

**EAST CAROLINA UNIVERSITY
2006-2007 FACULTY SENATE**

The eighth regular meeting of the 2006/2007 Faculty Senate will be held on **Tuesday, April 17, 2007**, at 2:10 p.m. in the Mendenhall Student Center Great Room.

FULL AGENDA

This is the last meeting of the year for the 2006/2007 Faculty Senate.

Newly elected Faculty Senators and Alternates will begin their service on Tuesday, April 24, 2007, with the organizational meeting and election of Faculty Officers.

- I. Call to Order**
- II. Approval of Minutes**
March 20, 2007
- III. Special Order of the Day**
 - A. Roll Call
 - B. Announcements
 - C. Steve Ballard, Chancellor
 - D. Jim Smith, Provost and Vice Chancellor for Academic Affairs
Draft Faculty Applicant Verification of Continued Interest & Fitness (attachment 1)
 - E. Deirdre Mageean, Vice Chancellor for Research and Graduate Studies
Draft Division of Research and Graduate Studies Strategic Plan (attachment 2)
 - F. Mark Taggart, Chair of the Faculty
 - G. Ken Wilson, Faculty Assembly Delegate
Report on the Faculty Assembly Meeting of March 23, 2007.
 - H. Question Period
- IV. Unfinished Business**
- V. Report of Committees**
 - A. Academic Standards Committee, Linda Wolfe
 - 1. Proposed Policy on Disruptive Academic Behavior (attachment 3).
 - 2. Review of Procedures and Instruments for Peer Review of Teaching (attachment 4).

- A [Survey of Peer Review Implementation](#) for 2006/07 is available online.
3. Courses Approved for Foundation Credit (for information only)
 - a. The following courses were passed to receive Social Science Foundation credit: POLS 3042, SOCI 3219, SOCI 3025, SOCI 4300, SOCI 4400.
 - b. The following courses were passed to receive Math Foundation credit: MATH 2151, MATH 2152, MATH 2153.
 - c. The following courses were passed to receive Humanities credit: MRST 2400, MRST 2500, CLAS 2600, CLAS 3600, ENGL 3660, ENGL 3670, ENGL 4370, GRK 4001, GRK 4002.

 - B. Faculty Welfare Committee, David Lawrence
Proposed Revision to the *ECU Faculty Manual*, Part VI.I.1.2.a.(8) Reference Parking for Retired Faculty (attachment 5).

 - C. Libraries Committee, Marianna Walker
 1. Joyner Library and Laupus Library Operating Budgets (for information only)
 2. Institutional Repository and Rising Costs of Electronic Journals/Databases. (for information only)

 - D. Unit Code Screening Committee, Garris Conner – **Report is withdrawn**
 1. Approval of the new Department of Hospitality Management's Unit Code of Operation.
 2. Approval of the new Department of Nutrition and Dietetics' Unit Code of Operation.

 - E. University Athletics Committee, Steve Estes
Report on ECU and Intercollegiate Athletics (attachment 6).

 - F. University Curriculum Committee, David Long
Curriculum matters contained in the minutes of the April 12, 2007, Committee Meeting.

 - G. University Environment Committee, Charles Hodson
 1. Revised Report on the Area Near the Softball Field and Frisbee Golf (attachment 7).
 2. Revised Report on Campus Green Space (attachment 8).
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VI. New Business

Faculty Applicant Verification of Continued Interest & Fitness

A recent review of selected articles from the Chronicle of Higher Education indicates that universities are moving towards increased applicant verification and/or criminal background checks. As an added precaution in the hiring process, there is a national trend in higher education to require more stringent applicant verification of all employees including faculty. A number of universities that are conducting applicant verification are opting for criminal background checks of potential hires.

A survey of the University of North Carolina campuses indicates varied practices throughout the different universities. Most of the University of North Carolina campuses are conducting criminal background checks on some employees before finalizing their hire.

Legal advice from UNC-GA is that (at this time) there will not be a system policy on conducting criminal background checks on prospective hires but each campus should create consistent guidelines or policies. UNC-GA also states that if a campus does criminal background checks on prospective hires, and any group is exempt from the checks, there should be clear reasons for the exemptions.

At ECU, criminal background checks are conducted on all prospective SPA, CSS, and non-teaching EPA hires, but criminal background checks are not routinely conducted on prospective faculty hires. Certain faculty, such as clinical faculty, undergo a more extensive background check than the routine criminal background check.

We are recommending that finalist for faculty positions complete the *Faculty Applicant Verification Form of Continued Interest and Fitness Form* (See attachment). If the applicant answers "yes" to any of the questions or provides any questionable responses:

- a. additional information will be requested
- b. criminal background check may be requested if necessary.

Additional information would be shared with personnel committees (where permissible / legal) for further deliberation and recommendations.

This practice parallels the student process for criminal background checks, gives us better data than requiring criminal background checks on all potential faculty hires, gives us a signed statement that all relevant information has been disclosed, and includes all employees in a systematic review.

We also recommend that this *Faculty Applicant Verification Form of Continued Interest and Fitness Form* be appropriately modified for SPA, CSS, and non-teaching EPA prospective hires so that similar forms are completed by all prospective employees at ECU.

