

**EAST CAROLINA UNIVERSITY
2004-2005 FACULTY SENATE**

The eighth regular meeting of the 2004/2005 Faculty Senate will be held on **Tuesday, April 19, 2005**, at 2:10 p.m. in the Mendenhall Student Center Great Room.

FULL AGENDA

This is the last meeting of the year for the 2004/2005 Faculty Senate.

Newly elected Faculty Senators and Alternates will begin their service on Tuesday, April 26, 2005, with an agenda forthcoming.

I. Call to Order

II. Approval of Minutes

March 22, 2005

III. Special Order of the Day

- A. Roll Call
- B. Announcements
- C. Steve Ballard, Chancellor
- D. Kevin Seitz, Vice Chancellor for Administration and Finance
Vice Chancellor's Report
- E. George Harrell, Senior Associate Vice Chancellor for Campus Operations
Report on the 1.1 oversell of A1 parking decals
- F. Catherine Rigsby, Chair of the Faculty
- G. Brief Moment in History, Henry Ferrell
- H. Brenda Killingsworth and Dee Dee Glascoff, Faculty Assembly Delegates
Report on the Faculty Assembly Meeting of April 8, 2005.
- I. Task Force for Economic Development, Rick Niswander
- J. Question Period

IV. Unfinished Business

V. Report of Committees

- A. University Curriculum Committee, Tim Hudson
Curriculum matters contained in the minutes of the [March 24, 2005](#), Committee Meeting.
- B. Admission and Retention Policies Committee, Christine Avenarius
 - 1. Removal of "University College" as an admissions category (attachment 1).
 - 2. Update on the review of the current policy on graduation with distinction (found in Section 4. of the *ECU Undergraduate Catalog*).
 - 3. Proposed revision to the *ECU Undergraduate Catalog*, Section 5. Academic Regulations, relating to Class Attendance and Participation Regulations (attachment 2).
- C. Educational Policies and Planning Committee, Charles Hodson
 - 1. For Information Only:
 - a. Request for Authorization to Establish a New Distance Education Degree Program with a Master of Arts in Health Education.
 - b. Request for Authorization to Establish a BFA concentration in Animation / Interactive Design.
 - c. Request for Authorization to Establish a BA in Art with a concentration in General Studio.
 - d. Request for Authorization to Establish a new Interdisciplinary Minor in Security Studies.
 - e. Request for Authorization to Establish a New PhD in Health Psychology.
 - f. Request for Authorization to Establish a MA in Communication.
 - g. Implementation of concentrations for the BS in Industrial Technology.
 - h. Implementation of two new concentrations for the BS in Engineering.
 - 2. Request to change the name of the BS in Manufacturing to the BS in Industrial Engineering Technology.
- D. Faculty Welfare Committee, Melissa Nasea
Resolution on Faculty Salary Practices (attachment 3.)
- E. Teaching Grants Committee, Harold Stone
Proposed Revisions to the 2006-2007 Teaching Grant Proposal (attachment 4).
- F. Unit Code Screening Committee, Garris Conner
Approval of the revised College of Education Unit Code of Operation.

VI. New Business

- A. Formation of an Ad Hoc Committee on Tenth Street Safety, David Long
(attachment 5).
- B. Recommendation from the Process Improvement Committee Concerning Five Year Unit Evaluations, Michael Poteat
(attachment 6).
- C. Resolution on Classroom Discussion on Alcohol, Brian McMillen
(attachment 7).

Faculty Senate Agenda
April 19, 2005
Attachment 1.

ADMISSIONS AND RETENTION POLICIES COMMITTEE
Removal of "University College" as an Admissions category

The "University College" admission category was established at ECU, prior to the extensive development of the NC Community College system, to provide access to the University for non-traditional students (over the age of 24) who had an academic "deficiency" from high school or who had attended another university, at least one year prior to application to ECU, and received poor grades. The "University College" admission category is still in use today, but it creates problems because the students admitted under this category are often under prepared and wind up failing out of the university.

Therefore, the Admissions and Retention Policies Committee recommends that the "University College" admissions classification be removed from all University documents because of the development of the community college system, which is better prepared to meet the needs of these students. Once the students have successfully completed courses of study in community colleges or other institutions, they can then apply to ECU as transfer students. Removing this admission classification does not affect existing administrative structures.

