The eighth regular meeting of the 2008/2009 Faculty Senate will be held on **Tuesday, April 21, 2009,** at 2:10 in the Mendenhall Student Center Great Room.

FULL AGENDA

I.   Call to Order

II.   Approval of Minutes

March 31, 2009

III. Special Order of the Day

A. Roll Call

B. Announcements

C. Steve Ballard, Chancellor

D. Phyllis Horns, Interim Vice Chancellor for Health Sciences

E. Janice Tovey, Chair of the Faculty

F. David Weismiller, Associate Provost for Institutional Planning, Assessment, and Research

Written report on the SACS-COC Fifth Year Interim Report, VSA - The College Portrait, and Assessment of ECU Strategic Direction – "Education for the 21st Century". (Once ready, the report will be linked here and distributed to the Senators via email.)

G. Question Period

IV.   Unfinished Business

V.   Report of Committees

A. Academic Standards Committee, Linda Wolfe
Approval of ENGL 3290 Asian American Literatures as a Foundation Curriculum Course for Humanities.

B. Continuing and Career Education Committee, Elaine Seeman
Proposed Revisions to the *ECU Faculty Manual*, Part V.I.K. Office Hours (attachment 1).

C.   Educational Policies and Planning Committee, Sandra Warren
    1. Discontinuation of the following degree programs:
        a. <u>EdS in Counselor and Adult Education</u>, College of Education
        b. <u>CAS in Library Science</u>, College of Education
        c. <u>BSBE in Marketing Education</u>, College of Education
        d. <u>Master of Music Therapy</u>, School of Music
    2. Elimination of BS in Accounting, College of Business
    3. Renaming of the following programs:
        a. <u>Bachelor of Fine Arts in Dance to Bachelor of Fine Arts in Dance Performance</u>, School of Theatre and Dance
        b. <u>Certificate in Distance Instruction to Certificate in Distance Learning and Administration</u>, College of Education
        c. <u>BSBA in Management Accounting to BSBA in Accounting</u>, College of Business
    4. Proposal for a <u>Mechanical Engineering Concentration</u>, College of Technology and Computer Science
    5. Proposal for a <u>Certificate in Computer-based Instruction</u>, College of Education
    6. Proposed Revisions to the *ECU Faculty Manual*, Part V. Academic Information, Section III. Curriculum Development (attachment 2).

D. Faculty Governance Committee, Puri Martinez
    Implementation Guidelines for Administrative Reviews in Accordance with Board of Trustees Policy (attachment 3).   For information and discussion only.

E. Unit Code Screening Committee, Andrew Morehead
    1. Revised <u>Department of Biology</u> (draft document) Unit Code of Operation.
    2. Revised <u>Department of Anthropology</u> (draft document) Unit Code of Operation.

F. University Curriculum Committee, Janice Neil
    Curriculum matters contained in the minutes of the <u>March 26, 2009</u> and <u>April 9, 2009</u>, committee meetings.
    (The April meeting agenda is linked, with the minutes to be made available as soon as possible following the meeting.)

VI. New Business
    Joint Statement Resolution Recommending a Hiring Freeze to Avoid Laying Off Teaching Faculty (attachment 4).

CONTINUING AND CAREER EDUCATION COMMITTEE REPORT

Revision to Part V.I.K. Office Hours of the *ECU Faculty Manual*

Revise *ECU Faculty Manual*, Part V, Section I, Subsection K. Office Hours to read as follows:

(Deletions are noted in ~~strikethrough~~ and additions are noted in **bold** print)

> "K.   Office Hours
> In addition to teaching, each member of the faculty must maintain office hours five hours **during** a **work** week to be available to advisees and to **campus and distance education** students who wish to consult with him or her. It is strongly recommended that the adviser be **available daily either on campus or online** ~~in the office~~ at least one hour each day. The office hour **availability** schedule is to be posted on the faculty member's office door **and/or online course website, and included in the syllabus** so that students may make arrangements for **individual consultations** ~~conferences~~. Each unit administrator is to have a complete schedule of the office hours of all faculty of the school or department. Except during assigned instructional hours, faculty members must be available to students during registration, early registration (except when assigned to registration duties elsewhere) and drop-add periods."

