

AGENDA
University Affairs Committee
October 2, 2025

- | | | |
|------|--|-------------|
| I. | Call to Order and Approval of Minutes – April 24, 2025 | Action |
| II. | Faculty Workload Report | Action |
| III. | Enrollment Update | Information |
| IV. | Student Success Actualized in Student Affairs | Information |
| V. | Closed Session | |
| VI. | Return to Open Session | |
| VII. | Adjourn | |



Meeting of the Board of Trustees
University Affairs Committee
October 2, 2025

AGENDA ITEM

- I. Call to Order and Approval of Minutes April 24, 2025 Dave Fussell
Committee Chair

Situation: Approval of the minutes from the University Affairs Committee April 24, 2025, is required.

Background:

Assessment:

Action: This item requires a vote by the committee.

Minutes from the University Affairs Committee
April 24, 2025 – Main Campus Student Center and Online Meeting

The University Affairs Committee of the ECU Board of Trustees met in person on Thursday, April 24, 2025.

Committee members present:

Dave Fussell (chair); Jeffrey Roberts (vice chair); Tom Furr; Anderson Ward; Vince Smith; Vanessa Workman

Other Board members present:

Jason Poole, Van Isley, Cassie Burt, Fielding Miller, Carl Rogers

Trustee Dave Fussell, Chair of the Committee, convened the meeting at 1:48PM. Chairman Fussell read the conflict-of-interest provisions as required by the State Government Ethics Act and asked if anyone would like to declare or report an actual or perceived conflict. None were reported.

Mr. Fussell called role and a quorum was established.

I. Approval of Minutes

Chairman Fussell asked for the approval of the minutes of the February 6, 2025 meeting of the University Affairs Committee. Trustee Miller motioned and received a second. All in favor.

Action Item

The minutes of the February 6, 2025 joint committee meeting were approved with no changes.

II. Conferral of Degrees

Interim Provost Buddo shared one of the many examples of the great work our soon to be graduates have done on campus, and requested the Committee consider all candidates for degrees to be conferred at the upcoming May commencement ceremony. Including anticipated summer graduates, 4,664 students will receive their degree. Chairman Fussell encouraged all trustees to attend commencement on May 9.

Trustee Ward moved that the candidates for degrees, as approved by the Chancellor and the Faculty Senate, be authorized for conferral at the annual Spring Commencement on Friday, May 9, 2025 and recommended this item for full board consideration. Motion was seconded. All in favor.

**Minutes from the University Affairs Committee
April 24, 2025 – Main Campus Student Center and Online Meeting**

Action Item

The Committee voted to approve the candidates for degrees at May commencement and recommend for full Board consideration.

III. UNC Intercollegiate Athletics Report

Trustee Fussell asked Interim Provost Buddo to present the Intercollegiate Athletics Report for information. Dr. Buddo reminded the committee that this is an annual UNC Policy requirement with the report due to the System Office. The report includes a review of student-athlete course clustering and no significant findings or irregularities were found in this review.

IV. Report of Waivers for Exceeding 120-Credit Hour Limits

Dr. Buddo continued to the next item, sharing the BOG / System Office request for Boards of Trustees to review the existing or new waivers since the last review in 2018 for degree programs which exceed the 120-credit hour cap for hours required to complete the degree. ECU has two such waivers at present for the BSN in Nursing and BS in Engineering at 122 and 125 hours, respectively. After assessing ECU's program offerings, the same two programs will continue to require a waiver but there were no additional programs needing a waiver to report.

V. Closed Session

Trustee Ward made a motion that the committee go into closed session to consider personnel related matters. Motion was seconded. All in favor.

At 1:55 the Committee went into closed session.

The committee returned from closed session at 2:00PM.

With no further business before the committee, they were adjourned at 2:00PM.

Respectfully submitted,
Madeleine Bade Griffith, Office of the Provost

AGENDA ITEM

II. Faculty Workload Annual ReportChris Buddo
Provost and Vice Chancellor for Academic Affairs

Situation: The University Affairs Committee will hear background context and information related to the Faculty Workload Annual Report due to the System Office by October 15, 2025. Board of Trustees review and approval of the report is required prior to submission to the System. This is an annual occurrence moving forward.