Faculty Senate Agenda
April 19, 2005
Attachment 2.

ADMISSIONS AND RETENTION POLICIES COMMITTEE
Revision to the *ECU Undergraduate Catalog*

Replace the current text on Class Attendance and Participation Regulations noted in the *ECU Undergraduate Catalog*, Section 5. Academic Regulations with the following:

"CLASS ATTENDANCE AND PARTICIPATION REGULATIONS

Students are expected to attend punctually all lecture and laboratory sessions and field experiences and to participate in course assignments and activities as described in the course syllabus. Absences are counted from the first class meeting, and, at the discretion of the instructor, absences because of late registration may not be automatically excused.

Each instructor shall determine the class attendance policy for each of his or her courses, as long as the instructor's policy does not conflict with university policy as described herein. The instructor's attendance policy, along with other course requirements, will be presented to the class, preferably in writing, at the first class meeting. Faculty may include class attendance as criteria in determining a student's final grade in the course. If class attendance is to affect a student's grade, then a written statement to that effect must be part of the course syllabus.

Excused absences accounting for a total of 10% or less of class meeting time should not lower a student's course grade, provided that the student, in a manner determined by the instructor, is able to make up the work that has been missed and is maintaining satisfactory progress in the course. If a student anticipates that he or she may miss more than 10% of class meeting time as a result of university-excused absences, the student is required to discuss this matter with the instructor at the beginning of the semester and may be advised to drop the course.

Instructors may require that students provide reasonable advanced notice of a university-excused absence, when possible. It is the student's responsibility to obtain verification of a university-excused absence by contacting the Office of the Provost or his or her designee. Requests for university-excused absences should be submitted, whenever possible, to the Office of the Provost or his or her designee at least a week prior to the

scheduled absence. Requests submitted after the fact will be disapproved unless circumstances made prior approval impossible.

The death of an immediate family member or student participation in religious holidays may be considered an excused absence under university policy. Should such a circumstance occur, and the faculty member desires verification, the student should contact the Office of the Provost or his or her designee for a university-excused absence and provide documentation of the particulars.

The Student Health Service does not issue official written excuses for illness or injury except in the case of a final examination when a grade of incomplete (I) is requested by the student. Upon student request, however, the Student Health Service will confirm that the student has received medical care.

The Office of the Provost or his or her designee may authorize university excused absences for the following activities:

1. Participation in authorized activities as an official representative of the university (i.e., sporting events, delegate to regional or national meetings or conferences, participation in and necessary travel to and from university-sponsored performances);
2. Participation in other activities deemed by the Office of the Provost or his or her designee to warrant an excused absence.

Any student who feels that he or she has been treated unfairly concerning absences or has been misinformed by the faculty member regarding that instructor's absence policy shall have the right to appeal through the appropriate Dean."

Current Text reads as follows:

"CLASS ATTENDANCE AND PARTICIPATION REGULATIONS

Students are expected to attend punctually all lecture and laboratory sessions and field experiences and participation in course assignments and activities as described in course syllabus. Absences are counted from the first class meeting, and absences because of late registration will not be automatically excused. The student is held accountable for the work covered in each class meeting.

Each instructor shall determine the class attendance policy for each of his or her courses. This policy, along with other course requirements, will be presented to the class, preferably in writing, at the beginning of the semester or summer school term.

The Student Health Service does not issue official written excuses for illness or injury except in the case of a final examination when a grade of incomplete (I) is recommended. Upon request, however, the Student Health Service will confirm that the student has received medical care. If a faculty member needs additional information regarding the nature and/or scope of an illness or injury, the student must authorize the release of the information by signing a release of information form in the Student Health Service.

Instructors are expected to recognize and honor university-excused absences, i.e., treat the absence as an excused absence. Instructors may require that students provide reasonable advanced notice of a university-excused absence, when possible. If required by the instructor, verification of a university-excused absence may be obtained by the student by contacting the Office of the Provost or his or her designee.

