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**East Carolina University
FACULTY SENATE
FULL MINUTES OF FEBRUARY 23, 2010**

The fifth regular meeting of the 2009-2010 Faculty Senate was held on Tuesday, February 23, 2010, in the Mendenhall Student Center Great Room.

Agenda Item I. Call to Order

Marianna Walker, Chair of the Faculty called the meeting to order at 2:10 p.m.

Agenda Item II. Approval of Minutes

The minutes of January 26, 2010 were approved as distributed.

Agenda Item III. Special Order of the Day

A. Roll Call

Senators absent were: Professors Jones (Allied Health Sciences), Chandler (Hospitality Management), Abdel-Rahman (Medicine), Coddington (Technology and Computer Science), Tovey (English), and Rigsby (Geology).

Alternates present were: Professors Hudson for Jenkins (Allied Health Sciences), Schmidt for Jeffs (Education), Lillian for Deena (English), Felts for Vail-Smith (Health and Human Performance), Simpson for Russell (Health Sciences Library), Oakley for Jenks (History), Fletcher for Schenarts (Medicine), Boklage for Gilliland (Medicine), and Cope for Brown (Psychology).

B. Announcements

A copy of the Flu Self-Reporting System Process was distributed to all Senators for their information.

The Scholar-Teacher Awards and Symposium will be on Thursday, April 1, 2010 in Mendenhall Student Center Great Room. The awards program will be for recipients and their guests. The Symposium, from 1:30 – 3:30 p.m. will consist of two concurrent sessions of 15 minute presentations provided by the recipients and poster displays. All faculty and students are invited to participate in the symposium.

Faculty members are reminded that April 1 Chancellor Ballard will call for candidates for the prestigious Oliver Max Gardner award. A copy of the University's nomination procedures is available at: <http://www.ecu.edu/cs-acad/fsonline/customcf/committee/aa/maxgardneraward.htm>.

A preliminary call for nominations for the *Board of Governors Award for Excellence in Teaching*, *Board of Governors Distinguished Professor for Teaching Award*, *East Carolina Alumni Association Outstanding Teaching Award* and *Robert L. Jones Teaching Award* will be distributed soon to all academic unit heads. Nomination materials will be due September 1 and portfolios due November 1. Information on the different award nominating procedures are available at: <http://www.ecu.edu/cs-acad/fsonline/aa/academicawards.cfm>.

University Awards Day, scheduled for Tuesday, April 27, 2010, at 10:00 a.m. in Hendrix Theatre with the recipients of the following awards and honors being recognized: Board of Governors

Award for Excellence in Teaching, Board of Governors Distinguished Professor for Teaching Award, Robert L. Jones Award for Outstanding Teaching (Alumni Association), University Alumni Association Award for Outstanding Teaching, Max Ray Joyner Award for Faculty Service through Continuing Education, ECU Scholar-Teacher Awards, Centennial Awards for Excellence, Achievement for Excellence in Research and Creative Activity, Servire Society Induction. A reception will follow in the Mendenhall Student Center Lobby. All faculty are invited to attend.

Professor Marianna Walker, Chair of the Faculty, added that a memo was distributed to faculty from the Provost and Chair of the Faculty, relative to the Summary of Teaching Evaluations for the Cumulative Report Form. In this memo, each reminds faculty, unit administrators, and unit personnel committee chairs to employ a variety of methods for evaluation of teaching effectiveness. The information on Peer Evaluation is available on the Center for Faculty Excellence website at: <http://www.ecu.edu/ofe/>.

Professor Walker also took a moment to remember one of our colleagues, Professor Rod Compton (Health and Human Performance), who passed away last week, and asked Senators to keep the following colleagues in their thoughts due to their illness: Professors Meta Downes (Allied Health Sciences), Jan Tovey (English) and David Long (History). She asked everyone to let her know if there were others that the Senate should acknowledge.

C. Steve Ballard, Chancellor

Chancellor Ballard stated that when the Faculty Serious Illness and Disability Leave policy was originally discussed in the fall of 2005 there was not enough administrative review; so he took responsibility for the lack of an initial review that might have avoided some of the complications that are happening at the present time. Since the time of this policy, unintended consequences have appeared that were unforeseeable. The Chancellor continued by saying that this is particularly true for clinical faculty, and the Chancellor stated that he felt that those consequences had to be addressed. This review is particularly necessary given that \$82 million had been lost, and thus the fiscal policy has to be addressed while extending adequate benefits to university employees. The Vice Chancellors have been asked to report what other universities in the system are offering so that a comparison can be made to current ECU benefits and a workable compromise can be reached.

The Chancellor then commented on the budget by saying that the signs of a recovery have not yet occurred. He offered to share the latest February revenue outlook for North Carolina (prepared by the Fiscal Research Division of the North Carolina General Assembly) that had been shared with members of the Academic University Budget Committee and Professor Marianna Walker. The current forecast is between a \$5 million and \$7 million state budget gap for the coming fiscal year. The major revenue sources for North Carolina are sales tax and income withholding taxes, which are behind approximately 5%. North Carolina has lost 280,000 jobs in this recession and which explains the loss of tax income. The Chancellor reported that there was a lot of consternation about what the next budget year might look like. He stated that the university is well prepared for this fiscal year and that he could not imagine the Governor asking for additional cuts for the remainder of the fiscal year. Thus, there should be adequate cash flow for the remainder of the year; however, more reversions might be possible in the summer.

The biggest news in the latest Board of Governors meeting several weeks ago was an announcement by Erskine Bowles that he was stepping down as President of the UNC university system. The chair of the Board of Governors will now convene a search committee so in an attempt to fill the President's position by September of 2010. The decision may come more quickly given the importance of the position of the presidency.

President Bowles had developed an action plan that includes the priorities that he sees as a major part of his legacy. ECU is well situated to help accomplish these five goals. The goals include K-12 education, access to higher education, increased efficiency and effectiveness, increased research and engagement leading to economic development, and global competitiveness. President Bowles also asked six Chancellors to help advise him on retention and graduation initiatives.. Chancellor Ballard said that he will be involved this group with a report due in March. Although it is unclear in how this report will be used, there would be no enrollment increase growth at any campus that did not meet its retention and graduation goals. The Chancellors are hoping that the President will demonstrate some flexibility on this point due to the fact that an understanding of the factors related to retention and graduation rates is a complex.

The current Retention and Graduation goals are very high and a middle ground needs to be reached on in setting the university goals for the next year.

Regarding campus based tuition ECU's request was the second lowest proposed increase. The ECU proposal was for between a 3.7% - 4% increase. The most important decision will be whether the legislature will allow the campus based tuition increases to stay on campus or whether they will be used to help balance the state budget deficit. This spring we will know more about whether these increases will revert to the state; the Chancellor stated that this money was definitely needed to fund initiatives on campus. Without these funds many of the retention efforts of the university may suffer.

Following Chancellor Ballard's remarks, Professor Glascoff (Health and Human Performance) stated that there seemed to be some inconsistencies within the process on a recently approved revision to the Faculty Manual, relating to Part V. She noted that Resolution #10-03, Part V. Section III. Curriculum Development should be returned from the Chancellor's desk to the Educational Policies and Planning Committee for reconsideration. She stated that there was inconsistency with the proposed curriculum policy revision to the Faculty Manual and current procedures. She noted items (in italics below) that should come after the Dean's approval and Service Learning Designation should also be added to the approval process, similar to Academic Standards & Writing Intensive (WI).

"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;
- (italicized items should go here)
- University Curriculum Committee;
- Faculty Senate;
- Chancellor”

Professor Glascoff then moved that Faculty Senate Resolution #10-03 which is titled Proposed Revisions to the Faculty Manual, Part V. Academic Information, Section III. Curriculum Development and passed by the Senate at its January 26, 2010 meeting be removed from the Chancellor's desk and returned to the Educational Policies and Planning Committee for revision. There was no discussion the motion carried and the Chancellor graciously agreed. **Faculty Senate Resolution #10-06**

Professor Mathews (Anthropology) stated that the current Serious Illness and Disability Leave policy ranks ECU as a leader among their peers and what attracted faculty to the various academic units. She asked if there was a compromise to the current policy, and would the childcare proposal be reconsidered. Chancellor Ballard stated that North Carolina had a lousy benefit program so he understood the concerns of faculty. He noted that the childcare proposal had never been rejected, but the University continued to be unable to fund the proposal at this time. The childcare proposal is a 3-4 year project. As for compromises, he stated that all involved would look at various options with all keeping in mind that over the next few years other issues would need to be addressed.

Professor Van Willigen (Sociology) asked if anyone had tracked the consequences of the policy. She stated that when Chancellor Ballard tasked the Academic Council to look at the issue and to address both the at positive and negatives consequences involving the Serious Illness and Disability Leave policy Chancellor Ballard agreed.

Professor Wilson (Sociology) stated, also on this issue, one of the young female faculty in his unit was recruited with this policy and since joining ECU, now expressed how the University may be engaging in "bait and switch" tactics. Professor Wilson stated that this issue needed to be addressed since this has been used extensively in recruiting good faculty to campus. Chancellor Ballard expressed his displeasure with the term "bait and switch" and stated that until fundamental economies and revenue turned around, many options may need to be looked at. Policy alterations are a part of the world we live it and unfortunately, we have to see if this is one of the policies that we need to look at, keeping in mind the comments offered today including faculty retention.

Professor Lillian (English) stated that she fully understood the fiscal responsibility and detailed briefly how things like this were handled within her department in order to reserve resources. She stated that members of the Faculty Welfare Committee had been told that there needed to be cuts but had not received any empirical data on the actual proposed costs and what would be saved. She asked if Chancellor Ballard could assist in providing concrete data on this issue from members of the Academic Council. Chancellor Ballard noted that Vice Chancellor Horns

had been asked to address this issue during her remarks to the Senate and that she came prepared with data. He also noted that he had no plan to change the policy until there had been a clear discourse on this policy.

Professor Glascoff (Health and Human Performance) stated that the situation with many faculty have been just as bad as those entities within the safe financial institution, including insurance rates increasing, salaries stagnating, childcare costs rising. She noted that ECU was a "child friendly environment" and that over all of these years now economically things are really bad and at 62, she cannot even retire due to the economy. So these policies affect faculty. She noted that her son was now an attorney and instructor with ECU. Chancellor Ballard stated that it was also unlikely that there would be salary increases this year.

Professor Estep (Academic Library Services) asked to read a resolution from his academic unit in support of the Women's Studies draft. It stated: "Resolved, that the faculty of Academic Library Services strongly support the memorandum from the Women's Studies Program Executive Committee dated February 9, 2010." Professor Estep stated that often times faculty forget that faculty, within the academic libraries, are faculty too, and serve on 12 month contracts and he supported the Women's Studies memorandum. Chancellor Ballard stated that he had heard all of this and appreciated all of the comments.

Chair Walker thanked everyone for their remarks and the Chancellor as well. She stated that the faculty certainly appreciated Chancellor Ballard's support in the faculty's representation in all aspects of university academic matters, which he had articulated well in his State of the University address.