EDUCATIONAL POLICIES AND PLANNING COMMITTEE REPORT
Proposed Revisions to the *ECU Faculty Manual*, Part V. Academic Information,
Section III. Curriculum Development

Noted below are proposed revisions to the curriculum development procedures that were approved by the Faculty Senate on January 31, 2009 (#09-05). At this time, the Chancellor is holding the #09-05 resolution for further study, with the following stated rationale:

> "Rationale: Of particular concern is the stated process throughout the document in which both the University Curriculum Committee "and" the Graduate Curriculum Committee consider items for approval of new degree programs; new minors, certificates, or concentrations; and moving programs. Given that both committees are being asked to approve requests, the process at ECU needs to be in checked for agreement with SACS criteria for curriculum approval with particular attention to the process of approval of curriculum matters going to both undergraduate and graduate curriculum when the matter pertains to either the undergraduate or graduate level only. It is also important to review standards of major accrediting bodies with regard to this dual approval process as well as to determine how other institutions in the UNC system approve curriculum matters."

Revise Part V. Section III. Curriculum Development to read as follows:

(Deletions are noted in ~~strikethrough~~ and additions are noted in **bold** print):

III. Academic Program Development

Curriculum and program development is a faculty responsibility. Curriculum and program changes may be initiated, prepared, and presented for review to all relevant ECU campus bodies by voting faculty as defined in *ECU Faculty Manual, Appendix L.* Development of new academic degree programs and certificates of advanced study is governed by the policies and procedures of the General Administration (GA), specified in Administrative Memorandum 406 and in Administrative Memorandum 407 for Distance Education. Consultation with the ECU Office of Academic Programs is recommended before preparing program development requests.   Instructions on specific procedures and documents for curriculum and program development proposals are available on the office of <u>Academic Programs website</u>.

The Academic Program Development Collaborative Team, an advisory body to the Academic Council, collaborates with units to strengthen program proposals and informs the Educational Policies and Planning Committee of its recommendations to the Academic Council and to the dean of the Graduate School concerning graduate programs under consideration. The office of Continuing Studies processes requests to deliver new and existing academic programs through distance education. The chancellor has the final campus authority on academic program decisions.

A. Definitions

1. Degree Programs

A degree program is a program of study in a discipline specialty that leads to a degree in that distinct specialty area at a particular level of instruction. All degree programs are categorized individually in the University's academic program inventory at the twelve-digit CIP code level. As a general rule, a degree program requires coursework in the discipline specialty of at least 27 semester hours at the undergraduate level and 21 semester hours at the doctoral level. A master's-level program requires that at least one-half of the total hours be in the program area. Programs with fewer hours are designated a concentration within an existing degree program. Degree programs require the approval of the GA and the Board of Governors (BOG). Minors and concentrations receive final approval at the campus level.

2. Certificate of Advanced Study Programs (CAS)

These programs usually require one year of study beyond the master's degree and provide a higher level of licensure for public school teachers and administrators. The licensure requirements for public school teachers and administrators are defined by the State Board of Education. It is the policy of the BOG to use the designation certificate of advanced study with respect to all sixth-year programs established for public school personnel and to authorize no EdS (specialist in education) degree programs beyond those now in existence. All CAS programs are categorized individually in the University's academic program inventory at the twelve-digit CIP code level.

3. Other Certificates

Certificates other than the CAS combine specific degree-credit courses at the graduate or undergraduate level to provide professional development. Certificates do not require UNC GA approval. All certificates are categorized individually in the University's academic program inventory at the twelve-digit CIP code level.

4. Teacher Licensure Areas (TLA)

These are specific course clusters which meet licensure requirements of the State Board of Education but do not lead to the conferral of a particular degree or a certificate of advanced study. These may be at the entry level or advanced level of teacher licensure. When an institution receives authorization from the State Board of Education to offer a TLA, the senior

vice president for academic affairs of UNC-GA must be notified. A current inventory of teacher licensure programs approved by the State Board of Education is available from the North Carolina Department of Public Instruction.

