

**AGENDA**  
**University Affairs Committee**  
**November 5, 2020**

- I. Approval of Minutes – September 10, 2020
- II. Review of Operational Metrics
- III. Action Items:
  - A. College of Business Graduate School Proposal
  - B. Conferral of Degrees
- IV. Informational Items:
  - A. COVID Testing - Student Affairs
  - C. College of Engineering & Technology Spotlight



## University Affairs Committee

November 5, 2020

Agenda Item: I. Approval of Minutes - September 10, 2020

Responsible Person: Leigh Fanning  
Committee Chair

Action Requested: Action

Notes:

**University Affairs Meeting – Board of Trustees**  
**September 10, 2020**  
**Main Campus Student Center / Virtual**

**BOT Members Attending:** All members attending

Meeting started at 10:00am.

Ms. Fanning opened the meeting at 10:00am by reading the conflict of interest statement as well as the Jurisdiction Review and Conduct Statement for University Affairs.

Meeting from the July 2020 UA meeting were approved without dissent

- **Metrics**

- **Academic Affairs – Grant Hayes**

- Most applications ever at ECU and third highest enrollment in ECU's history. First time freshman was down just a half percent, but our freshman retention rate was at 84% (up 2% from last year). Opened applications for Fall 2021 on August 1<sup>st</sup> and are off to a strong start with 572 freshman applications already submitted.

- **Research – Mike Van Scott**

- We ended this last year at \$57 million which is a bit down, but we are still on track to achieve the System goal set for 2022.

- **Student Affairs – Virginia Hardy**

- We started the fall at 89% occupancy and since the move to virtual, we are at 14% occupancy.
- We are seeing an increase in the number of students using counseling services and we are expecting that number to keep rising too. Students have a lot of anxiety and depression and this has been a great outlet.

- **Fall Enrollment Update**

- Dr. Zhou shared census day data that is used for state and federal reporting. The Census Day for ECU for Fall 2020 was August 21, 2020. We had the 3<sup>rd</sup> highest fall enrollment in history with 28,798. Graduate student enrollment grew for 5,742 and the credit hour number was up by .3%. Demographically speaking we have seen a decline in the number of white students at ECU and we are see more people taking jobs while in school. We have students from all 100 counties in NC with the highest being in Wake County followed by Pitt, Mecklenburg, Johnson and Guilford counties. We had 8,720 new students starting in the fall with 4,144 new freshman and 1,874 transfer students.
  - Looking at the freshman profile – the average unweighted HS GPA was 3.33 / Average SAT total score was 1094 / Average ACT Super Score was 22.1

- Freshman applications reached 20,313 with 17,859 being admitted (acceptance rate of 88%). Our yield rate was 23% (26% in state).
  - Transfer application were down by 106 applications and we accepted 91% of those students – from those numbers 66% enrolled.
  - Graduate applications were up by 76 apps and we enrolled 98 more students than the year before. We have a yield rate of 67.
  - ECU’s five-year graduation rates have been increasing every year in the last eight years.
  - First year retention rate for students entering in fall 2019 was 83.5% (highest number in ECU’s history).
  
- **COVID Transition and Continuity Update**
  - **Academic Affairs –**
    - Recruiting in the COVID era from an Admissions – Stephanie Whaley shared some of the strategies ECU has been doing during the COVID era – From an ACT / NRCCUA Poll – the number one worry for students is the financial situation for their family during these difficult COVID times. NICHE Poll of HS juniors – 39% of juniors are looking for schools closer to home and 100% of juniors are worried about paying for college post-COVID.
    - ECU’s strategy for moving forward is “Flexibility” to make sure we are meeting the needs of students as they are picking out schools. Many students weren’t able to take ACT/SAT tests due to COVID. ECU is waiving these scores for the 2021 HS graduates – we are going to be taking a “test-blind” approach for this cycle only for freshman and now will only require application, essay and official HS transcripts. For transfer students, we are going to a 2.0 minimum GPA, Application and Official College Transcript.
    - Financial need will also be a major focus for scholarships and need/merit based strategies.
    - ECU is doing more virtually to make our campus available for students to engage in virtual experiences – For fall open house, students and families will be able to interact with faculty and student leaders about ECU and specific programs. We are still doing high school visits but are doing them virtually for the time being.
    - Our marketing and communications are going to be more robust in the year ahead – we are trying to do more personalized messaging that matches their interests. Our mailers are more like postcards rather than items in envelopes so that parents are seeing these as much as students.
    - Our digital footprint is where we will make the biggest impacts with Gen Z students that include SnapChat, Facebook, Instagram and Google Ads, but also organic social media posts on Instagram and Facebook. We are enhancing our text messages outreach.
    - ECU Admissions has hired a new assistant director for Outreach and Diversity Recruitment.

- For Fall 2021 our goals are to increase freshman by 2% and transfers by 1%.

Meeting Adjourned at 10:51am.



## University Affairs Committee

November 5, 2020

Agenda Item: II. Review of Operational Metrics

Responsible Person: Grant Hayes  
Interim Provost

Virginia Hardy  
Vice Chancellor, Student Affairs

Mike Van Scott  
Interim Vice Chancellor, REDE

Action Requested: Information

Notes:





## University Affairs Committee

November 5, 2020

Agenda Item:

III. A. College of Business  
Graduate School Proposal

Responsible Person:

Grant Hayes  
Interim Provost

Action Requested:

Approval

Notes:





# ECU

## **Proposal for the Creation of the East Carolina University College of Business Graduate School of Business**

### **Introduction**

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East Carolina University (ECU) proposes to create a new academic unit within the College of Business. This new unit will address multiple items within the ECU strategic plan.

Trends in technology and globalization have significantly altered the way businesses operate today's global business environment. With these rapid changes come new challenges to businesses at all levels and in all areas. The ECU College of Business (COB) proposes a new Graduate School of Business to fill this gap. The distinctiveness of the new school will focus on building the next generation of business leaders with relevant programs and cutting-edge approaches to address and resolve the business needs of eastern North Carolina, yet it will serve as hub for graduate education in business throughout the state, nation, and globally.

The new Graduate School of Business (GSB) will be responsible for all aspects of graduate programs in the COB. It will be responsible for administering academic policies that impact graduate education, most notably those involving curricula and degree programs. The school will advise prospective and existing students, administer scholarships and graduate assistantships, and promote graduate programs in business.

Additionally, the GSB will cultivate current relationships and build new rapport with businesses and industry in the community. Given the revolving needs of industry, relationships are an effective way to identify workforce needs and ensure curricula and programs are properly meeting the needs of the region. Furthermore, opportunities for sponsored course projects with businesses help future leaders bridge the gap between concept and real-world challenges.

### **Purpose**

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To positively impact the region and beyond by equipping students with the knowledge and skills to provide solutions to real-world business challenges.

### **Vision**

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To be the destination school for students seeking to lead in a global business environment.

## Mission

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The Graduate School of Business provides students transformational learning experiences through programs which provide cutting-edge approaches to becoming successful leaders in a global business environment.

## Goal

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To serve ECU's growing diverse population of students in programs who will graduate and apply the knowledge and skills gained to navigate risk and change, and solve real-world business problems in their work environment, whether it be a small business or large organization.

## The New COB Graduate School of Business

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ECU's College of Business was formed in 1958 as the Department of Commerce. In 1965, it became the School of Business and in 2003, the College of Business. The College of Business' graduate program was accredited by the Association to Advance Collegiate Schools of Business (AACSB) in 1976. AACSB accreditation is the hallmark of excellence in business education and has been earned by less than five percent of the world's business schools. Out of North Carolina's 23 business schools, ten, including ECU, are accredited by the AACSB. The graduate program is also one of 212 graduate business programs with membership in the Graduate Management Admissions Council.

In 2004, East Carolina became one of the first universities in the United States to offer the MBA with a completely online option. While many other MBA programs have added online courses, ECU remains a market leader in this highly competitive space. East Carolina's MBA program is consistently ranked as a Best Buy for online education.

The COB continues to adapt to market conditions as evidenced by the creation of multiple certificate programs. Certificates are designed to give students additional insight into specific industry issues, such as health care or supply chain management. Certificates can be awarded in conjunction with the MBA degree, or "stand-alone" without enrollment in the MBA program.

The new Graduate School of Business will be the third school within the COB; currently housed are the Miller School of Entrepreneurship and the School of Hospitality Leadership, and five academic departments. The creation of the new school is intended to elevate the brand of COB graduate degrees. We anticipate that the strengthened stature of graduate programs within the College will enable it to accelerate the development of relevant certificates and degree programs, including a potential self-sustaining Doctor of Business Administration.

The GSB will replace the Office of Graduate Programs currently housed in the College's Center for Student Success, along with career services, advising, and business communications. While

our graduate programs office has been successful in overseeing the Master of Business Administration (MBA), Master of Science in Accounting (MSA), and Master of Science in Sustainable Tourism (MSST) programs, as well multiple certificates, it is not positioned for the exposure meriting of a graduate school with over 1,000 students.

## Funding

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The GSB will initially be funded through two primary sources, state allocations and student fees. A portion of state funds provided to the COB for operating expenditures will be allocated the GSB, and graduate fees assessed for business courses will be used for graduate assistantships, scholarships, and promotion of graduate business programs.

Alumni and other external support will also be critical to the unit's success. The increased academic reputation associated with a GSB will help attract this type of funding to enhance the quality and quantity of the College's graduate programs. The COB anticipates developing a relationship with an external party to formally name the GSB and secure a significant source of funds. The funding generated by the GSB will be used to effectively increase student enrollment, including the solicitation of a more diverse student body. The additional funding can also be used to stimulate graduate research in the various business disciplines; this includes funds for data collection and analysis as well as travel.

## Faculty and Staff

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The Graduate School of Business will be led by a Director who will be responsible for, among other things, the School's planning, budget, personnel, and fund development. The staff of the GSB will include academic advisors, administrative support, and graduate assistants. The director and staff will be responsible for communicating with approximately 1,000 enrolled students each semester as well as numerous prospective students seeking information about graduate programs. They will also create promotional materials and solicit applicants by attending graduate fairs and workshops across the state.

Some of these positions will move to the GSB from the College's existing Center for Student Success. Newly created positions needed to meet the GSB's goals and objectives will be funded by student fees and COB operating funds, allowing external resources (such as alumni donations) to be used for non-salary expenditures, such as program promotions and graduate research opportunities.

## Collaboration

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The GSB will work closely with the departments and schools in the COB to maintain the quality of existing programs of study, and to develop new and innovative academic programs. It will seek input from faculty, alumni, employers, and advisory boards for insight into the curricula and

degrees offered by the GSB. A close alliance between the GSB and industry will determine the market's need for additional graduate certificates and how the COB can fulfill those demands.

The GSB will also collaborate with small businesses in the region to promote business growth by problem-solving a variety of issues through sponsored course projects. It will enhance the education of students by their identification, analysis, and development of solutions for businesses that seek assistance from graduate programs.

The COB works with a wide range of departments at ECU to enhance graduate education. Business courses are included in the following graduate certificate programs: Department of Geography, Planning, and Environment (certificate in Development & Environmental Planning), Department of Health Services and Information Management (certificate in Health Care Management), International Studies certificate in International Management), and Department of Kinesiology (certificate in Sport Management). New certificates under consideration in the GSB will also seek collaboration across campus, such as the accounting department working with criminal justice in developing a certificate in fraud and forensics.

Increased funding for research generated by the GSB will provide more opportunities for graduate students and faculty to travel and develop relationships with other UNC institutions. In addition, the GSB will continue to offer courses to students at other schools in the system through the UNC exchange system.

## Summary

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Creating the Graduate School of Business will increase the academic reputation the COB's graduate programs and help attract external funding to enhance both the quality and quantity of the College's graduate programs. The GSB will be an example of efficient and effective academic management. It will have a lean administrative structure and will work collaboratively across campus and the community to achieve its core objectives of administering academic policies that positively impact graduate education and cultivating relationships with businesses and industry. The GSB will serve as a regional hub for the integration of the resources available to communities in Eastern North Carolina and will encourage collaboration between the COB and industry partners.

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We hope that you will support the creation of the ECU College of Business Graduate School of Business and can see the benefits it can bring to students, faculty, and the business community in the region and beyond.

Sincerely,

John T. Reisch, PhD, CPA  
Associate Dean

TO: Dr. Grant Hayes, Acting Provost, and Senior Vice-Chancellor  
Dr. Dennis O'Reilly, Chair, COB Code Unit Proposal Committee

CC: Dr. John Reisch, Interim Associate Dean, College of Business  
Dr. Paul Gemperline, Dean, Graduate School

FROM: Dr. Paul Schwager, Dean, College of Business 

DATE: April 16, 2020

RE: Creation of the Graduate School of Business

The College of Business is proposing a Graduate School of Business (GSB) within the College of Business organizational structure. This proposal has been approved by the COB Code Unit Proposal Committee as well as eligible faculty within the College. I concur with these actions. We believe this is a strategic move that will not require additional resources. Instead, we hope it will enhance our academic programs and position us to garner additional external resources.

The newly created GSB will be led by a Director who will oversee the administrative functions of the School, consistent with the current COB Code. In addition, we will maintain our Graduate Committee, which has representation from each academic discipline within the College and maintains oversight of graduate programs within the COB. The GSB will also retain its current reporting relationship with the ECU Graduate School. We believe this structure to be robust and quite effective.

In the COB, we have been placing additional emphasis on enhancing the quality and quantity of our program offerings. Recently, we have:

- Created additional graduate certificates that have improved graduate SCH as well as met industry needs
- Received initial permission to plan for a Doctor of Business Administration that would be an executive type program and self-sustaining
- Improved enrollment in the MS Accounting
- Begun exploration of online delivery for the MSA

We anticipate that by elevating the stature of graduate programs to a school within the College, we will:

- Accelerate the development of relevant certificates and degree programs
- Raise the academic reputation of our programs

- In the model of the Miller School of Entrepreneurship, explore more collaboration with colleagues across campus
- Attract additional external funding

As we look to the future, we are looking at the University of Florida as a model for enhancing the efficiency of our programs while improving our academic quality. UF's current structure:

- Warrington College of Business
  - Heavener School of Business (Undergraduate)
  - Fisher School of Accounting
  - Hough Graduate School of Business

Thank you for considering our proposal.

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PROVISIONAL UNIT CODE OF OPERATIONS

UNIT NAME: College of Business

SCHOOL/COLLEGE OF: Business

EAST CAROLINA UNIVERSITY

Provisional Code Approval

- 1. Approved by the applicable code unit voting faculty members:

Chair, Code Unit Proposal Committee DocuSigned by: Dennis O'Reilly Date: 04/07/2020

- 2. If changed, reapproved by applicable code unit voting faculty members\*:

Chair, Code Unit Proposal Committee Date:

- 3. Submitted to Next Higher Administrator for advice:

Administrator DocuSigned by: Paul H. Schwager Date: 04/16/2020

- 4. Reviewed/recommended by Educational Policies and Planning Committee (EPPC):

Chair, EPPC DocuSigned by: Mark Bowler Date: 04/17/2020

- 5. Approved by the East Carolina University Faculty Senate: Resolution #20-38

Chair of the Faculty DocuSigned by: Jeff Popke Date: 04/28/2020

- 6. Approved by East Carolina University Chancellor/or designee:

Chancellor: Ron Mitchelson Date: 5/26/2020

Effective Date of Unit Code is the date of the Chancellor's Signature:

Effective Date of Code:

\* Any changes to the code that are made after the original approval by at least two-thirds of the applicable code unit voting faculty members must be approved again by at least two-thirds of the applicable code unit voting faculty members.





April 8, 2020

Dr. Paul Schwager  
Dean, College of Business  
East Carolina University  
3119 Bate Building  
Greenville, NC 27858

Dear Dr. Schwager:

The Code Unit Proposal Committee met on April 7, 2020, to discuss the proposal to create a Graduate School of Business to be housed in the College of Business. The committee voted unanimously to move forward with the proposal. Those members of the committee voting included me, Dr. John Drake, MIS Associate Professor; Dr. William Swart, MSCM Professor; Dr. Joy Karriker, MGMT Associate Professor; Dr. John Reisch, ACCT Professor; Dr. Christine Kowalczyk, MSCM Associate Professor; Dr. Cynthia Deale, SHL Professor, Dr. James Nelson, Finance Associate Professor and, Mr. Paul Russell, Director of Graduate Programs.

Sincerely,

A handwritten signature in black ink that reads "Dennis O'Reilly". The signature is written in a cursive, flowing style.

Dennis M. O'Reilly  
Professor of Accounting  
Chair, Code Unit Proposal Committee



April 16, 2020

Dr. Paul Schwager  
Dean, College of Business  
East Carolina University  
3119 Bate Building  
Greenville, NC 27858

Dear Dr. Schwager:

On April 15, 2020, the Code Unit Proposal Committee for the College of Business conducted a faculty vote on the proposal to create a Graduate School of Business. There were 82 eligible faculty members. We recorded 63 votes of yes, and 0 votes for no. The 77% vote in favor exceeds the two-thirds positive vote needed for the proposal to move forward.

Sincerely,

A handwritten signature in black ink that reads "Dennis O'Reilly". The signature is written in a cursive style with a large, prominent "D" and "O".

Dennis M. O'Reilly  
Professor of Accounting  
Chair, Code Unit Proposal Committee


COVER/SIGNATURE PAGE

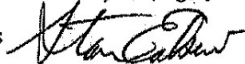
REVISED UNIT CODE OF OPERATION  
UNIT NAME: COLLEGE OF BUSINESS  
EAST CAROLINA UNIVERSITY

THIS CODE ALLOWS FOR FACULTY PARTICIPATION IN AND ESTABLISHES  
PROCEDURES FOR THE UNIT'S INTERNAL AFFAIRS AND IS CONSISTENT WITH  
THE EAST CAROLINA UNIVERSITY FACULTY MANUAL.


Revised Unit Code Approval

1. Approval by the tenured faculty of the Unit:


Chair, Code Unit Committee Scott Dellana  Date: 9/23/2016

Unit Administrator Stanley Eakins  Date: 10/6/16

2. Submitted to Next Higher Administrator for advice:

Administrator Ron Mitchelson, Provost and Senior Vice Chancellor  Date: 11/4/2016  
2/15/2017

3. If changed, reapproved by tenured faculty of the unit\*:

Chair, Code Unit Committee Scott Dellana  Date: 2/10/2017

4. Reviewed/recommended by Faculty Senate Unit Code Screening Committee:

Committee Chair Patricia Anderson  Date: 4/18/17

5. Approved by the East Carolina University Faculty Senate: F3 Resolution #17-42

Chair of the Faculty John Stiffer  Date: 4-18-17

6. Approved by East Carolina University Chancellor/or designee:

Chancellor Cecil Staton  Date: 6/9/17

(Effective Date of Unit Code is the date of the Chancellor's Signature)

\* Any changes to the Code that are made after the original approval by a majority of the tenured faculty of the unit, in response to advice received from the next higher administrator, must be approved again by a majority of the tenured faculty of the unit.

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[LINK TO COLLEGE OF BUSINESS FACULTY HANDBOOK](#)

**COLLEGE OF BUSINESS CODE**

Section I . Preamble, Purpose, Vision and Mission

This Unit Code allows for faculty participation in and establishes procedures for the unit's internal affairs and is consistent with the East Carolina University (ECU) *Policy Manual*, the ECU *Faculty Manual*, and all established University policies.

This Unit Code provides a means for shared governance between administrators and faculty. It establishes procedures which allow the faculty of the College of Business (COB) to follow ECU *Faculty Manual* procedures up to the appropriate Vice Chancellor on appointments, reappointments, promotions, and permanent tenure. This Unit Code identifies those College responsibilities which have been delegated to the Departments/Schools by the Dean. It reflects these delegations but remains consistent with the intent of the ECU *Faculty Manual*.

COB Purpose:

We build leaders who inspire, innovate, create, and positively impact society.

COB Vision:

To be the business school of choice for tomorrow’s leaders

COB Mission:

Learn Today. Lead Tomorrow.

East Carolina University’s COB provides an engaging learning environment to the leaders of today and tomorrow while expanding business knowledge and serving our communities. The foundation of our mission is the integration of four critical elements: Think, Value, Communicate, Lead.

## Section II. Faculty

- A. Definition of the Faculty – In accordance with the *ECU Faculty Manual*, Part VIII and Part IX, the general faculty shall consist of all members of the teaching, research, or administrative staff who hold an academic rank or title. It is the responsibility of the COB faculty to provide course instruction, produce scholarly works, and engage in service. The definitions of voting faculty and Graduate Faculty, are consistent with those described in the *ECU Faculty Manual*, Part IV and Part II, respectively. Emeritus Faculty is defined herein and in the *ECU Faculty Manual*, Part VIII.
- B. Criteria for Serving as a Voting Faculty Member in the College of Business
1. The responsibility for voting on the Unit Code rests with permanently tenured faculty members who qualify under the criteria established in the *ECU Faculty Manual*, Part IV.
  2. For voting on the initiation, review and approval of appointments, reappointments, promotions, and conferral of permanent tenure, voting faculty members are determined by the criteria established in the *ECU Faculty Manual*, Part IX.
  3. For curriculum approval at the undergraduate level, the voting faculty shall be composed of all permanently tenured faculty, probationary term faculty, and fulltime fixed-term faculty of the Unit. For curriculum approval at the graduate level, the voting faculty shall be composed of the Graduate Faculty as defined in section II.C of this Unit Code.

C. Criteria for Appointment to the Graduate Faculty

The COB voting Graduate Faculty shall consist of those faculty who have been appointed as Graduate Faculty members, Associate Graduate Faculty members, or Graduate Teaching Faculty members of the ECU Graduate Faculty as defined in the *ECU Faculty Manual*, Part II. Criteria for appointment are found in the *COB Faculty Handbook*, incorporated herein by reference and maintained in the College office, Faculty Senate office, and available to all faculty members through the COB SharePoint site (Policies & Procedures area). Only faculty who hold status as a Graduate Faculty member may vote on graduate issues.