The death of an immediate family member or student participation in religious holidays may be considered an excused absence under university policy. Should such a circumstance occur, and the faculty member desires verification, the student should contact the Office of the Provost or his or her designee for a university-excused absence and provide documentation of the particulars.

University-excused absences may be authorized by the Office of the Provost or his or her designee for activities as follows:

1. participation in authorized university activities as an official representative of the university (i.e., sporting events, delegate to regional or national meetings or conferences, participation in and necessary travel to and from university-sponsored performances);
2. participation in activities directly related to university course work and part of the course requirements; or
3. participation in other activities deemed by the Office of the Provost or his or her designee to meet the spirit of these requirements by furthering the mission and enhancing the reputation of East Carolina University.

To qualify for a university-excused absence, as in 2., above, an activity must

- be directly related to the course work;
- be of a nature that prevents it from being accomplished at a time that does not conflict with a class;
- be announced on the first day of class with complete information regarding date, time, purpose, and duration;
- be limited to one per course per term; and
- be submitted by the course instructor, through the appropriate departmental chairperson, director, or dean, to reach the Office of the Provost or his or her designee not later than one month prior to the start of the term.

Except as provided above, requests for a university-excused absence should be submitted, whenever possible, to the Office of the Provost or his or her designee at least a week prior to the scheduled absence. Requests submitted after the fact will be disapproved unless circumstances made prior approval impossible or unreasonable."

Faculty Senate Agenda

April 19, 2005

Attachment 3.

FACULTY WELFARE COMMITTEE Resolution on Faculty Salary Practices

Overview

The Faculty Senate in the spring of 2004 asked the Faculty Welfare Committee to examine salary practices at East Carolina University. The Committee has studied the salary structure of each department and school at ECU, and reported cases of inversion, compression, and expansion at the Faculty Senate meeting of November 9, 2004. (See definitions of terms at end of this report). Also, in February, 2005, the Committee surveyed the Deans and Chairs about their salary practices. (See below for survey results). Of the 20 responses received, 8 were from deans or directors, 10 were from chairs, and 2 were anonymous. Nine questions were asked, of which the answers to the first seven can be tabulated.

Many chairs and deans felt that they could not offer competitive salaries in order to attract and retain the best available faculty. Most units consider and attempt to maintain salary differentials between assistant and associate professors, and between associate and full. For promotion from assistant to associate, most schools or departments award a raise between \$750 and \$1500 and for the promotion from associate to full, between \$750 and \$2000. Most unit heads study their faculty salaries each year to identify problems that need to be addressed, but within the last four years, few felt that they had enough money to solve the perceived problems.

In the comments section, unit heads in general said that either they cannot hire the best candidates for positions or cannot pay sufficient salaries to retain professors who receive offers from other universities. Other difficulties in recruitment and retention involve the inability to offer adequate moving expenses, summer support, and reasonable health insurance. Even if chairs and deans identify individual professors that they feel are underpaid relative to those in the same department or school, they often cannot solve the problem either because the salary pool in a given year is too small, or because higher administration placed too many restrictions on what could be done with the funds. Thus, many deans and chairs worry that salaries of new hires are high relative to professors already present but can do nothing about the situation. Many deans and chairs consult national professional organization surveys such as accrediting agencies when assigning salaries.

However, not all deans and chairs believe that salary differentials automatically should be maintained between the ranks; some believe that salaries should be based solely on market forces and merit.

Conclusions

Although salaries in some schools and colleges are keeping up with national norms, others must offer salaries to new hires above salaries of those professors already present (inversion), and have difficulty solving the perceived imbalance. A few chairs and deans dismiss this as a problem, commenting that compression and inversion are the result of "market forces" and also that salaries should be based on merit, not longevity or rank. However, there is widespread agreement among chairs and deans that the small pools of raise money in recent years, coupled with restrictions placed on the money, leave them hampered in their attempts to maintain the salary structure that they would prefer.

Solutions to the current situation may involve:

1. An agreed-upon salary structure or practice for each school, college, or department.
2. Appeal to ECU administration for more help in solving the worst problems of salary compression, inversion, or depression.
3. Appeal to UNC-OP to stop placing so many restrictions on the yearly pool of raise money.