B. Curriculum Approval Process
Curriculum development includes developing courses and requirements for new academic programs, and developing and revising courses and requirements for existing programs.

The following is the order for seeking campus approval for undergraduate curriculum changes (1000-4000-level):
- Curriculum committee of dept/school in which the program is/will be housed;
- Voting faculty of dept/school in which the program is/will be housed;
- Academic Standards (if requesting Liberal Arts Foundations Curriculum Credit);
- Writing Across the Curriculum Committee (if requesting Writing Intensive credit);
- Communicate with units and programs that may be directly or indirectly affected by the curriculum;
- Chairperson/director of dept/school in which the program is/will be housed;
- Curriculum committee of the college in which the program is/will be housed and TLA proposals to Council on Teacher Education;
- Dean of the college in which the program is/will be housed;
- University Curriculum Committee;
- Faculty Senate;
- Chancellor

The following is the order for seeking campus approval for graduate curriculum changes (5000-level and above):
- Curriculum committee of dept/school in which the program is/will be housed;
- Voting faculty of dept/school in which the program is/will be housed;
- Communicate with units and programs that may be directly or indirectly affected by the curriculum;
- Chairperson/director of dept/school in which the program is/will be housed;
- Curriculum committee of the college in which program is/will be housed and TLA proposals to Council on Teacher Education;
- Dean of the college in which the program is/will be housed;
- Graduate Curriculum Committee;
- Graduate School Administrative Board;
- Chancellor

C. Program Development Approval Process
Program development includes developing new academic degree programs, minors, certificates, and new concentrations within existing degree programs, as well as requesting degree title changes, and moving or discontinuing programs.

1. New Degree Programs
Proposals for new academic degrees must include a list of all UNC and private in-state institutions that offer the same or a similar degree. Program planners are expected to contact those institutions regarding their experience with program productivity (applicants, majors, job market, placement, etc.). To facilitate this portion of the planning process, the UNC-GA Division of Academic Affairs provides a link to the UNC Academic Program Inventory and a link to program inventories for other in-state institutions. In addition, proposals must include the Classification of Instructional Programs code under which the proposed program is to be classified. Faculty should allow ample time for review of proposals at all levels.

The approval process to plan or establish new undergraduate or graduate degree programs

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involves three distinct steps:

Step I: Notification of Intent to Plan (NIP) for bachelor's or master's; Request for Authorization to Plan (RAP) for doctoral

Step II: Program Requirements/Course Approval

Step III: Request for Authorization to Establish (RAE)

In Step I, the appropriate planning document (NIP for bachelor's or master's; RAP for doctoral) is submitted in the following order for seeking campus approval:
- Consultation with Academic Program Development Collaborative Team
- Curriculum committee of dept/school in which the program is/will be housed;
- Voting faculty of dept/school in which the program is/will be housed;
- Chairperson/director of dept/school in which program is/will be housed;
- Curriculum committee of the college in which program is/will be housed; TLA proposals to Council on Teacher Education;
- Dean of the college in which the program is/will be housed;
- University Curriculum Committee ~~and~~ **or** Graduate Curriculum Committee **as appropriate for degree level**;
- Graduate School Administrative Board for master's or doctoral programs
- Educational Policies and Planning Committee
- Faculty Senate and Academic Council;
- Chancellor

In Step II, the approval of new degree requirements and courses is completed as specified above in "Curriculum Approval Process" for undergraduate and graduate programs.