D. Criteria for Emeritus Status

The COB recognizes emeritus status for retired, permanently disabled, or deceased faculty members who have made significant contributions to the COB and the University through a long and distinguished record of scholarship, teaching, and service. A recommendation for emeritus status must be initiated by the Department/School Personnel Committee, approved by the Chair/Director and forwarded to the Dean. This recommendation is sent to the next higher administrator. Emeritus status will be conferred on faculty following the *ECU Faculty Manual*, Part VIII.

### Section III. Administrative Organization of the College of Business

- A. The Dean is the chief executive officer of the COB. This position, as established by University policies available in the ECU *Faculty Manual*, Part II, entails fundamental internal and external functions. Internally, the Dean is responsible for leadership in program development, staffing, and the maintenance of balance and integration in academic programs offered by the College. Externally, the Dean is responsible for the maintenance and development of academic and administrative relationships with the institution at various levels as well as for appropriate interaction with business and professional organizations, government agencies, and public and private educational institutions. The Dean will ensure that Unit Code procedures are followed. The Dean is responsible for maintaining Association to Advance Collegiate Schools of Business (AACSB) accreditation and for assuring that the accreditation standards are followed and documented. The Dean will oversee both long- and shortterm planning within the College.
- B. The Associate Dean is an administrative staff officer of the COB and is responsible to the Dean for all academic programs offered by the College.
1. Responsibility to the Dean includes assisting in planning, implementing, evaluating, and assuring the quality of all academic programs of the College and their component parts, assisting in the continuous improvement of programs, and performing other duties delegated by the Dean. Academic programs are assessed through an assurance of learning system to promote learning of discipline specific knowledge in accordance with the COB mission.
  2. The Associate Dean is evaluated annually by the Dean and also by a Quadrennial vote of the faculty on the Associate Dean's effectiveness (see Appendix A of this Unit Code)
  3. The Associate Dean is appointed, after a search (either internal or external) and an interview process, by the Dean from among individuals on a list of not more than three nominees furnished by a Search Committee. This Search Committee is constituted as follows: an elected member from each academic Department/School and two at-large members appointed by the Dean. All members are COB faculty. Selection and voting procedures follow Section VII and Section X of this Unit Code.
- C. The Dean may appoint, after an interview process, other individuals who are not administrators as defined by UNC or ECU policies, but fulfill limited roles as associate deans, assistant deans, coordinators, directors and the like. These roles vary depending on the needs of the COB. These individuals are evaluated annually by the Dean and will report to the Dean and serve at his/her pleasure (see Appendix A of this Unit Code for evaluation procedures).
- D. The COB consists of five Departments and **three** Schools. The Departments include the following: Accounting, Finance and Insurance, Management, Management Information Systems, and Marketing and Supply Chain Management. The **three** Schools include the School of Hospitality Leadership, the Miller School of Entrepreneurship, and the **Graduate School of Business**. The administrative head of each Department is designated as the

Department Chair and the administrative head of each School is designated as the Director. The selection, term of office, and administrative review for the head of each Department/School shall be in accordance with established University policies found in the ECU *Faculty Manual*, Part II, entitled “Appointment and Review of Administrative Officers at ECU.”

The Chair/Director of a Department/School is responsible for administration of the Department/School plan, budget, facilities, equipment, instruction, research/creative activity, service, personnel, and fund development. The Chair/Director ensures that Unit Code procedures and University policies are followed. The Chair/Director is also responsible for personnel actions relating to employees subject to the State Human Resource Act (i.e., SHRA employees) assigned to the Department/School. The Chair/Director will utilize University and College resources to carry out duties of the position.

Duties of the Chair/Director include, but are not limited to, the following:

1. Represent the Department/School faculty to the Dean in the administration of the affairs of the COB and the Department/School;
2. Exercise participative management in reaching decisions on Department/School policies;
3. Manage the operation of the Department/School office and staff, and ensure the maintenance of up-to-date records including appropriate storage of all official personnel files;
4. Promote productive and harmonious professional relationships within the Department/School, College, and University;
5. Support the Personnel Committee in faculty recruiting efforts;
6. Evaluate annually each faculty member's performance in teaching, scholarly activity, and service; and recommend salary increments to the Dean;
7. In consultation with the Department/School Tenure Committee, notify annually each probationary-term faculty member with a written statement of progress toward tenure;
8. Inform faculty members on application procedures concerning tenure and promotion processes of the Department/School, College, and University;
9. Provide timely notice to the Department/School Personnel Committee Chair to convene the Personnel Committee, consult with the Committee on personnel matters regarding initial probationary appointments and fixed-term appointments and other functions of the Personnel Committee as specified in the ECU *Faculty Manual*, Part IX; convey the Personnel Committee's recommendations along with the recommendations of the Department Chair/School Director to the Dean for



transmittal, along with the Dean's recommendations, to the Provost and Senior Vice Chancellor for Academic Affairs, as appropriate;

10. Provide timely notice to the Department/School Personnel Committee Chair to convene the Tenure Committee; consult with the Committee on personnel matters as specified in the ECU *Faculty Manual*, Part IX; convey the Tenure Committee's recommendations along with the recommendations of the Department Chair/School Director to the Dean for transmittal, along with the Dean's recommendations, to the Provost and Senior Vice Chancellor for Academic Affairs, as appropriate;
11. Provide timely notice to the Department/School Personnel Committee Chair to convene the appropriate Promotion Committees; and convey the Promotion Committees' recommendations along with the recommendations of the Department Chair/School Director to the Dean for transmittal, along with the Dean's recommendations, to the Provost and Senior Vice Chancellor for Academic Affairs, as appropriate;
12. Give due consideration to the recommendations of Department/School committees;
13. Determine the use of the physical facilities assigned to the Department/School;
14. Develop course schedules and teaching assignments while considering College needs, student needs, and faculty preferences;
15. Prepare and communicate to the faculty brief reports of public and private funds over which the Chair/Director is responsible. These annual reports will include an estimate of funds available at the beginning of the year and a summary of expenditures and changes made during the previous year;
16. Convene a Department/School faculty meeting at least twice a year. Such meetings should have a written agenda and be called at least five working days in advance [see COB Unit Code Section VI];
17. Encourage continuous improvement in all activities within the Department/School;
18. Facilitate development and mentoring programs for probationary term (i.e., tenure-track) faculty;
19. Develop and maintain external relationships, including the use of Advisory Boards as appropriate;
20. Be available to meet with faculty members to discuss individual issues within a reasonable time frame;
21. Complete any other responsibilities assigned by the Dean; and

22. Ensure this Unit Code is followed.

E. Selection and Evaluation Procedures for individuals with other administrative responsibilities are outlined in Section X and Appendix A of this Unit Code.

#### Section IV. Committees of the Unit

All committees, including ad hoc committees, serve in an advisory capacity to the unit faculty and to the Dean. All standing committees shall hold regularly scheduled meetings. Other meetings may be held upon request of the committee Chair, the Dean, or a majority of the committee. Ad hoc or special committees may be formed by the COB or by individual Departments/Schools when deemed necessary. The Chair of each COB committee shall report regularly at unit meetings and ensure minutes are maintained for all meetings, along with an annual report of the committee's accomplishments for the College office at the end of the academic year.

The Dean and the faculty shall be obligated to take action upon all applicable committee recommendations. The Dean shall inform committee Chairs and faculty specifically involved, as appropriate, of non-confidential actions taken.

##### A. Standing Committees (see detailed descriptions in subsection 3 below)

- Faculty Advisory Committee
- Undergraduate Committee
- Research and Scholarly Activity Committee
- Graduate Committee

##### 1. Nominations and Elections of Committee Members

- a. Committees may include Department/School, ex officio, and student members as permitted by relevant policies.
- b. Nominations and elections of Department/School representatives to College committees will normally be made in the initial Department/School meetings held at the beginning of the academic year. Department/School representatives will serve two-year terms. The Associate Dean will select which Department/School elects their representatives in the odd-numbered years; all other Departments/School(s) in the even-numbered years in a manner that balances the rotation of representation on the committees.
- c. Ex officio members will be as identified in detailed committee descriptions.
- d. Student members may be selected by the Dean and will serve one-year terms.
- e. No faculty member will be required to serve on more than two COB committees, nor will one person be allowed to have more than one vote on any committee.

## 2. Committee Organization and Procedures

- a. With the exception of the Business Faculty Representative, who Chairs the Faculty Advisory Committee (refer to Section IV.A.3.a. of this Unit Code), the individual whose name heads the committee roster alphabetically will call an organizational meeting in September and serve as temporary Chair for the purpose of electing a permanent Chair for the committee. If a quorum exists (Section IV.A.2.c. of this Unit Code), nominations will be made from the floor and persons elected with a majority of those present.
- b. Student and ex officio members may not serve as Chair.
- c. The quorum for a committee will be a majority of the total membership of the committee. If a quorum exists, a majority of those present carries the vote.
- d. Committee meetings will be conducted according to the most recent edition of *Roberts' Rules of Order, Newly Revised*. The elected Chair is charged with the preparation and maintenance of a brief written summary of the committee actions and recommendations when a specific issue or issues are brought to, deliberated by, and referred out of the committee. A Secretary shall be elected by a majority of the committee membership to officially record meeting minutes and assist the Chair in writing of the summary.
- e. All committee members (including ex officio and student members) are voting members as permitted by relevant policies.

## 3. Detailed Description of College of Business Standing Committees

### a. Faculty Advisory Committee

The Faculty Advisory Committee will be composed of one elected representative from the permanently tenured faculty of each Department/School elected by the Department/School faculty, the Dean or a designee/representative, and the Business Faculty Representative (see detailed description of role below). The Committee will meet as frequently as necessary and will be chaired by the Business Faculty Representative. Minutes of the Faculty Advisory Committee meetings will be made available to all faculty of the COB.

#### (1) Business Faculty Representative

The voting faculty will elect a Business Faculty Representative from among the permanently tenured faculty of the COB who have no reassigned time for administrative duties. The Business Faculty Representative will serve a two-year term. The election will be held in even-numbered years at the initial general faculty meeting at the beginning of the academic year. Nominations for the position will be accepted from the floor.

The Business Faculty Representative will:

- i. Serve as Chair of the Faculty Advisory Committee (Refer to Section IV.A.3. above);
- ii. Facilitate implementation of this Unit Code;
- iii. Coordinate faculty involvement in the democratic functioning of the COB;
- iv. Represent the COB faculty and convey the outcome of faculty voting to the Dean;
- v. Call meetings of the faculty in accordance with Section VI of this Unit Code;
- vi. Facilitate, at the request of the Dean, election of members of  
Nominating or Search Committees for the position of Associate Dean in accordance with established University policy (refer to the *ECU Faculty Manual*, Part II);
- vii. Facilitate, at the request of the next higher administrator above the Dean, election of faculty members of Nominating or Search Committees for the position of Dean in accordance with established University policy (refer to the *ECU Faculty Manual*, Part II). The elected members of the Nominating or Search Committee will be recommended to the next higher administrator making the request.

(2) The Committee will:

- i. Annually review and, in consultation with the COB faculty, recommend changes in long-range plans for the College to ensure that they contain clear and measurable sets of College objectives which contribute to continuous quality improvement within the COB. Recommendations will be made to the Dean and submitted to the faculty for their information;
- ii. Advise the Dean on proposed changes in the organizational structure of the COB as to their consistency with long-range objectives. Structural changes that require Unit Code amendment will be accomplished in accordance with the *ECU Faculty Manual*, Part IV;
- iii. Advise the Dean on the allocation of financial resources (including gifts, unit annual budget request and annual report) as to consistency with long-range objectives;
- iv. Recommend to the Dean appropriate avenues for student involvement in the College's activities;
- v. Have the authority to establish a committee, as necessary, which will review the Unit Code of the COB. This Unit Code Committee will make recommendations to the tenured faculty for the amendment of the Unit Code in part or in total as provided in Section IX.A of this Unit Code;

- vi. Review and recommend to the Dean changes in College of Business guidelines for granting reassigned time and leaves of absence for purposes of advanced study, research, or service in accordance with University policies;
  - vii. Implement procedures consistent with the ECU *Faculty Manual*, Part II, for the nomination and election of individuals to the East Carolina University Faculty Senate;
  - viii. Interpret the Unit Code upon request of an administrator or a faculty member when an item is submitted in writing and states in detail the specific area of concern;
  - ix. Consult with the Dean about factors to be considered regarding annual salary increases, in compliance with UNC and ECU compensation regulations; and
  - x. Perform other duties delegated by the Dean and consistent with University policies.
- b. Undergraduate Committee
- (1) The Undergraduate Committee will be composed of one elected representative from each Department/School, a representative of the Dean's Office, and a representative from the Undergraduate Programs Office appointed by the Associate Dean;
  - (2) The Undergraduate Committee will review and make recommendations to the Dean concerning the quality and continuous improvement of:
    - i. Policies for admission of undergraduate students into the COB;
    - ii. New undergraduate course proposals and other undergraduate curriculum changes;
    - iii. Undergraduate degree requirements for majors in the COB and Business Administration minors;
    - iv. Policies and procedures to promote high standards of advising of undergraduate business students; and
    - v. Other issues related to the undergraduate programs in the COB.
  - (3) The Committee holds responsibility, in cooperation with the COB assessment coordinator appointed by the Dean, for ensuring the implementation of meaningful assessment contributing to assurance of learning in COB undergraduate education.

- (4) The Committee will meet as frequently as necessary. At least five working days prior to each meeting (with the exception of the organizational meeting), each Department Chair/School Director and the Associate Dean, will be provided written notification of the time and location of the meeting, the agenda, and documentation of any course proposals. This information will also be posted to the COB SharePoint site (Policies & Procedures area) for faculty notification. It is the responsibility of the COB faculty to provide input to the Committee through their Department/School representative(s) who serve on the Committee. The Committee is then responsible for communicating outcomes to the faculty.
- (5) Course proposals presented to the Committee must first be approved by the faculty of the Department(s) or School(s) responsible for the course(s).
  - i. The faculty member who prepared the proposal or his/her representative will be expected to attend the meeting at which the proposal will be considered to explain the proposal and to respond to questions. In addition, the Chair/Director of the proposing Department/School or his/her representative is also expected to attend the meeting. Other COB faculty members are welcome to attend.
  - ii. Chairs/Director(s) of other Departments/School(s), or their representatives, may also attend any meeting of the Undergraduate Committee to secure information or to call attention to any duplication or overlapping that might result from the adoption of any proposal.
- (6) If an approved proposal involves any change in any requirement pertaining to general education, cognate courses, common body of knowledge, admission, or graduation, then the Undergraduate Committee will notify the Dean for review and approval for accreditation consistency. The Committee will then notify the Business Faculty Representative and request that time be allocated for the presentation of the proposal to the faculty at the next meeting of the faculty of the COB. If approved by the faculty, the proposal will be forwarded to the appropriate University committee.
- (7) Proposals not covered in the paragraph immediately above can be approved by the Undergraduate Committee and forwarded to the appropriate University committee.
- (8) If the Undergraduate Committee rejects a proposal, the individual(s) who proposed the change may request that the proposal be placed on the agenda of the next meeting of the faculty of the COB. If approved by the faculty, the proposal will be forwarded to the appropriate University committee. The Associate Dean will be responsible for presenting any

approved proposal(s) to the appropriate University committee and will normally undertake this activity in conjunction with the Chair of the Undergraduate Committee.

(9) The Committee will perform other duties delegated by the Dean.

c. Research and Scholarly Activity Committee

The Research and Scholarly Activity Committee will be composed of one elected representative from each Department/School and the Dean or a designee/representative. This Committee will meet as frequently as necessary and will report directly to the Dean. It is the responsibility of the COB faculty to provide input to the Committee through their Department/School representative(s) who serve on the Committee. The Committee is then responsible for communicating outcomes to the faculty. The Scholarly Activity Committee will:

- (1) Foster scholarly activities among faculty of the COB and between COB faculty and other University units;
- (2) Review and recommend procedures and processes to determine eligibility requirements for COB research space, funds, equipment, and special support;
- (3) Facilitate the distribution of information concerning availability of grants, stipends, and other resources; and
- (4) Perform other duties delegated by the Dean in accordance with University policies.

d. Graduate Committee

The Graduate Committee of the COB will be composed of one elected representative from the Associate Graduate Faculty or Graduate Faculty of each Department/School, the Dean or a designee/representative, **the Director of the Graduate School of Business**, and the representative(s) to the University Graduate Council. This Committee will meet as frequently as necessary.

The Graduate Committee will:

- (1) Recommend changes in graduate degree requirements and curricula and consider new course proposals from a Department/School to assure quality and continuous improvement;
- (2) Ensure, in cooperation with the COB assessment coordinator appointed by the Dean, the implementation of meaningful assessment contributing to assurance of learning in COB graduate education;

- (3) Forward recommendations approved by the Committee to the Associate Graduate Faculty and Graduate Faculty for their consideration. Approved recommendations will be transmitted to the appropriate University Committee or the University Graduate Council by the COB representative(s) to the Graduate Council.
  - i. If the Graduate Committee rejects a proposal, the individual(s) who proposed the change may request that the proposal be placed on the agenda of the next meeting of the Associate Graduate Faculty and Graduate Faculty. If approved, the proposal will be forwarded to the appropriate University Committee or University Graduate Council.
- (4) Consider policies and other issues concerning the graduate program(s);
- (5) Confirm the selection of the COB representatives(s) and alternate(s) of the University Graduate Council. Provided they are Graduate or Associate Graduate Faculty members, the **Director of the Graduate School of Business** is the representative to the University Graduate Council, and the Associate Dean is the alternate. If the **Director of the Graduate School of Business** is ineligible to serve, the Associate Dean is the representative to the University Graduate Council and the Chair of the Graduate Committee is the alternate. All appointments must be confirmed by the Graduate Committee, and if the individuals mentioned above are not acceptable to the Graduate Committee or cannot serve for other reasons, the Committee refers the matter to the Graduate Faculty to elect other faculty members to serve in one or the other of these posts; and
- (6) Perform other duties delegated by the Dean.

B. Personnel Committee, Tenure Committee, and Promotion Committees (See ECU *Faculty Manual*, Part IX)

Consistent with the organizational structure in the COB and the requirements of the ECU *Faculty Manual*, Part IX, each Department/School will form, at a minimum, those committees necessary to implement personnel actions included in the ECU *Faculty Manual*, Part VIII and Part IX, and this Unit Code.

Personnel matters will be handled by the Personnel, Tenure, and Promotion Committees of each Department/School in the manner described in the ECU *Faculty Manual*, Part VIII and Part IX.

- 1. Personnel Committee
  - a. Nominations and Elections of Department/School Personnel Committee Members

Nominations and elections of eligible voting Department/School members to



Department/School Personnel Committees will be made in a Department/School meeting. If a quorum of the Department/School is represented, Committee members will be elected by a majority of eligible voting faculty present. The appointment term is two years.

b. Committee Administration

(1) The Personnel Committee shall have a Chair who shall be elected by the Committee members. Nominations will be made from the floor with elections by a majority of those present if a quorum of the Committee is represented.

(2) The quorum for Committees will be in accordance with the *ECU Faculty Manual*, Part IX.

c. Membership, terms, and duties of each respective Personnel Committee will be conducted in accordance with the *ECU Faculty Manual*, Part IX.

(1) The regular membership of the Committee shall consist of two tenured faculty members and one probationary term faculty member (excluding the Department Chair/School Director), all elected by a majority of the Department/School eligible voting faculty (reference Section II.B of this Unit Code). In addition, an alternate tenured faculty member and an alternate probationary term faculty member (excluding the Department Chair/School Director), will be elected by a majority of the Department/School eligible voting faculty. In the event a regular member cannot complete the term of service, the appropriate alternate member will act as the replacement for the remainder of the term.

(2) The Committee is responsible for making recommendations regarding initial probationary appointments and initial and additional fixed-term appointments as well as other roles as described in the *ECU Faculty Manual*, Part VIII and Part IX.

2. Tenure Committee

a. The Committee shall consist of permanently tenured voting faculty of the Department/School, including those who are on non-medical leave but in attendance at the time of the Committee's vote, excluding the Department Chair/School Director. If fewer than three faculty members qualify for the Tenure Committee, additional members will be selected in accordance with the *ECU Faculty Manual*, Part IX.

b. The Committee is responsible for all duties described in the *ECU Faculty Manual*, Part IX.

3. Promotion Committees

- a. The Committees shall consist of permanently tenured voting faculty members of the Department/School who hold rank at least equal to the rank for which the candidate is being considered, including those on non-medical leave but in attendance at the Committee's meeting at the time of the Committee's vote, excluding the Department Chair/School Director. If fewer than three faculty members qualify for the Promotion Committee, additional members will be selected in accordance with the *ECU Faculty Manual*, Part IX.
- b. The Committees are responsible for making recommendations for promotions in rank and for recommending the ranks of initial appointments at the associate professor or professor level. Recommendation is based on a review of the faculty member's scholarly record in relation to typical standards within the specific Department/School. Duties are carried out following the *ECU Faculty Manual*, Part IX.

#### Section V. Evaluation of Faculty

(Refer to *ECU Faculty Manual*, Part VIII, Part IX, and Part X; Guidelines in the *COB Faculty Handbook* comply with the *ECU Faculty Manual*, Part IV)

ECU is committed to recruiting, retaining, and developing faculty that are highly accomplished in teaching and scholarship, including research and creative activities. Accordingly, research and creative activities that align with the institution's mission, engage students in effective ways, and advance our academic disciplines are an expectation of all tenured and probationary (tenure-track) faculty. Measures of success in these arenas include, but are not limited to, peer-reviewed publications, books, presentations, performances, patents, and national awards, including both honorary awards and competitively awarded external funding as appropriate to the discipline. These measures, and particularly national awards that recognize prominence in the discipline, will be positively reflected in annual evaluations and other personnel actions.