D. Phyllis Horns, Vice Chancellor for Health Sciences

Vice Chancellor Horns stated she was going to concentrate on three topics: the dental school, the practice plan and the faculty serious illness policy. The dental school is on track to receive its first class of dental students in 2011. There will be fifty students and sixteen faculty. At the moment the current planning is focused around academic planning with the first two years spent in basic science coursework. The academic planning should be in place for the beginning of classes in 2012. There is also a lot of effort at this time on the development of selection criteria for dental students. The ratio of admissions to the dental school is approximately the same as for the medical school; currently 70 medical students are selected from a pool of 800 applicants each year. The accreditation self study reports are also being reviewed and are due in April with a site visit in October. The first three service learning centers have been located for the forth year dental students. These locations are Ahoskie, Elizabeth City, and in the western part of the state. The design of the dental school is still being worked on; a decision has also been made to change the name from the School of Dentistry to the School of Dental Medicine. The degree conferred will also change from the Doctor of Dental Surgery to the Doctor of Dental Medicine. The request of the change of name was made by the Dean and the faculty and is in keeping with at the current nomenclature. The concept is broader and implies that oral health is a pervasive problem for children and is more than removing teeth. There is a three page brief that discusses the more comprehensive term for the degree that can be distributed.

The ECU Physicians practice plan is in the fourth year and should be in a break even budget year. This will be the first time in five years the budget has broken even and even though the

plan is \$4 million short at this time the expectation is that this will be made up by the end of the year. The practice plan is behind in part due to the medical records system that was recently installed to interface with the hospital and to provide continuity of care. The registration process of being treated at ECU Physicians should be compatible with the hospital so only one registration is needed if hospitalization is required. The economy has also caused the insurers or third party payers to withhold reimbursements for longer periods of time. Reimbursements are being held thirty five days longer than last year.

Vice Chancellor Horns indicated that plans were to increase the size of the medical school class as soon as the economy improved so this could be affordable.

Vice Chancellor Horns then provided a report to the Faculty Senate on the Serious Illness and Disability Leave (FSIL) for Faculty data. She indicated that she hoped to find a policy that was the most generous that can be achieved and at the same time be financially sustainable. The financial implications of the existing policy were not clear when it was enacted in 2005. This is not, in Vice Chancellor Horns' opinion, a west campus problem. Currently, the statistics for use of serious illness policy are:

Academic Affairs

- 82 total FSIL applications have been approved since January 2006.
 - 37 were for the birth of a child or to care for a newborn child.
 - 7 for parental leave (3 women for foster care or adoption, 4 men for care of newborn child).
 - 38 were either employee serious illness or serious illness condition of a spouse, child or parent.
- Total estimated cost for these leaves and replacements is \$2,529,317.

Health Sciences

- 59 FSIL applications have been approved since July 1, 2007 (2006 data not available).
 - 18 were for the birth of a child or to care for a newborn child.
 - 33 were for employee serious illness.
 - 8 were for serious illness of a spouse, child or parent.
- Total estimated costs for these leaves, replacements, and lost revenue to ECU Physicians is \$3,428,804.

On the west campus about one third of the applications for serious illness benefits were related to childbirth or related care. There is also a breakdown of the data by 12 weeks or sixty days or other lengths of time that faculty were excused from their normal duties. Vice Chancellor Horns encouraged attendance of the upcoming forums on this topic and invited campus discussion that would lead to a reasonable solution.

Professor Lillian (English) thanked VC Horns for the information and understood that it takes time to compile the numbers. She asked if the \$2.5 million cost for Academic Affairs was for salary and benefits for replacement faculty on east campus. She stated that in her unit, they didn't hire full replacements each time. That the unit may handle the situation by not offering a course during a semester or just sharing the load and teaching more to help out. Professor Lillian asked if these were just hypothetical numbers or were they actual costs and if so, how did

it get calculated? Provost Sheerer stated that they used replacement costs with salaries, but on \$4,500 a course, plus salary and benefits costs. They also accounted for times when the leaves were not the full 15 weeks.

Professor Wilson (Sociology) stated that if someone is calculating savings by reducing the weeks from 15 to 12, things are different across disciplines, including arts and sciences. If a faculty member is gone for 12 weeks and not the full 15, he did not see any savings at all. Faculty on leave still work on papers, communicate with students and colleagues, etc. VC Horns stated that there would be savings if they went from 15 to 12 weeks because they would have the benefit of the faculty talent during those additional 3 weeks. She stated that faculty do more than teach and there were more compelling things that include retention that the University needed more faculty and not less involved in. She had heard that there were statements that the Academic Council wanted faculty to do "busy work". She stated that that statement was distasteful to her and that there were many faculty roles other than just teaching. She wanted to look at this differently.

Professor Bauer (English) replied that if the focus was on retaining students, the weaker students have a harder time adjusting to a change in instructors during the semester. She asked that if changes needed to be made to account for the loss in costs to the University, should we consider two different policies according to teaching and practice plan faculty, developing different benefits for different parts of the faculty body. Vice Chancellor Horns responded that everything was on the table but noted that generally, academic health centers did not have policies that affected only a portion of the faculty.

Professor Given (Foreign Languages and Literatures) thanked members of the Academic Council for their attention to this and allowing for faculty input. He asked what alternatives had the Academic Council considered to reduce costs, such as giving leave at a reduced salary instead of cutting the actual weeks of leave. VC Horns stated that they had been discussing the possibility of reduced leave across the board from 15 to 12 weeks and had not yet discussed other options extensively. She stated that their goal was to achieve the most sustainable policy that was best for all faculty and that the Academic Council would talk more about this with the Human Resources staff to find out what things were not allowable.

Professor Howard (Communication) remarked that the policy financial data presented was focused on marital couples and wanted to know the costs and how many leaves taken were taken by a married couple for a child with specifics of whether they were father or mothers. He wondered what the actual cost savings would be when attempting to reduce the number of days for men to only 21 days. VC Horns stated that she could have that information gathered but it would take time.

Professor Howard (Communication) stated that last month, Provost Sheerer mentioned that married couples were "double dipping" and causing a hardship on all. He noted that all present agreed that this use of the policy was questionable and saw that a loophole that needed to be addressed. He felt uncomfortable with the figures being provided. He stated that he took a job at ECU as an individual, separate from his wife, who also obtained her job without ties to him and that they felt the current policy was very generous. He felt the proposed changes penalized one spouse, displaying a gender bias with 12 weeks for women and only 21 days for men and

wanted to look further at the data. He thanked VC Horns for working to provide that information to the body.

Mathews (Anthropology) stated that she wanted to see the actual data to show what the savings would be under the proposed changes to the policy. She wondered what if there were not enough savings on reducing maternity leave. What would happen next, reduce the time off for serious illness? VC Horns stated that yes, they had talked about it and have discussed that all of the leaves may need to be changed to 12 weeks across the board. Family Medical Leave Act (FMLA) and short and long term disability was available to faculty. Additional insurance was available for those anticipating births, adoptions, foster children that could be used to cover time off without the pay from the University. VC Horns stated that she would provide the data showing the savings under the proposed changes.

Professor Zeager (Economics) asked if there was a compelling reason to have serious illness and childcare/ maternity leave policies combined. VC Horns replied that they had also thought about splitting the policies because there was currently not a sick leave policy for faculty and that that was a valid point that she would work with Human Resources to find answers.

Professor MacGilvray (Medicine) remarked that all could have unpaid leave as with long term care disability insurance, with 2/3 of the salary affected. VC Horns said that only a small portion had long term care insurance because few people have thought that far ahead to look into it.

Professor Givens (Foreign Languages and Literatures) remarked that in reference to paternity leave, if it exists in the first place, was there probably legal discrimination when giving mothers 12 weeks and fathers only 21 days. Also, in the current Tenure and Promotion University policies included in appendix D, a tenure track faculty member can request an extension of their tenure track leave, how will this be affected if the weeks are reduced. How can this not be lost in the proposed new policy.

Professor Lillian (English) remarked that in reference to recruitment and retention issues she saw retaining faculty closely linked to retaining students. If the faculty member leaves to go to another University as their benefits decrease, why do top students want to stay if they see their top faculty leaving. We need to factor all considerations in and noted that a lot of good ideas had been shared today and that she thanked the Chancellor and Academic Council for the time that it took with this policy and for allowing faculty to be involved in the process.

Professor Wilson (Sociology) said that he had heard of chairs' approving parental leave and wondered if when giving birth, did he or she have to get it approved beforehand or does a new mother or father automatically get the time off. VC Horns stated that she had not heard that and that if there were units with chairs not approving these leaves then she needed to know that. Professor Wilson replied that it was a concern but not yet a problem. He asked if a unit chair could disapprove a leave request. VC Horns replied that the current policy requires the request for leave be made directly to Human Resources and then once approved them, a Human Resource representative contacts the department chair to discuss their approval of the leave and then issues within the unit can be handled.

Professor Van Willigen (Sociology) asked on a different matter if there had been a large decrease in support staff with ECU Physicians and their satellite offices. It had been very hard to get anyone on the phone with the ECU Physicians and ECU Surgery took three days to have a prescription renewed. VC Horns replied that she was unaware of a shortage in staff but that there had been staff turnover with additional people being trained on the access modules. She was apologetic for the inconvenience and frustration and regretted that faculty were having problems and offered her direct office number (744-2265) for those with continuing problems.

Professor Walker, Chair of the Faculty, thanked Vice Chancellor Horns for the updates and data collected on the Serious Illness and Disability Leave for Faculty policy. She stated that the faculty appreciated her candor in sharing this information with the Senators.

E. Marianna Walker, Chair of the Faculty

Professor Walker provided the following remarks to the Faculty Senate: "In the past eight months, I have realized just how fortunate we are to be in an environment where discovery is a daily activity. Being a faculty member at a university where research, discovery of new knowledge, and innovative creative activity are rewarded is the type of profession that many individuals seek, but often fail to find. In addition to new discoveries in research, university faculty are encouraged to develop innovative teaching strategies including the use of technology and distance education. We are often engaged in discovering means to solve problems involving the human condition, the environment, and economy. During the next few months, faculty will be exposed to new opportunities involving scholarship in the pursuit of tenure, specifically in the areas of engagement and innovation. Again, the university is at the forefront of discovery in many different realms, and its impact on our world is tremendous. How fortunate we are and how exciting it is to be at East Carolina University at this time.

I continue to be amazed at the vast amount of initiatives that are currently being explored. Yes, the faculty and the administrators, in their collaborations and partnerships are like pioneers – all breaking trail, trying to find the way in these university initiatives, through the framework of shared governance. I have been so proud of the faculty and the numerous committees who have worked diligently to undertake many different challenges. But of course you heard me brag about them last month.

In this meeting, you will hear reports from three committees (Academic Standards, Admission and Retention and Faculty Welfare) who have continued to work diligently in completing their standing charges, but also in reviewing administrative policies, and the laborious task of faculty manual review. Today, these committees will present the first round of detailed information relating to the revision, update, and reorganization of the faculty manual.

Academic Standards is presenting Part V. Academic Policies, Section 1 today. The committee has worked diligently to rewrite sections that are unclear and/or outdated and insert new language that will serve to guide the faculty member in academic procedures. While the committee is revisiting the text in the faculty manual, it is also considering the relevancy of the material and current status of academic policies or rules. I applaud them for their efforts. Once approved by the senate, this information will be some of the first sections to be included in a new updated faculty manual. The faculty officers, and of course Lori Lee, will begin to construct a new faculty manual, where newly approved faculty manual sections will be housed until the

current manual is completely reviewed, comprehensively reorganized and formatted, which is projected for completion in Spring 2011.

The Faculty Welfare Committee has also worked thoroughly to address possible changes in the faculty manual in Part V. Academic Information Section: Academic Facilities and Part VI. General Personnel Policies, Section III. Institutional Services Available to Faculty. Much of this information, as you will note, will be recommended for removal from the faculty manual, but inserted elsewhere in the University Policy Manual. Today, Faculty Welfare will be asking for feedback on the Faculty Serious Illness and Disability Leave policy, an administrative policy that is currently under review.