DRAFT
EAST CAROLINA UNIVERSITY
LETTER RELATING TO THE APPLICANT VERIFICATION OF CONTINUED INTEREST & FITNESS FORM

Date

Name

Address 1

Address 2

Re: Faculty Applicant Verification of Continued Interest & Fitness Form

Dear []:

This notifies you that [insert unit name] has identified you as one of the finalists for the faculty position of [insert title of position]. The University requires that, before [insert unit name] may further consider your application, you must fully and accurately complete the enclosed Applicant Verification of Continued Interest & Fitness Form ("Form"), and submit it to me on or before [insert date]. The Form will be considered part of your application for this faculty position. Please note that your failure to timely submit to me a completed Form will result in the [insert unit name] taking no further action on your application.

Thank you for your interest in the position of [insert title of position] in ECU's [insert unit name].

Sincerely,

[]

Enclosure

cc: Applicant's File

DRAFT
EAST CAROLINA UNIVERSITY
APPLICANT VERIFICATION OF CONTINUED INTEREST & FITNESS FORM

Please complete this form and return in the enclosed envelope.

Applicant name (please print)

Faculty position for which an application was submitted

1. Do you remain interested in being considered for this faculty position?

_____ Yes _____ No

(If the answer is "no," no further responses are required. Please sign and return this form.)

2. Have you submitted a complete and accurate history of all employment?

Yes No

(If the answer is "no," please provide a full work history and return it with this form.)

3. For the purpose of the following three (3) questions, "crime" or "criminal charge" refers to any crime or charge other than a traffic-related misdemeanor or infraction. Please include alcohol or drug offenses whether or not they are traffic related:

a. Do you have any criminal charges currently pending against you?

Yes No

(If the answer is "yes," please provide a complete explanation on a separate sheet of paper and return it with this form.)

b. Have you entered a plea of guilty, a plea of no contest, a plea of nolo contendere, or an Alford plea; or have you received a deferred prosecution or prayer for judgment continued to a criminal charge; or, have you otherwise accepted responsibility for the commission of a crime?

Yes No

(If the answer is "yes," please provide a complete explanation on a separate sheet of paper and return it with this form.)

c. Have you been convicted of a crime? Yes No

(If the answer is "yes," please provide a complete explanation on a separate sheet of paper and return it with this form.)

4. Have you ever been found to have made or procured any false or misleading statement or omission of relevant information including, but not limited to, any false or misleading statement or omission on an application for employment, admission to a college or university or professional school, or a professional licensing entity (e.g., State Medical Licensing Board)?

Yes No

(If the answer is "yes," please provide a complete explanation on a separate sheet of paper and return it with this form.)

5. Have allegations ever been brought against you or have you ever been disciplined for or been found to have engaged in: academic misconduct; misconduct in employment; acts involving dishonesty, fraud, deceit or misrepresentation, neglect of professional obligations; or military misconduct (including, but not limited to, any discharge other than honorable)?

Yes No

(If the answer is "yes," please provide a complete explanation on a separate sheet of paper and return it with this form.)

6. Have you ever been denied admission to or had your relevant professional license suspended, revoked, or limited in any way by the applicable professional licensing organizations or associations on the grounds of character and/or fitness?

_____ Yes _____ No

(If the answer is "yes," please provide a complete explanation on a separate sheet of paper and return it with this form.)

7. Have you ever been accused of inappropriate conduct in your relationships with students?

_____ Yes _____ No

(If the answer is "yes," please provide a complete explanation on a separate sheet of paper and return it with this form.)

I certify that the above responses are complete, true and correct. I further acknowledge that any offer of employment made incident to my application for the above faculty position is conditioned upon my disclosure of any and all information that may be relevant to my ability to serve in the position including, but not limited to, the information contained in the Form and my possessing legal authorization to work in the United States as of the date I begin my employment.

North Carolina law requires notice to every applicant for State employment that willfully providing false or misleading information or failing to disclose relevant information shall be grounds for rejection of an application, later disciplinary action, and/or criminal prosecution. Dismissal from employment shall be mandatory in any case in which a false or misleading representation is made in order to meet position qualifications. ECU is required by law to verify an applicant's representations about credentials and other qualifications relevant to employment. By signing this Form, you authorize the release to ECU of any document or information within the possession of any third party, such as an educational institution or licensure board, that may serve to verify any representations made by you in your submission for employment (including, but not limited to, this Form).

Faculty applicant signature

Date

**Faculty Senate Agenda
April 17, 2007
Vice Chancellor Deirdre Mageean Reporting
Attachment 2.**

Vision, Mission, and Strategic Plan of the Division of Research and Graduate Studies
4-4-07 version

I. Vision

Explore, Create, Engage...
Double ECU's research productivity over the next five years.

II. Mission

The Division of Research and Graduate Studies leads research and creative endeavors, education, economic development, and community engagement by promoting scholarship, ethics, and service, in an evolving, dynamic environment.

III. Division of Research and Graduate Studies Strategic Plan

ECU will increase scholarship and creative activity over the next five years by:

1. Enhancing computing, physical and financial resources for research and graduate education
2. Improving administrative infrastructure for research and graduate education
3. Expanding research and education opportunities for faculty and students
4. Encouraging applications of research to benefit society and promote sustainable economic development
5. Stimulating interdisciplinary/collaborative research and community engagement

Ambitious goals for Eastern North Carolina

Research is transforming the world's economy through the generation and application of knowledge. In order to help eastern NC to participate actively in this transformation, ECU will grow its research enterprise to \$80 M by 2012, creating a stimulating environment for research, innovation, and community engagement. This bold and ambitious plan for growth will require significantly more faculty members, graduate students, and undergraduate students engaged in research, creating significant pressure on utilization of research space and financial resources to support research activities.

