation? What resources will it need to implement these plans?

6. Resources

    6.1 Based on analysis of the operating budget and revenue sources supporting the department 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~~ to achieve its objectives, e.g., academic advising, number and diversity of faculty, 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 program ~~department~~ plan to do to improve these outcomes? What resources are ~~will it~~ needed to implement these plans?

M. Signature Page

    External Review Committee Report on the ~~Department of~~ **[Program Name(s)] of the** [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

(Graphic will be removed)
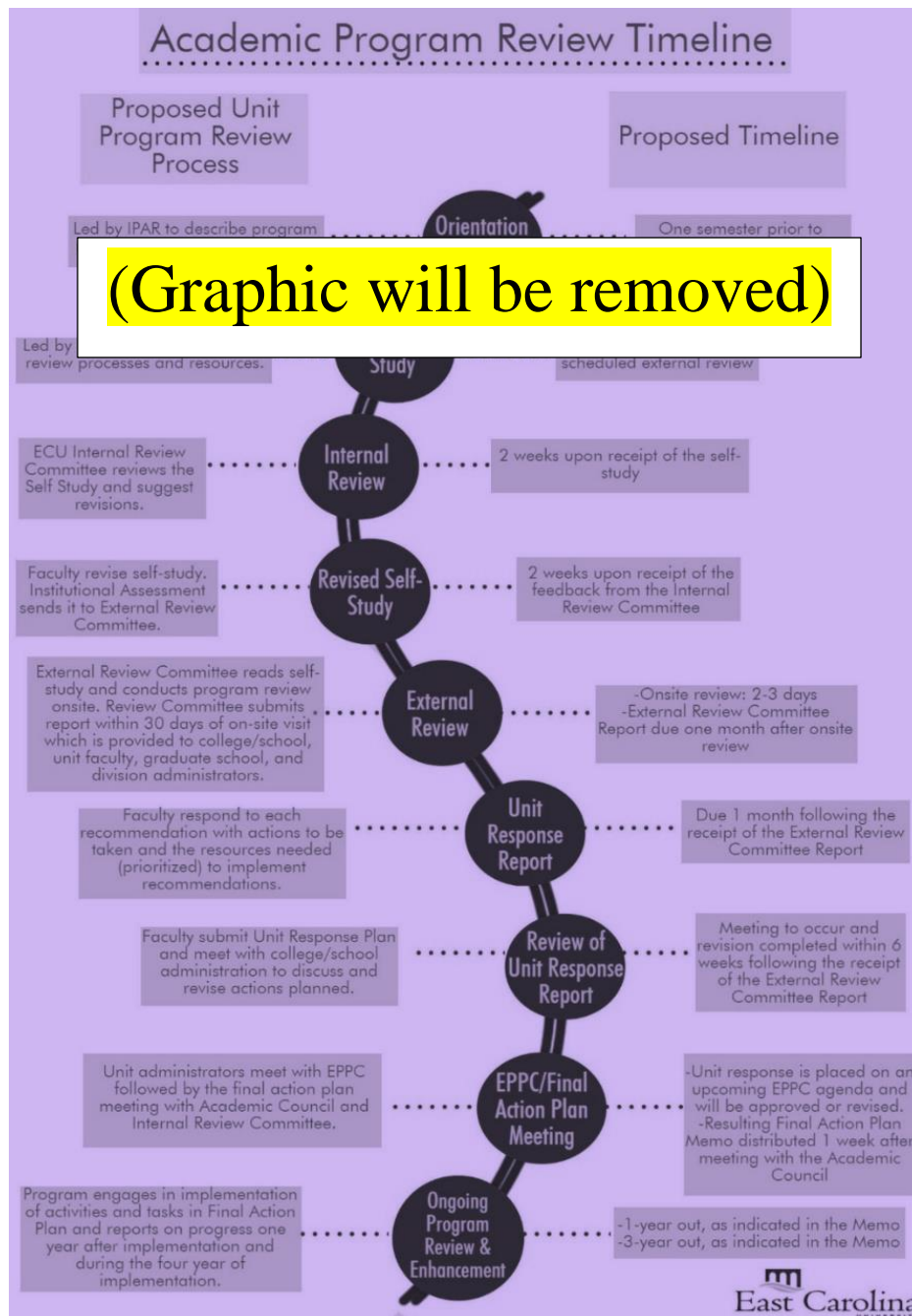
V. Institutional Research Support for Academic Program Review

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), or IR Director, Dr. Beverly King (kingb14@ecu.edu).

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

Departments 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 may wish to include data available from surveys conducted within the department, across ECU, and/or the community. Please contact Kyle Chapman (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) 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). 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 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 to have access to this program specific data. Departments 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 interpretation of faculty resources. No additional data provided.

- Item 4.3. Department 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 and fiscal year.

- Item 4.5. Delaware Study (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)

-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 Academics 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)
- ECU Student Achievement Metrics (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~~ program 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 discipline or field. The potential internal reviewers are ECU faculty from a related campus-based discipline or field. Diversity and inclusion should be considered as the program seeks potential reviewers. The Director of Institutional Assessment can assist in identifying internal reviewers. The program ~~unit~~ should forward the list of potential reviews to the Director of Institutional Assessment ~~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 Director of Institutional Assessment ~~Coordinator~~ containing the following   information:
- Name of reviewer
- Name of university
- Complete job title/rank and name of a reviewer's program ~~unit~~
- Primary area of scholarly activity (related to program ~~unit~~ being reviewed)
- Rationale for selection
- Contact information (full mailing address, e-mail, and telephone number)

Nominees from the list provided by the program ~~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 with preference being at least one serving at an ECU official peer institution;
- One internal reviewer from a related campus-based discipline outside of the program ~~department 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 public~~al~~ly 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 program ~~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~~program'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 program ~~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 program ~~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~~program's overall strengths and weaknesses?
- How does the program foster diversity, equity, and inclusion among students, faculty, and staff? Is the curriculum broadly inclusive?
- What major improvements (including student learning and faculty development) has the program ~~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~~program'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.

VII. ECU Peer Institutions
Approved by the UNC-BoG October, 2020 (https://ipar.ecu.edu/research/rsrch-peer-institutions/):
- **Ball State University**
- **Central Michigan University**
- **Florida Atlantic University**
- **Illinois State University**
- **Kent State University at Kent**
- **Northern Arizona University**
- **Ohio University.**
- **University of Nevada –Las Vegas**
- **Utah State University**
- **Washington State University**
- **Western Michigan University**

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