Background: Faculty workload is governed by [Section 400.3.4](#) of the UNC Policy Manual at the system level and by ECU policy [POL02.07.06](#). ECU faculty and administrators have collaborated to ensure alignment between the ECU workload policies and recent revisions to the UNC Policy on Faculty Workload, with a commitment to implementing the provisions of the policy proactively and transparently. 400.3.4 Policy on Faculty Workload requires that each constituent institution compile an annual report of the previous year’s faculty activity, to be presented to and approved by the board of trustees each year and submitted to the System president by October 15.

Operationalizing the policy required shared governance, as well as considerable communication and coordination during Summer 2024 and throughout the 2024-2025 Academic Year. The annual report for this first year describes that process in detail, and, per requirements, also provides quantitative information on faculty workload (organized course sections taught, student credit hours produced, faculty contact hours, measures of research/creative activity, and service rendered in the previous academic year) and an analysis of faculty FTE allocations by teaching, research/creative activity, and service at the department, school/college, and institutional level.

Assessment: While required by policy, this report is also a real opportunity to demonstrate the depth and breadth of the many and widely varied contributions that our faculty make to our students, our institution, and their disciplines in the areas of teaching, research and creative activity, service, and clinical work.

Action: This item requires a vote by the committee, with a vote by the full Board of Trustees through the consent agenda.

Proposed Motion: I move the committee approve the Faculty Workload Report as presented in board materials and forward to the full Board for consideration on the consent agenda.

East Carolina University Faculty Workload Annual Report AY 2024-2025

1. Institutional Overview

Founded in 1907 as a teacher's college, East Carolina University (ECU) is a Carnegie R1 designated research institution, a two-time recipient of the Community Engagement classification, and in the inaugural class of institutions to receive the Carnegie Leadership for Public Purpose classification. Our mission is to be a national model for student success, public service, and regional transformation. ECU serves nearly 27,000 students at undergraduate, graduate, and professional levels. ECU offers more than 160 degree programs and is the only university within the UNC System that houses a medical school, dental school, and college of engineering at the same institution. The university advances innovation and discovery in health care, coastal resilience, education, and regional economic growth. Located in Greenville, North Carolina, ECU is committed to being a national leader in community-focused innovation, bringing meaningful impact across the state and nation. ECU's strategic plan prioritizes a future-focused and innovation-driven approach to accomplishing our mission.

Review of the ECU Faculty Workload Policy

Alignment between ECU's faculty workload policy and ECU's mission to be a model of student success, public service, and regional transformation acknowledges an essential balance between the varied and interconnected responsibilities of a faculty member. Beginning in the 2023-2024 Academic Year, ECU faculty and administrators reviewed ECU workload policies to ensure alignment with revisions to the UNC Policy on Faculty Workload with a commitment to implementing the provisions of the policy proactively and transparently. This took considerable collaboration, coordination, and communication throughout Summer 2024 and into the 2024-2025 Academic Year.

Faculty Senate leaders monitored progress from the UNC System Office working groups addressing faculty workload during the Fall 2023 semester and engaged in ongoing conversations in the Faculty Senate as drafts from the working groups were shared. The ECU Faculty Governance Committee proactively identified elements of the Faculty Manual that would be impacted by new policies, and the Chair of the Faculty kept faculty senators informed about information disseminated by the System Office work group. The Faculty Governance committee and a faculty working group drafted revisions to the ECU Faculty Manual that were submitted to the Faculty Senate in February of 2024. Regulations were disseminated from the System office that same month (2/20/24), and the relevant revisions to the ECU Faculty Manual were approved by the March 2024 Faculty Senate meeting. In Fall 2024, ECU communicated confirmation of meeting policy implementation deadlines via email as directed by the System Office.

In alignment with the UNC Policy 400.3.1 requirement that each institution shall review their institutional policy at least every five years and submit a copy of that review and any changes made to the president, the policy will be reviewed again no later than November 2029.

Operationalization of the Policy

The process of faculty and supervisors working together to set workload percentages and discuss anticipated goals and outputs was not new to ECU, but the workload policies offered an opportunity to standardize those processes across all colleges and departments. ECU utilizes the Faculty180 information system to record professional activities related to research, service, teaching and clinical responsibilities. This platform also contains a workflow feature that allows for the processing of various faculty personnel actions, including annual reviews. The campus coordinator for Faculty180, a network of college coordinators, and the Chair of the Faculty worked together to revise the workflow for annual reviews to include workload allocations and work plans. These were available for use by the start of the Fall 2024 Semester.