In Step III, a request for authorization to establish a bachelor's, master's, or doctoral program is submitted in the following order for seeking campus approval:

- Consultation with Academic Program Development Collaborative Team;
- Curriculum committee of dept/school in which the program is/will be housed;
- Voting faculty of dept/school in which the program is/will be housed;
- Chairperson/director of dept/school in which the program is/will be housed;
- Curriculum committee of the college in which the program is/will be housed; TLA proposals to Council on Teacher Education;
- Dean of the college in which the program is/will be housed;
- University Curriculum Committee ~~and~~ **or** Graduate Curriculum Committee **as appropriate for degree level**;
- External review (master's and doctoral programs only);
- Graduate School Administrative Board for master's or doctoral programs;
- Educational Policies and Planning Committee;
- Faculty Senate and Academic Council;
- Chancellor

2. New Minors, Certificates, Concentrations; Degree Title Changes; **Teacher Licensure Areas; and** Discontinuing **Degree** Programs
The following is the order for seeking campus approval for undergraduate or graduate minors, certificates, concentrations, degree title changes, **teacher licensure areas,** and discontinuing a **degree** program. **(Discontinuing minors, certificates, concentrations, and teacher licensure areas are considered curricular actions.)**
- Curriculum committee of dept/school in which the program is/will be housed;
- Voting faculty of dept/school in which the program is/will be housed;

- Chairperson/director of dept/school in which the program is/will be housed;
- Curriculum committee of the college in which the program is/will be
   housed; TLA proposals to Council on Teacher Education;
- Dean of the college in which the program is/will be housed;
- University Curriculum Committee ~~and~~ **or** Graduate Curriculum Committee **as appropriate for degree level**;
- Graduate School Administrative Board for graduate **programs;**
- Educational Policies and Planning Committee;
- Faculty Senate and Academic Council;
- Chancellor **(Once new teacher licensure areas are reported to UNC-GA and approved, the College of Education must report to and receive approval from the North Carolina State Board of Education.)**

3. Moving **Degree** Programs
The following is the order for seeking campus approval for moving a program.
- Curriculum committee of dept/school in which the program is currently and will be housed;
- Voting faculty of dept/school in which the program is currently and will be housed;
- Chairperson/director of dept/school in which program is currently and will be housed;
- Curriculum committee of the college in which program is currently and will be housed; TLA proposals to Council on Teacher Education;
- Dean of the college in which the program is currently and will be housed;
- University Curriculum Committee ~~and~~ **or** Graduate Curriculum Committee **as appropriate for degree level**;
- Graduate School Administrative Board **for graduate programs** ~~(for graduate)~~;
- Educational Policies and Planning Committee;
- Faculty Senate and Academic Council;
- Chancellor

4. Process Completion
The proposing academic unit, in collaboration with the office of Academic Programs, prepares the final version of undergraduate and graduate program requests for the chancellor's consideration. Once the chancellor has made an affirmative decision, the office of Academic Programs submits the new program request and chancellor's communiqué to UNC GA.

(Faculty Senate Resolution #03-29, April 2003)
(Editorially revised Section III.B. October 2003)

For information and discussion only.

FACULTY GOVERNANCE COMMITTEE REPORT
Implementation Guidelines for Administrative Reviews in Accordance
with Board of Trustees Policy

1. Guiding Principles
These procedures for the five-year review of academic administrative officers apply to all direct reports to the chancellor, academic deans (including the graduate dean and deans of libraries), department chairs, and selected other leaders. Some direct reports to the Chancellor who serve primarily in staff roles including the chief of staff, the director of communications, the university attorney, and others will be evaluated according to procedures established by the Chancellor.

The purpose of the five-year review is formative. Specifically, the goals are to improve the performance of the leader and to identify areas of leadership development. The expected outcome is improved leadership for the enhancement of the institution, and the review may lead the appointing officer to initiate a more comprehensive summative review.

The five-year review is the responsibility of the appointing officer, who shall determine its conduct, processes, conclusions and necessary actions resulting from the review. The review should be a collaborative endeavor involving students, faculty, administration, and other campus constituencies, as appropriate. These constituencies vary considerably by position and by unit; therefore, the review process will vary accordingly.

The appropriate level of faculty involvement in evaluation should be determined by the nature of the administrative post (e.g., faculty input should be weighted more heavily in the evaluation of deans and department chairs than in the evaluation of positions above the level of dean).