Besides the faculty manual, other committees and groups are breaking ground in discovering new relationships, establishing order, and determining solutions to university challenges. Such initiatives involve the establishment and principals of a University Policy Manual. I represent the faculty and the faculty senate on this committee, and will have input in how the revised faculty manual will become part of this university policy manual. Specific issues such as the selection of major policy categories and the process for adoption of new policies, rules, and regulations are being explored. The faculty senate, in its formal review and advice pertaining to administrative policies, as solicited by the Academic Council, sets the pace for this new process at the university. This new process, in addition to traditional roles of university standing committees, requires that critical communication and vetting occur between administration and faculty prior to the committee report to the faculty senate.

Other new discoveries include the faculty's role in retention of students, not only from freshman to sophomore year, but in the retention of students each academic year. Partnerships must develop to increase our retention and graduation rates for our students. Faculty must get involved in this endeavor, which will uncover best practices and pitfalls in the retention of our ECU students. Their success is our success. Not only is this a challenge for administration, but faculty are the individuals who are on the front-line in educating these students. We must step up and determine how we can be part of the solution.

So, what makes faculty so unique in this university environment? It's the way we tackle major issues, problem solve with poise and conviction, and use the scientific method to structure our inquiries and add value to our findings. We seek data to validate our assumptions and test our assumptions through systematic investigation. We understand that initial fact gathering may not lead to the end product. We recognize that our initial hypothesis may not be proven, but that by finding such an outcome, our understanding of the problem is only strengthened. This is academic at its best. We can use our academic foundation to assist in solving any university problem.

At our university, faculty must be part of these initiatives and strategic directions for change to occur. Faculty realize that through involvement in such university initiatives, students succeed, and university goals are accomplished. I thank you in advance for your involvement in these initiatives and please encourage your faculty to get involved!"

F. Election of Faculty Officers Nominating Committee

According to *ECU Faculty Manual*, Appendix A, Section VIII, the following Faculty Senators were elected by acclamation to serve on the Faculty Officers Nominating Committee: Professors Christine Zoller (Art and Design), Erik Estep (Academic Library Services), Britton Theurer (Music), Dee Dee Glascoff (Health and Human Performance), and John Howard (Communication). The committee will meet soon to begin their work and will provide a slate of Faculty Officer nominees to the Faculty Senate on April 27, 2010.

G. Question Period

No further questions were posed to the group at this time.

IV. Unfinished Business

There was no unfinished business to come before the Faculty Senate at this time.

V. Report of Committees

A. Academic Standards Committee

Professor Linda Wolfe (Anthropology), Chair of the Committee, first presented the approval of a Foundation Curriculum Course for Social Science HIST 3669 History of the Middle East. There was no discussion and a Foundation Curriculum Course for Social Science HIST 3669 History of the Middle East was approved as presented. **Faculty Senate Resolution #10-07**

Prior to the second item of business from the Academic Standards Committee, Chair Walker reminded the Senators that, as parts of the manual were being reviewed and acted on by the Senate and Chancellor, and vetted by the Faculty Manual Steering Committee, unless required for current policies, revised text would be housed in a new draft manual until the current manual was completely reviewed, comprehensively reorganized, and formatted, which was projected for completion in Spring 2011. There was no discussion.

Professor Wolfe then presented the proposed revisions to the *ECU Faculty Manual*, Part V. Academic Information, Section I. Academic Procedures and Policies. She noted that partial sections of Part V were being presented now, with additional revisions to Section I. to be presented to the Faculty Senate in April 2010. Also included at the end of the report was a suggested reorganization of Part V, Section I. Additions were noted in **bold** print, deletions in ~~strikethrough~~ and suggested moves to new locations noted in red.

I. Academic Procedures and Policies

Academic Procedures and Policies provide a framework that permits the University to perform its academic mission uniformly and efficiently. Faculty members are expected to execute their teaching and advising duties within the context of these policies.

Combine with Desk Copies, Ordering Textbook, Collateral Material

~~E. Coursepacks In a cooperative arrangement the Dowdy Student Stores and ECU Rapid Copy Center provides a faculty publishing service for supplemental course materials. The store provides quality academic course materials that are sold alongside the textbooks for the course. The coursepack department of the store will obtain copyright permission, process orders, and calculate and collect royalties. This service is provided at no charge to your department. A complimentary desk copy is available upon request to each instructor of their coursepacket.~~

Combine with Coursepack, Ordering Textbook, Collateral Material

F. ~~Desk Copies~~

~~Providing desk or complimentary copies of textbooks is a service extended by most publishers to instructors using their books in the classroom. Instructors are urged to obtain their desk copies directly from the publishers by writing or calling them stating that they intend to adopt their book as a text and requesting that they send a desk copy. The Dowdy Student Stores does not furnish free desk copies but will assist the instructor by providing desk copies on an emergency loan basis. The desk copy will be charged to the departmental desk copy account for a period of up to 60 days, during which time the book is to be replaced with a completely new, unmarked, salable copy. If the book is not replaced within this period of time, the charge becomes permanent and is paid for out of the department's budget. Forms necessary to obtain a desk copy from the store are available in each unit office. For complete details concerning this procedure, instructors should confer with the unit administrator.~~

K. Office Hours

Each faculty member must establish office hours so as to be available to advisees and to campus and distance education students who wish to consult with him or her. Each member of the faculty must maintain office hours for a minimum of five hours during a work-week. It is strongly recommended that the faculty member also be available daily either on campus or online. The office hour availability schedule is to be posted on the faculty member's office door and/or online course website. Each faculty member is to submit to the unit administrator a schedule of their office hours and the unit administrator is to have a complete schedule of the office hours of all faculty of the unit. Instructors of online courses must set a time frame for each working day within which they will respond to online requests or questions.

~~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 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. 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. (FS Resolution 09-24, June 2009)~~

Professor Glascoff (Health and Human Performance) asked how was "office" defined? Professor Wolfe responded an office is an office. Professor Lillian (English) stated if a faculty member taught online courses, did the text mean that in addition to the time spent teaching online, the faculty member needed to also establish 5 hours a week of office hours. Professor Wolfe responded no.

Professor Boklage (Medicine) asked if office hours meant availability hours. Professor Wolfe responded that the interesting thing about this discussion was that the reference to 5 hours of office hours was currently in the text and that this was nothing new. Professor McKinnon

(Interior Design and Merchandising) asked if this relates to the availability by some means to the student in the same way as face-to-face interaction was in the past. Professor Wolfe responded yes.

Professor Theurer (Music) offered that a reference be added to read "online availability equates with office availability". Professor Sprague (Physics) asked if this meant for only those who teach online courses. Professor Theurer responded that he wanted to make sure that faculty who teach online courses would not be asked to also be available in their office.

Professor Howard (Communication) questioned the 5 hours? Professor Lillian (English) moved that this section of the *ECU Faculty Manual*, Part V. Academic Information, Section I. Academic Procedures and Policies be returned to the Academic Standards Committee for further discussion and clarification. Professor Gabbard (Education) asked how the proposed text would affect faculty members who have advisees. Chair Walker noted that the Faculty Manual Steering Committee had talked earlier about an advisor section in the future faculty manual.

Professor Boklage (Medicine) stated that before the body sent this subsection back to the committee, he wanted to state that it was not sensible to have faculty sit in their offices for 5 hours and wait for students to come by and that the committee consider rewording the text to read "a minimum of 5 hours". Professor Wang (Geography) asked would the phrase "minimum of 5 hours" relate to each course or overall teaching load. Should we have that many hours required? Professor Wolfe responded that the current 5 hours related to the overall teaching load. Following discussion, the subsection K. Office Hours was returned to the committee for further review.

L. Ordering Textbooks and Collateral Material

All items, including textbooks and supplies, that the students are expected to purchase should be requisitioned each semester on forms provided by the Dowdy Student Stores. These forms are sent to the departments approximately two weeks prior to the due dates requested by the Dowdy Student Stores.

Book requisitions received on the requested due dates allow the store time to prepare buy-back lists used in purchasing from the students any book that they no longer need. This helps the students to keep the total costs of textbooks down as much as possible.

In a cooperative arrangement the Dowdy Student Stores provides a faculty publishing service for supplemental course materials. The store provides quality academic course materials that are sold alongside the textbooks for the course. The coursepack department of the store will obtain copyright permission, process orders, and calculate and collect royalties. This service is provided at no charge to your department. A complimentary desk copy is available upon request to the instructors of their coursepack.

Unit administrators or their designees distribute requisition forms and collect the completed forms from the instructors involved in book and supply ordering. The entire group of requisition forms from the school or department is forwarded, as soon as possible, to Dowdy Student Stores. A textbook requisition form should be completed for

each course giving all the information needed to order the books and materials. When no textbook is required for a course, the form should be filled out to this effect. The information should be typed or clearly written on the forms, and the designated copy retained in each departmental office for future reference. Unless there is some compelling reason for using an old edition, instructors should use the newest edition of a textbook that is available.

Professor Gibson (Business) stated that upon receiving the Senate agenda, she had responded to the committee with a suggestion to note that book orders could be submitted in whatever format. Professor Wolfe replied that she had received that communication however didn't think she could alter the committee's report once submitted to the Agenda Committee and that she had failed to remember to mention that in her beginning remarks. Professor Gibson then made a motion to have this section returned to the Committee for further wording on dual submission of book orders. The motion failed.

Professor Sharer (English) noted that in most cases, textbook requisitions may also be completed online through the Dowdy Student Store's website. Professor Niswander (Business) spoke against the proposed reference to the Store's website because the text should be more "method neutral" so that no matter how it is done now and in the future, the wording will encompass all of the choices. Professor Lillian (English) stated her support for Professor Sharer's proposal, suggesting that maybe we need just a brief statement that lays out a simple responsibility of the faculty to meet deadlines without providing specific guidelines that may change next year. The motion failed.

Professor Niswander (Business) asked for a point of order and asked a procedural question – Could the earlier motion made to send a section back to committee be reasked? Parliamentarian Killingsworth (Business) replied yes. Professor VanWilligen (Sociology) then moved to have subsection L. Ordering Textbooks and Collateral Material resent to the Academic Standards Committee for further discussion.

~~The university-owned Dowdy Student Stores, located in the Wright Building, has available the books and supplies that are needed by the students to obtain their education. All items, including textbooks and supplies, that the students are expected to purchase should be requisitioned each semester on forms provided by store. These forms are sent to the departments approximately two weeks prior to the dates listed below. In order to allow ample time for the ordering and receiving process, the manager of the store requests that all requisitions be turned in by the following dates:~~

- ~~_____ Fall Semester Requisitions Preceding March 17~~
- ~~_____ Spring Semester Requisitions Preceding October 19~~
- ~~_____ Summer Session Requisitions Preceding February 20~~

~~Book requisitions received on these dates allow the store time to prepare buy-back lists used in purchasing from the students any book that they no longer need. This helps the students to keep the total costs of textbooks down as much as possible.~~

~~Deans and department chairpersons distribute these requisitions and collect the completed forms from the instructors involved in book and supply ordering. The entire group of requisition~~

~~forms from the school or department is forwarded, as soon as possible, to Dowdy Student Stores. A textbook requisition form should be completed for each course giving all the information needed to order the books and materials. When no textbook is required for a course, the form should be filled out to this effect. The information should be typed on the forms, if possible, and the designated copy retained in each departmental office for future reference.~~

~~Careful and accurate estimates of student enrollments should be furnished to the textbook manager of Dowdy Student Stores in order to avoid overstocking of books and supplies which may become obsolete and result in financial loss to the university. Members of the faculty should acquaint themselves with certain information concerning textbook and supply orders at the time the order forms are distributed to them.~~

- ~~1. Dates that publishers furnish for the availability of new books are almost invariably over-optimistic, and instructors should order an edition only after it has been published rather than on the strength of the publisher's promised date of publication.~~
- ~~2. Unless there is some compelling reason for using an old edition, instructors should use the newest edition available.~~
- ~~3. Only textbooks that are requisitioned for the following term will be bought back at 50 percent of the new retail** price for resale purposes, provided the store is not already overstocked.~~
- ~~4. Supplies that the students will be required to purchase should be requisitioned on the supplies requisition form provided by Dowdy Student Stores.~~

M. Orientation of Courses Course Expectations and Requirements

High expectations for student achievement are important for all students and are a key aspect of student retention. The course syllabus informs students of the expectations and requirements of the course and reduces the likelihood of problems later in the semester. The syllabus is a tool that helps both faculty and students accomplish the universities' primary mission of teaching and learning. Faculty members are required to provide a course syllabus for students at the beginning of each semester. The syllabus should make clear the goals and content of the course and what will be expected of students in the course. A course syllabus should specify the instructor's policies for class attendance, grading, civility in the classroom, and academic integrity. The syllabus should also include a schedule for tests, and assignments.