The Faculty Governance Committee developed a template for unit-specific workload guidelines that was approved by the ECU Faculty Senate on September 10, 2024. It instructed units to include the following in their guidelines:

- Statement specifying which faculty are required to have work plans
- Example work plans for each faculty appointment (Probationary, Permanently Tenured, Fixed-Term, and other appointment types as applicable for that unit)
- Ordinary percentages for teaching, research/creative activity, service, administrative responsibilities, patient care and related clinical responsibilities (if applicable)
- Guidelines for deviations in ordinary percentages (including examples and explanations as appropriate)
- Qualitative and quantitative examples, explanations, and measures of outputs

Units were asked to submit their guideline documents to the Faculty Governance Committee by January 2025 and these guidelines will be incorporated into unit codes. In February 2025, unit guidelines were reviewed by the Faculty Governance Committee and shared with the Faculty Senate.

Awareness Building, Training, and Initial Implementation

Multiple forms of education were utilized in order to be prepared to implement the revised workload process during the 2024-2025 Academic Year. Example educational steps included:

- The Chair of the Faculty (at times accompanied by the Faculty180 Coordinator) conducted a “summer tour” that included meetings with deans and department chairs in each College in summer 2024. During each meeting unit administrators were provided with:
 - history and context related to the revised workload policies and processes
 - an overview of the process by which ECU would operationalize those policies

- o information about training resources available to faculty and chairs
 - o directions related to steps units needed to take to develop guidelines
- Ongoing information regarding the workload policy was presented to the Council of Deans during their monthly meetings in May 2024, November 2024, December 2024, February 2025, and April 2025.
- The Office for Faculty Excellence and Chair of the Faculty collaborated to provide an overview and highlight training opportunities during New Faculty Orientation (August 2024), the annual *Updates from the Chair of the Faculty* session for department chairs (August 2024), the annual *Updates from the Chair of the Faculty* information session for all faculty (October 2024), and the *Fall Promotion and Tenure* workshop (October 2024).
- The Provost reiterated key information from the workload policy during the September 2024 *Chairs meeting with Provost*.
- A series of asynchronous resources were developed, shared with faculty and chairs, and posted on the [Faculty180 resources website](#). These resources consisted of quick-reference user guides for entering workload and work plan information in Faculty180 and a [FAQ website](#).
- The Provost and Chair of the Faculty collaborated to draft three joint memos providing updates to faculty on August 22, 2024, November 26, 2024, and March 6, 2025.
- A series of training opportunities were held in October 2024, January 2025, March 2025, and April 2025. These included workshops for faculty and administrators and were advertised through the Office for Faculty Excellence website, emails, and ongoing established communication processes.

The ECU Institutional Planning, Assessment, and Research (IPAR) team monitored compliance during the Fall 2024 semester, and sent reminder emails on 10/23/24, 11/4/24, 11/15/24, 12/2/24, and 12/9/2024 to faculty who still needed to load workload percentages and work plans prior to the end of the semester. Follow-up communication was provided to Deans, Associate Deans, and Faculty180 College Coordinators as the end of the semester neared to ensure all applicable faculty had completed this process.

Individual units engaged in additional awareness-building, as needed, to supplement campus-wide efforts. These efforts were tailored to the size and needs of each college. A few examples are included below:

- Thomas Harriot College of Arts and Sciences (THCAS) is home to the second highest number of faculty with 16 departments offering more than 40 degree programs. The size of the college and variety of programs it contains necessitated strategic, coordinated, and proactive planning and communication to implement the college-level aspects of the policy consistently across departments. The Associate Dean for Faculty and Student Affairs created a template for THCAS unit workload guidelines, and two chairs created draft workload guidelines as models. A special Chairs Council meeting in August provided the opportunity to review the template, models, timeline, address questions, and facilitate consultation and norming across departments. Units submitted workload guidelines in mid-October for review by the Dean and the college

leadership team. These reviews resulted in meetings with individual chairs and an iterative process of revisions to most workload guidelines, some significant, to ensure that workloads across the college would be equitable, justified, and aligned with strategic priorities and appropriate use of instructional resources. While creating workload guidelines, many units also began the process of revising annual evaluation criteria in unit codes to align with the new guidelines. Once the guidelines were approved by the dean, in November THCAS held a training for faculty on creating and entering work plans in Faculty180. Associate deans continued regular communication with department chairs and faculty during the annual evaluation cycle to ensure that 2025-2026 work plans were entered correctly and ready for the dean's review.