Creating a Stimulating Environment for Research, Innovation and Entrepreneurship

In today's global knowledge economy, new discoveries drive the development of innovative, new technologies and opportunities for social and economic growth. The knowledge based economy is fueled by high-speed global telecommunications; however, a region cannot fully participate by simply being plugged into the world's telecommunication network. Local competencies and clustering of human capital is required to create a critical mass of highly skilled innovators, entrepreneurs, investors, and corporations to exploit basic and applied research and development. ECU will stimulate research and knowledge generation in eastern NC by building a critical mass of faculty, staff, and students; by recruiting world-class faculty; by developing nationally and internationally recognized research centers and institutes; by investing financial resources necessary to create physical facilities for research; by maintaining cutting-edge computer and communication networks; by creating a network of angel investors through its entrepreneurial initiative; by licensing and developing its intellectual property for the betterment of humankind; and by engaging community leadership to address regional issues responsibly. We recognize the value of basic and translational research in our efforts.

Outcomes

Our success will be measured by the outcomes of our efforts. Over the next five year period ending in 2012, we expect to double the rate of our scholarship (peer reviewed publications and other measurable forms of creative and scholarly work), double enrollment in PhD programs, double our international population of graduate students, create three new research centers or institutes, develop five spin-off companies and licensed products, and double our research space to accommodate this level of growth. Significant financial resources will be needed to achieve these goals which will come from a combination of internal and external funds.

Areas of research focus

The University will continue its investments in the following established strategic priorities:

- Metabolic disorders, obesity, diabetes, and bioenergetics
- Cardiovascular disease
- Coastal science and policy
- Agromedicine research
- Cancer research

The University has identified the following new strategic opportunities for future investment and development:

- Health disparities and public health
- Sustainable tourism

The University will also retain reserve capacity to invest in emerging research opportunities as they present themselves.

Goal #1 – Enhancing computing, physical, and financial resources for research and graduate education

Compared to our peer institutions, ECU's level of research productivity lags significantly. In order to increase ECU's level of research activity, we will need more space and greater financial resources (both internal and external) to sustain our research enterprise. Universities of comparable size and quality with medical schools have \$80 million to \$120 million in external grants and contracts. Information technology plays an ever increasing role in research, and in order to continue our development, ECU must stay at the cutting edge of IT services.

Objectives for Goal #1

1. Increase external funding (research, contracts, and endowments) to \$80+ million by 2012 (about 15% increase per year)
 - a. Increase faculty training workshops
 - b. Increase the number and quality of faculty research mentoring activities
 - c. Embrace the concept of differential teaching loads to provide increased released time for research productive faculty
 - d. Establish a faculty research leave program
 - e. Increase unit focus and participation in endowment activities
2. Provide more physical space for ECU's research enterprise
 - a. By 2008, complete the design and up-fitting of empty research space in the Science and Technology Building. $8000 \text{ ft}^2 \times \$280 / \text{ft}^2 = \$2.2 \text{ million}$
 - b. By 2008, complete plans for the renovation of research space in the Brody School of Medicine (labs are 30 years old)
 - c. In 2007-2008, begin advanced planning for the construction of two new research buildings (45,000 ft^2) with an emphasis on promoting interdisciplinary research
 - d. Develop plans for an adjacent research incubator / research park
3. Provide strategic institutional investments for scholarship and creative activities to leverage external resources
 - a. Earmark internal funding for research and creative activities in the arts and humanities (estimated cost: \$150,000)
 - b. Create university graduate fellowships, including an assistantship, tuition remission and health care coverage to recruit the very best students into our graduate programs. (5 masters' students, \$125,000/yr, and 10 PhD students, \$300,000/yr initially, increasing to a total of \$1.0 million by 2012)
4. Increase financial and physical resources for graduate educational experiences and graduate professional development opportunities

- a. Create a Graduate Center which will house the Graduate School, provide accommodations for the Graduate Student Council, provide a common area for graduate students to congregate for social and other purposes, and fulfill other graduate student needs
 - b. Provide a Graduate School administrative structure that exploits appropriate technology to track student progress, provides electronic access to appropriately authorized persons, and reminds students of important deadlines
5. Increase financial support for graduate assistantships, in-state and out-of-state tuition remissions
- a. Using a combination of internal and external funds, double the average amount of a graduate assistant stipend by 2012 (estimated cost: \$9M / yr)
 - b. Double the number of in-state and out-of-state tuition remissions by 2012 (estimated cost: \$0.4m / yr and \$1.9 M / yr)

Goal #2 – Improving administrative infrastructure for research and graduate education

Limitations in ECU's research infrastructure make it difficult to manage and spend research funds, ensure compliance with state and federal guidelines, hire research personnel, and purchase research equipment and supplies. As our research productivity grows, these services will be improved so faculty, staff and students can more effectively devote their time and effort towards research and scholarly activity.