It is the responsibility of each unit administrator to have copies of syllabi for all courses taught in the school or department.

Professor Lillian (English) questioned that after add/drop period the faculty member cannot change the syllabus. She stated that this could occur with the consent of the students since the weighting of the course requirement may change and would not be fair to either the faculty member or the students. It should always be with the consent of students. She remarked that she had heard of some faculty changing the weighting of the assignments during the semester and that she did not think that was fair to the students. Professor Romack (Chemistry) stated that it was not in the Faculty Senate's purview to micromanage a faculty member's syllabus and the way they may choose to teach a course.

~~At the opening of each semester, faculty members should provide the following information during the initial class meetings:~~

- ~~• The prerequisites of the course, if any, and the required class standing, that is, freshman, sophomore, etc. Students not eligible for the course should be sent to the office of the Registrar immediately.~~
- ~~• The content of the course~~
- ~~• The objectives of the course and the value to be derived from the course~~
- ~~• The complete requirements of the course, such as textbooks, other materials required, number and nature of reports to be submitted, outside reading, notebook requirements, types of quizzes to be used, and class attendance regulations~~
- ~~• The weight of the various requirements of the course in determining the final grade~~
- ~~• Smoking is prohibited in all ECU classrooms~~

~~The first meeting of each class should consume the full time allotted by the schedule. Faculty members are expected to have in their possession a syllabus for each course they teach. It is the responsibility of each dean and chairperson to have syllabi for all courses taught in the college, school, or department.~~

N. Posting Grades

In compliance with the Family Educational Rights and Privacy Act, faculty must not post grades by Social Security Number, Banner ID, any sequential part thereof, or any other personally identifiable characteristic.

Professor Wang (Geography) stated that he emails every student with grades assigned and asked if that was still ok. Professor Sprague (Physics) replied that as long as he was not posting grades using any personal identifying numbers it was ok. A faculty member can generate random numbers and if the students cannot guess who the numbers are assigned to, then it is ok to email and post grades. Professor Howard (Communication) added that a faculty member needed to obtain written expressed acceptance of the posting procedures because randomized numbers could still be figured out. Professor Sprague replied that the best way to handle this was to post grades on blackboard.

~~As soon as they are determined at the end of each semester or summer term, grades are posted electronically. Students may secure their grades via the automated voice response system using their pin number, and via the OneStop (<https://onestop1.ecu.edu/onestop/>) using their exchange userid and password. In compliance with the Family Educational Rights and Privacy Act, faculty are not allowed to post grades by Social Security Number, any sequential part thereof, or any other personally identifiable characteristic. Upon receipt of a written request to the Office of the Registrar, a report of grades is sent to the student at his or her permanent home address. Questions about final examination grades should be directed to the instructor who determined the grade. (Faculty Senate Resolution #00-2, February 2000 and #02-32, October 2002)~~

Proposed New Subsection Grades and Grading

Instructors assign grades on the basis of their evaluation of the academic performance of each student enrolled in their courses. Course grades are based on the quality of the student's performance as evaluated by the performance criteria stated in the course syllabus.

There was no discussion on the addition of this subsection.

R. ~~Reporting of Grades~~ Recording of Grades

Near the end of the semester, the University Registrar's Office sends procedural instructions to members of the teaching faculty for the posting of grades. Faculty members must submit grades electronically no later than the deadline established by the registrar's office.

There was no discussion on revisions to this subsection.

~~Grades must be submitted electronically not later than forty-eight hours after each final examination is given. A change in grade, other than "I", for any reason, must be made within one year from the date the original grade was received. Forms for change of grade are available in school or departmental offices. (Faculty Senate Resolution #03-47, November 2003)~~

Proposed New Subsection

Change of Grade

Grades cannot be changed after they are officially reported unless the change is initiated by the instructor and recorded by the university registrar. ~~approved by the instructor, the appropriate unit administrator, and the University Registrar~~ Except from grade changes arising from the grade appeal process (add link) no change may occur unless the instructor who gave the grade initiates the formal process of a retroactive grade change. A change in grade, other than removing a grade of Incomplete (I), for any reason, must be made within one year from the date the original grade was received. Forms for change of grade are available in school or departmental offices.

Professor Zoller (Art and Design) stated that if she had calculated a grade and later discovered that she had made an error, why was the unit administrator being added to the approval form since that is not how the process currently works. Professor Wolfe (Anthropology) replied that sometimes the change in grade was contentious and that the unit administrator needed to sign off on it.

Professor Glascoff (Health and Human Performance) asked what would happen if there was an inappropriate miscalculation. The student could still dispute the grade change. However, this is an entirely different policy that allows the student to dispute a grade. It is inappropriate to address this here in the subsection, it should remain where it currently is within the *University Catalogs*. She then made a motion to delete "inappropriate unit administrator" from this subsection. Professor Novick (Medicine) agreed with the motion and stated that the unit administrator should be objective and not involved in the process.

Professor Sprague (Physics) stated that the reason for including this was so that the unit administrator would be involved in the change of grade. He suggested a compromise and

offered "the form be copied to the administrator". Professor Niswander (Business) spoke against the friendly amendment stating that the unit administrator should not be involved at all in the assigning or changing of a grade. There was another policy currently in place in the *University Catalogs* to handle this matter.

Professor Sharer (English) stated that if there was a grade appeal and the grade needed to be changed but the faculty member had left the University, the grade appeal policy allowed for the dean or unit head to change the grade. Professor Bickley-Green (Art and Design) asked if the registrar recorded the grade or reported the grade. Professor Wolfe responded that the registrar recorded the grade. Professor Lillian (English) stated her appreciation for what Professor Sharer was offering but the faculty member should not need someone else to change a student's grade. The process is different for appeals as it should be.

Professor Bauer (English) asked if it should say "except in the case of..." stating that the students should go through the appeal process, specifically stating that this section only involve when faculty members make a correction to a grade.

Professor Glascoff (Health and Human Performance) moved to amend her motion by deleting "the appropriate unit administrator, and the University Registrar". Professor Niswander (Business) offered a friendly amendment to include "unless the change is initiated by the instructor and recorded by the university registrar" before the deleted text. Professor Sharer reminded the body that the current grade appeal policy address how the unit head would be involved in the case of changing a course grade. Following discussion, the motion to remove "the appropriate unit administrator, and the University Registrar" and add in its place "unless the change is initiated by the instructor and recorded by the university registrar" passed.

Professor Niswander (Business) then moved to add "Except from grade changes arising from the grade appeal process, no..." at the start of the second sentence. Chair Walker suggested that if no grade can be changed except from grade changes arising from the grade appeal process, a link to the current grade appeals policy and process be added to this text. There was no discussion and the proposed revision was approved a presented.

S. ~~Reporting Removal of Incompletes~~ Grade of Incomplete

A grade of Incomplete (I) indicates that the completion of some part of the work for the course has been deferred. The grade of I is assigned at the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond his/her control, completed all the work in the course. The grade of I should not be recorded for a student who has not completed the major portion of the work of the course. An I should not be given if the faculty member is uncertain that the student attended the course; in that case the grade of F should be assigned.

A grade of I must be removed within the time period specified in the appropriate catalog or it automatically becomes a grade of F. ~~during the next semester (not counting summer session) for undergraduate students the student is enrolled in the university~~ The instructor will set a time for the removal of the I, in no case later than three weeks prior to the end of the semester. Instructors must submit the proper change of grade form to the registrar's office at least two weeks prior to the end of the semester. If the student does

not return to school, the I must be removed within one year or it automatically becomes an F. An I may not be removed by repeating the course. If a student enrolls in a course in which he or she has an I, the I will automatically become an F.

It is the student's responsibility to request arrangements for completion of the work and to request that the instructor remove the I grade. It is the responsibility of the faculty member to complete and return the change of grade form in a timely fashion.

In the event that the instructor is unavailable or cannot be contacted the unit administrator or designee will use available records including the syllabus on record to determine the appropriate grade change and submit it to the University Registrar.

Certain sequence courses, such as thesis research, may require the completion of the entire sequence before any grade other than I may be given for the earlier component. No student will be allowed to graduate with an Incomplete on his or her record.

Professor Sharer (English) stated that for graduate students, it was a full year, so she moved that "A grade of I must be removed during the next semester for undergraduate students and during the next calendar year for graduate students or it automatically becomes an F."

Professor Sprague (Physics) replied that the text should be consistent with all stated policies.

Vice Chancellor Mageean stated that the Faculty Senate approves the text in University Catalogs through reports and recommendations that come from their standing academic committees. It was asked if the registrar's office checked to see which catalog (undergraduate or graduate) the student was under prior to determining when an incomplete should be completed. Following the discussion, Professor Sharer withdrew her motion.

Professor Boklage (Medicine) stated that there was no reason to keep the sentence "No student will be allowed to graduate with an incomplete on his or her record." and moved to have this text deleted. Professor Sprague (Physics) replied that this may then provide loophole if a student wanted to keep their GPA high, they may accept an incomplete. Professor Lillian (English) suggested that it is best left as it is. Professor Boklage withdrew his motion.

Professor Sharer (English) offered another motion replacing the first sentence in paragraph two to read "A grade of I must be removed within the time period specified in the appropriate catalog. Professor Wilson (Sociology) offered a friendly amendment to add "or it automatically becomes an F". This was accepted and the motion to replace passed.

Professor Niswander (Business) moved to change the word "Removal of Incomplete form" to the accurate title of the form "grade of change form". This motion was approved as presented.

~~A grade of I must be removed during the next semester (not counting summer session) the student is enrolled in the university, or it automatically becomes a failure. The instructor will set a time for the removal of the incomplete, in no case later than three weeks prior to the end of the semester. Instructors must submit the proper removal of incomplete form to the registrar's office at least two weeks prior to the end of the semester. If the student does not return to school, the I must be removed within one year or it automatically becomes an F. An incomplete may not be removed by repeating the course. If a student enrolls in a course in which he or she has an~~

~~incomplete, the I will automatically become an F. No student will be allowed to graduate with an Incomplete on his or her record. Certain sequence courses, particularly 6995, 6996, Thesis, normally require the completion of the entire sequence before any grade other than I may be given for the earlier component.~~

Proposed New Section Academic Progress

Instructors should ensure that each student has received some indication of his or her standing in the course prior to the last day to drop a course without grades. While it is understood that the procedures used to measure course objectives may differ between disciplines, instructors, particularly those of 1000- and 2000-level courses, should provide their students with the results of some form of graded response (e.g., tests, term papers) prior to the last day to drop. A student should be able to discuss progress in class with the instructor any time in the semester.