- In the College of Allied Health Sciences (CAHS), individual department meetings were organized in June and July of 2024 for department chairs to discuss and draft work plan guidelines. In September 2024, CAHS coordinated a college-wide meeting with the Chair of the Faculty and all of the faculty in the college that was focused on awareness, training and rollout of the new policy and procedures. In that meeting, CAHS faculty were able to ask questions and provide feedback to CAHS administration.
- As a part of targeted efforts to ensure broad faculty engagement and awareness related to the development of the workload policy, the College of Education established a 12-member ad hoc committee, representing a cross-section of faculty from six departments and including individuals across a range of academic ranks and roles. That group was co-chaired by two department chairs to ensure alignment with both faculty and administrative perspectives and tasked with developing the college's workload guidelines. During the fall 2024 semester, draft versions of the proposed workload policy were disseminated through multiple channels to encourage transparency and inclusivity. Feedback was actively solicited during department meetings, college-wide faculty forums, and leadership team sessions. Following a successful faculty vote of approval, department chairs provided instructions and guidance to support faculty in preparing and submitting their individual work plans.
- Department chairs and school directors in the College of Business facilitated conversations around work plans and the impact on annual evaluations. This included developing consistent expectations for all faculty with different contract types and within different disciplines and faculty had the opportunity to provide feedback. During implementation of the new procedures, college leadership provided training opportunities and recorded videos tutorials for creating and entering work plans. These trainings included information on how to set percentages and create corresponding goals. The college also scheduled walk-in hours for faculty to receive support in entering the information into Faculty180.

Faculty180 Coordinators in all colleges monitored compliance with entering work plans prior to the December 2024 deadline and provided direct reminders and support as needed for faculty in that college. Communication, training, and monitoring activities such as these enabled ECU to document 100% compliance with faculty members having documented workload allocations and work plans prior to the System Office deadline in January 2025.

While 100% compliance with documenting work plans in Faculty180 confirmed that the summer and fall trainings had met the needs of the current faculty, representatives from the Office for

Faculty Excellence, Provost's Office, Chair of the Faculty, and Office for Information Technology and Computing Services collaborated to develop a longer-term solution. A training module is now available in ECU's employee training portal, Cornerstone, that is assigned to all new faculty as they are hired. Going forward, the Cornerstone platform will provide the ability to track completion of the training. Key information will continue to be embedded in relevant workshops and resources related to annual planning and evaluation. An additional module that emphasizes information for department chairs and other administrators who serve in a supervisory capacity for faculty is also being developed in Cornerstone.

Determining Workload Percentages and Plans

Faculty workload is governed by [Section 400.3.4](#) of the UNC Policy Manual, titled "Policy on Faculty Workload" and [ECU POL02.07.06](#). Each work plan should account for 1.0 FTE through assigned duties in teaching, research/creative activity, service, administrative, and or patient care and related clinical responsibilities, as appropriate. The summer session, consisting of two summer terms, provides course work equivalent to that of the academic year. No faculty member can be guaranteed a teaching assignment in the summer session and tentative appointments (full time and part time) are made pending enrollment statistics (ECU Faculty Manual Part VI). Summer session teaching opportunities for 9-month faculty are not included in the annual faculty work plans.

The ECU University Policy Manual (POL02.07.06) specifies that Coded academic units are to establish ordinary faculty workload percentages for each faculty appointment type based on disciplinary standards, accreditation requirements, student success, financial implications, productivity criteria, and the missions and strategic plan of the university and the academic unit. It further clarifies that the duties that commonly constitute a full-time faculty member's workload fall under the areas of instruction, research/creative activity, service, patient care and related clinical responsibilities, community engagement and/or administration which together constitute 1.0 FTE.

The policy specifies that, in general, ordinary percentages for full-time faculty shall be within the following ranges:

- teaching range from 20% to 80%.
- research/creative activity range from 20% to 80%.
- patient care and related clinical responsibilities range from 20% to 80%.
- service range from 5% to 30%.

Assigned percentages, when added together, must total 100%. In no case, however, shall service (exclusive of administrative duties) be weighed more heavily than either teaching, research/creative activity, or patient care and related clinical responsibilities (if applicable).