Objectives for Goal #2

- 1. Improve the quality of pre-award, post-award, and clinical trial services
 - a. Implement an electronic research administration system during FY 2007-08
 - b. Add a database support person in OSP during FY 2007-08
 - c. Add a grants and contracts specialist for clinical trial negotiations by the end of FY 2006-07
 - d. Add an administrative support position to support the Division of Health Sciences grant and contract specialist by the end of FY 2006-07
 - e. Add an additional grants and contracts specialist for the Division of Health Sciences during FY 2007-08
 - f. Convert the effort reporting period for grants and contracts from monthly to quarterly
- 2. Build research administration capabilities at the college level
 - a. Recruit at least one grants and contracts officer for each college with significant engagement in externally funded research
 - b. Develop grants and contracts training materials and activities for college and unit level administrators
- 3. Develop "best-practice" procedures and processes to ensure compliance with applicable guidelines, laws and regulations
 - a. Develop a University Research Compliance program (estimated costs \$200,000 /yr)
 - b. Develop a University code of conduct setting forth legal and ethical principles upon which research should be conducted
 - c. Develop, facilitate and oversee the implementation of timely educational training programs for all engaged in or supporting research (estimated costs: \$10,000/yr)
 - d. Increase the capacity for managing international research activities, including recruitment of faculty, staff, and students, as well as proper handling of research materials and data
- 4. Improve institutional business practices [supporting the research enterprise and graduate education]

Goal #3 – Expanding research and education opportunities for faculty and students

The prestige of a university is built upon the quality of its graduates, its outstanding scholarship, creative activity and research productivity, as well as the outreach services and economic development that it generates. If East Carolina University is to continue to enhance its prestige, strong and vibrant high-quality research opportunities for its students will be essential. In order to develop a highly-skilled workforce to meet developing regional needs, more students with research training are needed. High quality undergraduate research and graduate programs require dedicated, passionate faculty members and competitive support for graduate students, including assistantships, fellowships, tuition remissions and health benefits.

Objectives for Goal #3

1. Create critical mass of scholars, programs, centers and institutes
 - a. Recruit 12-15 senior scholars per year (estimated cost \$350,000/yr salary, \$2 million/yr start-up)
2. Communicate grant and corporate funding opportunities to faculty and staff
3. Optimize teaching loads to enhance research productivity
4. Identify and engage strategic institutional and corporate partners to enhance research and educational opportunities for staff and students
5. Create a university faculty research leave program (estimated cost \$1 million initially for 20 to 25 one-semester faculty leaves)

Goal #4. Encouraging application of research to benefit society and promote sustainable economic development

As outlined in a recent report by the Yardley Group, ECU's future lies in developing concentrated research excellence in areas that have immediate regional impact. While this development should relate to existing economic clusters, actual economic activities are shifting away from an agricultural and manufacturing environment to one that is less defined. To strengthen viable economic clusters, ECU must create a climate of innovation and entrepreneurship that is pervasive within the institution to serve as a catalyst for change throughout the region. To accomplish this, ECU will allocate necessary financial and human resources in a timely manner.

Objectives for Goal #4

1. Nurture a culture of discovery and innovation that inspires academic, social, civic, artistic and technological entrepreneurship (\$100,000/yr)
 - a. Offer an academic module to college freshmen to demonstrate how entrepreneurial thinking will benefit themselves, their families and their communities
 - b. Offer an interdisciplinary academic minor in entrepreneurship to all ECU students
 - c. Offer an on-line certificate program in entrepreneurship to both students and non-students
2. Create and expand institutional programs that demonstrate the path toward commercialization and entrepreneurship (\$300,000/yr)

- a. Establish a faculty innovation fund to seed future entrepreneurial activities and develop/implement creative program elements in entrepreneurship education and application
 - b. Establish a business plan competition of interdisciplinary teams consisting of students, faculty and other interested individuals to develop viable business plans and compete for valuable prizes and services to be provided by supporters of innovation and economic development
 - c. Establish a commercialization and entrepreneurship speaker series
3. Engage and develop partnerships, public and private, to advance and fund university research/intellectual capital
 - a. Establish the Innov8r Series, an eight session, monthly program designed to provide entrepreneurs with the skills and resources needed to take initial steps in developing a concept into a commercialization plan (self-funded through sponsorships and registration fees)
 - b. Facilitate continuing activities of the local investor network
 4. Develop collaborative relationships with regional communities to identify and address issues, problems, assets, opportunities, and best practices that can result in sustainable social and economic development
 - a. Generate reports for planning, funding, and impact of community and economic programs
 - b. Facilitate programs on strategic planning and leadership development in the region

Goal #5 – Stimulating interdisciplinary/collaborative research and community engagement

Interdisciplinary and multi-institutional research is now the focus of many research universities and granting agencies, and these collaborative endeavors are essential for addressing human interventions with the natural environment and community development. The analysis of very complex problems in the region and world and the development of solutions for solving them are frequently only possible through application of research using modern technology and collaborative contributions from a diverse set of disciplines from the natural, social and economic sciences and the humanities.