Faculty members must report to the appropriate university office the unsatisfactory standing of first year undergraduate students whose work or attendance is poor at the middle of the semester. Instructions for reporting unsatisfactory progress are sent via email each semester to the faculty.

Professor Howard (Communication) asked if there were exceptions to this. Professor Wolfe replied no, these are all 1000 and 2000 level courses.

~~Z. — Supervising Tests~~

~~Each student is expected to uphold the honor code of the university. The honor code, "You are on your honor not to cheat, steal or lie," does not imply that a student must report violations committed by another student. It is, therefore, the responsibility of each faculty member to make sure that each test or examination is adequately supervised. See Part IV, Academic Integrity of the *ECU Faculty Manual*.~~

There was no discussion on the deletion of this subsection.

AA. Tests and Examinations

Performance on tests, quizzes, and examinations are one important indicator of student learning. Instructors should clearly describe the procedures and schedule for tests and quizzes on the course syllabus. Students who are absent from intermediate tests and quizzes with an excuse acceptable to the instructor may be given will be given a make-up test or an excuse from taking the test at the discretion of the instructor.

Professor Glascoff (Health and Human Performance) moved to change "will be given" to "may be given". There was no discussion and the motion passed.

~~Where practical, some indication should be given to the student of his or her standing in the course prior to the last day to drop a course without grades; the drop period is limited to the first thirty days of classes of a regular semester and the first ten days of classes of a summer term. While it is understood that the objectives of courses differ among disciplines and that the relevant procedures used to measure those objectives differ, instructors, particularly those of~~

~~1000 and 2000 level courses, should provide their students with some form of graded response (e.g., essay questions, term papers, etc.) prior to the last day to drop. (Faculty Senate Resolution #95-18, April, 1995)~~

~~An instructor should not administer make-up quizzes or allow credit to those students who miss announced or scheduled intermediate tests and quizzes. Students who are absent from intermediate tests and quizzes with an excuse acceptable to the instructor or an official university excuse from the dean of students will be given a make-up test or an excuse from taking the test at the discretion of the instructor. Students should not be permitted to continue a test or an examination after the end of the class period. Final examinations are held at the close of each term. There will be no departure from the printed schedule of examinations. Changes for individual emergencies of a serious nature will be made only with the approval of the instructor, the chair of the department or dean of the school involved, and the dean of undergraduate studies. The department chair or school dean will, if a serious emergency is believed to exist, forward a written request to the dean of undergraduate studies setting forth the nature of the emergency. A student who is absent from an examination without excuse will be given a grade of F. An incomplete (I) will be given in the case of a student absent from the final examination who has presented a satisfactory excuse to the instructor or an official university excuse from the dean of students.~~

Proposed New Section

Final Examinations

Final examinations are held at the close of each term and a final examination schedule is determined each semester by the Calendar Committee. There will be no departure from the printed schedule of examinations. Changes for individual student emergencies of a serious nature will be made only with the approval of the instructor. A student who is absent from an examination without excuse will be given a grade of F for the examination. An incomplete (I) for the course will only be given in the case of a student absent from the final examination who has presented a satisfactory excuse to the instructor.

The normal expectation is that the completion of a course will include a final examination. Final examinations are required at the discretion of the faculty member and must be scheduled in the course syllabus made available to students. If a final examination is not given during the final examination period, the faculty member must meet with the class during the scheduled examination time and use the allotted time for an appropriate instructional activity.

No test intended to substitute for the final exam may be given during the week preceding the final examination period. Faculty may not give an examination nor an assignment in lieu of an examination on Reading Day. Students should not be permitted to continue a test or an examination after the end of the examination period.

Professor Bauer (English) asked if this meant that faculty and their class must meet as a whole during the exam period. Professor Wolfe replied yes, that is the spirit. Professor Niswander replied that that was not only the spirit of the policy but that the exam period was included when

calculating the number of contact hours for a class, so meeting as a class was required of all faculty members in order to follow the exam schedule for their students.

Professor Glascoff (Health and Human Performance) asked about online distance education courses, where they required to meet on campus during exam days. Professor Niswander responded no, distance education courses were different and not related to this.

Chair Wolfe ended her report to the Faculty Senate with a suggested way to reorganize Part V. Section I of the current faculty manual. Chair Walker noted that this would be taken into consideration when the entire faculty manual was completely reviewed, comprehensively reorganized, and formatted, which was projected for completion in Spring 2011.

Academic Procedures and Policies

- A. Ordering Textbooks and Collateral Materials
- B. Course Expectations and Requirements and Office Hours
- C. Grades: Grades, Recording, Changing, Posting, Incomplete Grades and Grading
- D. Academic Progress, Test and Examinations, and Final Examinations, Academic Progress

Following the lengthy discussion, the proposed revisions to the *ECU Faculty Manual*, Part V. Academic Information, Section I. Academic Procedures and Policies were approved as amended with suggested modifications to subsections K. Office Hours and L. Ordering Textbooks and Collateral Material being returned to the Academic Standards Committee for further review and consideration before returning the subsections to the Faculty Senate.

Faculty Senate Resolution #10-08

B. Admission and Retention Policies Committee

Professor Joseph Thomas (Academic Library Services), Chair of the Committee, first presented proposed implementation dates for revised *University Undergraduate Catalog*, Section 5: Academic Regulations (Faculty Senate Resolution #09-42) relating to DROPPING AND ADDING COURSES (IMPLEMENT FALL 2010), GRADING SYSTEM (IMPLEMENT FALL 2010), and ACADEMIC ELIGIBILITY STANDARDS (IMPLEMENT FALL 2011).

There was no discussion and the implementation dates for Section 5: Academic Regulations (Faculty Senate Resolution #09-42) were approved as presented. **Faculty Senate Resolution #10-09**

Prior to the second item of business from the Committee, Chair Walker reminded the Senators again that, as parts of the manual were being reviewed and acted on by the Senate and Chancellor, and vetted by the Faculty Manual Steering Committee, unless required for current policies, revised text would be housed in a new draft manual until the current manual was completely reviewed, comprehensively reorganized, and formatted, which was projected for completion in Spring 2011. There was no discussion.

Professor Thomas then presented a report on *ECU Faculty Manual*, Part V. Academic Information, Section I. Academic Procedures and Policies, Subsection D. Class Roll Verification and noted that the Committee recommended the current text (below) be retained within the Faculty Manual with no revision at this time. The Committee recognizes that a reorganization of

the material to group similar policies may make this part of the Faculty Manual more user-friendly.

D. Class Roll Verification

Twice each semester—once near the beginning of the term (prior to census day) and once near the mid-point of the term—the registrar contacts each instructor in order to verify student enrollment in that instructor's classes. At the beginning of the term, the purpose of the verification is to ensure the accuracy of the lists of properly registered students. At the mid-point of the term, the purpose of the verification is to identify any students who are no longer attending class. In the event that a faculty member teaches a course in which attendance is not regularly taken, he or she should note any students who have ceased participating and submitting work. Specific instructions for responding to the registrar will accompany the requests for class enrollment verification and should be followed carefully. Due to the significant impact students' enrollment status can have on their financial aid eligibility, the amount of financial aid the university is allowed to disburse, and the amount of financial aid the university is required to return, timely faculty response to class enrollment verification requests is essential. (FS Resolution 09-07, March 2009)

There was no discussion and it was approved that the information in the current manual (Part V. Academic Information, Section I. Academic Procedures and Policies, Subsection D. Class Roll Verification) be retained within the Faculty Manual with no revision at this time. **Faculty Senate Resolution #10-10**

C. Committee on Committees

Professor Margaret Bauer (English) presented the first reading of proposed revisions to the Academic Awards Committee Charge, noting that the revisions were made to update the Vice Chancellor for Research and Graduate Studies reference and draw attention to the new Scholarship of Engagement Awards that this committee will be spearheading in Fall 2010. She also noted that this was being presented as a first reading and for information and required no action. It would be returned in March for a formal vote by the Faculty Senate.

D. Educational Policies and Planning Committee

Professor Edson Justiniano (Physics), Chair of the Committee, first presented a request for a new Ethnic and Rural Health Disparities (ERHD) Graduate Certificate Online Program. There was no discussion and the request was approved as presented. **Faculty Senate Resolution #10-11**

Professor Justiniano then presented a request to change the title of School of Dentistry to School of Dental Medicine. There was no discussion and the request was approved as presented. **Faculty Senate Resolution #10-12**

Finally Professor Justiniano presented a request to change the name of degree offered by the Dental School from Doctor of Dental Surgery to Doctor of Dental Medicine. There was no discussion and the request was approved as presented. **Faculty Senate Resolution #10-13**

E. Faculty Welfare Committee

Professor DuBose (Health and Human Performance), Chair of the Committee, first provided the Senators with an overview on the Serious Illness and Disability Leave for Faculty Policy, dating back to 2004. There was a charge for each UNC system to draft a policy. Chancellor charged the EPA Personnel Policies so that it was more inline with others in the UNC system and more fiscally responsible. Originally it was proposed to reduce the number of weeks from 15 to 60 days. Members of the Committee asked them to provide data on revising the policy at 60 days, 10 weeks, 12 weeks. Since then, the Academic Council met with members of both groups and came up with the possibility of moving it to 12 weeks Memorandum from Academic Council. At present, the Committee is gathering feedback from faculty and will report on this in March to the Faculty Senate. Professor DuBose stated that she was open for any specific feedback that you wish to offer.

Professor Glascoff (Health and Human Performance) requested that the minutes of this meeting be prepared expeditiously so that items from the open discussion today on the policy can be shared with the committee. Professor McKinnon (Interior Design and Merchandising), Secretary of the Faculty accepted the challenge.

Prior to the start of this Committee business, Chair Walker again reminded the Senators that parts reviewed and acted on by the Senate and Chancellor, and vetted by the Faculty Manual Steering Committee would be housed in a new draft manual (unless required for current policies) and would be included in the final product in Spring 2011. There was no discussion.

Professor DuBose then presented the proposed revisions to the *ECU Faculty Manual*, Part V. Academic Information, Section I. Academic Procedures and Policies. Additions were noted in **bold** print, deletions in ~~strikethrough~~ and suggested moves to new locations noted in red.

I. Academic Procedures and Policies

Combine text with text on Mace Bearers (noted below) and include link to this information in University distributed announcements on commencement activities. |

I. Faculty Marshals

Faculty Marshals are ten faculty and two alternates appointed from the full-time, tenured, senior faculty to serve at graduations and other such ceremonial occasions as requested by the chancellor. Those appointed should be individuals readily recognized as outstanding members of the academic community. The Chief Faculty Marshal shall be the faculty marshal in the second or later year of appointment as a faculty marshal and who is of greatest faculty seniority among the faculty marshals. This seniority determination is made each year by the Assistant Vice Chancellor for Human Resources. The Chief Faculty Marshal shall serve as ex-officio on the Administrative Commencement Committee. A Faculty Marshal's appointment is a one-term, four year appointment beginning August 1. The Chair of the Faculty will make recommendations in May of each year to the Chancellor, who will appoint the individuals no later than July 31. (Faculty Senate Resolution #94-45, December, 1994)

There was no discussion on the combination of this subsection.

Combine text with text on Faculty Marshals (noted above) and include link to this information in University distributed announcements on commencement activities.