The process for determining the relative weight given to teaching, service, and where appropriate, research/creative activity and/or patient care and clinical responsibilities are addressed in unit Faculty Workload Guidelines (ECU Faculty Manual, Part IV, Section II, Subsection VI). As teaching

and instruction are the primary mission of the university, teaching shall serve as the first component of determining faculty workload expectations. In general, a teaching load of 24 credit hours or contact hour equivalents per year, along with other routine teaching-related duties constitutes a full workload and a 1.0 FTE appointment. Faculty members holding additional responsibilities for research/creative activity, administrative duties, service, and/or patient care and clinical responsibilities as identified in their annual work plan can have their teaching workload adjusted on a commensurate basis in line with unit standards.

Units that expect faculty to engage in research and creative activities, administrative duties, and/or patient care and clinical responsibilities as part of their workload adjust teaching workloads to accommodate the varying workload distribution. Although an institution-wide calculation is not mandated, the template provided by the Faculty Senate (see above) facilitated consistent adherence to policy requirements when developing guidelines across units for determining research, service, and clinical (where applicable) percentages and routinely expected faculty duties to constitute a full workload and a 1.0 FTE appointment. Beyond that, units can define ordinary percentages for activities and add additional aspects of clarity that pertain to those specific disciplines. For example, the School of Art and Design in the College of Fine Arts and Communication defined ordinary percentages for three categories for full time faculty (full-time continuing faculty, tenure-track faculty and tenured faculty) and then further identified *levels* of teaching, research/creative activity, and service and assigned specific percentages to those levels to calculate deviations from ordinary percentages. Each increasing level is also associated with a corresponding increasing set of productivity metrics.

Determining Actual Research and Service Percentages

Faculty report their actual workload distributions (that is, the percentage of effort allocated to teaching, research/creative activity, service, clinical duties/patient care, and administration) as part of their annual activity reports, which are used in the faculty evaluation process. These data were extracted by the Office of Institutional Planning, Assessment and Research (IPAR) from the faculty activity reporting system, Faculty180. IPAR then used the reported workload percentages to calculate average distributions for each department and college/school.

Table 1. Institutional high-level metrics for faculty workload percentages AY 2024-2025

Avg % Teaching	Avg % Research or Creative Activity	Avg % Service or Administrative Duties	Avg % Clinical Duties or Patient Care
44%	20%	22%	14%

Table 2. Institutional high-level metrics for organized course sections, student credit hours, and faculty contact hours (Summer 2024, Fall 2024, and Spring 2025).

Program	All Organized Course Sections	All Student Credit Hours Produced	All Faculty Contact Hours
All Other Programs	11,510	670,119	115,239
MD Program Only	See Table 4.2	See Table 4.2	See Table 4.2
DMD Program Only	See Table 4.3	See Table 4.3	See Table 4.3

2. Percentage of Faculty Workload Plans in Place

The ECU [Faculty Manual](#) (Part X, Section II) provides timelines for faculty personnel actions and establishes that the final set of annual reviews (including faculty workload plans) should be in place by July 15 each year. The 2024-2025 Academic Year was a transition year, and faculty were required to have workload plans in place by January 1, 2025. As mentioned above, ECU reported 100% compliance with that requirement prior to the deadline. According to our new timeline of capturing workload plans during the prior year evaluation cycle, 1,546 faculty needed to enter workload plans for the 2025-2026 Academic Year in Spring 2025. 98% of workload plans were in place by July 15th. Our timeline included a dean-level review on July 15th. That checkpoint was effective for ensuring that the remaining workload plans were entered into Faculty180, resulting in 100% compliance in place by the start of the academic year. Early in Fall 2025, units will work with newly hired faculty to enter workload plans for the current academic year.

3. Actual Percentages

Table 3. Academic unit level: College/School for teaching, research, and service (faculty workload plans only*).

