

**EAST CAROLINA UNIVERSITY  
2013-2014 FACULTY SENATE**

The first regular meeting of the 2013-2014 Faculty Senate will be held on **Tuesday, September 10, 2013**, at 2:10 in the Mendenhall Student Center Great Room.

**FULL AGENDA**

\*Revised 8-28-13

- I. **Call to Order**
- II. **Approval of Minutes**  
  
[April 16, 2013](#) and [April 23, 2013](#) minutes
- III. **Special Order of the Day**
  - A. Roll Call
  - B. Announcements
  - C. Steve Ballard, Chancellor
  - D. Ron Mitchelson, Interim Vice Chancellor for Research and Graduate Studies  
ECU Mission Statement (attachment 1)
  - E. Mark Sprague, Chair of the Faculty
  - F. Andrew Morehead, UNC Faculty Assembly Delegate  
Report on the April 19, 2013, [UNC Faculty Assembly Meeting](#)
  - G. Question Period
- IV. **Unfinished Business**
- V. **Report of Graduate Council**
  - 1. Formal faculty advice on curriculum and academic matters contained in the [August 26, 2013](#) Graduate Council meeting minutes, including two sets of Graduate Curriculum Committee minutes (noted below), request for time extension (CRM PhD student), Affordable Care Act, employer mandate, and graduate assistantships.
  - 2. Formal faculty advice on curriculum and academic matters contained in the [April 17, 2013](#) and [August 21, 2013](#) Graduate Curriculum Committee meeting minutes, including proposal to establish MS in Biomedical Engineering.

## VI. Report of Committees

- A. Agenda Committee
  - 1. Election of one member to the Committee on Committees (attachment 2)
  - 2. Election of one member to the Agenda Committee (attachment 3)
  
- B. Committee on Committees
  - 1. Nomination for Appellate Grievance Board Vacancies (attachment 4)
  - 2. Nomination for Appellate Hearing Vacancy (attachment 5)
  - 3. Nomination for Appellate Reconsideration Vacancy (attachment 6)
  - 4.\* Nomination for UNC Faculty Assembly Delegate vacancies (attachment 7)
  
- C. Unit Code Screening Committee  
Revised [College of Nursing](#) Unit Code of Operation
  
- D. University Curriculum Committee  
Curriculum matters contained in the [April 11, 2013](#) and [April 25, 2013](#) University Curriculum Committee meeting minutes
  
- E. Distance Education and Learning Technology Committee  
Resolution on online peer observations (attachment 8)
  
- F. Admission and Retention Policies Committee  
Resolution on an academic integrity module for first-year students (attachment 9)
  
- G. Service Learning Committee  
Proposed Service Learning Course Assessment Tool (attachment 10)

## VII. New Business

## ECU MISSION STATEMENT

To be a national model for student success, public service and regional transformation, East Carolina University:

- *Uses innovative learning strategies and delivery methods to maximize access;*
- *Prepares students with the knowledge, skills and values to succeed in a global, multicultural society;*
- *Develops tomorrow's leaders to serve and inspire positive change;*
- *Discovers new knowledge and innovations to support a thriving future for eastern North Carolina and beyond;*
- *Transforms health care, promotes wellness, and reduces health disparities; and*
- *Improves quality of life through cultural enrichment, academics, and athletics.*

**We accomplish our mission through education, research, creative activities, and service while being good stewards of the resources entrusted to us.**

Faculty Senate Agenda  
 September 10, 2013  
 Attachment 2.

East Carolina University Standing Faculty Senate Committee  
**2013/2014 AGENDA COMMITTEE**