CC. Mace Bearer

The mace bearer is a faculty member who leads University ceremonial events such as graduation and Founder's Day processions. The eligibility requirements to be appointed East Carolina University's mace bearer include:

- Senior faculty member in terms of years of service,
- Holds a full-time faculty position with East Carolina University, and
- Is not a unit administrator or an individual with one half or more of his/her load assigned to administrative duties.

The Associate Vice Chancellor for Human Resources prepares a list of the most senior faculty members in terms of years of service to the University and notifies the Chancellor and Chair of the Faculty. The Chancellor makes the appointment. If there is more than one qualified individual, the responsibility of the position should rotate among them.

(This policy will take effect at such time that the current Mace Bearer no longer qualifies under the rules in effect at this time or May 2007, whichever comes first.) (Faculty Senate Resolution #05-22, April 2005)

There was no discussion on the combination of this subsection.

Following discussion, the proposed revisions to the *ECU Faculty Manual, Part V. Academic Information, Section I. Academic Procedures and Policies* were approved as amended. **Faculty Senate Resolution #10-14**

Professor DuBose presented the proposed revisions to the *ECU Faculty Manual, Part V. Academic Information, Section II. Academic Facilities*. Additions were noted in **bold** print, deletions in ~~striketrough~~ and suggested moves to new locations noted in **red**.

II. Academic Facilities

Remove from Faculty Manual and place elsewhere in University Policy Manual.

~~A. Auditoriums~~

There was no discussion on the removal of this subsection.

Text also found in Part VI.III.E. A future committee report will include suggested revisions to the text found in Part VI.

~~B. Computing and Information Systems~~

There was no discussion.

Remove first paragraph from Faculty Manual and place elsewhere in University Policy Manual (UPM). Before incorporating into new UPM, information should be updated and include reference to ECU Alerts and receiving notices via e-mail and cell phones.

C. Emergency Action Plan

~~Once notified of an emergency, the appropriate vice chancellor will inform the unit heads who will notify department chairs. The department chairs are responsible for notifying their faculty who will inform students in the classroom buildings of the specific emergency and what actions~~

~~should be taken. If the emergency is one that requires people to stay away from the campus, the appropriate vice chancellor will notify all faculty off campus not to come on campus until the emergency is over.~~

Faculty have the responsibility of familiarizing themselves with all fire fighting equipment available in their area of operations and to knowing how and when to use it. Furthermore, faculty should familiarize themselves with the evacuation plan for their unit in the event of a fire.

Professor McKinnon (Interior Design and Merchandising) remarked just for clarity, the committee is asking that this information be moved to another policy manual. Professor DuBose responded yes.

Remove first paragraph from Faculty Manual and place elsewhere in University Policy Manual. The second paragraph will be moved up and placed under 'Emergency Action Plan' and additional text may be suggested later to include how emergencies should be handled, i.e. injuries, chemical spills, etc.

~~D. Facilities Services~~

~~Requests for repairs, maintenance, renovations, or housekeeping can be made by calling Facilities Services, or using the on-line workorder system. Details concerning renovations and other non routine facilities activities can be found in the ECU Business Manual. Modifications, renovations, connections to utilities and other changes to real property, including land use changes, require the prior written approval of Facilities Services.~~

~~Faculty have the responsibility of familiarizing themselves with all fire fighting equipment available in their area of operations and to knowing how and when to use it. Furthermore, faculty should familiarize themselves with the evacuation plan for their unit in the event of a fire.~~

Remove from Faculty Manual and place elsewhere in University Policy Manual (UPM). Suggested new text for UPM noted below.

~~E. Laupus Health Sciences Library~~

Laupus Health Sciences Library

The William E. Laupus, M.D. Health Sciences Library, located in the Health Sciences Building (HSB) on the university's west campus, serves as the primary information center for the university's instructional, research, and patient care programs in the health sciences. It also serves as the comprehensive information resource center for health care professionals who practice in northeastern North Carolina.

<http://www.ecu.edu/laupuslibrary>.

~~The William E. Laupus, M.D. Health Sciences Library, located in the Laupus, Allied Health, and Nursing Building (LAHN) on the university's west campus, serves as the primary information center for the university's instructional, research, and patient care programs in the health sciences. It also serves as the comprehensive information resource center for health care professionals who practice in northeastern North Carolina.~~

~~The library provides a full range of information services. Please see the library's Website at <http://www.ecu.edu/cs-dhs/laupuslibrary/>. Library hours are posted at <http://www.ecu.edu/cs-dhs/laupuslibrary/hours.cfm> and are available by calling 252.744.2222.~~

~~The Laupus Library circulation policy states that books are loaned to faculty until the last day of classes of the semester in which they are borrowed unless requested by another user; they may be renewed. Faculty may borrow journals for three day loan one month after they have been received. Nonprint media are available for one week loan. New books are displayed for one week before they are available for loan. Faculty members are encouraged to recommend materials for purchase by contacting their liaison librarian or at <http://www.ecu.edu/cs-dhs/laupuslibrary/purchaserequest.cfm>.~~

~~Faculty members are invited to place materials which appear on recommended reading lists on reserve through Laupus Library. Requests for materials to be placed on reserve should be submitted prior to making assignments. Articles or parts of books may be put on e-reserve for students to access electronically. Books on reserve are listed by course and by author. Materials on reserve for a course will be placed on reserve each semester that the course is taught. The library should be notified promptly when reading lists are revised. (revised 12-14-06) There was no discussion on the removal of this subsection.~~

Remove from Faculty Manual and place elsewhere in University Policy Manual (UPM).

Suggested new text for UPM noted below.

~~F. J.Y. Joyner Library~~

J.Y. Joyner Library

Joyner Library is the main campus library of the university <http://www.ecu.edu/lib>. The library houses more than a million books, microforms, journals, and other research materials, while thousands of journals and books are available online to the ECU community. The Music Library, the only branch library of Joyner, is located in the Fletcher Music Center. <http://www.ecu.edu/cs-lib/music/index.cfm>

~~Joyner Library is the main campus library of the university. The Music Library, the only branch library of Joyner, is located in the Fletcher Music Center. Library hours are posted at: <http://www.ecu.edu/cs-lib/hours.cfm> and are available by calling 252.328.4285. The library is open extended hours during exam periods.~~

~~Joyner Library provides a welcoming environment for students and faculty, with spaces for group study as well as quiet contemplation and research. A coffee shop, a lovely interior courtyard, the popular reading collection, and an extensive video and DVD collection are some of the features that draw students and faculty to the building, even when they do not need to conduct research or check out books.~~

~~The library houses more than a million books, microforms, journals, and other research materials, while thousands of journals and books are available online to the ECU community. Joyner Library offers excellent reference, interlibrary loan, reserves, and circulation services. Faculty can request course-integrated library instruction sessions for students in their classes. Librarians also provide online reference help, subject guides, and class web pages specifically designed for online and distance learning courses.~~

~~All ECU faculty, staff and students, regardless of location, have access to the library's subscription-based electronic resources. These resources include fulltext journal collections, fulltext multi-disciplinary databases, subject-specific databases, electronic books, and fulltext databases for art, business, statistics and other subjects. Access is provided through the library's website at www.lib.ecu.edu. Off-campus access is verified by PirateID and password. In addition, the online Joyner Library catalog can be searched from any location.~~

~~The following services and collections may be of special interest to faculty:~~

~~1. Circulation~~

~~The Circulation Department is located across from the main entrance lobby area of Joyner Library. The Circulation Department is open at anytime that Joyner Library is open, including semester breaks and holidays. The Circulation Department is responsible for the circulation of most materials, including all books within the general stacks, bound journals (which can be checked out overnight by ECU faculty), government document materials, and curriculum materials. ECU faculty, staff, and students must have their One Card to checkout materials. Faculty must provide written permission on university letterhead for another person to borrow materials on their card. Circulation policies, including loan periods, are available at <http://www.ecu.edu/cs-lib/accesssrv/circulation/circpolicy.cfm>.~~

~~2. Reserves~~

~~Forms for requesting that library-owned materials be placed on reserve are available at the Circulation Desk and online. Faculty-owned copies of materials also may be placed on reserve. Faculty are encouraged to use the library's electronic reserve program. For more information, see the Reserve Collection Policy at: <http://www.ecu.edu/cs-lib/accesssrv/circulation/reservepolicy.cfm>.~~

~~3. Collection Development~~

~~To ensure cooperative collection development and to facilitate communication between the library and the departments and colleges, Joyner Library uses a system of library representatives and subject liaisons. Each college or arts and sciences department designates a library representative whose responsibility it is to coordinate book and media orders from colleagues, review books received on the approval plan, recommend journals for purchase or licensing, keep the department informed about library matters, and alert the library to department activities which will affect the library. Subject liaisons are library faculty who act as liaisons with the schools and departments through their representatives, select materials in a variety of formats for purchase or licensing, assist with collection assessment and accreditation efforts, and keep the department informed about library matters. Subject liaisons make a special effort to meet with new faculty at the beginning of each semester so that they can orient the faculty member to the library and learn about that person's research and teaching interests. A current list of library representatives and subject liaisons is available at: http://www.ecu.edu/cs-lib/techsrv/cdv/subject_liaisons.cfm.~~

~~4. Government Documents & Microforms~~

~~Joyner Library is a selective depository for U.S. government publications. It provides access to government documents in many formats, including print, CD-ROM, microform and web. The Government Documents collection also includes web guides, international documents and more than 100,000 maps.~~

~~5. Interlibrary Loan~~

~~Interlibrary Loan (ILL) brings the world's libraries to ECU students, faculty, and staff. Through numerous agreements, Joyner Library and thousands of libraries world wide have agreed to loan certain materials to each other, when those materials are not locally available. The ILL service is free to faculty, staff and students in the Division of Academic Affairs. Document Delivery services ensure that Joyner Library's materials are also available to Distance Education students and faculty who do not live close to ECU. Visit the ILL webpage to view policies, schedule a training/consultation session, or place ILL requests via the online ILLiad system. Please note: most requests require at least one or two weeks to fulfill; some requests, especially for dissertations/theses and audio/visual, rare, and fragile materials, are sometimes not able to be filled. A variety of laws, codes, and contractual agreements, including copyright, govern ILL transactions.~~

~~6. Reference & Instructional Services~~

~~Reference Services offers personal assistance to members of the ECU community (both on-campus and distance learners) who need help with their research and course assignments. Assistance is provided at the reference desk, by telephone and instant messaging, and via the Ask a Librarian email service. Members of the Reference staff help users identify relevant print and online sources, learn to use these sources, formulate search strategies, find statistical data, and much more. The Reference Services collection includes high quality print and online reference materials and databases. Members of the Reference Services Department teach several hundred library instruction sessions each year. These course-integrated sessions are customized to address the students' class assignments. The Instructional Services webpage includes an online request form used to schedule a library instruction session, tips for creating effective library assignments, and other aids. Special online assistance is available for faculty teaching distance learners.~~

~~7. Teaching Resources Center~~

~~The Teaching Resources Center (TRC) serves as a resource for students enrolled in the teacher education program at East Carolina University and for educators in eastern North Carolina. The TRC service desk provides directional assistance and is supported by educational reference librarians. The following resources are available in the center: NC adopted K-12 textbooks, supplementary K-12 textbooks, textbook correlations, Kraus Curriculum Development Library, bibliographies, guides, audiovisual materials, online resources, K-12 reference materials, easy books, big books, juvenile/young adult fiction, nonfiction and biographies. A unique and special service located in the TRC is the Enhancing Teachers' Classrooms (ETC) room. Designed to assist in creating and producing quality lesson units, the room houses a laminator, two Ellison die cut centers with several hundred die cuts, an artwaxer, a light box, several paper cutters, a Badge-A-Minit button maker and cutter, office supplies and computer workstations with educational software installations and resources. Additionally, the Ronnie Barnes African American Resource Center and the Joyner Library's video/DVD collection are housed in the TRC. The mission of the Teaching Resources Center is to facilitate teaching and learning initiatives by providing resources and services to educators at all levels.~~