#### A. Procedures and Criteria for Evaluations of Tenured and Probationary Faculty:

##### 1. Procedures for Annual Evaluation:

- a. Each faculty member, in consultation with the Chair/Director of his/her Department/School, will select the relative weights to be applied to the criteria that are used in the annual evaluation of the individual's performance in advance of the completion of the annual evaluation by the Chair/Director of his/her Department/School (at least seven months for new Fall appointees). The relative weight of teaching, scholarly activity, and service in the annual faculty performance evaluation of tenured and probationary faculty shall follow the criteria and procedures specified in the *COB Faculty Handbook*, in accordance with the *ECU Faculty Manual*, Part VIII.
- b. The faculty member shall submit an annual report that documents the completion of the activities in support of the annual evaluation. The Chair/Director of the Department/School will prepare an annual evaluation following the *ECU Faculty Manual*, Part VIII. The annual evaluation will be

based, in part, upon the faculty member's annual report using the criteria established by the COB faculty.

- c. The faculty member will be evaluated annually or at the end of the appointment term, if less than one year, by the Chair/Director of his/her Department/School based on the weights for teaching, scholarly activity and service assigned in the contract. The criteria for annual evaluation include the items in the lists of possible activities identified in *COB Faculty Handbook* and as specified in the *ECU Faculty Manual*, Part VIII and the criteria included in the *COB Faculty Handbook* which is maintained in the College office, Faculty Senate office, and is available to all faculty members through the COB SharePoint site (Policies & Procedures area).
2. Criteria for Annual Evaluations: The following criteria will be used in the annual evaluation process. Each of the three criteria is supported by possible activities which might be considered in the annual evaluation process and which are listed and further detailed in the *COB Faculty Handbook*.
    - a. Teaching Effectiveness: Evidence of teaching effectiveness includes, but is not limited to, student and peer evaluations of teaching, evidence of continuous improvement efforts, and other documentation attesting to the characteristics of effective teaching as described by Faculty Senate Resolution #91-29.
    - b. Scholarly Activity: Scholarly items are recognized as taking a long time from inception to completion (e.g., multiple years) and are normally thought to include such phases as preparation, submission, review, revision, acceptance, and publication. Significant credit will be awarded at the time of the item's completion, which will normally be defined as the time of physical appearance of the item in a publication based on the volume/issue date of the publication. Partial credit may be awarded earlier in the process.
    - c. Service to the University, Profession, or Community: Activities may include service rendered on Department, School, COB, and University committees, councils, and other assemblies; service to professional organizations; service to local, state and national governments; and contributions to the development of public forums, institutes, continuing education projects, and consulting in the private and public sectors.
3. Procedures and Criteria for Reappointment, Promotion and Tenure:
    - a. Reappointment of probationary term (i.e., tenure-track) faculty and promotion and tenure processes will follow the *ECU Faculty Manual*, Part VIII, Part IX and Part X. Recommendations for reappointment, promotion and tenure shall be made in accordance with the procedures specified in the *ECU Faculty Manual*, Part IX. The criteria for reappointment, tenure and promotion are identified in this subsection below and in the *ECU Faculty Manual*, Part VIII and in the *COB Faculty Handbook*. For purposes of the *ECU Faculty Manual*, Part IX, a "unit" shall be deemed to be an academic

Department/School within the COB and the “next higher administrator above unit levels” shall be deemed to be the Dean of the College of Business. For all faculty seeking reappointment, permanent tenure or promotion, a Personnel Action Dossier shall be maintained in accordance with the ECU *Faculty Manual*, Part X.

- b. Within the context of University policy, conferral of permanent tenure shall be based on the following criteria and those specified in the COB *Faculty Handbook*:
  - (1) An appropriate terminal degree as evaluated by the academic unit and affirmed by the appropriate administrative officer and the profession concerned;
  - (2) Demonstrated competence in teaching, scholarly activities and service. The COB requirement for demonstrating competency in scholarship requires that during the probationary period the candidate publish an adequate number of articles in journals of acceptable quality and in which a significant amount of the work is attributable to the candidate. The COB also requires that the candidate show ongoing efforts to publish by developing a stream of research projects resulting in submission of manuscripts for journal review. This is particularly important as the candidate approaches the end of the probationary term. The goal should be to have a number of manuscripts in various stages of development, which should include manuscripts in the journal review cycle;
  - (3) A record of satisfactory performance in all three areas of teaching, scholarly activities, and service will be expected. A strong record of accomplishment in one of these areas will not be considered a substitute for deficiencies in another area; and
  - (4) Evidence is expected of potential for continued professional growth and on-going contributions to the field; candidates for tenure must be judged by their peers as colleagues with whom they will want to have a longterm association based upon mutual respect, civility, and the ability to collaborate and cooperate constructively [for additional information refer to the ECU “Statement on Professional Ethics” in the ECU *Faculty Manual*, Part V].
- c. Promotion shall be based upon the faculty member’s total demonstrated professional competence and achievement following criteria for each rank as described in the ECU *Faculty Manual*, Part VIII and those specified in the COB *Faculty Handbook*.

B. Procedures and Criteria for Evaluations of Fixed-Term Faculty

- 1. Annual Evaluation: Fixed-term faculty members will be evaluated on the basis of their contributions to the mission of the COB in accordance with contract terms

defined in the respective letters of appointment. Typically, these contributions will be teaching and service as defined above but will also include activities related to obtaining or maintaining professional qualifications. Fixed-term faculty members who have administrative duties as their primary responsibility will be evaluated based on those administrative duties, and, as appropriate, individual teaching, service, and other activities related to achieving or maintaining appropriate professional qualification. Percentage weights for applicable activities of fixed-term faculty will be agreed to yearly in a September meeting between the faculty member and his/her Chair/Director.

2. Evaluation of Fixed-Term Faculty for Subsequent Appointment and Advancement in Title: Processes for subsequent appointment and advancement in title of fixed-term faculty will follow the *ECU Faculty Manual*, Part VIII and Part IX. Fixed-term faculty will be considered for subsequent appointment based on continuing need for the faculty member's expertise, the availability of resources, and satisfactory performance in teaching, service and other duties assigned to the faculty member. Procedures for advancement in title for fixed-term faculty are included in the *COB Faculty Handbook*, which is maintained in the College office, Faculty Senate office, and is available to all faculty members through the COB SharePoint site (Policies & Procedures area).

#### C. Advancement in Title for Fixed-Term Faculty

1. In general, fixed-term appointees (teaching instructors, etc.) are appointed for a fixed-term of one to three academic years, one semester, or one summer term. Fixed-term appointees normally engage in teaching and teaching-related activities (development of teaching materials, advising, working with students and student organizations, service on appropriate committees, etc.). Fixed-term appointees are not eligible for tenure. Fixed-term faculty members will be evaluated in accordance with provisions of the employment contract and on the basis of their contributions to the mission of the College of Business. Typically, these contributions will be teaching and service but will also include activities related to obtaining or maintaining professional qualifications for accreditation purposes. Fixed-term faculty who have administrative duties as their primary responsibility will be evaluated based on those administrative duties, and, as appropriate, their teaching, their service, and their activities related to achieving or maintaining professional qualification. Percentage weights for applicable activities for faculty will be agreed to yearly in September between the faculty member and administrator. Full-time, fixed-term appointees normally have a twelve-hour teaching load.

According to the 2013 Eligibility Procedures and Accreditation Standards for Business Accreditation (or the most current standard): fixed-term faculty can engage in different activities to maintain currency and relevance than academically qualified faculty members. Since the professionally qualified members have been appointed to bring in a different set of qualifications, it is reasonable to expect that those qualifications will be maintained differently.

In general, a fixed-term faculty member is expected to engage in a continuous stream of activities that will indicate currency of appropriate relevant professional experience. In all cases, the professional experience must be related

to the teaching area. Appropriate activities may include, but are not limited to (or for a more extensive list, refer to the COB AACSB Standards 15: Faculty Qualification & Engagement document located at the COB SharePoint site):

- Internship or employment in the teaching area
- Obtaining and maintaining appropriate professional certifications
- Business consulting activities
- Material participation in workshops or professional meetings in the teaching area
- Holding a leadership role in an appropriate professional organization
- Continuing Professional Education related to the teaching area
- Member of a board of directors of a corporation
- Author or reviewer of discipline-specific or pedagogical articles or publications

The standards require “currency” of activities. In every academic year, fixed-term faculty should ideally engage in one or more appropriate activities. During any rolling three-year window, fixed-term faculty **MUST** demonstrate one or more appropriate activities. Documentation of accomplishments by fixed-term faculty seeking advancement in title will be submitted in a portfolio, as required by the *ECU Faculty Manual*, Part IX.

## 2. Criteria and Procedures for Faculty with the Primary Responsibility of Teaching

Fixed-term faculty review and appointment criteria will follow the *ECU Faculty Manual*, Part VIII and Part IX.

For the Teaching Instructor appointment, a review of the annual faculty evaluation will suffice for subsequent appointment. For other fixed-term appointments, the following apply:

- a. Initial Fixed-Term Appointment Criteria for Teaching Instructor (refer to *ECU Faculty Manual*, Part VIII)
  - (1) Holds a Master’s degree in the appropriate area or related discipline, or has equivalent professional work experience
  - (2) Demonstrates the potential for effective teaching
  - (3) Provides service to Department, School, or College
- b. Advancement/appointment in Title to Teaching Assistant Professor
  - (1) Demonstrates qualifications of the previous title
  - (2) Holds the appropriate terminal degree in a related discipline
  - (3) Demonstrates effectiveness in teaching

- (4) Demonstrates teaching effectiveness through a minimum of 2 years of peer review of teaching (at least 2 sessions each year, with 2 reviewers at each session: the candidate choosing one reviewer, and the unit administrator choosing the second reviewer)
- c. Advancement/appointment in Title to Teaching Associate Professor
- (1) Fulfills all the criteria for advancement in title to Teaching Assistant Professor
  - (2) Provides a portfolio that demonstrates teaching excellence, including the following:
    - i. Relevant components of the Cumulative Report format that is referenced in the *ECU Faculty Manual*, Part X (which includes all teaching effectiveness and peer review documentation, teaching innovations, teaching awards, distance education, mentoring activities, or outside activities)
    - ii. New course preparations (and consider any reassigned time)
    - iii. Grade distributions for each class
    - iv. Scope and size of course projects and papers
  - (3) The past five years of annual evaluations showing a minimum of Meets Expectations ratings
    - i. Exceeds Expectations – The faculty member needs to demonstrate excellence in teaching as evidenced by an annual average over the review period of a rating of 4.5 to 5.0 as documented on the member’s annual evaluations.
    - ii. Meets Expectations – The faculty member needs to meet expectations for teaching as evidenced by an annual average over the review period of ratings between 3.0 to 4.4 points as documented on the member’s annual evaluations.
    - iii. Does Not Meet Expectations – The faculty member falls below expectations for teaching as evidenced by an annual average over the review period of less than 2.9 points as documented on the member’s annual evaluations.
  - (4) Provides service to the Department, School, COB, University, and profession via committees, public service, professional service, or service to students
  - (5) Engages in professional development activities
- d. Advancement/appointment in Title to Teaching Professor
- (1) Fulfills all criteria for advancement in title to Teaching Associate Professor
  - (2) Provides a portfolio as described in previous section to demonstrate superior teaching

- (3) Engages in professional development activities
- (4) Has demonstrated a degree of proficiency sufficient to establish an excellent reputation among colleagues
- (5) Is qualified and competent in mentoring others (such as graduate students, teaching instructors, etc.)
- (6) Provides an additional five years of annual evaluations documenting a minimum satisfactory level as a Teaching Associate Professor.
- (7) Engages in professional teaching scholarship activities (or creative activities)
  - i. Attending and presenting at conferences and workshops (could also include peer reviewed poster sessions, or editing conference proceedings)
  - ii. Publishing (especially pedagogical work) in peer-reviewed journals
  - iii. Grant submissions (concerning teaching topics)

3. Criteria and Procedures for Faculty with the Primary Responsibility of Research

Research faculty are typically externally funded. Research faculty are encouraged to give seminars and teach occasional courses in their specialty. Teaching is at the discretion of the unit and the availability of funds.

a. Initial Fixed-Term Appointment Criteria for Research Instructor

- (1) Holds a minimum of a master's degree appropriate for the specific position or has equivalent professional experience
- (2) Has demonstrated potential for effective research
- (3) Should be capable of carrying out individual research or should be trained in research procedures
- (4) Should have had the experience and specialized training necessary to develop and interpret data required for success in such research projects as may be undertaken

b. Advancement/appointment in Title to Research Assistant Professor

- (1) Has qualifications of the previous title
- (2) Holds the appropriate terminal degree, as evaluated by the academic unit and affirmed by the appointing officer and the profession concerned
- (3) Has demonstrated effectiveness in research
- (4) Is qualified and competent to direct the work of others (such as technicians, graduate students, etc.)



- c. Advancement/appointment in Title to Research Associate Professor
  - (1) Has qualifications of the previous title
  - (2) Has extensive successful experience in scholarly or creative endeavors
  - (3) Has the ability to propose, develop, and manage major research projects
    - i. Relevant components of the Cumulative Report format that is referenced in the ECU *Faculty Manual*, Part X (which includes all journal articles, chapters in books, book reviews in professional journals, abstracts, articles in proceedings, editorships of professional journals or books, electronic publications, research presentations/posters, participation in expert panels, visiting professorships, grants, or other)
    - ii. A letter of acceptance is valid for a published work

e. Advancement/appointment in Title to Research Professor

- (1) Has qualifications of the previous title
- (2) Has demonstrated a degree of proficiency sufficient to establish an excellent reputation among colleagues
- (3) Has demonstrated scholarly production in research, publications, professional achievements or other distinguished and creative activity
- (4) Is qualified and competent in mentoring others (such as graduate students, research assistants, etc.)
- (5) Provides an additional five years of annual evaluations documenting a minimum satisfactory level as a Research Associate Professor.
- (6) Engages in professional research scholarship activities (or creative activities)
  - i. Attending and presenting at conferences and workshops (could also include peer reviewed poster sessions, or editing conference proceedings)
  - ii. Publishing in peer-reviewed journals
  - iii. Grant submissions

D. Standards for Performance (Post-tenure) Review of Tenured Faculty

Performance (Post-tenure) review of all tenured faculty members will follow procedures outlined in the ECU *Faculty Manual*, Part IX. Specific standards developed for COB faculty can be found in the *COB Faculty Handbook*, incorporated herein by reference and maintained in the College office, Faculty Senate

office, and available to all faculty members through the COB SharePoint site (Policies & Procedures area).

## Section VI. Procedures for Meetings Within the College of Business

A meeting of the COB faculty may be called by either the Dean or the Faculty Advisory Committee and conducted according to the most recent edition of *Roberts' Rules of Order, Newly Revised*. A meeting may also be called by the Business Faculty Representative when one-third or more of the voting faculty petition for a special meeting of the faculty. The Business Faculty Representative shall prepare and distribute an agenda at least five working days in advance of called meetings. [see also Unit Code Section IV.A.3]

## Section VII. Voting by the Faculty of the College of Business

### A. Vote by Meeting

In the event of a call for a faculty meeting to administer a vote, notice to all eligible voting faculty of at least five working days is required. A majority of the voting faculty as defined in this Unit Code constitutes a quorum for meetings of the faculty (see Unit Code, Section II.Voting Faculty, for specific voting eligibility).

### B. Vote by Electronic Ballot, When Permitted by Unit and University Policies

In the event of a ballot administered by electronic mail, a minimum of three business days' notice by electronic mail is required before the vote is closed. A majority of the voting faculty as defined by reference herein this Unit Code constitutes a quorum for an electronic ballot of the faculty (see Unit Code, Section II. Faculty, for specific eligibility).

### C. Majority Vote

Unless required by policy or otherwise stated in this Unit Code, when a quorum exists an affirmative vote requires a majority of those voting.

### D. Procedures for review and approval of all major planning documents

Allowing ten working days for faculty review whenever possible, the Dean shall make available to the faculty of the COB a copy of the College's Strategic Plan or any other major planning documents. Following the processes defined above in this Section of the Unit Code, the Faculty Advisory Committee will provide ballots for the faculty to vote their approval or disapproval of the report(s). A majority of voting faculty, as referenced in Section II.B of this Unit Code, will be required for approval.

## Section VIII. Budget and Annual Report

### A. Annual Budget

In the area of budget and resources, the Dean, with input from the faculty through the

Faculty Advisory Committee, Department Chairs/School Directors, the Associate Dean and other COB administrators, as appropriate, prepares a budget that allocates funds across the College to support the mission. Final budget responsibility resides with the Dean. The Dean will discuss the budget with faculty at the annual COB faculty convocation meeting.

B. Annual Report

In a regular meeting, the Dean reports and discusses the total annual budget and the annual report to the COB faculty.

Section IX. Amendment Procedures and Enabling Provisions

- A. Amendments: *Robert's Rules of Order, Newly Revised* "Bylaws," #55, Article IX will be followed for all votes and amendments to this Unit Code. In accordance with the *ECU Faculty Manual*, Part IV, this Unit Code may be amended in part or in total by the vote of a majority of all permanently tenured faculty of the College, at any College-wide faculty meeting, providing that at least five working days of written notice of the proposed action has been given.
- B. This Unit Code and amendments will go into effect when approved by the Faculty Senate and the Chancellor of the University.
- C. When this Unit Code is amended, elections for newly created committee positions will be held during the first semester in which the amended Unit Code takes effect.
- D. This Unit Code supersedes in full all previous COB Unit Codes.
- E. No section or provision of this Unit Code will be construed to be in conflict with the *ECU Faculty Manual*. If any conflict exists, the *ECU Faculty Manual* takes precedence.

Section X. Selection and Evaluation of Administrators

A. Selection of Administrators

- 1. Selection of the Dean, Department Chairs, and School Directors of the COB follows the procedure available in the *ECU Faculty Manual*, Part II.
- 2. Selection of officers in other administrative positions (as determined by the Dean) will be supervised by the Dean as specified in Section III of this Unit Code.
- 3. Selection of a Chair/Director of a Department/School: When made available by a representative of the appointing officer, election of faculty members to a Nominating or Search Committee will be facilitated by the Department/School Personnel Committee Chair.

4. Upon announcement of an administrative vacancy (or impending vacancy), at least five working days must pass before a Nominating or Search Committee is selected.

B. Evaluation of Administrators

The administrative officers with authority throughout the COB include the Dean and the Associate Dean. The Dean, Department Chairs, Directors, Assistant Deans and Associate Deans will be evaluated following procedures available in the ECU *Faculty Manual*, Part II. Appendix A of this Unit Code defines the process for annual evaluations of administrative officers.

College of Business Unit Code  
Appendix A

A. Procedures for Evaluating Administrative Officers in the COB, Including Department Chairs, Directors, Assistant Deans, and Associate Deans.

1. **Application**

This document describes the procedures for evaluating administrative officers in the COB by the policies of the Board of Trustees available in the ECU *Faculty Manual*, including those officers described in this Unit Code, Section III.C.

Other administrators who may be appointed by and responsible to the Dean are staff positions and that the occupants of these positions are evaluated by the Dean and serve at the pleasure of the Dean.

2. **Review Period**

This review shall occur in accordance with University policy for the annual review cycle of faculty.

3. **Review Authority**

This review shall be initiated and performed by the Dean. The Dean will form a Review Committee consisting of three persons: one faculty member from the Department/School of the administrator undergoing the review, one administrative officer from an outside Department/School, College, or college in the University, and one other administrative officer or faculty member. The Dean may request that the administrator under review suggest potential members of the Review Committee. The Review Committee shall select a Committee Chair.

The Dean shall meet with the Review Committee to advise the Committee regarding specific areas of review and persons to consult. The administrator undergoing review may suggest topics or aspects related to his/her record or administrative style for special consideration by the Review Committee.

#### **4. Review Methods**

The Dean and the Review Committee shall examine the following documents:

- a. an administrative portfolio statement prepared by the administrator under review that documents his or her performance during the review period, including 1) administrative philosophy, strategies, and methodologies; 2) attempted innovations and assessment of their effectiveness; and 3) a statement of objectives for the future of the administrative unit;
- b. administrator's and unit annual reports during the review period;
- c. Documents included in a. and b. above shall also be provided to the voting faculty of the COB (see Section II.B. of this Unit Code) before the faculty vote on the effectiveness of the administrator; and
- d. The Review Committee shall make a general request for written or oral evaluations of the performance of the administrator under review from administrators, faculty, staff, and students. It may also solicit specific feedback from selected individuals. The Committee may gather other information as suggested by the Dean, or at its own discretion, including, if appropriate, reviews by professionals outside the University regarding the performance of the administrator under review in representing the officer's unit externally.

#### **5. Review Reporting**

The Review Committee shall present a written report with recommendations to the Dean. The written report shall be forwarded to the administrator under review and he or she invited to prepare a response, if desired. This shall occur at the same time as the report of the results of the COB faculty's vote on the administrator's effectiveness. The Dean shall review this information and report his or her conclusions to the administrator under review and the Review Committee. A brief summary of non-confidential information will also be shared with the faculty of the COB.