Academic Unit of Rank	# Faculty Workload Plans	Avg Teaching %	Avg Research %	Avg Service %	Avg Clinical %
College of Allied Health Sciences	85	50%	18%	21%	10%
College of Arts and Sciences	360	50%	27%	23%	0%
College of Business	112	57%	23%	21%	0%
College of Education	105	53%	23%	24%	0%
College of Engineering and Technology	90	58%	22%	20%	0%
College of Fine Arts and Communication	119	61%	20%	19%	0%
College of Health and Human Performance	126	47%	29%	23%	0%
College of Nursing	88	64%	14%	21%	1%
Integrated Coastal Programs	10	19%	66%	15%	0%
Joyner Library	28	81%	9%	10%	0%
Laupus Library	12	76%	13%	11%	0%
School of Dental Medicine	58	54%	13%	24%	9%
<i>Academic Divisions</i>	46	49%	15%	27%	9%
<i>Community Practice Divisions</i>	12	73%	4%	16%	8%
School of Medicine	430	15%	13%	22%	50%
<i>Foundational Sciences Departments</i>	97	34%	43%	22%	1%
<i>Clinical Departments</i>	333	10%	5%	22%	64%
Total	1,623	44%	20%	22%	14%

*Percentages may not add up to exactly 100% due to rounding.

4. Academic Unit Level Summaries:

**Table 4.1 Metrics at the academic unit level: Summer 2024, Fall 2024, Spring 2025
All Courses Excluding the MD and DMD Programs**

2024-2025 Organized Course Sections, Student Credit Hours, and Faculty Contact Hours per FTE (Excluding MD and DMD Programs)	Organized Course Sections	Student Credit Hours	FCH per "Faculty FTE"
Academic Home Unit of Instructor	Count	Sum	Sum
College of Allied Health Sciences	692	33,494	27.66
Addictions and Rehabilitation Studies	124	4,416	46.06
Clinical Laboratory Science	21	614	42.86
Communication Sciences and Disorders	166	5,573	22.12
Health Services and Information Management	96	7,375	34.58
Nutrition Science	64	7,163	16.89
Occupational Therapy	50	1,744	22.27
Physical Therapy	115	3,216	27.79
Physician Assistant Studies	58	3,393	29.20
College of Arts and Sciences	3,581	266,112	29.41
Anthropology	112	10,991	26.44
Biology	542	33,542	30.38
Chemistry	311	18,970	45.09
Criminal Justice and Criminology	150	13,369	31.38
Economics	82	12,927	19.44
English	511	31,549	26.29
Foreign Languages and Literatures	241	12,443	25.59
Geography, Planning, and Environment	117	7,098	31.43
Geological Sciences	107	6,719	30.22
History	149	8,165	22.23
Mathematics	255	29,691	31.00
Philosophy and Religious Studies	95	13,958	24.35
Physics	209	10,566	38.52
Political Science	130	9,985	22.46
Psychology	446	33,573	36.91
Sociology	105	11,972	21.24
<i>University Studies*</i>	19	594	12.21
College of Business	1,092	104,800	27.35
Accounting	172	15,485	30.46
Finance and Insurance	143	17,849	25.88
Management	355	29,366	27.18
Management Information Systems	123	12,348	23.79
Marketing and Supply Chain Management	213	25,668	29.75
School of Hospitality Leadership	86	4,084	25.49

College of Education	1,289	49,317	33.87
Educational Leadership	186	4,856	35.30
Elementary Education and Middle Grades Education	238	11,400	74.88
IDP (Adult Ed, Counselor Ed, and Library Science)	254	10,144	23.32
Literacy Studies, English Education, and History Education	133	6,097	28.72
Mathematics Ed, Science Ed, and Instructional Technology	215	7,513	24.80
Special Education, Foundations, and Research	263	9,307	35.54
College of Engineering and Technology	985	50,457	31.55
Computer Science	147	10,197	30.39
Construction Management	181	12,811	35.86
Engineering	143	6,009	21.46
Technology Systems	514	21,440	37.53
College of Fine Arts and Communication	1,245	54,850	34.57
School of Art and Design	383	14,019	46.25
School of Communication	206	20,690	28.22
School of Music	410	8,156	23.29
School of Theatre and Dance	246	11,985	41.08
College of Health and Human Performance	1,390	71,910	29.56
Health Education and Promotion	332	22,444	25.31
Human Development and Family Science	230	10,750	28.57
Interior Design and Merchandising	72	4,637	49.38
Kinesiology	479	16,608	31.89
Recreation Sciences and Sport Management	148	9,025	29.73
<i>Reserve Officers' Training Corps (ROTC) Programs*</i>	29	1,172	20.41
School of Social Work	100	7,274	29.80
College of Nursing	777	30,740	20.18
Advanced Nursing Practice and Education	315	9,290	25.28
Nursing Baccalaureate Education	416	20,593	18.49
Nursing Science	46	857	11.59
Honors College	7	323	11.99
<i>Honors College*</i>	7	323	11.99
Integrated Coastal Programs	39	1,151	13.40
Coastal Studies	39	1,151	13.40
No Instructor Assigned (Administrative Courses)	61	423	-
No Instructor Assigned (Administrative Courses)	61	423	-
School of Dental Medicine	6	21	12.00
School of Dental Medicine	6	21	12.00
School of Medicine	346	6,522	15.00
Anatomy and Cell Biology	31	496	15.50
Biochemistry and Molecular Biology	19	184	9.32
Bioethics and Interdisciplinary Studies	16	1,383	7.59