~~8. Verona Joyner Langford North Carolina Collection~~

~~This department collects, preserves, provides access to and actively promotes the use of resources pertaining to the state. Holdings include books, broadsides, clipping and vertical files, maps, microforms, periodicals and state documents, for which the library is a full depository. The collection emphasizes the history of eastern North Carolina. Of particular importance among the department's holdings is the Snow L. and B. W. C. Roberts Collection of North~~

~~Carolina Literature, which includes more than 1,200 works of fiction set in North Carolina and dating from 1720 to the present.~~

~~9. Music Library~~

~~A department of J.Y. Joyner Library and its only branch, the Music Library is located on the first floor of the A.J. Fletcher Music Center. This gem in the musical crown of eastern North Carolina is the largest music collection east of Raleigh. As such, it has grown from its original purpose of serving the educational mission of East Carolina University's School of Music to serving the needs of music lovers, performers, and educators from all parts of the eastern North Carolina region. The Music Library is home to Joyner's entire audio recording collection as well as the music-related portion of its video recording collection. In addition to these media collections the library owns collections of music scores, books, journals, microforms, and computer software dealing with every musical style and genre from classical to rock to reggae—nearly 80,000 items in all. A staff of two faculty librarians and three library assistants (all musically trained) provides a variety of services including music reference assistance, bibliographic instruction, interlibrary loan, and audio dubbing. A thirteen station technology lab with PCs and playback equipment for CDs, DVDs, DAT, LPs, videocassettes, mini-discs, CD-ROMs, laser discs, and audiocassettes is available for use by library patrons. The library also provides study space and card-operated photocopiers, printers, and microform reader/printers.~~

~~10. Special Collections~~

~~The Special Collections Department is a major historical research facility containing a wide variety of archival, manuscript, and published materials with a focus on the history of Eastern North Carolina. The Department provides the most extensive repository for historical research materials east of Raleigh and it ranks among the five largest such collections in North Carolina. It houses rare published and unpublished materials in a variety of formats and subject areas as described below. The Department is a closed stacks non-circulating facility. It provides access to its collections through its elegant and spacious Search Room. While collection materials may not be removed from the Search Room, photocopy, photographic, and digital reproduction services are provided at cost. The University Special Collections Committee consisting of faculty from a number of different departments provides direction, advice and support to the Special Collections Department. Reference staff members are on duty during hours of operation to assist researchers. The collection is open to students, faculty, staff, and the general public. However, all researchers must register, provide current and valid photographic identification, and agree to abide by collection rules to obtain access to collections. The Special Collections Department Search Room is located on the 4th floor of Joyner library. For more information and for access to online finding aids researchers should visit the Special Collections Department web page at <http://www.ecu.edu/lib/spclcoll/>~~

~~a. East Carolina Manuscript Collection~~

~~The East Carolina Manuscript Collection acquires personal papers, collections and organizational records related primarily to the history of North Carolina, especially the East Carolina region, military, naval, and maritime history, coastal studies, the tobacco industry, and the history of missionary activities throughout the world. The collection is considered one of the leading repositories in the nation for modern naval and maritime history. Among the types of materials contained in these collections are diaries, letters, financial and legal documents, photographs, slides, architectural drawings, and other research material for the period between 1600 and 2005. The collection contains 1061 collections of unpublished manuscript materials and a further 817 additions to these collections. The collection also houses 263 oral history interviews and transcripts, and extensive collections of microfilms, family genealogies, church~~

histories and published reference works. Altogether, the collection contains approximately 3,000,000 individual items and nearly 5,000 cubic feet of material. The library's Eastern North Carolina Digital History Exhibits make many of these unique documents and photographs accessible to users via the Internet. Guides to the East Carolina Manuscript Collection are available online at: <http://digital.lib.ecu.edu/special/ead/>

b. ~~University Archives~~

The university archives contains the vital records of East Carolina University, including catalogs, self-studies, correspondence, board of trustees minutes, annual reports, photographs, and university publications. The archives office is located on the 4th floor of Joyner Library.

c. ~~Rare Book Collection~~

Created only in 1992, the Rare Book Collection has concentrated on acquiring works on maritime history, voyages of exploration, and pre 1865 publications regarding slavery. Currently, the Collection numbers around 1000 volumes and is growing rapidly. It provides some exceptionally rare resources dating from the sixteenth century to the present. Among its most noteworthy holdings is, "A General History of the Pyrates, from the First Rise and Settlement in the Island of Providence, to the Present Time" by Charles Johnson. First published in 1724, it contains the first references to Captain Edward Teach, better known as Blackbeard. Access to the Rare Book Collection is also available through the Joyner Library online catalog.

d. ~~Hoover Collection on International Communism~~

The Hoover Collection contains an extraordinary accumulation of material relating to the history of communism and radical movements throughout the world. Begun through a legacy from Dr. J. C. Peele of Kinston, N.C., in 1968, the collection today contains monographs, serials, pamphlets, leaflets, manuscripts and a variety of ephemeral materials relating to communist individuals and organizations. These materials date from the 1920s to the present. In recent years, the collection has broadened and strengthened its holdings with the addition of a wealth of literature on radicals and radicalism. Presently the collection contains more than 5,000 titles, many of which are unavailable elsewhere. Access to Hoover Collection printed materials is also available through the Joyner Library online catalog. Access to the Hoover Collection manuscript materials is also available through the East Carolina Manuscript Collection Guides at: <http://digital.lib.ecu.edu/special/ead/>.

e. ~~Map Collection~~

The Special Collections Department also includes an impressive and growing collection of early maps. Established in 2000, the 33 map collections now contain 94 individual maps dating from 1590 to the present. Although composed primarily of maps of the Carolina region and the Eastern Seaboard, it also contains maps of Jerusalem, Africa, Asia, the Pacific Islands, the former Soviet Union, and the Persian Gulf Region. The maps range from geographical and topographical surveys to military planning maps to city zoning and railway maps. The map collection also includes two very rare cartographic treasures: the Edward Moseley Map of 1733 and the Henry Mouzon, Jr. Map of 1775. The Moseley map, a detailed survey of the North Carolina coastal plain, is one of only three original prints known to exist and the only known original print in the United States. The Mouzon map features significant extensions of previous surveys of North and South Carolina and was used extensively during the Revolutionary War. Access to the Map Collection is also available through the East Carolina Manuscript Collection Guides at: <http://digital.lib.ecu.edu/special/ead/>.

f. ~~Schlobin Collection on Science Fiction and Fantasy~~

~~Established in 2004 by Professor Roger C. Schlobin to honor his parents, James H. and Virginia G. Schlobin, this collection acquires both published and unpublished science fiction and fantasy literature and materials related to the study of these genres. The collection reflects the current popularity of Science Fiction, Fantasy and Horror Literature as witnessed by the Harry Potter / J. K. Rowling phenomena. The Schlobin collection presently consists of approximately 2000 printed volumes and 2.411 cubic feet of manuscript materials. It grows through gifts, purchases and by transfers from the existing Joyner Library Fantasy Literature collection. The collection aims to attract general readers as well as bibliographic specialists. Access to the Schlobin Collection printed materials is available through the Joyner Library online catalog. Access to the Schlobin Collection manuscript materials is also available through the East Carolina Manuscript Collection Guides at: <http://digital.lib.ecu.edu/special/ead/>. (Revised 5-25-06)~~

There was no discussion on the removal of this subsection.

Remove from Faculty Manual and place elsewhere in University Policy Manual, along with other information relating to Facilities Services.

G. University Property

~~Faculty members and other employees are not permitted to hold classes, workshops, or other such projects in university buildings or to use university equipment for private gain. All classes or instructional projects involving any collection of money are to be handled through the business office. See Part VI, General Personnel Information.~~

~~Faculty members concerned about the physical appearance of their classrooms should report housekeeping laxness to the unit head. Faculty members should assist security personnel by exercising concern for university facilities. Outside door keys are available to faculty members to allow convenient access to work areas during the hours buildings are locked. The responsibility for proper use of a key rests with the person to whom it is assigned. A faculty ID card must be presented to security personnel upon request. Faculty members may obtain a key to the door of the building in which their offices are located by presenting a properly signed request form, available from the unit head, a deposit, and a valid faculty ID to Public Safety. All keys must be returned at the termination of employment. Faculty members must not use outside door keys to admit others and must make certain that the door is locked when they leave. Office keys are obtained from the university physical plant office. A request must be forwarded to Facilities Services indicating the building name, the office number, and the individual to whom the key is to be issued.~~

~~No property or equipment in the custody of or belonging to East Carolina University is to be removed from the campus unless it is in direct conjunction with a university-sponsored function or program and at a predetermined and approved location. No property or equipment is to be taken home or to any other unapproved location for personal or official use. Written approval for such removal for official use, in the form of a completed Equipment Sign Out form, must be on file in the department or unit having custody of the item(s) and a copy of the form sent to the University Property office.~~

~~Inventoried furniture and/or equipment should not be moved permanently from one location (building, department, room) to another until such moves have been reported on an Equipment/Furniture Removal Request form. This form should also be used when an item on inventory is stolen or becomes obsolete due to wear or age. Upon completion of the request~~

~~form, Materials Management will notify the moving crew requesting that the move be made. The moving crew will not move inventoried furniture or equipment unless they receive the completed removal request. Equipment/furniture removal request forms may be obtained from the Central Storeroom.~~

There was no discussion on the removal of this subsection.

Following this, the proposed revisions to the *ECU Faculty Manual*, Part V. Academic Information, Section II. Academic Facilities were approved as presented. **Faculty Senate Resolution #10-15**

Finally, Professor DuBose presented the proposed revisions to the *ECU Faculty Manual*, Part VI. General Personnel Policies, Section III. Institutional Services Available to Faculty. She noted that partial sections of Part VI. Section III. were being presented now, with additional revisions to Section III. to be presented to the Faculty Senate in April 2010. Additions were noted in **bold print**, deletions in ~~strikethrough~~ and suggested moves to new locations noted in red.

III. Institutional Services Available to Faculty

Combine with text on Faculty Marshals and Mace Bearers (noted in Part V. above) and include link in University distributed announcements on commencement activities.

A. Academic Apparel

A. Academic Apparel

Faculty members have the following options for ordering academic apparel:

1. A quality, tailor-made outfit may be purchased through the Student Store. Samples of materials and information concerning the styles of academic apparel are available. The cost of an outfit depends on the type of materials selected.
2. Academic apparel may also be rented through the Student Store. If an order is placed with the Student Store, faculty members are responsible for the rental fee

There was no discussion on the combination of this subsection.

Remove from Faculty Manual and place elsewhere an informational handbook.

~~B. Admission to Athletic Events~~

~~Football and basketball season tickets are offered to faculty at a reduced price. Single game tickets are the same as charged to the public.~~

There was no discussion on the removal of this subsection.

Remove from Faculty Manual and place elsewhere in an informational handbook.

~~C. Cardiovascular Disease Risk Factor Identification/Reduction Program~~

~~The Human Performance Laboratory in the School of Health and Human Performance offers a wellness service program known as the Cardiovascular Disease Risk Factor~~

~~Identification/Reduction Program. All known risk factors for cardiovascular disease are assessed and strategies for lifestyle changes to reduce these risk factors are individually developed. Tests may include a complete blood profile, resting ECG, strength testing, body fat assessment by hydrostatic weighing, flexibility, complete medical history, blood pressure,~~

~~physical exam, pulmonary function test, treadmill stress test, and exercise prescription. Faculty may contact the School of Health and Human Performance for further information.~~

There was no discussion on the removal of this subsection.