Objectives for Goal #5

1. Provide infrastructure, program support, and a recognition reward system for faculty and student engagement with regional communities
 - a. Provide release time and other incentives to 50 faculty for developing multi-institutional and interdisciplinary research grant projects with their collaborators (estimated cost: \$250,000)
2. Identify external strategic funding sources to support community based research engagement.
 - a. Develop workshops (2 per year initially, expanding to 4 per year in 2012) to help faculty identify and apply for community based research and development grants (estimated cost: \$10,000 initially, increasing in later years). Metrics: Measurable increase in service grant submissions and awards
 - b. Develop mentoring activities (2 per year initially, expanding to 3 per year) to help train faculty to successfully compete for and execute externally funded community research and engagement activities (estimated cost: \$10,000 initially, increasing in later years).
3. Identify and publicize best practices to internal and external constituencies.

- a. Translate the outcomes of community-based research with participation from stakeholders, to disseminate and apply best practice outcomes to develop outreach programs in 15 communities in the region (estimated \$2 million dollars)
 - b. Broaden the scope of ECU's community engagement infrastructure to involve more faculty members in outreach activities
4. Create teams of social and natural scientists to address community socioeconomic and environmental issues
- a. Establish and support 3 new research centers and/or institutes which address research questions and issues that require the collaboration of researchers from the social and natural sciences and the humanities (estimated cost: \$2 million/yr).

Faculty Senate Agenda

April 17, 2007

Attachment 3.

ACADEMIC STANDARDS COMMITTEE REPORT

Proposed Policy on Disruptive Academic Behavior

1. The Committee proposes to add the following text to Section 5 (Academic Regulations) of the Undergraduate Catalog. The text would appear immediately after the "Class Attendance and Participation Regulations" subsection.

Policy on Disruptive Academic Behavior

East Carolina University is committed to providing each student with a rich, distinctive educational experience. To this end, students who do not follow reasonable standards of behavior in the classroom or other academic setting may be removed from the course by the instructor following appropriate notice. Students removed from a course under this policy will receive a grade of WP or WF according to university policy and are eligible for tuition refund as specified in the current tuition refund policy.

2. The Committee proposes to add the following text to the Faculty Manual, Part V, Section I (Recommended as item Y. The subsequent items in Section I would be renumbered.):

Y. Disruptive Academic Behavior: East Carolina University is committed to providing each student with a rich, distinctive educational experience. To this end, students who do not follow reasonable standards of behavior in the classroom or other academic setting may be removed from the course by the instructor following appropriate notice. Students removed from a course under this policy will receive a grade of WP or WF according to university policy and are eligible for tuition refund as specified in the current tuition refund policy.

Disruptive academic behavior is any behavior likely to substantially or repeatedly interfere with the normal conduct of instructional activities, including meetings with instructors outside of class. Examples of such behavior include, but are not limited to, making loud or distracting noises; using cell phones and other electronic devices without prior approval; repeatedly speaking without being recognized; frequently arriving late to class; and making threats or personal insults. A verbal expression of a disagreement with the instructor or other students on an academic subject matter discussed within the course, during times when the instructor permits discussion, is not in itself disruptive academic behavior.

The course instructor has original purview over his/her class and may deny a student who is unduly disruptive the right to attend the class. A student who does not follow reasonable standards of academic decorum should receive a private verbal warning from the faculty

member. The instructor should describe the behavior of concern to the student, explain that it is inappropriate, and ask the student to stop the behavior. If the behavior continues, the instructor should give the student a written warning indicating that the student will be removed from the course if the behavior does not cease. If the behavior persists, the instructor should discuss the situation with his/her department chair. If it is decided to remove the student from the course then the instructor should schedule a meeting with his/her department chair and the student to inform the student that s/he is being removed from the course. This decision must be communicated in writing to the student with a copy promptly forwarded to the Office of Student Rights and Responsibilities. The department chair must promptly communicate the decision in writing to the Office of the Registrar so that the student's schedule will be adjusted accordingly.

If the behavior is threatening in nature or is likely to result in immediate harm, the faculty member should contact the East Carolina University Police Department for assistance.

The student may appeal the decision of the instructor and department chair to the academic dean of the college in which the course is located. The appeal must be received by the dean, in writing, within three working days of the date of the decision to remove the student from the course. The dean or dean's designee will review the appeal and the documentation and can affirm, reverse or modify the decision made by the instructor and department chair. The student, instructor and department chair will be notified of the appeal decision no later than three working days after receiving the appeal. The dean will provide written notification of the appeal decision to the Office of Student Rights and Responsibilities, and also, if the original decision is overturned, to the Registrar's Office. If the decision is made that the student is to return to the course then the student will be allowed to immediately return to the classroom without academic penalty and the chair will work with the student and instructor to facilitate the completion of any missed work. The dean's decision is final.

This policy does not restrict the instructor's prerogative to ask a disruptive student to leave an individual class session where appropriate or to refer the student to the Office of Student Rights and Responsibilities for violation of the Student Code of Conduct.

Faculty Senate Agenda
April 17, 2007
Attachment 4.

ACADEMIC STANDARDS COMMITTEE REPORT
Review of Procedures and Instruments for Peer Review of Teaching

Task

The Faculty Senate in 1993¹ implemented the Peer Review of Teaching process. As part of the implementation of this process it was recommended that the Chancellor appoint a committee to carry out 3-year reviews of the peer review process. Mark Taggart, chair of the faculty, charged the Academic Standards Committee (ASC) in the fall of 2006 with recommending policies and procedures to improve teaching and learning, which can include the Peer Observation process. The ASC continues to believe that peer review of teaching is important in that it provides useful information for faculty about faculty performance and because these observations become part of the faculty record considered during personnel actions such as reappointment, tenure, and promotion.