Must be a Faculty Senator or Alternate

<b>Regular Members (with vote)</b>	<b>Academic Unit</b>	<b>Term</b>	<b>Office Location</b>	<b>Mail #</b>	<b>Office #</b>
Brent Henze	English	2014	Bate 2130	555	328-6699
Megan Perry	Anthropology	2014	Flanagan 221	568	328-9434
Christine Zoller	Art and Design	2014	Jenkins 1312	502	328-1321
Rebecca Powers	Sociology	2014	Brewster D303	567	328-4885
<b>OPEN</b>		2014			
<b>Ex-officio Members (with vote)</b>					
Mark Sprague	Chair of the Faculty Fac. Assembly Delegate	2014	Howell Science Complex E310	563	328-1862
Andrew Morehead	Vice Chair of the Faculty Fac. Assembly Delegate	2014	Science & Tech 564	552	328-9798
Cheryl McFadden	Secretary of the Faculty Fac. Assembly Alternate	2014	123 Ragsdale	121	328-6179
<b>Ex-officio Members (without vote)</b>					
John Given	Parliamentarian	2014	Bate 3317	556	328-6538
Marianna Walker	Past Chair of the Faculty Fac. Assembly Delegate	2014	Mamie Jenkins	527	737-3004
<b>OPEN</b>	Faculty Assembly Delegate	2014			
Mark Taggart	Faculty Assembly Delegate	2014	Fletcher 366	506	328-4278
Catherine Rigsby	Faculty Assembly Chairperson	2014	Graham 101	558	328-4297

East Carolina University Standing Faculty Senate Committee

## 2013/2014 COMMITTEE ON COMMITTEES

Regular Members (with vote)	Academic Unit	Term	Office Location	Mail #	Office #
Sharon Ballard	Child Development and Family Relations	2014	Rivers W134	505	328-1356
Puri Martinez	Foreign Languages and Literatures	2014	Bate 3308	556	328-6522
Elizabeth Swaggerty	Education	2014	Speight 138	504	328-4970
<b>OPEN</b>		2015			
Derek Maher	Philosophy	2015	Austin 235	562	328-5332
Jeff Popke	Geography	2015	Brewster A222	557	328-6087
Britton Theurer	Music	2015	Fletcher 379	506	328-6248
<b>Ex-officio Members (with vote)</b>					
Mark Sprague	Chair of the Faculty	2014	140 Rawl Annex	109	328-6537
Marianna Walker	Past Chair of the Faculty	2014	LAHN 3310Y	161	744-6096
Catherine Rigsby	Geology/Past Chair of the Committee	2014	Graham 203	558	328-4297

Faculty Senate Agenda  
 September 10, 2013  
 Attachment 4.

East Carolina University Standing Appellate Committee  
**2013/2014 GRIEVANCE BOARD**

(Two year terms)  
 Must be a tenured faculty member

<b>Regular Members (with vote)</b>	<b>Academic Unit</b>	<b>Term</b>	<b>Office Location</b>	<b>Mail #</b>	<b>Office #</b>
Steve Cerutti	Foreign Languages	2014	Bate 3325	556	328-6031
Tom Shields	English	2014	Bate 2132	555	328-6715
<b>OPEN</b>		2015			
Brian Massey	Communication	2015	Joyner East 112	524	328-2864
Craig Malmrose	Art and Design	2015	Jenkins 1113	502	328-1316
<b>Alternate Members (with vote)</b>					
Gary Levine	Medicine	2014	Fam. Med. Cent. 600 Moyer Blvd.	654	744-9834
Elaine Yontz	Education	2014	112 Ragsdale	172	737-1150
Mary Burroughs	Music	2014	Fletcher 315	506	328-6341
<b>OPEN</b>		2015			
Jeff Popke	Geography	2015	Brewster A-222	557	328-6087
James Holloway	Business	2015	Slay 330	503	737-1042
Art Rodriguez	Chemistry	2015	Science & Tech	552	328-7687

East Carolina University Standing Appellate Committee  
**2013/2014 HEARING COMMITTEE**

Must be a tenured faculty member

Regular Members (with vote)	Academic Unit	Term	Office Location	Mail #	Office #
<b>OPEN</b>		2014			
Mamadi Corra	Sociology	2014	Brewster A-420	567	328-4836
Christine Zoller	Art and Design	2015	Jenkins 1312	502	328-1321
Todd Finley	Education	2016	Ragsdale 132	504	328-6769
Lisa Barricella	Academic Library Services	2016	Joyner 1201	516	328-0838
<b>Alternate Members (with vote)</b>					
Natalie Stewart	Theatre and Dance	2014	Messick 216	553	328-2110
Angela Thompson	History	2014	Brewster A-203	554	328-1035
Lida Cope	English	2015	Bate 2118	555	328-6411
Deedee Glascoff	Health and Human Performance	2015	Belk 2308	559	328-6583
Eric Shouse	Communication	2016	Joyner East 124	524	328-0433