2. Criteria for Evaluation of Administrators
The appointing officer will determine the expectations and demands of the position, and will also determine the criteria for the evaluation. The criteria must include the following:
   a. Leadership - Promotes high standards in the areas of teaching, research/creative activity, and service; communicates priorities, standards, and administrative procedures effectively; articulates a vision for the future; communicates ideas in a clear and timely fashion to faculty, staff, and other University administrators; demonstrates listening skills; provides national and statewide visibility and recognition for the constituency; contributes to the leadership of the University and effectively advocates for all relevant constituencies.
   b. Administration and Management - Oversees the recruitment and appointment of highly qualified faculty and staff; provides support for the successful recruitment and retention of administrators, faculty, staff, and

students; manages the administrative office effectively; seeks input and accepts responsibility for decisions; provides for effective budget management; works effectively with other administrative officers; makes decisions in a timely fashion.

    c. Diversity - Encourages diversity and implements mechanisms for attracting and retaining underrepresented groups; is responsive to cultural, ethnic, and gender diversity; demonstrates and encourages respect for all persons in the constituency and the University.

    d. Collaboration – Sound practices of collaboration, openness and shared governance are essential.

In addition, the following criteria are suggested but optional to the appointing officer:

    e. Planning - Works effectively with faculty, staff and other relevant constituencies in identifying appropriate short-term and long-term goals, in setting priorities, and in focusing resources across all constituencies.

    f. Development - Within the context of the administrative office, works to identify and pursue philanthropic support for the constituency; develops public and constituency support for the University.

    g. Personnel Development - Provides guidance, support and resources for faculty and staff development, particularly in promotion, tenure and evaluation; demonstrates equitable judgment and action. .

    h. Assessment - Effectively evaluates or assesses the units under his/her administration, acknowledges areas of excellence, and recommends areas where improvement is needed.

    i. Academic Freedom - Supports and defends academic freedom as defined in the ECU Faculty Manual and in the Code of the Board of Governors of the University of North Carolina.

    j. Teaching - Supports and fosters a climate that promotes excellence in teaching.

    k. Research/Creative Activity - Supports and fosters a climate that promotes excellence in research/creative activities.

    l. Patient Care - Supports and fosters a climate that promotes an excellence in patient care.

    m. Service - Participates and encourages service activities related to the fulfillment of the University's mission.

3. Timeframe

The appointing officer shall inform the internal constituencies of the need for a Review Committee by September 1 of the 5th year of the administrator's appointment and solicit names from the constituencies to be considered for the committee. The appointing officer will select the review committee of 3-7 members which will include, but not limited to, faculty from within the unit/constituency. The Committee will present its final report to the appointing officer by February 15 of that academic year.

4. Structure

The appointing officer will determine the process and guidelines for the review, following appropriate input from constituencies. Each process depends on the expectations of the position, input from constituencies and the needs of the institution. For instance, there is significant variation among units and this variation directly affects the constituency participation. Input from Pitt County Memorial Hospital would be vital in the evaluation of the dean of the medical school, while the input of the S. Rudolph Alexander Performing Arts Series is necessary in the assessment of the dean of the College of Fine Arts and Communication.

5. Procedures

The Appointing Officer is responsible for determining the procedures to be followed in the review, consistent with the principles of openness, collaboration and shared governance. The Appointing Officer and the Review Committee also must ensure that all relevant constituencies have an opportunity to offer input during the review. The entire process is collaborative among the Appointing Officer and members of the unit, including, for instance, faculty, associate/assistant deans, staff, and students. For the review of chairs/directors of schools/departments, faculty should constitute the majority of the committee.