## University Affairs Committee

November 5, 2020

Agenda Item: III. B. Conferral of Degrees

Responsible Person: Grant Hayes  
Interim Provost

Action Requested: Approval

Notes:



## University Affairs Committee

November 5, 2020

Agenda Item: IV.A. COVID Testing - Student Affairs

Responsible Person: Virginia Hardy  
Vice Chancellor for Student Affairs

Action Requested: Information

Notes:



# ECU COVID-19 Testing Response Student Health Services

**Board of Trustees Meeting  
November 5, 2020**



# The Numbers

Student Health Services  
(as of November 2, 2020)

Total number of tests (June 8-October 31)	9768
Total number of positives	1134
Avg number of tests per week	465 (57- 1733)
Avg number of positive tests per week	54 (0-465)
Avg number of positive tests since the Surge	12 (7-26)

# Who are we testing?

- Students - symptomatic, asymptomatic/  
surveillance, exposures
- Faculty - surveillance only
- Staff - surveillance only
- *Surveillance: ongoing collection of health data to identify disease prevalence and inform control measures*

# Why are we testing?

## To Treat, Identify, and Contain

- Treat
  - Diagnose those acutely ill and provide treatment
- Identify
  - Asymptomatic spreaders- those infected who are not showing symptoms
- Contain
  - Isolate, Quarantine, Trace

# Key Terms

## Acute illness

Person is experiencing symptoms

## Asymptomatic Infection

Infection in person with no symptoms who has a known or unknown exposure

## Isolation (10 Days)

Keeps someone who is sick or tested positive for COVID-19 without symptoms away from others, even in their own home (CDC, 2020)

## Quarantine (14 Days)

Keeps someone who was in close contact with someone who has COVID-19 away from others (CDC, 2020)

## Exposure/Close Contact

Anyone who was within 6 feet of an infected person for a total of 15 minutes or more within 24 hours.

## Contact Tracing

Process used to identify those who have been exposed to a communicable disease (CDC, 2020)



**What were they wearing?**

# COVID Test Types

*Are (Were) there  
potatoes in this stew?*

<b>Antigen Testing</b>	<ul style="list-style-type: none"><li>• Rapid diagnostic test</li><li>• Looks for active infection</li><li>• Intended for use in individuals who are known to have symptoms</li></ul>	Risk of false negatives Risk of false positives in asymptomatic patients
<b>PCR/ Molecular Tests</b>	<ul style="list-style-type: none"><li>• Diagnostic test</li><li>• Looks for active infection</li><li>• Can be used with individuals who are symptomatic or asymptomatic</li></ul>	Both sensitive and specific- very rare instances of false negative or positives
<b>Antibody testing</b>	<ul style="list-style-type: none"><li>• Looks for past infection</li><li>• Not used for diagnosis of current infection</li></ul>	

# How are we testing?

- Antigen Testing - generally nasal
- PCR/Molecular testing - nasal, nasal pharyngeal, saliva
- Antibody testing - serology

# When are we testing?

- **Testing Plan for Fall 2020**
  - Campus Living
    - Preliminary those who remained on campus
    - Routine weekly testing- 25% per week of those in the residence halls
  - Greater ECU Community
    - Testing Thursdays - began October 22
  - Drive thru testing/In clinic testing
    - Daily testing for sick students and exposed students
  - Exit Testing
    - Specific mass testing days held prior to Winter Break



# When are we testing? (and where?)

- **Testing Plan for Spring 2021**
  - Campus Living
    - Reentry testing
    - Testing two weeks after classes begin
    - Weekly testing for percentage of students in residence halls
  - Greater ECU Community
    - Testing Thursdays
  - Drive thru testing/In clinic testing
    - Daily testing for sick students and exposed students
  - Exit Testing
    - Specific mass testing days held prior to returning home for summer

# Care and Treatment of Patients in Isolation

## Treat. Isolate. Monitor. Trace. Release.

- Treat
  - Identify medical needs and offer treatment options
- Isolate
  - For at least 10 days from the onset of symptoms
- Monitor
  - Daily digital check ins
- Trace
- Release

# Care and Treatment of Patients in Quarantine

## Identify. Quarantine. Monitor. Test. Release.

- Identify
  - Through contact tracing as an exposure/contact
- Quarantine
  - May test at Day 6 or if symptomatic prior to this
  - Remain for 14 days or may get out of quarantine at day six if tests negative
- Monitor
  - Daily digital check-ins
- Test
- Release

# QUESTIONS/DISCUSSION

## Coronavirus Testing Basics

You've probably heard a lot about coronavirus testing recently. If you think you have coronavirus disease 2019 (COVID-19) and need a test, contact your health care provider immediately. The FDA has been working around the clock to increase the availability of critical medical products, including tests for the coronavirus, to fight the COVID-19 pandemic. Learn more about the different types of tests and the steps involved.

There are two different types of tests – **diagnostic tests** and **antibody tests**.



A **diagnostic test** can show if you have an active coronavirus infection and should take steps to quarantine or isolate yourself from others. Currently there are two types of diagnostic tests – **molecular (RT-PCR) tests** that detect the virus's genetic material, and **antigen tests** that detect specific proteins on the surface of the virus.



An **antibody test** looks for antibodies that are made by the immune system in response to a threat, such as a specific virus. Antibodies can help fight infections. Antibodies can take several days or weeks to develop after you have an infection and may stay in your blood for several weeks after recovery. Because of this, antibody tests should not be used to diagnose an active coronavirus infection. At this time researchers do not know if the presence of antibodies means that you are immune to the coronavirus in the future.

	MOLECULAR TEST	ANTIGEN TEST	ANTIBODY TEST
<b>Also known as...</b>	Diagnostic test, viral test, molecular test, nucleic acid amplification tests (NAAT), RT-PCR tests	Rapid diagnostic test*	Serological test, serology, blood test, serology test
<b>How the sample is taken...</b>	Nasal or throat swab (most tests) Saliva (a few tests)	Nasal or throat swab	Finger stick or blood draw
<b>How long it takes to get results...</b>	Same day (some locations) or up to a week	One hour or less	Same day (many locations) or 1-3 days
<b>Is another test needed...</b>	This test is typically highly accurate and usually does not need to be repeated.	Positive results are usually highly accurate but negative results may need to be confirmed with a molecular test.	Sometimes a second antibody test is needed for accurate results.
<b>What it shows...</b>	Diagnoses active coronavirus infection	Diagnoses active coronavirus infection	Shows if you've been infected by coronavirus in the past
<b>What it can't do...</b>	Show if you ever had COVID-19 or were infected with the coronavirus in the past	Definitively rule out active coronavirus infection. Antigen tests are more likely to miss an active coronavirus infection compared to molecular tests. Your health care provider may order a molecular test if your antigen test shows a negative result but you have symptoms of COVID-19.	Diagnose active coronavirus infection at the time of the test or show that you do not have COVID-19

\*Some molecular tests are also rapid tests.

## There are some new diagnostic tests available with alternative methods and benefits.



- **Rapid, point-of-care diagnostic tests** use a mucus sample from the nose or throat but can be analyzed at the doctor's office or clinic where the sample is collected and results may be available in minutes. These may be molecular or antigen tests.



- **At-home collection tests** are prescribed by a doctor but allow the patient to collect the sample at home and send it directly to the lab for analysis.



- **Saliva tests** allow a patient to spit into a tube rather than get their nose or throat swabbed. Saliva tests may be more comfortable for some people and may be safer for health care workers who can be farther away during the sample collection.

## Steps in Molecular Testing

Many companies and labs have developed tests to diagnose COVID-19 based on detection of the virus's genetic material in a sample from the patient's nose or throat. The typical steps in this type of molecular testing for the coronavirus are:

1. A health care professional orders a COVID-19 test. All COVID-19 tests, including those used with a home collection kit, require a prescription.
2. You or a health care professional use a specialized, sterile swab to collect mucus from your nose or throat.
3. You or a health care professional put the swab in a sterile container and seal it for transport to a lab.
4. During the shipping process, the swab must be kept within a certain temperature range to keep the virus alive so that the test will be accurate. The sample must arrive at the lab within 72 hours.
5. A lab technician mixes chemicals with the swab to extract the genetic material of any virus that may be on the swab.
6. The lab technician uses special chemicals, called primers and probes, and a high-tech machine to conduct several controlled heating and cooling cycles to convert the virus's RNA into DNA, and then make millions of copies of the DNA.
7. When DNA binds to specific probes, a special type of light is produced that can be seen by the machine and the test shows a "positive" result for infection with SARS-CoV-2, the virus that causes COVID-19.

## The FDA continues to work with test developers to streamline the testing process, making more coronavirus tests available to more people in the future.

Molecular diagnostic tests that detect the genetic material of the virus itself are commonly used for diagnosing COVID-19 or active coronavirus infection. But no test is 100% accurate all of the time. Some things that may affect the test's accuracy include:

- You may have the virus, but the swab might not collect it from your nose or throat.
- The swab or mucus sample may be accidentally contaminated by the virus during collection or analysis.
- The nasal or throat swab may not be kept at the correct temperature before it can be analyzed.
- The chemicals used to extract the virus genetic material and make copies of the virus DNA may not work correctly.



**Antigen tests** usually provide results diagnosing an active coronavirus infection faster than molecular tests, but antigen tests have a higher chance of missing an active infection. If an antigen test shows a negative result indicating that you do not have an active coronavirus infection, your health care provider may order a molecular test to confirm the result.



**Antibody tests** may provide quick results, but should not be used to diagnose an active infection. Antibody tests only detect antibodies the immune system develops in response to the virus, not the virus itself, therefore the antibodies may not have developed yet. It can take days to several weeks to develop enough antibodies to be detected in a test.

Americans rely on the FDA to provide an independent review of medical products, such as drugs, diagnostic tests and other medical devices. During a public health emergency like the COVID-19 pandemic, there is an urgent need for products to diagnose, treat or prevent a medical threat. There are three ways a coronavirus test might be used for this emergency:

### 1. Emergency Use Authorization (EUA)

In certain types of emergencies, the FDA can issue an Emergency Use Authorization, or EUA, to provide more timely access to critical medical products that may help during the emergency when there are no adequate, approved, and available options. The EUA process is different than full approval or clearance because in some emergency situations we cannot wait for all of the evidence needed for full FDA approval or clearance. Instead, the FDA evaluates the options very quickly using the evidence that is available, carefully balancing the risks and benefits of the product as we know them, in addition to evaluating other criteria.

### 2. Lab Developed Test (LDT)

A laboratory developed test (LDT) is an *in vitro* (or laboratory) diagnostic test that is manufactured by and used within a single laboratory. The Centers for Medicare & Medicaid Services (CMS) regulates all laboratory testing (except research) performed on humans in the U.S. through the Clinical Laboratory

Improvement Amendments (CLIA). The FDA is providing flexibility to certain labs certified under CLIA to run high-complexity tests during the COVID-19 emergency. The FDA is providing flexibility for labs that develop and perform their own coronavirus testing where the lab validates the test, notifies FDA, and submits the validation data to the FDA within a certain timeframe as part of an EUA request. While many labs purchased commercial tests under an existing EUA, other labs developed and validated their own tests under this temporary policy.

### 3. State Authorization

The FDA is providing flexibility to states who want to authorize labs certified to conduct high-complexity tests in that state to develop and perform coronavirus testing. Under this policy, the state or territory takes responsibility for the safety and accuracy of COVID-19 testing by laboratories in its state/territory and the lab does not submit an EUA request to the FDA.

**The best way to get a coronavirus test is to contact your health care provider. You may also visit your [state](#) or [local](#) health department's website to look for the latest local information on testing.**

**The FDA encourages health care professionals and patients to report adverse events or side effects related to the use of coronavirus tests to the FDA's MedWatch Safety Information and Adverse Event Reporting Program:**

- Complete and submit the [report online](#) through the FDA's MedWatch website.
- [Download the form](#) or call 1-800-332-1088 to request a form, then complete and return to the address on the form or submit by fax to 1-800-FDA-0178.



## ECU Student Health Services

Division of Student Affairs

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

1000 East 5<sup>th</sup> Street • Greenville, NC 27858 • Phone (252) 328-6841 • Fax (252) 328-0462  
myPIRATEchart <https://ecu.medicalconnect.com/>

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### Assessing Your Risk from an Exposure to COVID-19

Anyone who has been in close contact with someone who has COVID-19 needs to take steps to quarantine themselves to protect others.

What counts as close contact?

- You were within 6 feet of someone who has COVID-19 for at least 15 minutes cumulatively over a 24 hour period
- You provided care at home to someone who is sick with COVID-19
- You shared eating or drinking utensils
- They sneezed, coughed, or somehow got respiratory droplets on you

**Quarantine** is used to keep someone *who might have been exposed to COVID-19* away from others. Quarantine helps prevent spread of disease that can occur before a person knows they are sick or if they are infected with the virus without feeling symptoms. People in quarantine should stay home, separate themselves from others, monitor their health, and follow directions from their state or local health department. Quarantine differs from isolation:

- **Quarantine** keeps someone who might have been exposed to the virus away from others.
- **Isolation** separates people who are infected with the virus away from people who are not infected.

**Worried about an exposure?**

- Review the attached information to assess your risk.
- If after reviewing this you feel you have had an exposure, or if you have any questions or concerns, please contact ECU Student Health Services at (252) 328-6841 or email [gotquestions@ecu.edu](mailto:gotquestions@ecu.edu).
- ECU Student Health Services is open M-F from 8-5. If you have an exposure after hours, please quarantine and contact our office the next business day. As always, you can contact our free, after hours nurse line by calling 252-328-6841.

### Testing Information

ECU SHS performs a nasopharyngeal swab test for COVID-19 infection by appointment. It is not painful but can be an uncomfortable sensation that makes your eyes water or elicits a cough. Testing charges will be filed to private insurance first if we have your insurance information on file. We file most insurances—we currently cannot file government sponsored insurances and some Medishare Plans. Any balance unpaid by insurance will be charged to a student's cashier account. Results will be sent to you securely through your myPIRATEchart account. If testing is recommended for you following an exposure, an appointment can be scheduled with ECU Student Health Services.





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### Campus Resources

ECU Student Health Services	(252) 328-6841	<a href="mailto:gotquestions@ecu.edu">gotquestions@ecu.edu</a>
ECU Dean of Students Office	(252) 328-9297	<a href="mailto:DOS@ecu.edu">DOS@ecu.edu</a>
ECU Campus Living	(252) 328-4663	
Pitt County Public Health Center	(252) 902-2300	

Examples of social, academic, and clinical exposures:

<p><b>COVID-19 + person (friend, patient, classmate, etc):</b></p> <p>√ <u>Mask/face covering</u>  <i>OR</i>          × <u>No mask/ no face covering</u></p> <p><b>You:</b></p> <p>√ <u>Mask</u>  <i>AND</i>          √ <u>Face shield</u></p>	<ul style="list-style-type: none"> <li>• No quarantine or extra precautions needed</li> <li>• No missed class or work time</li> <li>• Continue good practices of social distancing, wearing a mask/face covering, frequent hand washing</li> <li>• Continue to wear applicable PPE if in clinical settings</li> </ul>
<p><b>COVID-19 + person (friend, patient, classmate, etc):</b></p> <p>√ <u>Mask/face covering</u></p> <p><b>You:</b></p> <p>√ <u>Mask/face covering</u></p>	<ul style="list-style-type: none"> <li>• No quarantine or extra precautions needed</li> <li>• No missed class or work time</li> <li>• Continue good practices of social distancing, wearing a mask/face covering, frequent hand washing</li> <li>• Continue to wear applicable PPE if in clinical settings</li> </ul>
<p><b>COVID-19 + person (friend, patient, classmate, etc):</b></p> <p>× <u>No mask/face covering</u></p> <p><b>You:</b></p> <p>√ <u>Mask/face covering</u></p>	<ul style="list-style-type: none"> <li>• If you had close contact with that person, stay home and quarantine</li> <li>• Notify ECU Student Health Services at (252) 328-6841 during business hours</li> <li>• Watch for fever (100.4°F), cough, shortness of breath, or other symptoms of COVID-19</li> <li>• Testing may be advised on quarantine day 6; if negative, your health care provider may release you early from quarantine</li> <li>• If no testing is done, your last day of quarantine is 14 days from the date you had contact with that patient</li> </ul>



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Examples of household exposures:

<p><b>I live with someone who has COVID-19 (e.g., roommate, partner, family member), and that person has isolated by staying in a separate bedroom. I have had no close contact with the person since they isolated.</b></p>	<ul style="list-style-type: none"> <li>• Stay home and quarantine</li> <li>• Notify ECU Student Health Services at (252) 328-6841 during business hours</li> <li>• Watch for fever (100.4°F), cough, shortness of breath, or other symptoms of COVID-19</li> <li>• Testing may be advised on quarantine day 6; if negative, your health care provider may release you early from quarantine</li> <li>• If no testing is done, your last day of quarantine is 14 days from when the person with COVID-19 began home isolation.</li> </ul>
<p><b>I live with someone who has COVID-19 and started my 14-day quarantine period because we had close contact, but now we've had close contact again or another member of the house is sick.</b></p>	<ul style="list-style-type: none"> <li>• Stay home and quarantine</li> <li>• Notify ECU Student Health Services at (252) 328-6841 during business hours</li> <li>• Watch for fever (100.4°F), cough, shortness of breath, or other symptoms of COVID-19</li> <li>• Testing may be advised on quarantine day 6; if negative, your health care provider may release you early from quarantine</li> <li>• You will have to restart your quarantine from the last day you had close contact with anyone in your house who has COVID-19. Any time a new household member gets sick with COVID-19 and you had close contact, you will need to restart your quarantine. If no testing is done, your last day of quarantine would be 14 days from any close contact with any COVID-19 infected persons in your house.</li> </ul>
<p><b>I live in a household where I cannot avoid close contact with the person who has COVID-19. I am providing direct care to the person who is sick, don't have a separate bedroom to isolate the person who is sick, or live in close quarters where I am unable to keep a physical distance of 6 feet.</b></p>	<ul style="list-style-type: none"> <li>• Stay home and quarantine</li> <li>• Notify ECU Student Health Services at (252) 328-6841 during business hours</li> <li>• Watch for fever (100.4°F), cough, shortness of breath, or other symptoms of COVID-19</li> <li>• Testing may be advised on day 6 after the COVID-19 infected person you are caring for is released from home isolation. If no testing is done, your last day of quarantine would be 14 days when the COVID-19 infected person was released from home isolation by their health care provider.</li> </ul>



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## Quarantine Information

### Do's and Don'ts

- Do not attend in person class or any in person campus event.\*
- Please refrain from posting about your exposure on social media, as posting may incite panic.
- Do inform Campus Living if you live on campus and you are quarantined due to an exposure.\*
- Do complete the [COVID Self Report in Pirate Port](#)
  - This will alert your faculty that are unable to attend class due to quarantine.
  - This report also goes to ECU SHS and Dean of Students office, in order to provide campus resources to you.
  - Scan QR for a quick link to PiratePort.



***\*It is a code of conduct violation for you to attend any in person class or campus event or to remain in your regular Campus Living housing assignment while you are in isolation or quarantine.***

### Tracking

- If you have notified ECU SHS that you are in quarantine, you should expect to be contacted regularly to monitor your symptoms and assist you as needed.
- You may also be contacted by the local health department to discuss your exposure.
- You may also receive a call from the Dean of Students office to assist you with resources.

### Ending Quarantine

The timeframe for ending quarantine depends on your exposure situation, whether you were tested, and information regarding your health history. ECU SHS can help you determine when you have met the criteria for ending quarantine and resuming regular activities. As always, when quarantine is over, it is still recommended that you follow good prevention practices such as social distancing, wearing a mask/face covering when in public, frequent hand washing, and limiting public/crowded areas.



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## Testing Positive for COVID-19/Isolation Information

### Isolate: Stay home except to get medical care

- **Stay home.** Most people with COVID-19 have mild illness and can recover at home without medical care. Do not leave your home, except to get medical care. Do not visit public areas.
- **Take care of yourself.** Get rest and stay hydrated. Take over-the-counter medicines, such as acetaminophen, to help you feel better.
- **Avoid public transportation,** student transportation, ridesharing, or taxis.

### Separate yourself from other people

- **As much as possible, stay in a specific room** and away from other people and pets in your home. If possible, you should use a separate bathroom. If you need to be around other people or animals in or outside of the home, wear a cloth face covering.
- **Do not share** dishes, drinking glasses, cups, eating utensils, towels, or bedding with other people.

### Clean your hands often/disinfect surfaces

- **Clean your hands** often with soap and water for at least 20 seconds (best option) or use hand sanitizer with at least 60% alcohol. This is especially important after blowing your nose, coughing, or sneezing; going to the bathroom; and before eating or preparing food.
- **Clean and disinfect** high-touch surfaces in your “sick room” and bathroom such as phones, remote controls, counters, tabletops, doorknobs, bathroom fixtures, toilets, keyboards, tablets, etc.

### When to Seek Emergency Medical Attention

**Look for emergency warning signs for COVID-19. If you are showing any of these, seek emergency medical care immediately:**

Trouble breathing  
New confusion  
Bluish lips or face

Persistent pain or pressure in the chest  
Inability to wake or stay awake

*This list is not all possible symptoms. Please call your medical provider for any other symptoms that are severe or concerning to you.*

### Do's and Don'ts

- Do not attend in person class or any in person campus event.\*
- Please refrain from posting about your diagnosis on social media, as posting may incite panic.
- Do inform Campus Living if you live on campus and you have been diagnosed with COVID-19.\*

*All information is based on current CDC guidelines, which are subject to change.*  
<https://www.cdc.gov/coronavirus/2019-nCoV/index.html>



## ECU Student Health Services

Division of Student Affairs

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

1000 East 5<sup>th</sup> Street • Greenville, NC 27858 • Phone (252) 328-6841 • Fax (252) 328-0462  
myPIRATEchart <https://ecu.medicatconnect.com/>

---

- Do complete the [COVID Self Report in Pirate Port](#)
  - This will alert your faculty that are unable to attend class due to COVID-19.
  - This report also goes to ECU SHS and Dean of Students office, in order to provide campus resources to you.
  - Scan QR for a quick link to PiratePort.