East Carolina University Standing Appellate Committee

## 2013/2014 RECONSIDERATION COMMITTEE

Must be a tenured faculty member

Regular Members (with vote)	Academic Unit	Term	Office Location	Mail #	Office #
<b>OPEN</b>		2014			
Megan Perry	Anthropology	2014	Flanagan 221	568	328-9434
Rebecca Powers	Sociology	2015	Brewster D303	567	328-4885
Abbie Brown	Education	2016	Flanagan 137A	566	737-1569
Aysel Morin	Communication	2016	Joyner East 103A	524	328-1547
<b>Alternate Members (with vote)</b>					
Joe Luczkovich	Biology	2014	Flanagan 383	551	328-9402
Timothy Romack	Chemistry	2014	Sci. & Tech 546	552	328-9785
Amy McMillan	Business	2015	Slay 308	503	328-5337
Britton Theurer	Music	2015	Fletcher 379	506	328-6248
Jonathan Dembo	Academic Library Svcs.	2016	Joyner 4014	516	328-2661



## East Carolina University UNC FACULTY ASSEMBLY DELEGATION

<i>Faculty Assembly Delegates</i>	<i>Academic Unit</i>	<i>Term</i>	<i>Office Location</i>	<i>Tele #</i>
<a href="#">Mark Sprague</a>	Chair of the Faculty* Physics	2014	Howell Science E310	328-1862
<b>OPEN</b>		2014		
<a href="#">Andrew Morehead</a>	Chemistry	2014	Science & Tech 564	328-9798
<a href="#">Mark Taggart</a>	Music	2015	Fletcher 366	328-4278
<b>OPEN</b>		2016		

\*Chair of the Faculty terms begin and end with term in office.

<i>Faculty Assembly Alternates</i>	<i>Academic Unit</i>	<i>Term</i>	<i>Office Location</i>	<i>Tele #</i>
<a href="#">Britton Theurer</a>	Music	2014	Fletcher 379	328-6248
<a href="#">James Holloway</a>	Business	2014	Slay 330	737-1042
<a href="#">Robert Kulesher</a>	Allied Health Sciences	2015	Health Sc 4340	744-6174
<a href="#">Ralph Scott</a>	Academic Library Services	2016	Joyner 4106	328-0265
<a href="#">Cheryl McFadden</a>	Education	2016	Ragsdale 123	328-6179

**Faculty Senate Agenda  
September 10, 2013  
Attachment 8.**

**DISTANCE EDUCATION AND LEARNING TECHNOLOGY COMMITTEE REPORT**  
Resolution on online peer observations

The Committee supports the following resolution, with a goal for this academic year to gather more information about unit-level policies regarding what activities qualify as satisfying the annual training mandated for faculty who teach online.

*Faculty who serve as peer observers of online teaching are permitted to count that activity as an approved activity for the purposes of satisfying the annual DE professional development training for all faculty teaching online courses. This is limited to no more than one such observation every three years.*

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**Faculty Senate Agenda  
September 10, 2013  
Attachment 9.**

**ADMISSION AND RETENTION POLICIES COMMITTEE REPORT**  
Resolution on an academic integrity module for first-year students

The Committee supports the following resolution:

*Whereas, educating students as to the importance of academic integrity is a major priority in academia, the Faculty Senate hereby encourages the Dean of Students office to create an online academic integrity module that all incoming East Carolina University students will be required to complete before enrolling in classes for credit.*

**SERVICE LEARNING COMMITTEE REPORT**  
Proposed Service Learning Course Assessment Tool

Please complete the following evaluation based on your service-learning experience this semester. The evaluation will take about 10 minutes and will not have any impact on your course grade. The evaluation will be used for research purposes and feedback about the service-learning experience. We are going to ask you a series of questions about the service-learning course in which you were enrolled this semester.

Tell us the name and number of the course:

Tell us the name of the instructor:

Did you know that this was a service-learning course when you enrolled?

- Yes (1)
- No (2)
- Don't Know (3)

How much did this knowledge influence your decision to take this particular course and section?

- Highly influenced (1)
- Somewhat influenced (2)
- Did not influence at all (3)

Did you participate in service in this course?

- Yes (1)
- No (2)

Provide the name of the agency(ies) you served during the current semester.

Provide the name of any additional agency(ies) you served during the current semester.