Role of the Review Committee:
- Meet with the appointing officer to discuss the job expectations, goals, major constraints and specific areas pertinent to the review of the administrator's performance over the past 5 years. The appointing officer will provide advice about persons to consult and the expected timeline for the review.
- Meet with the administrator under review and receive the administrative portfolio (attachment). At this time the administrator under review may suggest additional persons or relevant data sources to consult and outline a communication process with the committee.
- Obtain faculty input through several methods, including, but not limited to, a survey, forum, or formal presentation. The survey instrument must be based on the evaluation criteria specified in section 2 and affirmed by the appointing officer. The survey instrument will include a summative question about the overall effectiveness of the Administrator.
- At the discretion of the appointing officer, provide an opportunity for the administrator under review to make a presentation to the constituency (faculty, staff, and students) based on the content of the administrative portfolio. The presentation may include: 1) leadership philosophy, strategies, and methodologies: 2) attempted innovations and assessment of their effectiveness; 3) statement of objectives for the future of the unit/constituency.
- Solicit additional comments from the constituencies.
- Gather other information as suggested by the appointing officer, the administrator under review or at its own discretion, including if appropriate reviews by professionals outside the unit/constituency. Confidentiality of the information provided to the committee will be maintained.

6. Report of Review
Before the final report is given to the appointing officer, a draft of the report will be given to the administrator under review. It is appropriate to invite the administrator under review for an informal discussion of the findings. He or she
shall be invited to prepare a written response. If he or she should choose to do so then any such response should be included with the final written report.
After meeting with the administrator under review, the Review Committee will provide its final report to the appointing officer.

The report should
    a. Describe the main premises governing the report.
    b. State the results of the survey instrument. The results will be analyzed as to the views of each 'group of faculty (tenured, tenured-track, fixed term.
    c. State what information was used, and the sources of this information in assessing performance in relation to the ~standards of evaluation.
    d. Provide a description of the strengths and the weaknesses of administrator, make suggestions for improvement, and recommend actions ranging from commendation to termination.

ATTACHMENT
The administrative portfolio for the Review Committee may include the following documents and statements:

1. Documents
    a. updated CV
    b. unit strategic planning progress reports during the review period;
    c. annual reports for the unit during the review period;
    d. administrator's annual report during the review period;
    e. annual administrator evaluation survey results during the review period (if such surveys are conducted for the officer under review) i.e. IDEA survey;
    f. annual personnel evaluations by the supervisor of the officer under review performed during the review period.

2. Statements
The administrative portfolio may include a reflective statement describing the officer under review.
    a. personal leadership development plan
    b. administrative and leadership philosophies, strategies, and methodologies;
    c. attempted innovations and assessment of their effectiveness;
    d. statement of objectives for the future of the administrative unit;
    e. written summary statement prepared by the officer under review that documents his or her performance during the review period. The summary statement shall address the evaluation standards referenced in Section 2 above.

NEW BUSINESS

Joint Resolution Recommending a Hiring Freeze and the Elimination of Administrative Stipends to Avoid Laying off Teaching Faculty

Whereas, the mission of ECU is to serve as a national model for public service and regional transformation in this poverty-stricken part of the state, and

Whereas, the March 20 Value Statement of the UNC Board of Governors unequivocally calls on all constituent institutions to give academic instruction the top priority in the present circumstances, and

Whereas, ECU is planning to eliminate as many as 147 teaching faculty and staff positions, and

Whereas, there has been a lack of transparency in how the administration has arrived at its priorities and decisions, and

Whereas, the present faculty and staff have performed commendably in driving an increase both in enrollment and in research productivity over the last period;

Therefore be it resolved that the ECU Faculty Officers and the ECU-AAUP recommend that ECU eliminate administrative stipends, which cost the university approximately $4 million per year, and

Be it further resolved that the ECU Faculty Officers and the ECU-AAUP call on the administration and the ECU Board of Trustees to immediately implement a (faculty, staff, and administrative) hiring freeze, with the only exception being to hire to replace current faculty vacancies in order to preserve the quality of instruction in active degree programs, and

Be it further resolved that the ECU Faculty Officers and the ECU-AAUP request that the ECU administration clearly state the university's budget-cutting priorities and actively involve faculty in budgetary decisions by following the in-place shared governance procedures and policies outlined in the ECU Faculty Manual, the UNC Code, and the UNC Board of Governors Value Statement, and

Be it further resolved that the ECU Faculty Officers and the ECU-AAUP request that the Board of Trustees and the ECU administration bring their budgeting priorities in line with the March 20 Values Statements of the Board of Governors and that the Board of Trustees and ECU Administration affirm that financial exigency be used only as a last resort.