Remove from Faculty Manual and place elsewhere in an informational handbook with suggestion to include with text from section on Admission to Athletic Events.

~~D. Central Ticket Office~~

~~The Central Ticket office, located in the Mendenhall Student Center, makes tickets available for most programs and activities at the university. Examples of tickets available in the central ticket office are performing arts series, popular entertainment, lectures, special concerts, travel-adventure film series, and the Magic Kingdom Club. A limited number of tickets are available at reduced rates to faculty for most activities. Tickets may be obtained by presenting a validated ECU ID card at the Central Ticket office.~~

There was no discussion on the removal of this subsection.

Revise and retain in the Faculty Manual

~~E. Computing and Information Systems~~ **Information and Computer Services**

Information Technology and Computing Services (ITCS) supports employees through the integration of information, technology, and instruction. <http://www.ecu.edu/itcs>

~~The Computing and Information Systems Center provides facilities for support of faculty research activities, including analytical and other software, and technical consultation, assistance, and documentation.~~

There was no discussion on the revision to the text and retention of this subsection.

Remove from Faculty Manual and place elsewhere in an informational handbook.

~~F. Continuing Education~~

~~The Division of Continuing Education and Summer School organizes extension courses in almost all professional and academic areas. The Division of Continuing Education and Summer School also renders assistance to the public schools through educational workshops, educational clinics in special fields, speakers for special occasions, assistance in educational surveys and curriculum studies, and consultation on special problems.~~

There was no discussion on the removal of this subsection.

Professor Walker noted that there was no longer a credit union. Vice Chancellor Mageean asked if all of this reporting was a recommendation. Chair Walker replied yes and parts reviewed and acted on by the Senate and Chancellor, and vetted by the Faculty Manual Steering Committee would be housed in a new draft manual (unless required for current policies) and would be included in the final product in Spring 2011. The information being removed here will not be lost forever, mainly updated and organized differently.

Remove from Faculty Manual.

~~G. Credit Union~~

~~University employees maintain a credit union, organized under the regulations stipulated by the State of North Carolina. Membership is open to all full-time and all part-time permanent~~

~~employees. Insurance arrangements permit members to acquire, based on savings, life insurance at no cost to the member. Borrowers may negotiate low interest rate signature loans and secured loans.~~

There was no discussion on the removal of this subsection.

Remove from Faculty Manual and place elsewhere in an informational handbook.

~~H. Dining Services~~

~~Faculty are invited to eat at any of the restaurants on campus. A declining balance card is offered to faculty. This card is a pre-paid account that can be used as cash in any of the dining locations. For more information faculty may call Dining Services.~~

There was no discussion on the removal of this subsection.

Remove from Faculty Manual and place elsewhere in an informational handbook.

~~J. Housing~~

~~The off-campus housing office provides publications to aid those searching for rental housing in Greenville. The office also has information available regarding local banks, child care centers, hotels/motels, and restaurants.~~

There was no discussion on the removal of this subsection.

Remove from Faculty Manual and place elsewhere in an informational handbook.

~~K. Mendenhall Student Center~~

~~Mendenhall Student Center is the social, cultural, recreational, and service center of the campus and is designed to serve the entire university. Along with other specific services, the student center is used as the "reception hall" of the campus, frequented not only by students but also by guests, faculty, staff, and numerous groups on campus for special events. There are limitations necessary when allowing children to use the student center facilities unless accompanied by their parents. The Center's hours are:~~

~~Monday through Thursday — 8:00 A.M. — 11:00 P.M.~~

~~Friday — 8:00 A.M. — 12:00 Midnight~~

~~Saturday — 12:00 Noon — 12:00 Midnight~~

~~Sunday — 1:00 P.M. — 11:00 P.M.~~

There was no discussion on the removal of this subsection.

Remove from Faculty Manual and place elsewhere in an informational handbook.

~~L. Police Department~~

~~The ECU Police Department consists of two divisions: Police Services and Medical School Security. The Police division is a full-service law enforcement agency providing services such as uniformed patrol, (bicycle, vehicle, foot), criminal investigations, traffic enforcement and other services. The Medical School Security division handles security at the Brody Medical Complex. Crime prevention specialists are available to give lectures concerning campus safety.~~

There was no discussion on the removal of this subsection.

Remove from Faculty Manual and place elsewhere in an informational handbook.

M. ~~Post Office and Campus Mail Service~~

~~United States mail is handled by the main US Post Office and the East Carolina University Station Post Office located on East Tenth Street. Faculty members may receive their mail with that of their respective department, school, or college. Faculty members who desire individual boxes may apply for them at the post office. Intra-campus mail is handled by the Campus Mail Service. Each department, college, or school has a box at this post office to which intra-campus mail is delivered, and faculty members may receive their individual intra-campus mail in their respective unit. Intra-campus mail is free of postage.~~

There was no discussion on the removal of this subsection.

Remove from Faculty Manual and place elsewhere in an emergency procedures manual.

N. ~~Radiation Safety~~

~~Many radiation sources are used at East Carolina University as effective tools for teaching, research, medical diagnosis, and therapy. The Administrative Radiation Safety Committee establishes the university radiation safety policy. This committee reviews each proposal to use radioactive material as well as each proposal to install and operate radiation producing electronic equipment. In conjunction with the office of Radiation and Biological Safety, the committee is responsible for all ionizing radiation sources (such as radio-active material and x-ray equipment) and many nonionizing radiation sources (such as lasers, microwave units, and RF systems). Permission to use radiation sources is granted by license and registration with the radiation protection division of the State of NC. Consultation and service necessary to ensure radiation protection and adherence to the regulations are provided by the office of Radiation and Biological Safety. Any faculty member who wants to use radiation sources on the campus of ECU must undergo a review by the office of Radiation and Biological Safety and gain approval by the Administrative Radiation Safety Committee. For further information consult the university radiation safety manual and contact the office of Radiation and Biological Safety.~~

There was no discussion on the removal of this subsection.

Remove from Faculty Manual.

O. ~~Recreational Services~~

~~Faculty are invited to participate in all programs and services offered through the department of Recreational Services. The Student Recreation Center offers enhanced opportunities to motivate faculty, their spouses and family members to pursue healthy recreational lifestyles. This facility, adjacent to Mendenhall Student Center, provides a campus home for the adventure program, physical fitness opportunities, intramural sports, club sports, and special events. Memberships to the Student Recreation Center are available on an annual, semester, or summer session basis, with a payroll deduction option, and may be purchased at the main office in the facility. Dependent passes are sold on a day-to-day basis. A valid ECU ID/membership card is required for entry into the facility. For more information, please call the department of Recreational Services.~~

There was no discussion on the removal of this subsection.

Remove from Faculty Manual.

P. ~~Supplies, Equipment, and Contractual Services~~

~~The university department of Materials Management has the responsibility for making all purchase contracts for the university (rental or purchase of real property excepted). This authority covers all supplies, materials, equipment, and contractual services as required by the university and any of its schools, departments, agencies, or divisions. Purchases are initiated by submittal of a purchase requisition to the department of Materials Management by departmental chairpersons, deans, or agency heads through their respective vice chancellors. See *ECU Business Manual*.~~

There was no discussion on the removal of this subsection.

Remove from Faculty Manual.

~~Q. Telephone Service~~

~~The university switchboard is open each school day from 8:00 A.M. - 5:00 P.M. primarily for information and for reporting interruptions in service. All necessary long distance telephone calls should be made through the DAIN system to take advantage of the more favorable rates. It is not permissible to charge personal calls to a university telephone and then reimburse the university for the cost. If it should be necessary to place a personal long distance call from a university telephone, the call should be made collect or charged to the individual's home phone or to a credit card. If these methods of charging are not possible, the call should be made from a nonuniversity phone.~~

There was no discussion on the removal of this subsection.

Following discussion, the proposed revisions to the *ECU Faculty Manual*, Part VI. General Personnel Policies, Section III. Institutional Services Available to Faculty were approved as presented. **Faculty Senate Resolution #10-16**

F. Unit Code Screening Committee

Professor Timm Hackett (English), Chair of the Committee, presented the proposed revisions to the School of Theatre and Dance Unit Code of Operation. There was no discussion and the School of Theatre and Dance Unit Code of Operation was approved as presented. **Faculty Senate Resolution #10-17**

G. University Curriculum Committee

Professor Paul Schwager (Business), Chair of the Committee, presented the curriculum matters contained in the January 14, 2010, and January 28, 2010 University Curriculum Committee minutes. There was no discussion and the curriculum matters were approved as presented in the minutes. **Faculty Senate Resolution #10-18**

VI. New Business

There was no new business to come before the body at this time.

There being no further business, the meeting adjourned at 5:15 p.m.

Respectfully submitted,

Hunt McKinnon

Lori Lee

Secretary of the Faculty
Department of Interior Design and Merchandising

Faculty Senate

FACULTY SENATE RESOLUTIONS APPROVED AT THE FEBRUARY 23, 2010, MEETING

- 10-06 Faculty Senate Resolution #10-03, Proposed Revisions to the Faculty Manual, Part V. Academic Information, Section III. Curriculum Development passed by the Senate at its January 26, 2010 meeting be removed from the Chancellor's desk and returned to the Educational Policies and Planning Committee for revision.
Disposition: Chancellor, Educational Policies and Planning Committee
- 10-07 Foundation Curriculum Course for Social Science HIST 3669 History of the Middle East.
Disposition: Chancellor
- 10-08 Proposed revisions to the *ECU Faculty Manual*, Part V. Academic Information, Section I. Academic Procedures and Policies were approved as amended with suggested modifications to subsections K. Office Hours and L. Ordering Textbooks and Collateral Material being returned to the Academic Standards Committee for further review and consideration.
Disposition: Chancellor, Academic Standards Committee (Subsections K and L)
- 10-09 Proposed implementation dates for revised *University Undergraduate Catalog*, Section 5: Academic Regulations (Faculty Senate Resolution #09-42) relating to Dropping and Adding Courses (FALL 2010), Grading System (FALL 2010), and Academic Eligibility Standards (FALL 2011).
Disposition: Chancellor
- 10-10 Information in the current manual (Part V. Academic Information, Section I. Academic Procedures and Policies, Subsection D. Class Roll Verification) be retained with no revision at this time.
Disposition: Chancellor
- 10-11 Request for a new Ethnic and Rural Health Disparities (ERHD) Graduate Certificate Online Program.
Disposition: Chancellor
- 10-12 Request to change the title of School of Dentistry to School of Dental Medicine.
Disposition: Chancellor
- 10-13 Request to change the name of degree offered by the Dental School from Doctor of Dental Surgery to Doctor of Dental Medicine.
Disposition: Chancellor
- 10-14 Proposed revisions to the *ECU Faculty Manual*, Part V. Academic Information, Section I. Academic Procedures and Policies.
Disposition: Chancellor

10-15 Proposed revisions to the *ECU Faculty Manual*, Part V. Academic Information, Section II. Academic Facilities.

Disposition: Chancellor

10-16 Proposed revisions to the *ECU Faculty Manual*, Part VI. General Personnel Policies, Section III. Institutional Services Available to Faculty.

Disposition: Chancellor

10-17 Revised School of Theatre and Dance Unit Code of Operation.

Disposition: Chancellor

10-18 Curriculum matters contained in the January 14, 2010, and January 28, 2010 University Curriculum Committee minutes.

Disposition: Chancellor