***\*It is a code of conduct violation for you to attend any in person class or campus event or to remain in your regular Campus Living housing assignment while you are in isolation or quarantine.***

### Tracking

- If you were diagnosed at ECU SHS or you have notified ECU SHS that you are positive for COVID-19 you should expect to be contacted regularly to monitor your symptoms and assist you as needed.
- You should also expect to be contacted by the local health department.
- You may also receive a call from the Dean of Students office to assist you with resources.

### Ending Isolation:

*Isolation ends per CDC guidelines when the following has been met:*

- Symptomatic case: At least 24 hours have passed since your recovery, defined as resolution of fever without use of fever reducing medication along with improvement of symptoms and at least 10 days have passed since symptoms first appeared.
- Asymptomatic case: At least 10 days have passed since your test.

*People with conditions that weaken their immune system, or those in certain situations where they will be around vulnerable populations, might need to stay home longer than 10 days. Talk to your healthcare provider for more information.*

If you are being followed by ECU SHS, you will receive a letter in your MyPirateChart stating you can return to class/ clinical; is your responsibility to present this information to your faculty. If you are not being tracked by ECU SHS, you will need to obtain a letter from your healthcare provider stating you have met CDC guidelines to return.

## VIEWPOINT

# Preventing and Responding to COVID-19 on College Campuses

**Henry T. Walke, MD, MPH**

Centers for Disease Control and Prevention, Atlanta, Georgia.

**Margaret A. Honein, PhD, MPH**

Centers for Disease Control and Prevention, Atlanta, Georgia.

**Robert R. Redfield, MD**

Centers for Disease Control and Prevention, Atlanta, Georgia.

The coronavirus disease 2019 (COVID-19) pandemic continues to present public health and societal challenges worldwide. Concerted public health efforts in the US at the local, state, territorial, national, and tribal levels remain paramount to protecting the population, particularly those at greatest risk for severe illness and death. Throughout the summer months, younger people accounted increasingly for confirmed severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) infections in all US regions, with highest incidence among young adults aged 20 through 29 years during June to August, and with young adults (20-39 years) contributing to the large regional increases in the southern US during June 2020.<sup>1</sup>

At the beginning of the fall of 2020, the opening of colleges and universities poses new challenges and accompanying risks for transmission on campuses and in their surrounding communities. Although the risk of severe health outcomes from COVID-19 in young adults without underlying health conditions is relatively low, faculty, university staff, and close contacts of college

to symptom-based testing are being employed in an attempt to reduce transmission. These include (1) universal entry screening; testing all students before arrival on campus; (2) 2-phased universal screening: prearrival testing paired with a follow-up test, typically about 1 week after arrival; (3) scheduled screening, with repeated testing of the entire campus population (eg, weekly); (4) random screening, with testing a random sample of the campus population; (5) testing on-demand, by making tests available to students on campus on demand but not requiring testing; and (6) wastewater testing to detect virus in the sewage overall or for specific facilities (eg, residence halls).

The efficacy of these various testing strategies in higher education settings is still being evaluated, and testing can be rapidly expanded to be more frequent and widespread when outbreaks occur. In a closed-campus youth camp setting, a report on 4 overnight camps in Maine involving 1022 campers (n = 642) and staff (n = 380) of various ages (range, 7-70 years; 64% were ≤18 years and 21% were ≥22 years) suggested that 2-phased universal testing might be effective in minimizing transmission. Prearrival testing delayed entry of 4 infected persons and postarrival testing identified 3 additional asymptomatic infected persons, and prompt isolation prevented further spread.<sup>4</sup> In a college or university setting, with frequent movement of faculty, staff, and students between the college and the community, a strategy of entry screening combined with regular serial testing might prevent or reduce transmission of SARS-CoV-2.

On September 29, 2020, CDC released 2 reports that help inform prevention and response for college campuses. One report describes a widespread outbreak of laboratory-confirmed SARS-CoV-2 infections at a large university in North Carolina, and the second describes the rapid increase in SARS-CoV-2 infections among adults aged 18 through 22 years nationwide.<sup>5,6</sup> The experience of the North Carolina university highlights the potential for rapid transmission on campus. Before students began to arrive for fall term, this university implemented a variety of mitigation measures including spacing and scheduling move-in times, increasing physical spacing in classrooms, a face mask requirement for classroom settings and other indoor common spaces,<sup>7</sup> and adjusting dining options to reduce crowding. The university also made plans for isolation of infectious individuals and quarantine of close contacts. The university did not implement any universal entry or serial screening testing. Students moved into on-campus

## The increase in COVID-19 cases among college-age individuals underscores the urgent need to implement effective mitigation strategies...to prevent and respond to outbreaks on or near college campuses and protect the broader community.

students at home and in the community might be at a considerably higher risk for severe illness and death if they were to become infected.

The Centers for Disease Control and Prevention (CDC) continues to develop and disseminate data-driven guidance to support these institutions, students, staff, their families, and surrounding communities.<sup>2</sup> In advance of the fall 2020 term, colleges and universities across the nation implemented a variety of COVID-19 prevention practices, mitigation efforts, and testing strategies. However, to date little evidence exists from the college setting to demonstrate the effects of many of the specific efforts employed. Although the situation is dynamic, a Davidson College initiative tracking data on nearly 3000 US colleges reports that as of September 9, 2020, about 4% of colleges are conducting fully in-person and 23% primarily in-person instruction, with the remaining using hybrid models or teaching primarily or fully online.<sup>3</sup>

For colleges with some degree of in-person instruction, a variety of COVID-19 testing strategies in addition

### Corresponding

**Author:** Margaret A. Honein, PhD, MPH, Centers for Disease Control and Prevention, 1600 Clifton Rd, Mailstop E-86, Atlanta, GA 30333 (mrh7@cdc.gov).

housing during August 3 through 9, but, due to an outbreak of SARS-CoV-2 infections, by August 19 all classes were transitioned to an online format, and the university began reducing housing density in on-campus buildings. By August 25, a total of 670 laboratory-confirmed SARS-CoV-2 infections were identified among the university's students, faculty, and staff.<sup>5</sup>

The second report provides updated national case surveillance data reported to CDC by all 50 states and the District of Columbia plus 4 territories.<sup>6</sup> During August 2 through September 5, 2020, individual-level data on nearly 1 million COVID-19 cases was reported to CDC. During August 2 through 29, 2020, COVID-19 incidence among those aged 18 through 22 years increased 62.7% (from 110 to 180 cases per 100 000), with increases noted in this age group only for persons identified as non-Hispanic White. The increases were largest in the Northeast, but similar patterns were observed in the South and Midwest; the lowest increase was observed in the West. The observed increases were likely partially due to increased testing volume. During August 2 through September 5, COVID-19 incidence among those aged 18 through 22 years increased 144% (from 53 to 130 per 100 000) in the Northeast, 123.4% (from 111 to 247 per 100 000) in the Midwest, and 43.8% (from 115 to 166 per 100 000) in the South. Testing volumes for this same age group increased 170.6% (from 1975 to 5345 per 100 000) in the Northeast, 65.2% (from 2264 to 3740 per 100 000) in the Midwest, and 7% (from 2041 to 2183 per 100 000) in the South.

As thousands of students arrived at colleges and universities, the increase in COVID-19 cases has occurred rapidly. A *New York Times* survey of more than 1600 colleges identified more than 26 000 COVID-19 cases at more than 750 colleges across the nation by August 26; more than 51 000 COVID-19 cases at more than 1020 US colleges by September 3; and more than 130 000 cases at 1300 colleges by September 25.<sup>8</sup> The report also identified an increase in COVID-19 cases in counties where college students comprise at least 10% of the county population, in contrast to a decrease in cases observed in other counties.<sup>9</sup>

Transmission of SARS-CoV-2 among students and staff at or near colleges and universities is complex. Transmission could occur in college classroom settings especially if there is no mandatory use of face

masks, insufficient physical distancing, or inadequate hand hygiene, but social and residential settings outside of classrooms likely pose a significant risk as shown by a number of outbreaks tied to social events linked to campuses. COVID-19 risks to college students and staff and their surrounding communities are inevitably intertwined. Coordination of mitigation measures including robust testing both on and near campuses will be essential for reducing or preventing transmission. Closure of residence halls and campus housing in response to an outbreak could disproportionately affect students with lower socioeconomic status and might actually have minimal effects on the level of transmission on campus and in the surrounding community, especially if the majority of students live off-campus or if high-risk settings (eg, crowded indoor social settings) remain open. A model response—both in planning for and responding to outbreaks—will involve a close partnership between communities and universities to join forces to reduce SARS-CoV-2 transmission.

A primary public health goal in the COVID-19 pandemic response is to avoid or minimize transmission of SARS-CoV-2 to those at greatest risk for severe outcomes. In addition to robust testing and screening strategies, planning for isolation and quarantine on or near campus when a COVID-19 outbreak occurs might help prevent further transmission to family members and other communities.<sup>10</sup> If tens of thousands of students from colleges and universities experiencing COVID-19 outbreaks rapidly relocate and disperse in the surrounding community or across the state or many states, there is an increased risk of COVID-19 spread to other segments of the population. Providing students with options to shelter-in-place or quarantine at a location on or near campus could reduce community transmission and secondary transmission to those at higher risk for severe outcomes, potentially including the students' family and household members.

The increase in COVID-19 cases among college-age individuals underscores the urgent need to implement effective mitigation strategies, including continuing prevention efforts and robust testing paired with rapid isolation and quarantine, to prevent and respond to outbreaks on or near college campuses and protect the broader community.

#### ARTICLE INFORMATION

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doi:10.1001/jama.2020.20027

**Conflict of Interest Disclosures:** None reported.

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## University Affairs Committee

November 5, 2020

Agenda Item: IV.B. College of Engineering & Technology Spotlight

Responsible Person: Harry Ploehn  
Dean, College of Engineering & Technology

Action Requested: Information

Notes:



# Spotlight on the College of Engineering & Technology

November 5, 2020

Maximize Student Success



# ECU

## COLLEGE OF ENGINEERING AND TECHNOLOGY

1

## Our Highest Priority: Maximizing Student Success

- **We are here to help our students succeed!**

- ✓ Now: **help every student** to succeed at ECU
- ✓ Later: **help every graduate** find success in life
- ✓ Forever: a **"university-for-life"** for our graduates, community

- **Our success is measured by our students' success**

- **Our product is more than just a degree**

- ✓ Knowledge and skills from courses and labs
- ✓ Beyond-the-classroom experiences
- ✓ **Student Engagement drives Student Success...**



2

## Student Engagement Drives Student Success

### *Student Engagement* ⇒ *Student Success*

- Student Attitude, Motivation
- Coaching, Advice, Mentoring
- Academics
  - ✓ Program Excellence
  - ✓ Teaching Excellence
- Experiential Learning
  - ✓ Student Organizations
  - ✓ Student Teams/Competitions
  - ✓ Student Entrepreneurship
  - ✓ Internships
  - ✓ Research
  - ✓ Study Abroad
- Academic
- Personal
  - ✓ Identity, Values, Goals
- Social and Societal
  - ✓ Social Graces
  - ✓ Value Diversity and Equity
  - ✓ Civil Discourse
- Professional
  - ✓ Dress and Act for Success
  - ✓ Lifelong Learning
- Career



3



Members of the East Carolina University chapter of the Society of Women Engineers gather as part of a social event outside the Science and Technology Building. (Photo by Ken Buiday)

### ENGINEERING A CAREER

#### ECU women finding paths to success

PUBLISHED OCT 22, 2019 BY KEN BUIDAY  
FILED UNDER: ALUMNI, ENGINEERING/TECHNOLOGY, NEWS, STUDENTS



Antonia Dingeman always knew what she wanted to do in her life.

"I've wanted to be an engineer ever since the second grade," said Dingman, an East Carolina University senior majoring in engineering. "In elementary school, I had ideas for science fairs where I wanted to see how the shape of an airplane affected how long it flew. I've always been interested in how things work, putting things together and taking things apart. A lot of people come into college and don't know what they want to do, but I've always wanted to be in engineering or something in the math and science field. I never saw myself doing anything else."

4



Logan Kelley, left, and Sean Wear, co-leads of the East Carolina University robotics team, receive the Steve Harris Cup for winning the Management and Applied Engineering robot competition at the organization's national conference in Charlotte. (Photo by Ken Budy)

### KICKING BOT

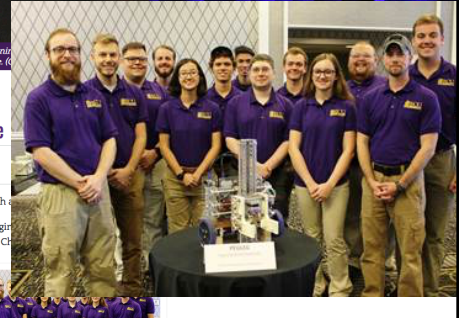
#### Team of ECU students wins robot competition at national tech conference

PUBLISHED NOV 22, 2019 BY KEN BUDAY  
FILED UNDER: ENGINEERING/TECHNOLOGY, NEWS, STUDENTS

Preparation paid off for a team of East Carolina University engineering and technology students with a first-place finish at the Association of Technology, Management and Applied Engineering (ATMAE) national conference Nov. 6-8 in Charlotte, N.C.

The members of the robotics team of the ECU chapter of the Association of Technology, Management and Applied Engineering (ATMAE) won the top overall prize for the first time at the competition at the ATMAE national conference Nov. 6-8 in Charlotte, N.C.

"We were super excited," said junior Logan Kelley, ECU's ATMAE president and co-lead of the robotics team with senior Sean Wear. "We finally got to see the results of all the hard work we all put in over the last nine months. We were overwhelmed with what we won. I don't think we were expecting all that."



5



From left, Jahina Hayes, Quint Flores, Amelia Hernandez, Riley Valencia and Seymone Gugneja make up the HonestBlox team that is a finalist for the Pirate Entrepreneurship Challenge. (Photo by Ken Budy)

### FIGHTING FOOD SCARES

#### CET's HonestBlox among finalists for Pirate Entrepreneurship Challenge

PUBLISHED FEB 11, 2020 BY KEN BUDAY  
FILED UNDER: ENGINEERING/TECHNOLOGY, NEWS, STUDENTS

Just weeks before Christmas, the Centers for Disease Control linked an E. coli outbreak in 23 states to romaine lettuce grown in California.

A group of East Carolina University students may not be able to prevent such outbreaks, but their goal is to use blockchain technology to reduce the impact of such food scares and help consumers make informed choices when selecting produce.

The team from the College of Engineering and Technology — Amelia Hernandez, Quint Flores, Seymone Gugneja, Jahina Hayes and Riley Valencia — has created HonestBlox and will be competing in the finals of the Pirate Entrepreneurship Challenge on Feb. 19.

Their inspiration came in part from a 2006 food scare involving another E. coli outbreak that resulted in hundreds of illnesses, three deaths and a recall of romaine lettuce grown in California.

6



**CET Research in 2019-20:**

- Awards up **320%** to \$6.5M
- \$4M NSF S-STEM award
- Six NCDOT awards (\$862K)
- Four awards from NSF, ONR, NIH (\$285K-\$400K)

7



*Dr. Kura Duba, pictured in his lab in the Science and Technology Building last year, is the principal investigator for a \$1.4 million grant through the University of North Carolina System's Research Opportunities Initiative designed to develop a no-waste, sustainable water desalination system. (Photo by Ken Buddy)*

**CET Research in 2020-21:**

- First-ever UNC ROI award led by ECU!
- Co-Investigators Kura Duba, JT Filho, & Tarek Abdel-Salam
- Impact: up to 36 undergraduate researchers!

**WATER GRANT**

**ECU researchers get \$1.4 million to develop desalination system**

PUBLISHED JUL 31, 2020 BY KEN BUDAY  
FILED UNDER: ENGINEERING/TECHNOLOGY, NEWS

The University of North Carolina System announced that a team from East Carolina University has been awarded a grant through UNC's Research Opportunities Initiative (UNC ROI).

8

## Student Engagement Drives Student Success

*Student Engagement* ⇒ *Student Success*

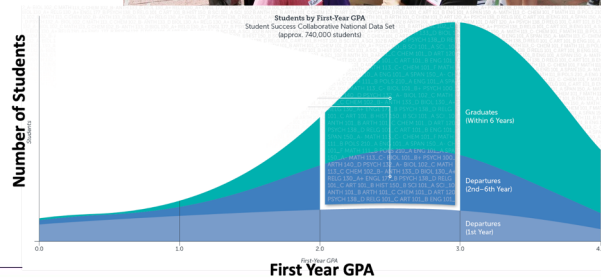
- Student Attitude, Motivation
- Coaching, Advice, Mentoring
- Academics
  - ✓ Program Excellence
  - ✓ Teaching Excellence
- Experiential Learning
  - ✓ Student Organizations
  - ✓ Student Teams/Competitions
  - ✓ Student Entrepreneurship
  - ✓ Internships
  - ✓ Research
  - ✓ Study Abroad
- Academic
- Personal
  - ✓ Identity, Values, Goals
- Social and Societal
  - ✓ Social Graces
  - ✓ Value Diversity
  - ✓ Civil Discourse
- Professional
  - ✓ Dress and Act for Success
  - ✓ Lifelong Learning
- Career



9

## Student Engagement Drives Student Success

- We are an access university. How do we:
  - ✓ Drive greater student engagement **AT SCALE?**
  - ✓ Promote equity in student engagement?



10

## Action Plan: Build the CET Student Success Center

### • Invest in Programs to Increase Student Engagement at Scale

- ✓ Marketing, Outreach, and, Recruiting (MORe): MORe students = MORe success!
- ✓ Academic Advising (maintain staff levels)
- ✓ First-Year and Transition Programs (need staff, program support)
  - Student Success Planning & Coaching
    - ❖ Engage Advisory Boards and Alumni in Coaching program
- ✓ Experiential Learning Programs (need staff, program support)
  - Career Development and Leadership Program
  - CET Industry Internship Program
  - Innovation & Entrepreneurship Program
  - Undergraduate Research Program



11

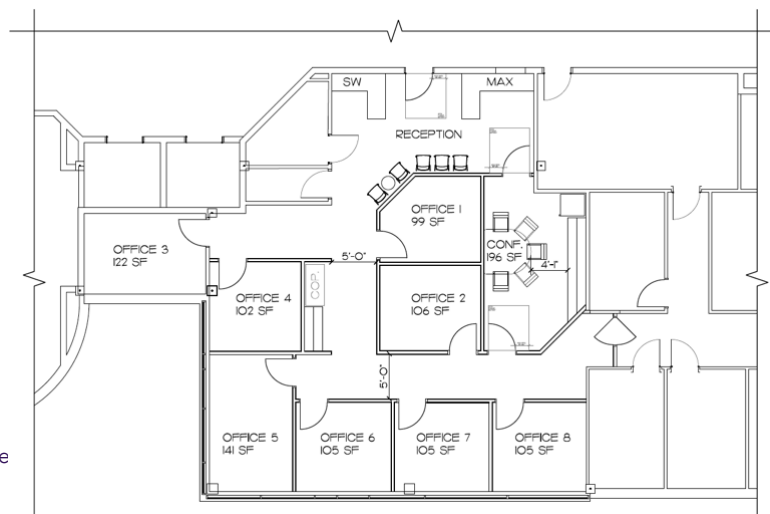
## Action Plan: Build the CET Student Success Center

### • Invest in Space

- ✓ Student Success Center
  - Rawl 107-108: SSC home
  - Bate second floor: Advising

### • Invest in Outreach

- ✓ Off-Site Academic Programs
  - On base at MCAS Cherry Point
  - Wake Tech South Campus
- ✓ Pathway Programs
  - Leverage community college partnerships and collaboration
    - ❖ Pharmaceutical Manufacturing
    - ❖ Smart Manufacturing & Maintenance



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## Action Plan: Invest in Strategic Initiatives

### • Eastern Region Pharma Center (@LSBB)

- ✓ Golden Leaf Proposal: \$2.9M project (\$2M GLF, \$900K ECU)
- ✓ Equip bioprocess labs, pilot-scale manufacturing line
- ✓ Add faculty expertise in cybersecure "Pharma 4.0" technology
- ✓ Create the Pharma Pathways Program
  - Venue for community college and industry collaboration
  - K12 outreach in Pitt, Johnston, Wilson, Edgecombe, Nash counties



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## Action Plan: Invest in Strategic Initiatives

### • Smart Manufacturing & Maintenance Center @ Intersect East

- ✓ CET-led in the Export Leaf Building (10,000 sq-ft)
- ✓ Fundraising priorities
  - Up to \$4M to equip the Industry 4.0 testbed
  - Create a Manufacturing Pathways Program
    - ❖ Community college and industry collaboration
    - ❖ Alliance with NC State and national initiatives



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## Summary and Outlook

- The CET graduated a record number of students the last two years
  - ✓ 2019-20: 708 UG + 103 G = 811
- We are investing in student success
  - ✓ Student engagement drives student success
- We are critical to the success of the university, the region, and the state



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## Summary and Outlook

Home Mobile Site Text Version RSS Local Forecast Enter City, St or ZIP code

**NATIONAL HURRICANE CENTER and CENTRAL PACIFIC HURRICANE CENTER**  
NATIONAL OCEANIC AND ATMOSPHERIC ADMINISTRATION

ANALYSES & FORECASTS DATA & TOOLS EDUCATIONAL RESOURCES ARCHIVES ABOUT SEARCH

**Hurricane Isaias Public Advisory**

Home Public Adv Fcst Adv Discussion Wind Probs Graphics Archive

U.S. Watch/Warning Local Products **UPDATE**

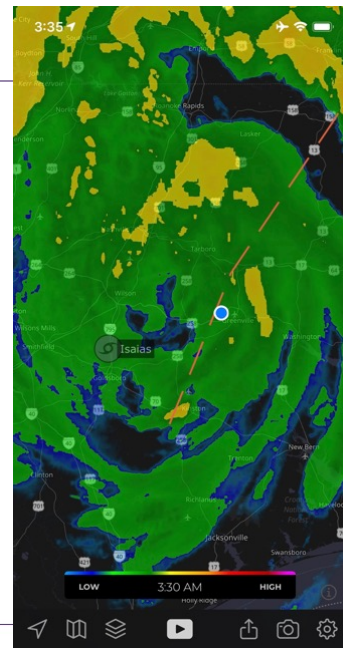
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BULLETIN
Hurricane Isaias Intermediate Advisory Number 28A
NWS National Hurricane Center Miami FL AL092020
200 AM EDT Tue Aug 04 2020

...CENTER OF ISAIAS MOVING QUICKLY NORTH-NORTHEASTWARD OVER
EASTERN NORTH CAROLINA...
...STRONG WINDS AND HEAVY RAINFALL TO SPREAD NORTHWARD ALONG THE
MID-ATLANTIC COAST THIS MORNING...