Results of the Survey of Deans and Chairs

(Note: 20 people responded, 19 answered questions 1-3, 20 answered questions 4-5, and 18 answered questions 6-7.)

1. I am able to offer salaries that are competitive with other universities to attract the quality of faculty I wish to hire and retain.

Strongly disagree	disagree	neutral	agree	Strongly agree
	8	5	5	1

2. My unit considers and attempts to maintain the salary differentials that should be kept between Assistant and Associate Professors.

Strongly disagree	disagree	neutral	agree	Strongly agree
1	2	1	10	5

3. My unit considers and attempts to maintain the salary differentials that should be kept between Associate and Full Professors

Strongly disagree	disagree	neutral	agree	Strongly agree
1	1	3	9	5

4. In a year with a reasonable university salary budget, suppose an Assistant Professor in your area receives tenure and promotion to Associate. How much raise would this person receive just for the tenure and promotion, not counting additional raise for merit/equity?

Less than 1000	1000-1500	1500-2000	2000-2500	More than 2500
10	6	2	1	1

5. In a year with a reasonable university salary budget, suppose an Associate Professor in your area receives promotion to Full. How much raise would this person receive just for the promotion, not counting additional raise for merit/equity?

Less than 1000	1000-1500	1500-2000	2000-2500	More than 2500
5	6	5	1	3

6. Each year for the last 4 years my unit has studied and identified salary inequities that have developed.

Strongly disagree	disagree	neutral	agree	Strongly agree
	1	2	7	8

7. Each year for the last 4 years my unit has had sufficient salary monies to solve salary inequities we have identified.

Strongly disagree	disagree	neutral	agree	Strongly agree
8	3	4	3	

8. Do you use benchmarks from national salary surveys when managing faculty compensation? If so, what benchmarks?

(Comments summarized in report)

9. What other issues impact salary fairness and equity for faculty in your area? Please be as specific as possible, and suggest ways in which these issues might be addressed. (Comments summarized in report)

Salary variables and definitions

(Excerpted from communication with Gretchen Bataille, Senior VP for Academic Affairs, UNC OP, 7-11-03)

- A. Salary Inversion: Over time and with the addition of new assistant professors at market salaries, it cannot be assumed that rank or length of service provide appropriate salary differentials. In recognition of rank and longevity, units need to consider how to restore the hierarchy of salary and rank (always with the recognition of the contributions of merit to disparities that might exist)
- B. Salary Compression: Similar elements that contribute to salary inversion contribute to salary compression where differences between salaries in ranks are minimal. Similar analysis is needed in this area. Consideration might be given to a campus policy that provides a set increase (\$2000-\$4000) for promotion to associate and full professors as a means of maintaining salary differentials among faculty ranks.
- C. Salary Depression: Statistics demonstrate that overall UNC salaries are lower than the 80th percentile of each set of campus peers. Analysis must restore our competitiveness with the external market in recognition of the mobility of our best faculty. The other aspect of salary depression is that we must restore reasonable minimum salaries for all faculty in recognition of the need to provide a respectable salary for a full-time faculty position.

Not discussed by Gretchen Bataille, but present in rare cases at ECU

- D. Salary expansion: Comparison of the salary distribution in some departments with the same kind of departments at campus peer universities demonstrates that the differential between ranks at ECU is much larger than that at other universities. This can result in lower ranks at ECU paid less than at campus peers, and upper ranks paid the same or more than at campus peers.

Definitions of salary inversion, compression, and depression

Available online at: http://www.ecu.edu/fsonline/FacultySenate/MINUTES/fsm11_04FacultyWelfareReport.doc

Proposed Committee Resolution

Whereas, there are a number of cases of faculty salary imbalances such as compression, inversion and depression at East Carolina University, and

Whereas, the UNC-OP has indicated that such salary imbalances are not advisable, and

Whereas, such imbalances can lead to poor faculty morale and faculty retention problems, and

Whereas, the faculty realize that such imbalances are in many cases not the result of policy choices by chairs, directors, and deans at ECU, but are commonly due to market forces and salary directives from higher administration,

Therefore Be It Resolved that the Faculty Senate requests that each year the ECU Chancellor appoint a committee consisting of at least one member of the ECU administration and at least one member of the Faculty Welfare Committee to:

1. Study the salary structure of all schools and departments at ECU.
2. Compare that salary structure with our OP Peer universities and public PhD-granting universities in the United States.
3. Determine which departments and schools have significant salary imbalances (as noted by comparisons that demonstrate highly compressed, inverted, or depressed salaries).
4. Meet with the appropriate Deans about the salary situations in their schools to discuss the origins of the salary imbalances and decide which are most pressing to solve.
5. Set aside a small percentage of salary money each year to solve the most pressing salary problems.
6. Report annually to the Faculty Senate on progress in mitigating salary imbalances.

Faculty Senate Agenda

April 19, 2005
Attachment 4.

TEACHING GRANTS COMMITTEE

Proposed Additions to the 2006-2007 Teaching Grant Proposal

1. Teaching Grant Committee members cannot submit a proposal for consideration for funding before this committee.
2. Proposals cannot be submitted to both the Teaching Grant Committee and the Research/Creative Activity Grants Committee in the same year. Submission to both funding sources will disqualify the proposer from evaluation for either grant.
3. Grant recipients cannot receive funding for the Teaching Grant in any two subsequent years.

The full 2006-2007 Teaching Grant Application is available online at:
<http://www.ecu.edu/fsonline/AcademicCommittees/tg/teachinggrants.htm>.

NEW BUSINESS

Formation of an Ad Hoc Committee on Tenth Street Safety

The Faculty Senate endorsed Resolution #05-27 (below) at the March 22, 2005, meeting. In order to move swiftly on the review of what can be done to improve the safety conditions on Tenth Street in the area of the campus, I propose that Catherine Rigsby, Chair of the Faculty, form an Ad Hoc Committee on Tenth Street Safety, composed of 5 faculty members appointed by her and 2 administrators appointed by Mike Vanderven, Director of Parking and Traffic Services.

The Ad Hoc Committee on Tenth Street Safety should meet in May and June as needed to investigate the steps needed to eliminate this safety hazard. The Ad Hoc Committee should then report their initial findings and/or solutions to the Parking and Transportation Committee and the Chancellor for consideration. A final report from the Ad Hoc Committee should then be presented to the Faculty Senate in September 2005 with updates on the progress of the elimination of such safety hazards from the Chancellor throughout the process.

This modification in the resolution would eliminate the need for a special called meeting of the Faculty Welfare Committee and the possible postponement of the Parking and Transportation Committee's and/or Chancellor's efforts to begin to remedy the dangerous conditions on Tenth Street in the area of the campus.

Resolution #05-27

Approved by the Faculty Senate: March 22, 2005

Approved by the Chancellor: n/a

Resolve that the Chair of the Faculty should refer to the appropriate committee of the Senate, the matter of looking into what can be done to improve the safety conditions on Tenth Street in the area of the campus, and consider the feasibility of having speed bumps, reduced speed limit, pedestrian bridges and/or tunnels, and other means designed to reduce the incidence of vehicular/pedestrian confrontations in this area, and report back to the Senate on their findings by the end of Fall semester 2005.

NEW BUSINESS

Recommendation from the Process Improvement Committee Concerning Five Year Unit Evaluations

In accordance with Faculty Senate Resolution #04-21 (noted below), the Process Improvement Committee recommends that the cycle for the Five-Year Unit Evaluations be modified to fit the schedule of (combined undergraduate and graduate) program review (coordinated with external professional accreditation reports whenever possible). The Unit Evaluation would serve as a faculty comment on the unit's self study, a response to the findings and recommendations of the review team, and would be used in the development of a unit response to the recommendations derived from the program review.

For the purpose of this recommendation, a unit is defined in accordance with Appendix D of the East Carolina University Faculty Manual which states "academic units are defined as departments described in the codes of operation of professional schools, the departments in the College of Arts and Sciences, professional schools without departments, Academic Library Services, Health Sciences Library, and any other units in which faculty appointments are made. In the College of Arts and Sciences and in professional schools whose unit codes describe departmental structures, departmental chairs are the unit administrators. In schools that do not have departments described in their unit codes, the dean of the school is the unit administrator."