Review

The ASC committee has worked closely with Drs. Dorothy Clayton and Dorothy Muller, co-directors

of the Center for Faculty Excellence. The Center for Faculty Excellence conducts training for the Peer Observation process and is the administrative office that has facilitated the process. At the request of the committee Drs. Clayton and Muller collected a variety of data that relate to the use of the Peer Observation process by the colleges, schools and departments at ECU. The attached document "Survey of Peer Review Implementation 2006-2007" provides considerable information as to the current status of the process. This document was discussed at some length in ASC meetings with Drs. Clayton and Muller. Although the document doesn't have information for 100% of the units who should be using the system, the ASC deems that the information is sufficiently complete to provide the committee with relevant information from which to draw conclusions about the process.

The committee also reviewed a study of the "Faculty Senate Peer Classroom Observations Procedures" conducted in 2005 by the Academic Standards Committee. At that time it was concluded that "The committee does not find inconsistencies in ECU peer review procedures or support documents. The committee believes in a need for flexibility at the unit level in the implementation of ECU's general personnel procedures, including procedures for peer review." The ASC continues to agree the flexibility provided by the current peer review policies is a valuable aspect of the procedures in that a unit may use either the Faculty Senate peer review forms to provide peer reviews of probationary faculty or create their own and obtain the vice-chancellor's approval.

Conclusions

1. Based on the information made available to the committee it appears that the majority of
2. units at ECU use the current Peer Observation system to evaluate probationary-term faculty and those faculty members requesting a promotion.
3. The committee does not find inconsistencies in ECU peer review procedures or support documents.
4. The flexibility provided by the current peer review policies is a valuable aspect of the procedures.

Recommendations

The committee offers the following recommendations that may enhance the Peer Observation Process:

1. **All faculty members need to be reminded of the peer review procedures and instruments. The documents should go out to faculty under the provost's name on ECU official email each year.**
2. **During new faculty orientation, the procedures and instruments for peer review of teaching should be distributed and explained.**
3. **All new Unit Administrators should be given the procedures and instruments for peer review of teaching during a new administrators' workshop at the beginning of each year.**
4. **Unit administrators who have not attended the Peer Observation training classes conducted by the Center for Faculty Excellence should be encouraged by the Provost and the Deans to do so.**
5. **All faculty members who are not trained in peer review observation should be encouraged to attend a peer review class. Faculty need to be directed reminded of the training sessions in peer review.**
6. **If the Faculty Senate and/or the Provost feel it is necessary to carry out a statistical or psychometric analysis of peer review, we suggest he form a committee of appropriately trained statisticians and/or psychometricians to conduct the research.**

7. As not all departments have reported to Dorothy Muller and Dorothy Clayton on their use of the Peer Observation we encourage them to continue to ask for data on department peer review practices.

1 Dr. Dorothy Clayton, Co-Director of the Center for Faculty Excellence, reports that the peer observation procedures and instrument were created as Faculty Senate Resolution #93-44. The Faculty Senate approved the document December 7, 1993 and the Chancellor approved it February 8, 1994. She started training faculty members fall 1994. The most recent revisions to the instrument are Faculty Senate Resolution #05-03. It was approved by the Faculty Senate January 25, 2005 and approved by the Chancellor February 7, 2005.

Dr. Clayton also reports that the Center for Faculty Excellence will conduct a survey of recently tenured faculty members (past three years) regarding their experiences with the peer observation process. They will also be asked for any suggestions they have regarding the process. This will be conducted as a Perseus survey and will be submitted to the IRB for approval. This survey is being conducted for the purpose of evaluating and documenting the Center's training role in the peer observation process. Aggregated information will be shared with interested parties.

Please note that a Survey of Peer Review Implementation for 2006/07 is available online.

Faculty Senate Agenda
April 17, 2007
Attachment 4.

FACULTY WELFARE COMMITTEE REPORT

Proposed Revisions to the *ECU Faculty Manual*, Part VI.I.1.2.a.(8)
Reference to Parking for Retired Faculty

In 2005, the Faculty Senate endorsed a proposed revision to the privileges for retired faculty to include a "free campus parking permit with 'A' zone privileges (without a waiting list)" (Faculty Senate Resolution #05-23). However, the Chancellor's approval of this resolution is still pending a use study by retired faculty.

Earlier this year, Bill Koch (Director of Environmental Health and Safety) met with the President of the ECU Retired Faculty Association and discussed retired faculty members' needs. He reported to members of the Faculty Welfare Committee that his office is reviewing their needs and feels that, since the current policy "8) *Free campus parking decal, valid in all staff and University registered locations, with the exception of private parking lots.*" is no longer valid, the proposed revision to the section will please all involved.

Therefore, the Faculty Welfare Committee proposes the following revision to the *ECU Faculty Manual*, Part VI.I.1.2.a.(8) to read as follows:

- "8) Fully retired faculty may request a free B parking permit and may also park in spaces designated "Retired Faculty." Faculty in phased retirement and retired faculty who are re-employed by the university may request a free B parking permit and may upgrade the B permit to an A permit (by paying the price difference between an A and a B permit) while bypassing the wait-list, but may not park in spaces designated "Retired Faculty."