SUMMARY OF 200 AM EDT...0600 UTC...INFORMATION
-----
LOCATION...35.0N 78.1W
ABOUT 60 MI...95 KM SW OF GREENVILLE NORTH CAROLINA
MAXIMUM SUSTAINED WINDS...75 MPH...120 KM/H
PRESENT MOVEMENT...NNE OR 20 DEGREES AT 23 MPH...37 KM/H
MINIMUM CENTRAL PRESSURE...992 MB...29.29 INCHES
    
```



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## Q&A?

Harry J. Ploehn: [ploehn@ecu.edu](mailto:ploehn@ecu.edu)

[www.facebook.com/ecucet](http://www.facebook.com/ecucet)

[www.linkedin.com/school/ecu-college-of-engineering-and-technology](http://www.linkedin.com/school/ecu-college-of-engineering-and-technology)



**ECU**<sup>®</sup>

**COLLEGE OF ENGINEERING  
AND TECHNOLOGY**

## **STEM Degree Programs in the College of Engineering & Technology** **Harry J. Ploehn, Professor and Dean**

### **Executive Summary**

All of the degree programs in the CET are STEM programs. Over the last four years, the college's STEM degree programs experienced a **44% increase** in upper division enrollment and a **46% increase** in STEM degree awards (reference UNC-SO Program List spreadsheet). Over the last five years, the college has had an overall **61% increase** in FTE enrollment – an increase of nearly 1,100 FTE students. Over that period the college has added 13 full-time faculty members (7 in 2018; overall 20% increase), one new administrative staff member, and two new academic advisors. New tenure-track faculty hires have high expectations for research productivity and correspondingly reduced teaching loads, typically 3 or 4 courses per year. In AY 2018-19, the college met its teaching obligations by hiring temporary faculty (adjuncts) totaling 13 FTE each semester. These adjuncts taught 20% of the total student credit hours in Fall 2018.

The college will add 10 new faculty members in Fall 2019, including three fixed-term and seven tenure-track faculty. The new faculty will add 6.125 FTE in teaching capacity, still leaving the college approximately 7 FTE positions below that needed to deliver STEM programs with full-time faculty members. However, programs in Computer Science and Construction Management remain seriously understaffed and in a precarious position due to faculty aging and health issues. In Fall 2018, three faculty members required full 12 week extended leaves under ECU's Faculty Serious Illness Leave (FSIL) policy, and several others received shorter leaves. When an full-time fixed-term faculty member unexpectedly requires FSIL, four courses must be covered by other faculty members who are already carrying full teaching and administrative loads. This puts exceptional strain on all aspects of program quality and morale.

Besides faculty teaching capacity, the college suffers from a serious shortage of administrative staff and student academic advisors, the numbers of which have not increased in over six years. The majority of our staff positions are devoted to student advising, laboratory support, and IT operation support. The college lacks a marketing and outreach coordinator, budget administrator (CFO), communications specialist, and an advancement officer. The college has a serious space shortage: at least ten faculty members are doubled up in offices, and we have no offices for several faculty members expected to start in Fall 2019.

Despite these challenges, the STEM programs in the CET have an excellent reputation among employers and families alike. Given past growth trends and anticipated job market demands, further growth seems assured if we can maintain our programs' reputation for quality. A conservative five-year growth estimate of 28% seems plausible, with another 28% in the following five years, if resources (faculty positions, staff positions, offices, and teaching lab spaces) are provided. This estimate assumes 25% growth in all programs, plus substantial growth arising from our first disciplinary undergraduate engineering program, the BS in Software Engineering. The college can achieve these enrollment growth targets only if additional resources can be provided in the near term to ameliorate today's critical shortages in faculty/staff positions and office/lab space.

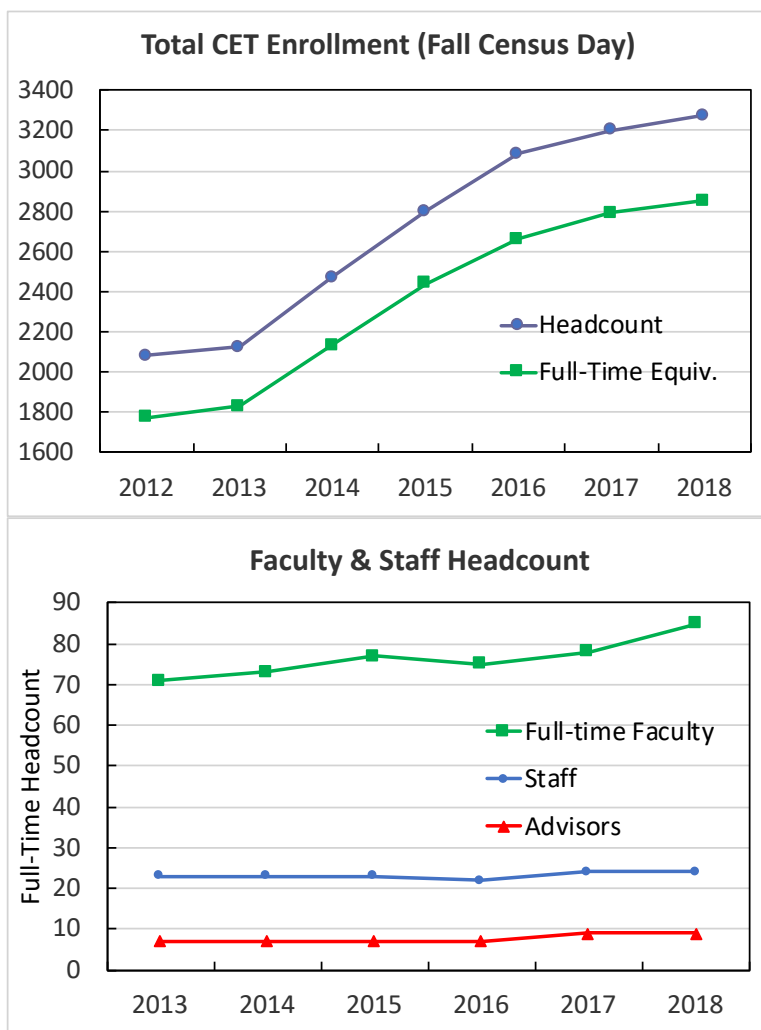


## College of Engineering & Technology: Overview

### Programs

- Eight BS programs (adding a ninth, BS in Software Engineering, in Fall 2019)
- Nine MS programs (80% coursework-based and online, 20% thesis-based)
- Five Graduate Certificate programs (all online)

### History



#### Changes from Fall 2012 to Fall 2018:

- Full-time faculty: 20% increase (from 71 to 85)
  - 7 tenure-track faculty added in 2018: all have 2-1 or 2-2 teaching loads
- FTE undergraduates: 61% increase (1772.75 to 2851.5)
- FTE graduate students: 38% increase (167.25 to 230.75)

#### Current Status

- Faculty: 85 full-time (3 off on FSIL, Fall 2018), part-time: 13.0 (F 2018), 12.675 (Sp 2019)

- SCH production by part-time faculty: 20.7% UG, 7.3% grad, 19.8% overall (Fall 2018)
- Masters program student headcount: 218 coursework only, 31 thesis-based
- SCH Productivity per UNC Enrollment Change Formula
  - Minimum requirement = 1.25 \* 85 FT faculty = 106.25 FTE
  - Actual SCH production = 143.92 FTE
  - College is currently under-staffed by approximately 38 faculty positions (36%)

Computer Science		Fiscal Year 2018-2019 To Date				
Course Level and Abbreviation	Regular Term		Distance Education		Total	
	SCH	Generated FTE	SCH	Generated FTE	SCH	Generated FTE
Lower Division Undergraduate	3,052	7.51	129	0.32	3,184	7.83
Upper Division Undergraduate	2,732	6.73			2,738	6.73
Master's	393	2.94	347	3.20	778	6.14
<b>Total</b>	<b>6,177</b>	<b>17.18</b>	<b>476</b>	<b>3.51</b>	<b>6,700</b>	<b>20.69</b>

Construction Management		Fiscal Year 2018-2019 To Date				
Course Level and Abbreviation	Regular Term		Distance Education		Total	
	SCH	Generated FTE	SCH	Generated FTE	SCH	Generated FTE
Lower Division Undergraduate	4,347	10.70			4,359	10.70
Upper Division Undergraduate	5,704	14.04			5,707	14.04
Master's	33	0.18	204	1.10	243	1.27
<b>Total</b>	<b>10,084</b>	<b>24.92</b>	<b>204</b>	<b>1.10</b>	<b>10,309</b>	<b>26.01</b>

Engineering		Fiscal Year 2018-2019 To Date			
Course Level and Abbreviation	Regular Term		On-Campus Summer School	Total	
	SCH	Generated FTE	SCH	SCH	Generated FTE
Lower Division Undergraduate	2,818	12.13	72	2,897	12.13
Upper Division Undergraduate	5,750	24.76	48	5,800	24.76
Master's	142	1.57	1	150	1.57
<b>Total</b>	<b>8,710</b>	<b>38.47</b>	<b>121</b>	<b>8,847</b>	<b>38.47</b>

Technology Systems		Fiscal Year 2018-2019 To Date				
Course Level and Abbreviation	Regular Term		Distance Education		Total	
	SCH	Generated FTE	SCH	Generated FTE	SCH	Generated FTE
Lower Division Undergraduate	4,509	11.10	1,449	3.57	5,970	14.67
Upper Division Undergraduate	5,681	13.98	7,983	19.65	13,709	33.63
Master's	50	0.27	1,840	9.88	2,085	10.15
Doctoral - Research/Scholarship			33	0.30	33	0.30
<b>Total</b>	<b>10,240</b>	<b>25.35</b>	<b>11,305</b>	<b>33.40</b>	<b>21,797</b>	<b>58.75</b>

### College-Specific Questions:

- From the STEM Program list identified for your institution, which ones fall under your responsibility?  
See report below and STEM Program list.
- Which STEM programs do you project will grow in enrollments/majors in 5 years? 10 years?

See STEM Program list.

- Within your College, are there any other STEM? programs that are in the approval process or in the early discussion/planning stages that we should be considering? What new things might be “in the air” – programs not yet fully conceived, but possibly future cutting-edge and fast developing areas?

We are launching the BS in Software Engineering in Fall 2019. We expect 40-50 students to enroll in the Fall, with total program enrollment reaching 200-250 by Fall 2023. We are contemplating a BS degree program in Civil, Coastal, and Environmental Engineering.

- Can you identify specific spaces that you predict will be needed to accompany growth? Types of classrooms, lab space, making spaces, etc.?

We do not today have enough offices for existing faculty or staff. Ten faculty members are already doubling up in offices in the Slay Building. The college is currently recruiting and hiring 14 positions, including 8 new positions and 6 replacements. Eleven of the 14 are faculty positions. Some staff hires have been provided cubicle space. We are looking for offices for at least four new faculty hires for Fall 2019 that we do not have today.

Currently we have 42 specialized labs in the Science & Technology Building, one in Rawl, 4 in Austin, 2 in Rivers and 2 in the Brody School of Medicine. These consist of teaching and research labs. To date, most faculty needing research space have been accommodated by repurposing existing teaching labs. This has reduced the amount of teaching lab space, even as enrollment has grown.

As we move into Fall 2019, we do not have enough space to accommodate the specialized research requests associated with approved start up packages. We are out of space for senior capstone projects and are at capacity in all of our teaching areas. Because of the specialized nature of many of our labs, we cannot use the space as flex space for multiple programs. We are in need of teaching labs with additional flat top table space that can be used as a flexible classroom space. In addition, there is a need for dedicated research space, wet lab space, and a dedicated makerspace for capstone projects. To accommodate 25% overall enrollment growth, we need approximately 40% growth in faculty positions (35) with corresponding offices. We need 25% more flexible classroom space, instructional labs, and a new, dedicated makerspace (10,000 sq-ft) for senior capstone projects. We also need dedicated lab space for concomitant growth of our research programs, since two-thirds of all new faculty hires will be tenure-track with high expectations for research productivity.

- Are there any best practices or efficiencies you have successfully implemented for program recruitment, instructional delivery, or capacity demands that could be shared systemwide?

The BS in Industrial Technology represents a remarkable success in workforce development, offering a 100% online degree completion program leading to a STEM degree. Students completing the AAS degree in any NC community college may continue in the BS-IT program and any of its eight different technology concentrations.

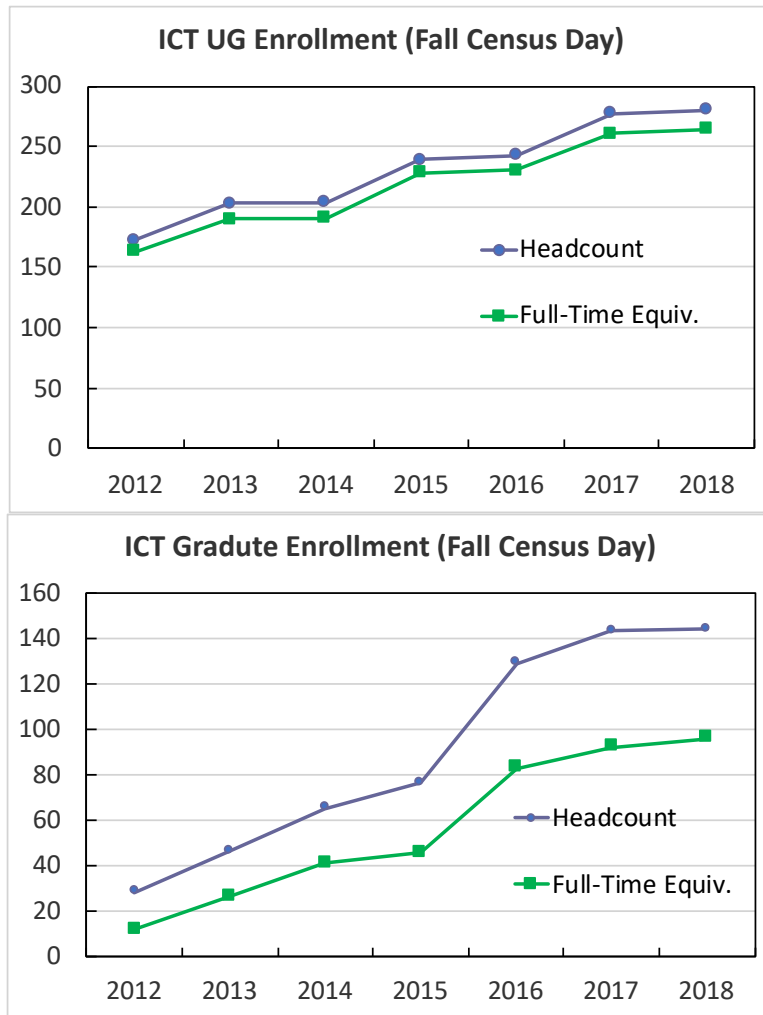
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**Department of Technology Systems  
Information & Computer Technology Program**

**Programs (CIP 11.0103)**

- BS in Information & Computer Technology
- MS in Network Technology
- Graduate Certificates: Computer Network Professional, Cybersecurity Professional, Website Developer

**History**



**Changes from Fall 2012 to Fall 2018:**

- FTE undergraduates: **61% increase** (163.5 to 264)
  - Does not include ICT concentration of BS-IT
- FTE graduate students: **268% increase** (Fall 2013 to Fall 2018, 26 to 96.75)
  - MSNT launched in Fall 2013, increased from 17.25 to 47.5 (175%)
  - Strong increase in Cybersecurity Professional Certificate in Fall 2016 (4 to 35)



## Current Status

- Faculty: approximately 11 serving these programs plus BSIT; see department report
- Graduate student headcount: 139 coursework only, 5 thesis-based
- SCH Productivity per UNC Enrollment Change Formula
  - Actual SCH production = 18.38 FTE

## Future Prospects

- Hiring one new tenure-track faculty member for Fall 2019
- Projecting strong continued growth related to advanced manufacturing, cybersecurity, enterprise computing systems

## Program Specific Questions: [Phil Lunsford, ICT program coordinator and TJ Mohammed, chair]

- Will the number of majors in this program likely grow, remain stable, or decline in next 5 to 10 years?

According to the Occupational Outlook Handbook from the Bureau of Labor and Statistics found at <https://www.bls.gov/ooh/computer-and-information-technology/home.htm>, employment of computer and information technology occupations is projected to grow 13 percent from 2016 to 2026, faster than the average for all occupations. These occupations are projected to add about 557,100 new jobs. Demand for these workers will stem from greater emphasis on cloud computing, the collection and storage of big data, and information security. The median annual wage for computer and information technology occupations was \$86,320 in May 2018, which was higher than the median annual wage for all occupations of \$38,640.

Projections for Cybersecurity jobs published by NIST in June of 2018 <https://www.nist.gov/news-events/news/2018/06/new-data-shows-expansion-cybersecurity-worker-shortage> report that there are over 301,000 open jobs in cybersecurity across the nation, including over 13,000 openings in the public sector.

- What are contributing factors to future enrollment changes?

The occupation of Information Security Analysts is especially in demand due to the increasing information security risks faced by government and industry, and the continual increase in the reliance on information technology to run industry and government.

- Will additional faculty/staff adjustments be required to meet anticipated enrollment projections?

Yes. Enrollment is limited by faculty and laboratory resource. The program can easily grow by 25% over the next five years, but promotion and recruiting efforts are not emphasized because the current student to full-time faculty ratio is above the target of 18.

- Will the program look dramatically different in the future?

- If so, how and why?

No dramatic change, but as technology evolves the curriculum evolves. This is an ongoing and continuous process.

- In the future, will this program involve an interdisciplinary approach?

No. The focus is on the design, evaluation, and practical application of best practices in computer technology as it is applied to small, medium, and large size organizations.

- Will there be new or expanded experiential components that will require significant off-campus activity for majors? If so, please explain.

The program currently requires an internship with a minimum of 120 hours, and also the senior capstone project course requires 8 practicum hours per week. No new or expanded experiential components are planned.

- Will any part of the program curriculum be delivered online (% of curriculum or instruction)?

Yes. The program currently has 281 students in the BS Information and Computer Technology program and over 300 in the ICT concentration in the transfer BS Industrial Technology degree. The BS Industrial Technology is offered both on-campus and online. The majority of students are online.

- If fully online, will that program run concurrently to the on-campus program or replace it?  
Concurrently.

- What conditions/changes in the field/industry/workforce will have an impact (positive or negative) on the program?

More public data breaches will increase the visibility and need for cybersecurity professionals.

- Are there any changes pending or anticipated for post-degree certification, registration or licensure?

No.

- Can you identify specific spaces that you predict will be needed to accompany growth? Types of classrooms, lab space, making spaces, etc.? If so, please explain.

Increased faculty and computing laboratory facilities will be needed to meet student to faculty ratio target for our existing student and additional faculty and computing resources will be needed to accommodate growth. Computing resources include both systems located at ECU and cloud resources delivered by commercial vendor such as AWS.

- Are there any other comments of information you could share with us about the outlook for this program?

The program growth has always been limited by available resources, not by industry need. We could maintain our current program size or we could grow by 500%, it all depends on commitment of the provision of resources that are needed for recruitment, faculty, and facilities.

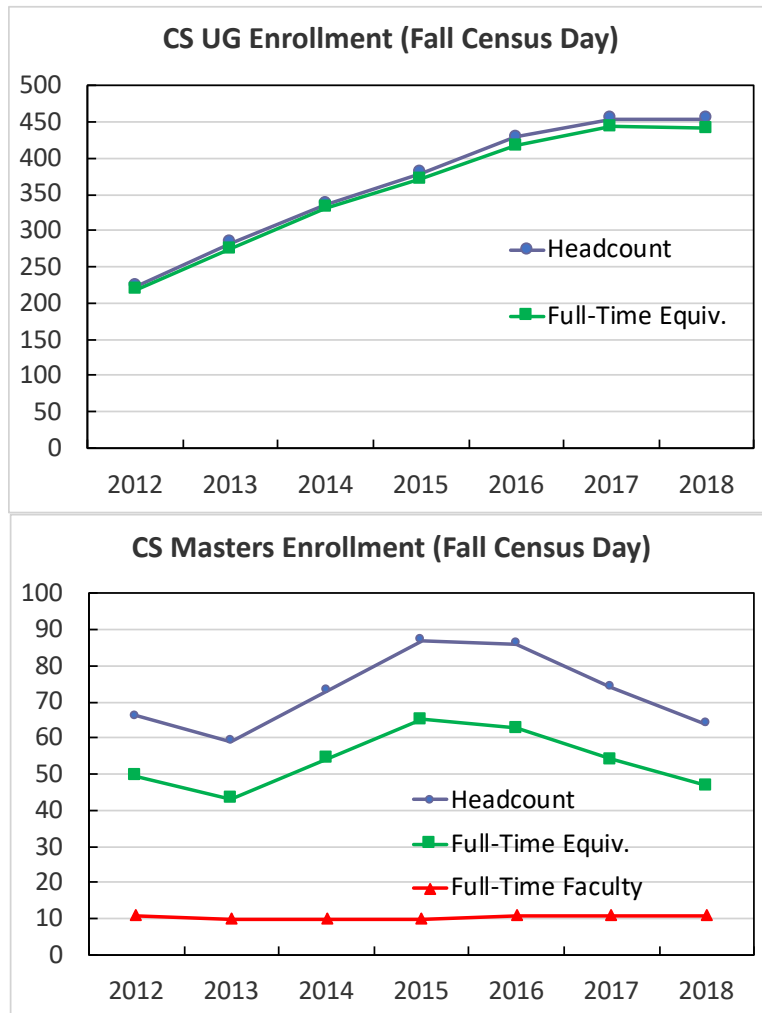
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## Department of Computer Science

### Programs (CIP 11.0701)

- BA in Computer Science (discontinued in 2018, currently in teach-out)
- BS in Computer Science
- BS in Software Engineering (starting Fall 2019)
- MS in Computer Science
- MS in Software Engineering
- MS in Data Science (starting in Fall 2019)

### History



### Changes from Fall 2012 to Fall 2018:

- Full-time faculty: 0% increase (from 11 to 11)
- FTE undergraduates: 102% increase (218.5 to 440.5)
- FTE graduate students: 6% decrease (49.5 to 46.75)

## Current Status

- Faculty: 11 full-time; part-time FTE: 1.275 (F 2018), 0.225 (Sp 2019), 1 out on FSIL (F 2018)
- SCH production by part-time faculty: 15% (Fall 2018)
- Masters program student headcount: 51 coursework only, 13 thesis-based
- SCH Productivity per UNC Enrollment Change Formula
  - Minimum requirement =  $1.25 * 11 \text{ FT faculty} = 13.75 \text{ FTE}$
  - Actual SCH production = 20.69 FTE
  - Department is currently under-staffed by approximately 7 faculty positions

Computer Science	Fiscal Year 2018-2019 To Date					
	Regular Term		Distance Education		Total	
	SCH	Generated FTE	SCH	Generated FTE	SCH	Generated FTE
Lower Division Undergraduate	3,052	7.51	129	0.32	3,184	7.83
Upper Division Undergraduate	2,732	6.73			2,738	6.73
Master's	393	2.94	347	3.20	778	6.14
<b>Total</b>	<b>6,177</b>	<b>17.18</b>	<b>476</b>	<b>3.51</b>	<b>6,700</b>	<b>20.69</b>

## Future Prospects

- Hired three new faculty members (2 tenure-track, 1 fixed-term) for Fall 2019