Resolution #04-21

Approved by the Faculty Senate: April 20, 2004

Approved by the Chancellor: April 26, 2004

Report on Streamlining Reporting Processes, including the following recommendations.

1. The committee recommends to the Department of Institutional Planning, Research and Effectiveness and the Vice Chancellors for Academic Affairs, Health Sciences, and Research and Graduate Studies the formation of a new Administrative Committee, the Process Improvement Committee, consisting of the Director of IPRE, the Director of Institutional Effectiveness, the Director of Institutional Research and Testing, a representative from the Division of Academic Affairs, the Division of Health Sciences, the Faculty Senate, ITCS, the Graduate School, and three representatives of the Faculty Senate on staggered terms and a dean's representative from each college or school. The charge of this administrative committee should be to review the reporting process and make recommendations to the vice chancellors to coordinate reports, reduce duplication of effort, and enhance the usability of information requested. The committee will develop a charge and membership with staggered terms.
2. The committee recommends to the Department of Institutional Planning, Research and Effectiveness and the Vice Chancellors for Academic Affairs, Health Sciences, and Research and Graduate Studies that graduate and undergraduate program review should be initiated using a 10-year cycle beginning in fall 2005. The reviews should be coordinated with external professional accreditation reports whenever possible. For programs that have professional accreditation, the program review process will not involve external reviewers and will consider the accreditation agency's standards. It is possible that the accreditation report would suffice for internal review purposes. Both internal and external reviewers will review programs without professional accreditation.
3. The committee recommends to the Department of Institutional Planning, Research and Effectiveness and the Vice Chancellor Academic Affairs a significant revision of the Unit Annual Report to be used in spring 2004. The revised report eliminates requests for information that is provided in other reports or that is no longer being used.
4. The committee recommends that the Process Improvement Committee continue to move toward developing relational databases to improve efficiency in report preparation and analysis and to provide units more access to information.
5. The committee recommends that the Process Improvement Committee develop a staggered schedule for the Five-Year Unit Evaluations to begin in 2004-05.

NEW BUSINESS

Resolution on Classroom Discussion on Alcohol

- Whereas, students have complained about instructors either joking about student drinking, canceling classes or exams because of concern too many students will be hung over, or telling their own drinking stories, and
- Whereas, 20% - 23% of ECU students report that they are either abstinent or non-drinkers and another 20% report that they are light drinkers(OtC Student Health Survey 2002, Core Inst. Student Survey 2004), and
- Whereas, the majority of ECU students are enrolled in order to gain an education, and
- Whereas, jokes about student drinking and canceling classes or exams promote drinking and insult the non-drinkers, and
- Whereas, heavy problem drinking has caused serious harm to a number of students and one recent death, and
- Whereas, the Student Government Association has asked the Faculty Senate of East Carolina University to join with them in a request that the draft letter noted below be sent to all members of the faculty at the University.

Therefore Be It Resolved, that the Faculty Senate recommends that a letter (similar to the one noted below) be sent to all East Carolina University faculty under the signature of either the Provost or the Chancellor.

DRAFT

This memorandum is being sent at the request of the Faculty Senate and the Student Government Association. It is natural and useful in the classroom to make use of light humor in order to build rapport with students and reduce the monotony of lectures. However, several students have noted that their instructors have made light of the presumed heavy drinking by ECU students. An example would be noting that a regular quiz for Monday will be canceled because "I know everyone will be too hung over to function."

These attempts at humor send a message that problem drinking by our students is both expected and condoned by you and the University, which they are not. Students who abstain (20% to 23% in our surveys) or drink lightly (another 23%) have said they felt insulted by these comments because they are not at ECU to drink. They are here for an education. Further, they do not want to hear stories about their instructor's drinking prowess, past or present. The SGA and other student organizations are working with *IMPACT ECU*, the coalition to reduce the use and abuse of alcohol and other drugs. These mixed messages are not helpful for these efforts.

Most of you are irritated by the reputation of ECU being a party school. You know that you are teaching at a serious academic institution and should expect better of your students. Please, join both the Student Government Association and the Faculty Senate in support of the efforts of *IMPACT ECU* to improve the quality and safety of our University and help improve our image statewide.