This proposed revision would then cancel Faculty Senate Resolution #05-23.

Faculty Senate Agenda
April 17, 2007
Attachment 5.

UNIVERSITY ATHLETICS COMMITTEE REPORT
Report on ECU and Intercollegiate Athletics

The University Athletics Committee reports to the Faculty Senate regarding recommendations concerning academic policies that impact the academic integrity of the athletic programs. During the 2006/2007 academic year the committee met to discuss the following items, and made the following observations and recommendations:

- Discussion: "Critical Needs of the Student Development Office, Department of Athletics". The UAC received this report and accepted the recommendations in it for improving the advisement of student-athletes. The committee discussed the COIA best practice plank to "integrate" athletics advising into the university advisement efforts as much as possible. (<http://www.neuro.uoregon.edu/~tublitz/COIA/A5.html>)
- Sense of the committee is that ECU faculty are relatively unaware of intercollegiate athletics issues. Action: take positive steps to inform the faculty of intercollegiate athletics issues by regularly reporting to the Faculty Senate, and in outlets such as *The East Carolinian* and *Announce*. It was also suggested that a newsletter be generated from the UAC for faculty information purposes.
- The Visiting Student Access program was developed to ensure that the academic support needs of C-USA student-athletes involved in away-from-home competitions are being met. The program affords visiting student-athletes access to libraries, computers, and exam proctors when they are traveling to another member institution for athletic competition. During conference tournaments, the host institution will make every effort to meet the academic needs of visiting student-athletes so that they can keep up with their academic demands. This program was implemented by the conference following approval by the Board of Directors on October 6, 2006.
- Faculty Senate Resolution #06-04 is entitled, "Resolution on Practical Measures to Reduce Class Days Missed Due to Athletic Competition." This resolution was drafted and proposed by the University Athletics Committee, approved by the Faculty Senate on January 31, 2006, and approved by the Chancellor on February 6, 2006. The resolution calls on the Athletic Director and Chancellor to work with other C-USA members to take all practical measures to reduce the class days missed due to athletic competition. These measures should include but not be limited to:
 - the timely completion of a study that applies standardized measures to determine the extent of the missed class problem,
 - establishing specific policies that result in a 25% reduction in missed class days over a two-year period,
 - eliminating scheduling of mid-week conference contests whenever practical, and
 - creating conference tournament schedules that do not conflict with the primary academic mission of the conference members.
- Most recently the University of Houston Faculty Senate voted on this resolution.
- Missed school days for athletic participation report distributed. It was noted that volleyball had 10 missed class days, and women's soccer had 9 missed class days, in

Fall 2006. A lot of these missed class days were due to the tournament; this is related to AD Holland's proposal by volleyball to coordinate travel schedules (below).

- ECU's Athletic Department is aggressively working toward a policy that will limit missed class time by improved scheduling. ECU Athletics is to be commended with its efforts to take a leadership role on this issue, especially Athletic Director Terry Holland, Executive Associate Director of Athletics Nick Floyd, and Faculty Athletic Representative David Dosser.
- Discussed student fees for athletics, and a summary of fees was provided:
 - 1970 to 1980 fees were \$28.00.
 - 1980 to 1996 fees increased to \$235
 - 1996 to 2002 fees increased to \$300 (about 3% per year)
 - 2002 to 2006 fees increased to \$436 (about 10% per year)
 - The UAC supports the current process of requesting fees from Student Government to set fees for Athletics; rate increases should be considered in the context of all tuition and fee increases at ECU.
- UAC reminds faculty to refer to ECU's policy for excused absences for all students, including athletes. All student complaints brought to the attention of the FAR regarding incorrect absence policies published in class syllabi were resolved by informing the involved faculty of ECU policy.
- The Academic Integrity Subcommittee reviewed the academic performance of student-athletes by team. The progress of specific individuals and teams were discussed. The UAC reports that the progress of student-athletes at ECU is at least on par with that of the student body at-large, and, on average, student-athletes out-perform their male and female non-athlete counterparts.
- The UAC discussed the effort to reform intercollegiate athletics. See Benford, R. (2007). *The College Sports Reform Movement: Reframing the "Edutainment" Industry*. *The Sociological Quarterly*. Midwest Sociological Society, 1-28. In general there is an increasingly large body of literature that questions the role of intercollegiate athletics with respect to traditional university missions. All of the issues discussed in the University Athletics Committee are addressed in this article and by the "reform movement industry."

If the "sense of the UAC" can be summarized in one sentence, it would be:

"While the existence of intercollegiate athletics is problematic in the eyes of many faculty both at ECU and nationally, the ECU UAC reports that ECU Athletics continues to operate with integrity with respect to the academic mission of East Carolina University."

Faculty Senate Agenda
April 17, 2007
Attachment 6.

UNIVERSITY ENVIRONMENT COMMITTEE REPORT
Revised Report on the Area Near the Softball Field and Frisbee Golf

The University Environment Committee met with representatives of the athletic program to discuss use of the area adjacent to the softball field and Frisbee golf area.