Timing

- First Click (1)
- Last Click (2)
- Page Submit (3)
- Click Count (4)

How did you select the service that you did for this course? (select all the apply)

- I chose from a list of options provided by the instructor. (1)
- I found my service placement on my own. (2)
- I found my service placement through the Volunteer and Service-Learning Center. (3)
- Other: (4) \_\_\_\_\_

In total, how many service hours did you complete this semester (e.g. 12)

Please choose the activity in the list below which best describes what you did at your service site.

- Advocacy (1)
- Arts and Culture (2)
- Awareness / Education (3)
- Building / Construction (4)
- Business / PR / Marketing (5)
- Childcare (6)
- Companionship / Relationship-Building (7)
- Donation Collections (8)
- Emergency Assistance (9)
- Environmental Clean-Up (10)
- Food / Meal Service (11)
- Fundraising (12)
- Gardening / Farming (13)
- Hospital Assistance (14)
- Information & Referral (15)
- Mentoring (16)
- Data Management (17)
- Program Assistant / Administration (18)
- School-Based Classroom Assistance (19)
- Tutoring (20)

Which category best describes the population and issue area you worked with at your service site? (check all that apply)

- Infants (1)
- Youth (ages 2-17 years) (2)
- Adult Men (3)
- Adult Women (4)
- Adults (Single, Mixed Gender) (5)
- Families (6)
- Senior Citizens (7)
- Animals (8)
- Environment (9)
- Arts & Sciences (10)
- Campus (11)
- Health Care (12)
- Hunger/Homelessness (13)
- Human Services (14)
- National Agencies (Red Cross, RMH, etc) (15)
- Special Populations (16)
- Other (17) \_\_\_\_\_

Did you receive sufficient orientation/training from staff at your service site/program?

- Yes (1)
- No (2)
- Don't Know (3) \_\_\_\_\_

Did you receive sufficient support and supervision from the staff at your service site?

- Yes (1)
- No (2)
- Don't Know (3) \_\_\_\_\_

In what ways did you reflect on your service experience (check all that apply):

- Discussions at the service site (1)
- Discussions with peers (2)
- Discussions with family (3)
- Discussions with mentors (professors, supervisors, etc.) (4)
- Discussions in class (5)
- One-on-one discussions with the course instructor (6)
- Other (7) \_\_\_\_\_

List three things you learned as a result of this service experience (respond in complete sentences):

1. (1)
2. (2)
3. (3)

To what extent did the experience meet your expectations? (1 = Not at all; 10 = A great deal)

\_\_\_\_\_ This experience met my expectations: (1)

Please provide any comments you wish to make regarding the statement above.

Are there ways this experience could have been improved? Please note them below.

To what extent, if any, did the service experience affect you? The service experience...

- |  |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Increased my sense of citizenship (1)                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Increased my sense of social responsibility (2)                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Gave me skills that I can use in my future career (3)                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Caused me to think about my behavior in a professional environment (4) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- |   |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Caused me to think about some ideas or points of view that I had never considered (5) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Enhanced my ability to think reflectively (6)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Helped me improve my communication skills (7)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Helped me improve my problem-solving skills (8)                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Helped me improve my critical thinking skills (9)                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Increased my awareness of society and cultures beyond campus (10)                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Enhanced my sense of connection to the ECU campus community (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Caused me to think about my life goals differently (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Caused me to reflect on my own spirituality or spiritual values (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

List three follow-up actions you plan to take as a result of this service experience (for example, I would like to learn more about the issue, I plan to get involved in related legislative activity or advocacy, I would like to recruit friends to participate, I hope to consider career or internship options related to my experience, etc.):

1. (1)
2. (2)
3. (3)

List three community assets and three community needs that you can now identify as a result of this service experience (some examples of assets -- strong parental environment, dedicated professional staff, quality facilities, strong fund-raising efforts, etc.; some examples of needs -- more financial resources, lack of staff, high turnover, inconsistent volunteer help, malnutrition or lack of access to quality food, etc.):

1. (1)
2. (2)
3. (3)

To what extent...

Were the learning objectives related to the service-learning aspects of this course clearly explained by your professor? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was your understanding of the course material enhanced by your participation in service? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was your understanding of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

the service enhanced by the course material? (3)				
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Finally, consider how your service-learning experience might affect your choices in the future.

After your semester ends, do you intend to continue serving at the site where you did your service? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did your service in this course make you more interested in being involved in service in general? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Given the opportunity, would you take another service-learning course? (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>