- BS in Software Engineering will admit first students in Fall 2019
  - Estimate 40 students in Fall 2019
  - Enrollment may reach 200-250 students by Fall 2022
  - Will require a minimum of 3-4 additional faculty positions by Fall 2022 (12-15 if based on UNC Enrollment Change Formula)
- MS in Data Science will admit first students in Fall 2019
  - Estimate 10 students in Fall 2019
  - Enrollment may reach 40 FTE graduate students by Fall 2022
  - Will require 2 additional faculty positions

## Program Specific Questions: [Venkat Gudivada, chair]

- Will the number of majors in this program likely grow, remain stable, or decline in next 5 to 10 years?
 

According to Computing Research Association (CRA) data, the CS majors in PhD granting departments have more than tripled since 2006.

  - Per United States Department the number of computing jobs will increase to 3,751,500 by 2026 from 3,290,200 in 2016.
  - Though the ECU CS Department is not a PhD granting unit, it is natural to expect a robust increase in enrollment given the industry demand for computing professionals. Since the department is understaffed, no effort was made to recruit more qualified students.
  - With suitable resource investments in the department, the number of majors in the department can easily be doubled in the next five years.
- What are contributing factors to future enrollment changes?

Computing is one of the fastest changing disciplines. To increase and sustain enrollment, department's academic programs should be kept relevant and current to industry and societal needs. This requires faculty who are actively engaged in disciplinary and interdisciplinary research. It also requires state-of-the-art computing infrastructure, classrooms and labs that are suitable for inclusive and innovative pedagogy, and collaborative learning spaces for students. The most important factor that will contribute to enrollment growth is professional reputation of the department and its academic programs.

- Will additional faculty/staff adjustments be required to meet anticipated enrollment projections?

Currently, the department is understaffed. For example, we have a student faculty ratio of 45:1. To meet the anticipated enrollment projections, the department should grow to 25 faculty members (which includes fixed-term teaching professors), 3 administrative assistants, and one computing system administrator.

- Will the program look dramatically different in the future? If so, how and why?

Likely the program will look dramatically different in the future in terms of courses, curriculum, and pedagogy. This will be in response to dramatic changes in the discipline propelled by research and discoveries, and associated disruptive technologies.

- In the future, will this program involve an interdisciplinary approach?

It is more likely the programs of the department will involve interdisciplinary approach. For example, the BS in Computer Science program will have a disciplinary core and several interdisciplinary specialty tracks. For example, Computing + Physics, Computing + Biology, Computing + Linguistics, and Computing + Political Science. Data Science programs will also be interdisciplinary.

- Will there be new or expanded experiential components that will require significant off-campus activity for majors? If so, please explain.

No.

- Will any part of the program curriculum be delivered online (% of curriculum or instruction)?

Currently, all our graduate degrees are offered in both online and face-to-face formats. We expect majority of the junior and senior-level undergraduate courses will also be offered in both online and face-to-face formats in the next five years.

- If fully online, will that program run concurrently to the on-campus program or replace it?

Will run concurrently.

- What conditions/changes in the field/industry/workforce will have an impact (positive or negative) on the program?

Computing has become more like a pervasive discipline in that all industries and services critically depend on computer software. It is less likely that the demand for computing graduates will occur. The growth may slow down but demand will always be there like healthcare industry.

- Are there any changes pending or anticipated for post-degree certification, registration or licensure?

No.

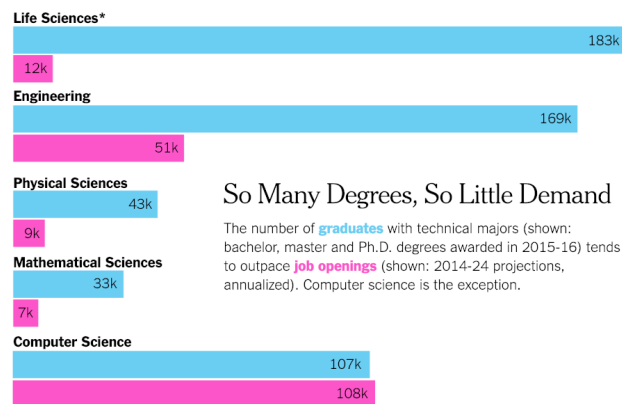
- Can you identify specific spaces that you predict will be needed to accompany growth? Types of classrooms, lab space, making spaces, etc.? If so, please explain.

There will be a need for additional faculty offices and lab spaces in the future to accompany the growth of the program. We also need classrooms and labs that are specially configured for collaborative digital learning and teaching.

- Are there any other comments of information you could share with us about the outlook for this program?

Per a 2017 New York Times article titled "Where the STEM Jobs Are (and Where They Aren't)" (<https://www.nytimes.com/2017/11/01/education/edlife/stem-jobs-industry-careers.html>), Computer Science is the only exception among STEM disciplines where the number of available jobs exceed the number of graduates (see Figure below which is reproduced from the article). This article also mentions about Glassdoor (a jobs listing website), which in 2019 ranked the median base salary of workers in their first five years of employment by undergraduate major. Computer science topped the list at \$70,000, followed by electrical engineering at \$68,438. Biochemistry (\$46,406) and biotechnology (\$48,442) were among the lowest paying majors in the study. The New York Times article and the Glassdoor study attests to the strategic significance of Computer Science major.

Per Code.org (<https://code.org/promote>), 90% of the parents want their child to study Computer Science; 58% of all new jobs in STEM are in computing, whereas only 10% of STEM graduates are in Computer Science; students enjoy Computer Science and the Arts the most; Computer Science is foundational for the 21st century education; a CS major can earn 40% more than the college average; and computing jobs are the #1 source of new wages in US.



### So Many Degrees, So Little Demand

The number of **graduates** with technical majors (shown: bachelor, master and Ph.D. degrees awarded in 2015-16) tends to outpace **job openings** (shown: 2014-24 projections, annualized). Computer science is the exception.

\*Does not include health care occupations.

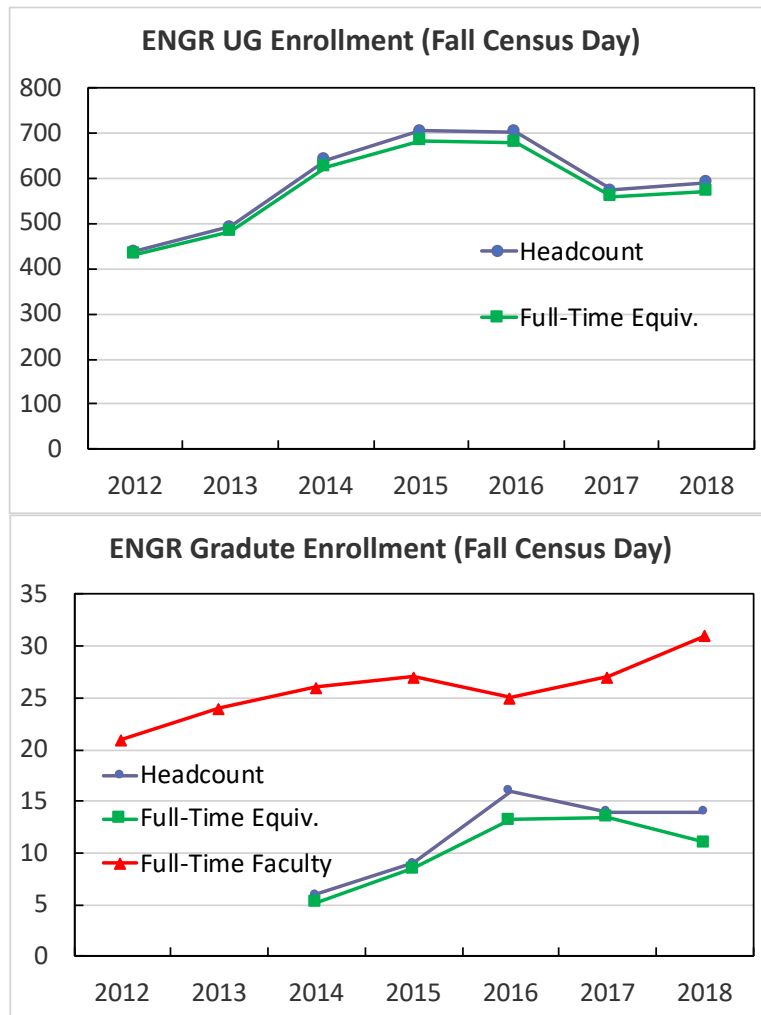
Bureau of Labor Statistics, National Center for Education Statistics

## Department of Engineering

### Programs (CIP 14.0101)

- BS in Engineering (six concentrations)
- MS in Biomedical Engineering
- MS in Mechanical Engineering (starting in Fall 2019)

### History



Changes from Fall 2012 to Fall 2018:

- Faculty: 48% growth (21 to 31)
- FTE undergraduates: 32% increase (571.25 to 431.5)
- FTE graduate students: started with 6 in 2014, currently 11, all thesis-based

### Current Status

- Faculty: 31 full-time; part-time FTE: 1.35 (F 2018), 1.65 (Sp 2019), 1 out on FSIL (F 2018)
- SCH production by part-time faculty: 6% (Fall 2018)



- Graduate student headcount: 11 thesis-based
- SCH Productivity per UNC Enrollment Change Formula
  - Minimum requirement =  $1.25 * 31 \text{ FT faculty} = 38.75 \text{ FTE}$
  - Actual SCH production = 38.47 FTE
  - Department appropriately staffed based on teaching mission

Engineering	Fiscal Year 2018-2019 To Date				
Course Level and Abbreviation	Regular Term		On-Campus Summer School	Total	
	SCH	Generated FTE	SCH	SCH	Generated FTE
Lower Division Undergraduate	2,818	12.13	72	2,897	12.13
Upper Division Undergraduate	5,750	24.76	48	5,800	24.76
Master's	142	1.57	1	150	1.57
<b>Total</b>	<b>8,710</b>	<b>38.47</b>	<b>121</b>	<b>8,847</b>	<b>38.47</b>

### Future Prospects

- Hiring two new tenure-track faculty members for Fall 2019
  - Higher expectations for research productivity
- Projecting strong undergraduate enrollment growth due to high program quality, reputation, and market demands
- Graduate programs:
  - Both MS programs only offer on-campus, thesis-based degrees
  - Low enrollment growth prospects due to limited GA funding

### Program Specific Questions: [Barbara Muller-Borer, Department Chair]

- Will the number of majors in this program likely grow, remain stable, or decline in next 5 to 10 years?
 

The number of undergraduate majors (engineering) is likely to remain the same but the number of concentrations is likely to increase. [Dean Ploehn: disagree, this program must increase in enrollment] As the needs of eastern North Carolina change and evolve additional concentrations will likely be added. The number of graduate majors is also likely to increase both at the Masters level and the addition of a PhD degree in engineering.
- What are contributing factors to future enrollment changes?
 

The continuing increasing demand for engineers both regionally, nationally and worldwide will contribute to future positive enrollment changes. This demand will likely be driven by the rapid change and development of new technologies and increased focus on regional economic and workforce development in eastern North Carolina. Need to increase outreach and recruiting for the program. Improve branding for program.
- Will additional faculty/staff adjustments be required to meet anticipated enrollment projections?
 

Additional faculty/staff will be required to accommodate the additional enrollment projections as well as additional degree and program offerings.
- Will the program look dramatically different in the future? If so, how and why?

YES. The program will look different in the future. More undergraduate engineering concentrations, MS and PhD programs will drive an additional/larger research component. Increased focus and support for interdisciplinary/multidisciplinary programs will grow to support university and regional initiatives.

- In the future, will this program involve an interdisciplinary approach?

This program currently involves an interdisciplinary approach. Multiple faculty are involved in significant collaborative projects with faculty in the BSOM, SoDM, College of Nursing, College of Allied Health Sciences, College of Business and THCAS. It is anticipated that in the future these collaborations will strengthen and expand to include other units on campus and universities.

- Will there be new or expanded experiential components that will require significant off-campus activity for majors? If so, please explain.

YES. New experiential components will include increased study abroad opportunities, increased focus on internship and/or co-op programs, off-site research and training opportunities for both undergraduate and graduate students.

- Will any part of the program curriculum be delivered online (% of curriculum or instruction)?

In the next 5-10 years the on-line component of the program curriculum will be expanded. This will allow increased 4-5 year graduation rates at the undergraduate level and increased accessibility at the graduate level. The % of the on-line instruction should grow to approximately 25%.

- If fully online, will that program run concurrently to the on-campus program or replace it?

It is not anticipated that any program in the Department of Engineering will be fully online. However, it is expected that online programs developed would run concurrently with on-campus programs.

- What conditions/changes in the field/industry/workforce will have an impact (positive or negative) on the program?

Increased focus on economic and workforce development in eastern North Carolina will have a positive impact on the program. For example, it is anticipated that ECU engineering will benefit from new outreach STEM programs to elementary and middle schools in eastern NC. ECU engineering is working closely with members of their Engineering Advisory Board to identify areas of curriculum to address future workforce needs.

- Are there any changes pending or anticipated for post-degree certification, registration or licensure?

No immediate changes are pending. Currently, undergraduate students are encouraged to take the FE exam. This will continue.

- Can you identify specific spaces that you predict will be needed to accompany growth? Types of classrooms, lab space, making spaces, etc.? If so, please explain.

YES. With the increase in faculty and students the Department of Engineering will require more active learning classroom space (i.e. white boards, tables, etc.), laboratory space for faculty and courses, office space for faculty, making spaces for capstone and “innovation/entrepreneurship” courses, office space for graduate students.

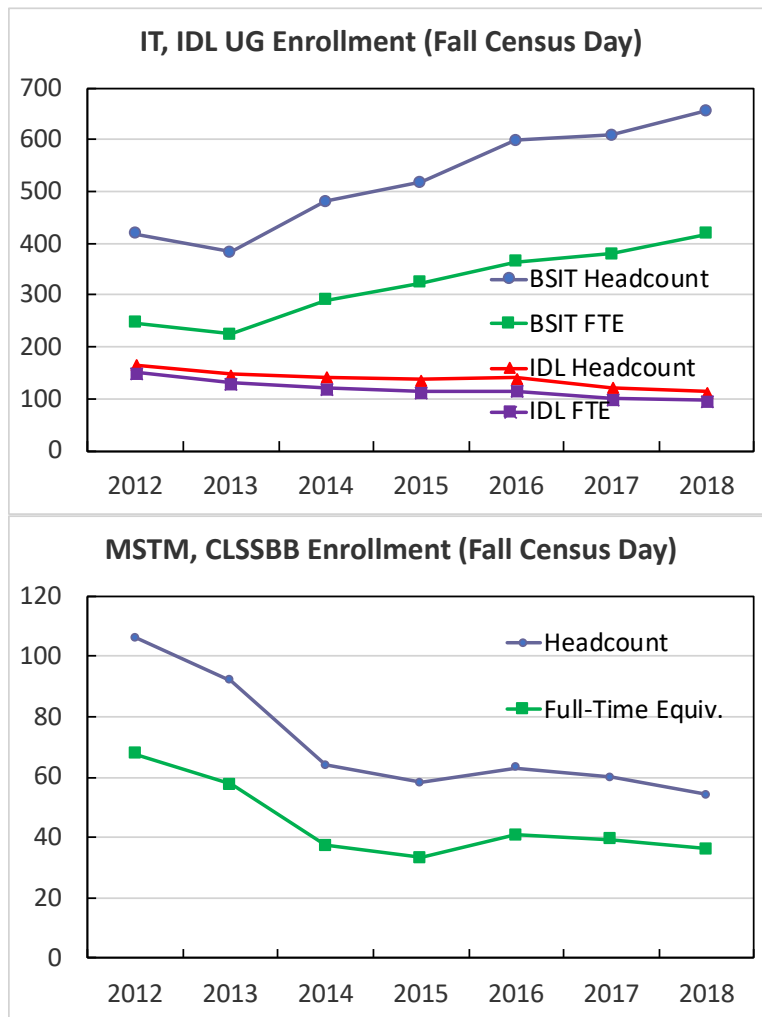
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**Dept. of Technology Systems:  
Industrial Technology + Industrial Distribution & Logistics**

**Programs (CIP 15.0612)**

- BS in Industrial Technology (100% online BS degree completion program)
- BS in Industrial Distribution & Logistics
- MS in Technology Management
- Graduate Certificate: Lean Six Sigma Black Belt

**History**



**Changes from Fall 2012 to Fall 2018:**

- FTE undergraduates:
  - Industrial Technology: **77% increase** (246.75 to 419.25)
  - Industrial Distribution & Logistics: **35% decrease** (151 to 97.75)
- FTE graduate students: **46% decrease** (67.75 to 36.25)

### **Current Status**

- Faculty: approximate 5 for IDL; see department report
- Graduate programs are coursework only
- SCH Productivity per UNC Enrollment Change Formula
  - Actual SCH production = 30.08 FTE
  - BS-IT SCH production by faculty nominally classified under other programs

### **Future Prospects**

- Projecting strong continued growth for BSIT due to advanced manufacturing market demand and feed from community college system (economical)
- Industrial Distribution & Logistics program can grow if marketed appropriately

### **Program Specific Questions: Industrial Technology** [David Batts, program coordinator and TJ Mohammed, chair]

- Will the number of majors in this program likely grow, remain stable, or decline in next 5 to 10 years?

The BSIT degree program is the best alternative for Community College AAS graduates to obtain their four-year degrees. The BSIT is the largest transfer program in our college and has been growing steadily over the past five years. We anticipate that within 5 years we will be graduating 50% more students than the current year, and will double that number in 10 years.
- What are contributing factors to future enrollment changes?

The enrollment in NC community colleges has been increasing rapidly, and the BSIT is the sole program for AAS graduates to get a four-year degree outside of for-profit institutions. In addition, currently employed former AAS graduates, including those from the military, apply to ECU and obtain their degree so they can advance in their professions, or take on new opportunities.
- Will additional faculty/staff adjustments be required to meet anticipated enrollment projections?

Yes. We would need additional faculty and staff. We currently have close to 700 students in the program and this number is increasing very rapidly. The program just went through accreditation and the Visitation Team noted that the Department is under-staffed and needs additional faculty members. There are discussions on developing admissions guidelines and creating a cap for how many we can admit each semester.
- Will the program look dramatically different in the future? If so, how and why?

Overall, it will look the same; however, the courses will adjust to the new technology in the workplace. To stay current and provide relevant education, current courses will be revised and new courses will be developed.
- In the future, will this program involve an interdisciplinary approach?

Yes. We are already working with the Department of Health Services and Information Management and offer a concentration in Health Information Technology (HIT) within the BSIT program.

- Will there be new or expanded experiential components that will require significant off-campus activity for majors? If so, please explain.  
It is a possibility, however, majority of the BSIT students are hold full time jobs. We will look for off-campus experiential opportunities for those graduates who transfer directly to the university from their respective community colleges.
- Will any part of the program curriculum be delivered online (% of curriculum or instruction)?  
Six of the eight concentrations in the BSIT are offered fully online. The remaining two concentrations are not yet online, due to lack of resources to support the faculty to convert current lab-based courses to online format.
- If fully online, will that program run concurrently to the on-campus program or replace it?  
The online program runs concurrently with the on-campus programs.
- What conditions/changes in the field/industry/workforce will have an impact (positive or negative) on the program?  
We believe that industry wants a well-trained workforce and the BSIT provides an educational pathway for their workforce with two-year degrees. We anticipate a positive change as the current workforce returns to school to upgrade their skills, or to earn more advanced credentials.
- Are there any changes pending or anticipated for post-degree certification, registration or licensure?  
None at his time.