Some important measures to improve the area have already been implemented. For example, the lawn by the softball field has been aerated, reseeded, and fertilized to improve the grass.

Athletics has also suspended parking and tailgating on the grassy area by the softball field during baseball season, because there were too many games to allow car traffic on the grass. It was evident that the grass had been damaged by tailgating during the past baseball season.

The University Environment Committee thinks that using the area for football tailgating, the Pigskin Pig-Out, and approved other outdoor events is appropriate. The committee also agreed that the area was suitable for the carnival associated with the Pigskin Pig-Out. The ECU Athletics Department assured the Environment Committee that the site would be maintained by Athletics and Grounds and that any damage would be repaired.

Those in attendance agreed to the following points of discussion:

1. The University Environment Committee recommends that the green space by the softball field and Frisbee golf course be maintained as a park-like area, because it serves as an appealing entrance to the University and enhances the value of the surrounding residential neighborhoods.
 2. The Committee recommends that the area adjacent to the softball stadium and Frisbee golf course be used for events that fit its park-like nature, provided that suitable precautions are taken to preserve the lawn, trees, and shrubs. The Athletic Department shares these concerns.
 3. The Athletic Department agrees to approve the scheduling of events for the area and to coordinate these events with the Grounds Department to ensure that the lawn, trees, shrubs and grass are not damaged.
 4. The Grounds Department will have representatives check to see that parking areas will not damage trees or shrubs.
 5. In addition, the Grounds Department will send representatives to ensure that no damage is done to utilities such as underground irrigation systems, drainage, and electrical lines.
 6. A procedure will be developed between the Grounds Department and the Athletic Department for notification of upcoming events and to ensure protection of the area.
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Faculty Senate Agenda

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Attachment 7.

UNIVERSITY ENVIRONMENT COMMITTEE REPORT

Revised Report on Campus Green Space

Considerable improvements have been made in the landscaping and appearance of the East Campus of East Carolina University. Chancellor Eakin and Jo Eakin deserve a great deal of credit for having led efforts to restore and enhance the appearance of campus when they came to East Carolina University. These efforts need to be maintained. We also greatly appreciate the efforts of Facilities Services to improve the appearance of campus. The University Environment Committee has reviewed the campus green spaces and offers its recommendations about sensitive areas which need to be protected to preserve the aesthetics and sustainability of the campus. We hope these recommendations will be considered in future master plans and in the design of new buildings and parking lots. We expect the campus to grow, and this growth can be accomplished while preserving the beauty of the landscape. All planned use of these areas should be coordinated through the Grounds Department to ensure protection of landscaping and utilities.

Campus Mall

1. This area should be preserved and protected from building encroachment and parking lots.
2. Use of the Campus Mall should be limited to Barefoot on the Mall, events related to the celebration of the Centennial, and an event that might replace Founder's Day.
3. The mall area is very sensitive to soil compaction and, therefore, foot and vehicle traffic should be kept at a minimum.
4. The tree canopy is very pleasing and provides summer shade and natural cooling. The trees should be protected.
5. Vehicles or trailers should not be used on the mall lawn. Vendor vehicles can be parked on the streets surrounding the mall during festivals.
6. Mall trees need protection from utility projects involving trenching that can damage roots. Alternate methods such as horizontal boring, for example, should be used whenever possible to protect the trees.
7. The construction yard areas required for the Mendenhall expansion project should not encroach upon the mall.

Fifth Street Green Spaces

1. The lawn and all landscaped areas on the University side of 5th Street should be preserved.
2. Construction of new parking lots and buildings in the area along Fifth Street should be prohibited.
3. Trees in this area must be protected from utility projects involving trenching that can damage roots.
4. Aging trees in the area should be replaced as they are lost to maintain the park-like appearance of the north side of campus.

Tenth Street Green Spaces

1. The woods between the new Science and Technology Building and Tenth Street are in a wet area which is a storm water catchment area. The trees enhance the area and should be protected from utility trenching.
2. The grass area south of the Joyner Library is ringed with recently planted trees that are memorials to people who are significant to the history of the University. This area needs preservation and aesthetic development.
3. The drive to the library should be developed into an aesthetically pleasing Tenth Street campus entrance.
4. The aesthetic appearance of other green areas along Tenth Street should be maintained and improved. The parking lots facing Tenth Street should be screened.
5. A buffer hedge or other landscape feature to screen the parking lot at Brewster and Fletcher would enhance the appearance of the campus on Tenth Street.

Band Practice Field and College Hill Area

1. The band practice field at the bottom of College Hill Drive should be preserved as a green space. This area also floods and is not a good site for development; it also provides recreation space for students living on College Hill.
2. The trees on the slope of College Hill adjacent to the band practice field and south of the parking lot across the street should be preserved.

Frisbee Golf Course and Charles Street

1. The Frisbee golf area is an aesthetically pleasing entrance to campus and complements the improved Charles Street landscaping.
2. The Frisbee golf area should be preserved as an open park for as long as possible.
3. If the Frisbee golf area is used for building or parking, buffer yards should be present to protect the surrounding residential areas and to ensure that the area remains aesthetically pleasing when viewed from adjacent roadways.
4. The Frisbee golf area should be used with care for outdoor events such as the Pig Skin Pig-Out, Frisbee golf, tailgating, and alumni picnics