- Can you identify specific spaces that you predict will be needed to accompany growth? Types of classrooms, lab space, making spaces, etc.? If so, please explain.  
Most of the students are online and use our remotely accessible labs for some of their courses. Our biggest challenge is maintain capacity due to rapid growth, as well as technical currency.
- Are there any other comments of information you could share with us about the outlook for this program?  
This program is key to the success of many North Carolina manufacturers and the community college system. It is also a major source of technology workforce that is critical to attracting companies to the state, therefore, it is critical to provided needed resources to help make it even more successful than it is today.

**Program Specific Questions: Industrial Distribution and Logistics** [Mark Angolia, program coordinator and TJ Mohammed, chair]

- Will the number of majors in this program likely grow, remain stable, or decline in next 5 to 10 years?  
Industrial Distribution and Logistics (IDIS) is forecast to be stable to slight growth, however the Logisticians career path is projected to grow at 7% annually from 2016-2026 per (<https://www.bls.gov/ooh/business-and-financial/logisticians.htm>). Recent recruitment trends, however, suggest a much stronger demand than forecasted.
- What are contributing factors to future enrollment changes?  
Growth is projected from an aging distribution and logistics demographic that is forecast to

provide significant opportunities to Gen X and Z graduates. However, this will be tempered by the IDIS degree competing with the business school's "supply chain management" business administration concentration.

- Will additional faculty/staff adjustments be required to meet anticipated enrollment projections?

Yes. Enrolment trends, especially in the BSIT-IDIS and the current ECU efforts to offer the program on military bases will impact growth. The program will need at least one more faculty line in the next year or two to meet our needs and lessen dependence on part time faculty.

- Will the program look dramatically different in the future? If so, how and why?

Different, yes, but dramatic is a relative term. Transportation, distribution, and logistics are becoming increasingly digital and the curriculum is evolving toward information technology and new technology adaptations. With an increase in IT and IoT adoption in all industrial sectors, cybersecurity concerns will affect program content.

- In the future, will this program involve an interdisciplinary approach?

We already have an interdisciplinary approach with the College of Business as our degree is management and application of technology. As the curriculum evolves, and as more IT, IoT, and AIDC (Automatic Identification and Data Capture) technologies get into more industries, interaction with ICT, CS, and possibly information systems in CoB, will be beneficial.

- Will there be new or expanded experiential components that will require significant off-campus activity for majors? If so, please explain.

We have initiated on campus experiential learning this semester with on-site inventory management for Fastenal, Inc. at the on-site location at Thermo Fisher Scientific in Greenville. Since application of technology is vital for student educational success, we will continue to seek external opportunities and develop in-house lab experiences.

- Will any part of the program curriculum be delivered online (% of curriculum or instruction)?

100% of curriculum is already available on-line.

- If fully online, will that program run concurrently to the on-campus program or replace it?

Concurrent, as it has been for the past 10 years.

- What conditions/changes in the field/industry/workforce will have an impact (positive or negative) on the program?

The distribution and logistics industry is experiencing significant technology advancements in industrial robots for material handling, information technology such as Blockchain, and transportation technology are increasing. These will require new faculty skills and investment in technology to provide for student success.

- Are there any changes pending or anticipated for post-degree certification, registration or licensure?

No.

- Can you identify specific spaces that you predict will be needed to accompany growth? Types of classrooms, lab space, making spaces, etc.? If so, please explain.

Material handling technology development requires open space to simulate warehousing and/or fulfillment centers (e.g. Amazon). These spaces require open space for technology demonstrations and application work, but open space is generally considered "non-utilized."

- Are there any other comments of information you could share with us about the outlook for this program?

"Distribution and logistics" is not currently a "destination major" for high school students but with a growing awareness of "supply chain management" as a career path, the degree expectations are bright.



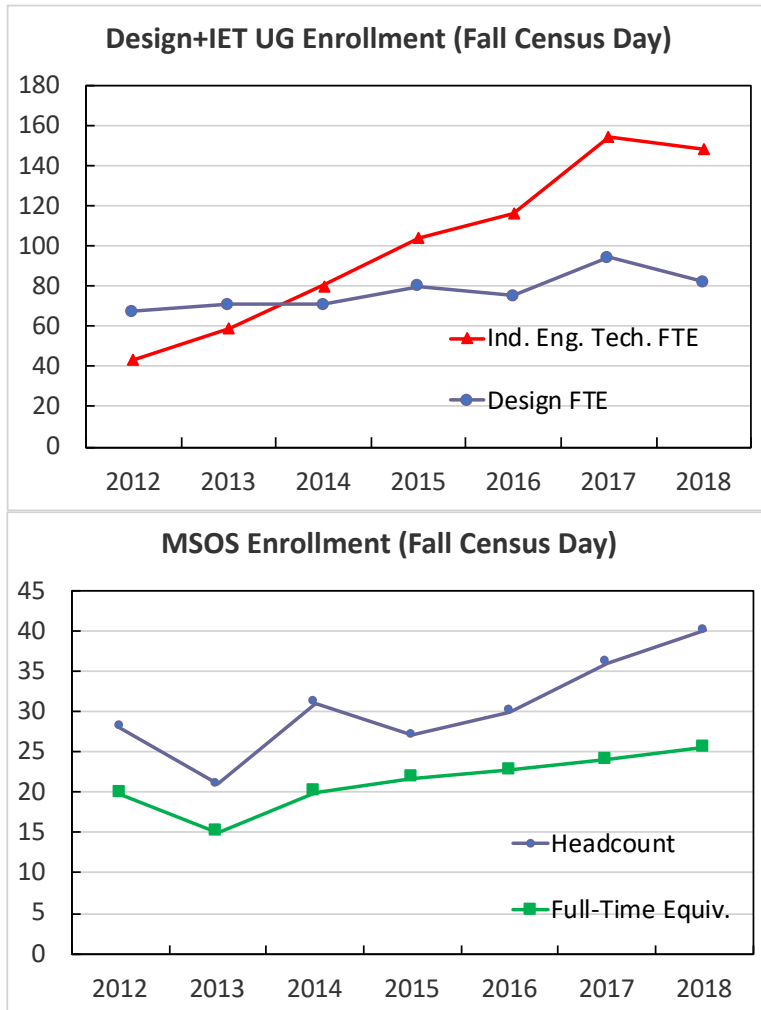
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**Dept. of Technology Systems:  
Industrial Engineering Technology + Design**

**Programs (CIP 15.0613, 15.1301)**

- BS in Industrial Engineering Technology
- BS in Design
- MS in Occupational Safety

**History**



**Changes from Fall 2012 to Fall 2018:**

- FTE undergraduates: overall 108% increase
  - Design: 22% increase
  - Industrial Engineering Technology: 239% increase
- FTE MSOS graduate students: 29% increase (19.75 to 25.5)

**Current Status**

- Faculty: approximately 11 for BS-Design, BS-IET, and MSOS; see department report

- MSOS program is coursework only
- SCH Productivity per UNC Enrollment Change Formula
  - Actual SCH production = 8.00 FTE

### **Future Prospects**

- Projecting strong continued growth related to advanced manufacturing market demand

### **Program Specific Questions: Industrial Engineering Technology** [Merwan Mehta, program coordinator and TJ Mohammed, chair]

- Will the number of majors in this program likely grow, remain stable, or decline in next 5 to 10 years?
 

The IET degree program has been growing steadily over the past five years. We anticipate that within 5 years we will be graduating 50% more students than the current year, and double that number in 10 years.
- What are contributing factors to future enrollment changes?
 

Employment trends in the advanced manufacturing sector are expected to grow due to the need for workers with advanced skill set. Employers are struggling to find workers with skills in advanced robotics, computer controlled precision machines, information technology, and cybersecurity in advanced manufacturing, Industry 4.0, and Industrial Internet of Things (IIoT). Our current curricular efforts will produce graduates who will meet these needs and will be in very high demand.
- Will additional faculty/staff adjustments be required to meet anticipated enrollment projections?
 

The current IET faculty teach in the IET, BSIT, and MSTM degree programs. The program has relied on part time faculty to meet current needs. Future growth will depend heavily on additional faculty resources. We expect the IET program to double in size and number of graduates in the next five and ten year milestones. To meet these projections, the program will need at least three faculty positions over the next five years, and two more over the ten-year period.
- Will the program look dramatically different in the future? If so, how and why?
 

The program will look different since the body of knowledge that the students will have will be the following:

  - 1) How to improve operations and processes for manufacturing and service businesses
  - 2) How to integrate machines using the internet and other interfaces.
  - 3) How to build functioning robots, including how to program them.
  - 4) How to provide security for the information needed to operate several machines and devices successfully using program and data from computers.
- In the future, will this program involve an interdisciplinary approach?
 

We are already in the process of merging operations technology (OT) and information technology (IT) to give area manufacturers a graduate who understands how to optimize these. We are collaborating heavily with the Information and Computer Technology program within our department at ECU to achieve this. We are in process of pilot-testing courses on Industrial Internet of Things (IIoT).

- Will there be new or expanded experiential components that will require significant off-campus activity for majors? If so, please explain.

Students complete a capstone project in an area industry and efforts to satisfy this need will have to be substantially increased to accommodate all students. We will also need to expand industrial internships and other experiential learning opportunities, such as national robotics and cybersecurity competitions to help them fine-tune their skills

- Will any part of the program curriculum be delivered online (% of curriculum or instruction)?

More than half of our courses, even the newly developed course on IIoT, are available online.

- If fully online, will that program run concurrently to the on-campus program or replace it?

Program will not be fully online due to the nature of the labs that are required. Additional resources will be needed to convert some of the lab-based courses to 100% online.

- What conditions/changes in the field/industry/workforce will have an impact (positive or negative) on the program?

As stated above, employers are struggling to find workers with skills in advanced robotics, computer controlled precision machines, information technology, and cybersecurity in advanced manufacturing, Industry 4.0, and Industrial Internet of Things (IIoT). As the US becomes more open to the idea of bringing back manufacturing companies that have gone to overseas countries, their competitive ness will depend on programs like ours to produce graduates with these advanced skill sets. We expect this to sharply increase the demand for our graduates.

- Are there any changes pending or anticipated for post-degree certification, registration or licensure?

We are in the process of considering how we can certify students as Lean Six-Sigma Green Belts by the time they graduate from the program.

- Can you identify specific spaces that you predict will be needed to accompany growth? Types of classrooms, lab space, making spaces, etc.? If so, please explain.

Faculty offices and lab spaces will be needed to create the needed environment to support additive manufacturing, advanced robotics, computer controlled precision machining, information technology, and cybersecurity in advanced manufacturing, Industry 4.0, and Industrial Internet of Things (IIoT), and other emerging topical areas.

- Are there any other comments of information you could share with us about the outlook for this program?

The outlook for the program looks very bright and we expect our programs and instructional environment to significantly impact education, and even workforce development.

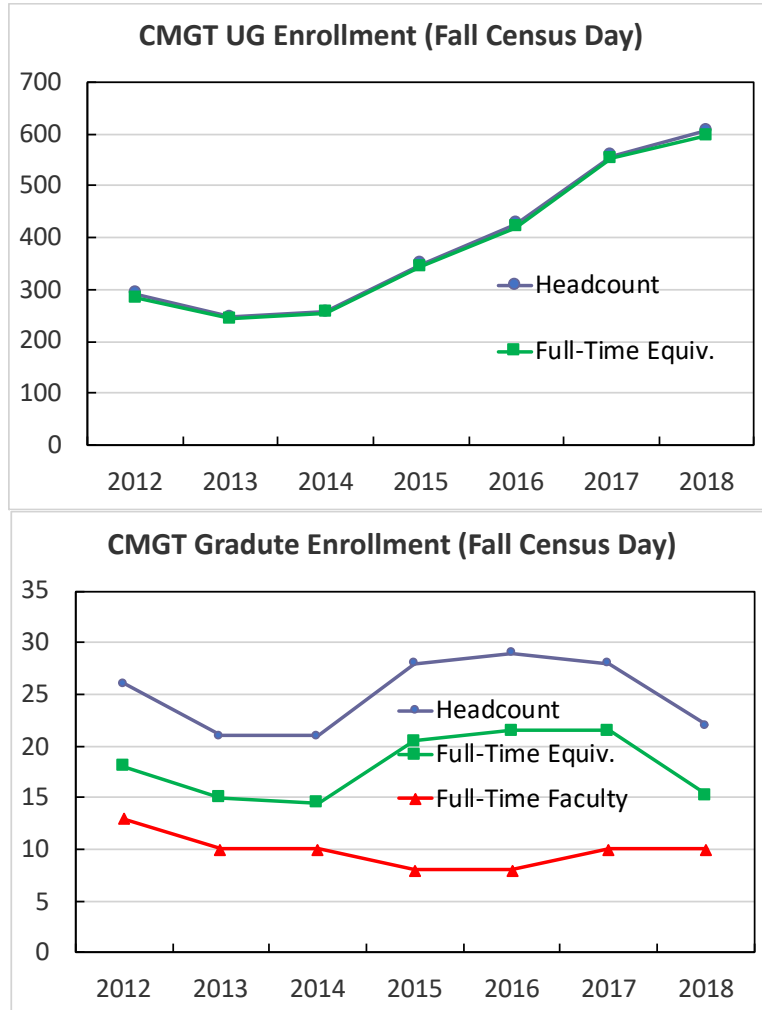
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## Department of Construction Management

### Programs (CIP 15.999)

- BS in Construction Management
- Masters in Construction Management

### History



#### Changes from Fall 2012 to Fall 2018:

- Full-time faculty: 23% decrease (from 13 to 10)
- FTE undergraduates: 111% increase (283.25 to 597.25)
- FTE graduate students: 15% decrease (18 to 15.5)

#### Current Status

- Faculty: 10 full-time; part-time FTE: 5.4 (F 2018), 6.75 (Sp 2019), 1 out on FSIL (F 2018)
- SCH production by part-time faculty: 34% UG SCH, 49% grad SCH, 34% overall
- Graduate program (MCM) is coursework only

- SCH Productivity per UNC Enrollment Change Formula
  - Minimum requirement =  $1.25 * 10 \text{ FT faculty} = 12.5 \text{ FTE}$
  - Actual SCH production = 26.01 FTE
  - Department is currently under-staffed by approximately 13.5 faculty positions

Construction Management	Fiscal Year 2018-2019 To Date					
Course Level and Abbreviation	Regular Term		Distance Education		Total	
	SCH	Generated FTE	SCH	Generated FTE	SCH	Generated FTE
Lower Division Undergraduate	4,347	10.70			4,359	10.70
Upper Division Undergraduate	5,704	14.04			5,707	14.04
Master's	33	0.18	204	1.10	243	1.27
<b>Total</b>	<b>10,084</b>	<b>24.92</b>	<b>204</b>	<b>1.10</b>	<b>10,309</b>	<b>26.01</b>

### Future Prospects

- Projecting continued growth due to strong construction market (commercial, infrastructure), peaking in 3-4 years if we have a recession

### Program Specific Questions: [Syed Ahmed, Department Chair]

- Will the number of majors in this program likely grow, remain stable, or decline in next 5 to 10 years?  
 The number of majors in the program is likely to grow in the next 5 to 10 years. Based on the Bureau of Labor and Statistics, Construction Management Job Outlook, the field is projected to grow by 11% over the next 10 year. We project that our program will grow by at least 25% over the next 10 years.
- What are contributing factors to future enrollment changes?  
 There is still a labor shortage due to the impact of the previous recession and the Construction Management field needs more construction managers to fill this void. Also, as the population continues to grow, there will be a need for new facilities and improvements to be made to aging infrastructure. There is also the need for continued innovation, maintenance and rehabilitation/rebuilding to be done in the future.
- Will additional faculty/staff adjustments be required to meet anticipated enrollment projections?  
 Yes, currently approximately 50% of our classes are being taught by part time faculty. We will need at least two more fixed-term and two more tenure-track faculty to meet the anticipated enrollment projections.
- Will the program look dramatically different in the future? If so, how and why?  
 No, the program will not look dramatically different in the future.
- In the future, will this program involve an interdisciplinary approach?  
 If the BS in Construction Engineering program is approved, we will be working with the Department of Engineering. We will also look into working with the Geography Department and the Department of Technology Systems and Computer Science.
- Will there be new or expanded experiential components that will require significant off-campus activity for majors? If so, please explain.  
 No.

- Will any part of the program curriculum be delivered online (% of curriculum or instruction)?  
 Yes, our program offered a number of online courses to undergraduate students in the summer of 2018. Our plan is to expand the online curriculum to courses offered during the Fall and Spring semesters. Approximately 25% of the curriculum will be offered online within the next 5 to 10 years.
- If fully online, will that program run concurrently to the on-campus program or replace it?  
 N/A
- What conditions/changes in the field/industry/workforce will have an impact (positive or negative) on the program?  
 If the economy takes a major downturn, the construction industry will be impacted negatively which will in turn impact our program.
- Are there any changes pending or anticipated for post-degree certification, registration or licensure?  
 No, there are no changes pending or anticipated.
- Can you identify specific spaces that you predict will be needed to accompany growth? Types of classrooms, lab space, making spaces, etc.? If so, please explain.  
 There will be a need for additional faculty offices and lab spaces in the future to accompany the growth of the program.
- Are there any other comments of information you could share with us about the outlook for this program?  
 The program has grown by 172% over the past 5 years. The outlook is very positive over the next 25 years as long as the economy continues to stay stable. There is a need for construction managers in many areas including residential, commercial, infrastructure, etc. Because of these factors, the construction management program is likely to grow to by at least 25% (approximately 750 students) in the next 5 years and up to 1000 students in the next 10 years. Our goal is to become one of the top programs in the United States.



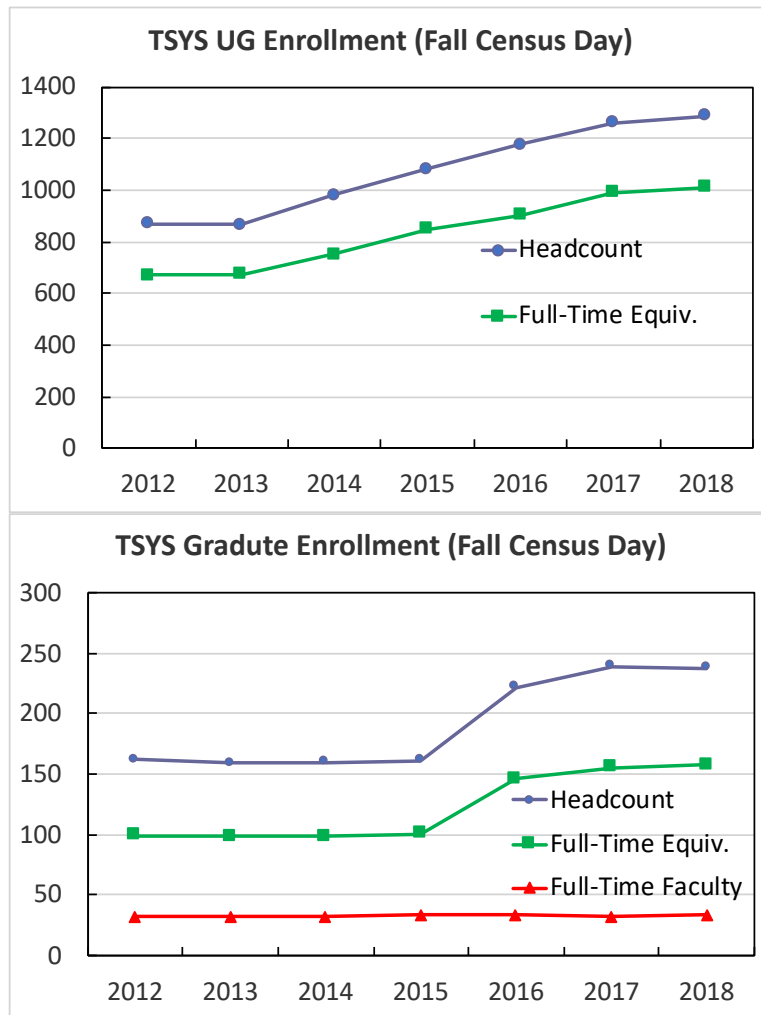
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## Department of Technology Systems: Summary

### Programs (CIP 11.0103)

- Five BS programs
- Three MS programs
- Four Graduate Certificates

### History



Changes from Fall 2012 to Fall 2018:

- FTE undergraduates: 51% increase (672.25 to 1011.75)
- FTE graduate students: 59% increase (99 to 157.5)

### Current Status

- Faculty: 33 full-time; part-time FTE: 5.175 (F 2018), 4.05 (Sp 2019)
- SCH production by part-time faculty: 20.3%
- SCH Productivity per UNC Enrollment Change Formula

- Minimum requirement = 1.25 \* 33 FT faculty = 41.25 FTE
- Actual SCH production = 58.75 FTE
- Department is currently under-staffed by approximately 17.5 faculty positions

Technology Systems	Fiscal Year 2018-2019 To Date					
Course Level and Abbreviation	Regular Term		Distance Education		Total	
	SCH	Generated FTE	SCH	Generated FTE	SCH	Generated FTE
Lower Division Undergraduate	4,509	11.10	1,449	3.57	5,970	14.67
Upper Division Undergraduate	5,681	13.98	7,983	19.65	13,709	33.63
Master's	50	0.27	1,840	9.88	2,085	10.15
Doctoral - Research/Scholarship			33	0.30	33	0.30
<b>Total</b>	<b>10,240</b>	<b>25.35</b>	<b>11,305</b>	<b>33.40</b>	<b>21,797</b>	<b>58.75</b>