Family Medicine	1	58	2.82
Internal Medicine	10	46	23.00
Microbiology and Immunology	41	319	19.42
Pediatrics	7	78	6.30
Pharmacology and Toxicology	41	342	17.57
Physiology	24	568	13.76
Psychiatric Medicine	1	70	3.60
Public Health	147	2,866	19.79
Radiation Oncology	5	71	15.46
Surgery	4	42	6.00
Total	11,510	670,119	28.24

**These units do not have permanent faculty but offered class sections taught by non-faculty without an academic home unit.*

Accounting for contact hours of instruction by our clinical faculty was challenging due to the multifaceted nature of their responsibilities. Academic physicians balance clinical duties, research, and administrative tasks while teaching, making it challenging to track the time dedicated to teaching precisely. Therefore, the table below (Table 4.2) reports total hours taught in the MD program as opposed to weekly faculty contact hours. Faculty in the MD program do not teach at “typical” weekly meeting times like in other academic programs. For example, one instructor may teach one module within a course which may last anywhere from one to two hours to several weeks. Using this methodology, faculty in the foundational sciences departments spend approximately 40 hours over of the year teaching in the MD program while faculty in the clinical departments spend approximately 90 hours over the year. The same methodology is used for the DMD program as shown in Table 4.3.

**Table 4.2 Metrics at the academic unit level: Summer 2024, Fall 2024, Spring 2025
Courses for the MD Program Only**

2024-2025 Organized Course Sections, Student Credit Hours, and Teaching Hours per FTE (MD Program Only)	Organized Course Sections	Student Credit Hours	“Faculty FTE”	Teaching Hours	Teaching Hours per FTE
Academic Home Unit of Instructor	Count	Sum	Sum	Sum	Avg
School of Medicine	65.88	12,412	214.65	16,416.70	76.48
Foundational Sciences Departments	15.03	4,956	51.64	2,057.70	39.85
Anatomy and Cell Biology	2.18	1,256	8.74	365.60	41.83
Biochemistry and Molecular Biology	0.91	443	7.00	127.40	18.20
Bioethics and Interdisciplinary Studies	1.89	312	8.20	262.90	32.06
Microbiology and Immunology	4.39	1,350	10.00	476.80	47.68
Pharmacology and Toxicology	4.37	988	9.00	505.40	56.16
Physiology	1.29	601	7.70	318.00	41.30
Public Health	0.01	6	1.00	1.60	1.60
Clinical Departments	50.85	7,456	163.01	14,359.00	88.09
Cardiovascular Sciences	0.44	45	4.00	83.80	20.95

Emergency Medicine	3.00	715	29.27	5,286.50	180.64
Family Medicine	9.08	2,029	20.80	2,657.20	127.74
Internal Medicine	6.53	780	29.09	1,386.20	47.66
Obstetrics and Gynecology	6.18	493	7.16	729.60	101.92
Pathology and Laboratory Medicine	3.14	662	3.00	279.20	93.07
Pediatrics	6.76	772	28.85	1,106.50	38.35
Physical Medicine and Rehabilitation	1.69	242	5.00	821.80	164.36
Psychiatric Medicine	8.08	1,118	17.00	773.80	45.52
Radiation Oncology	0.06	12	1.00	41.80	41.80
Surgery	5.90	588	17.85	1,192.60	66.81
College of Allied Health Sciences	0.01	5	0.00	1.20	-
College of Health and Human Perform	0.00	1	0.00	1.20	-
College of Nursing	0.02	4	0.00	1.00	-
Laupus Library	0.10	10	0.01	18.00	-
Total	66.00	12,431	214.67	16,438.10	-

**Table 4.3 Metrics at the academic unit level: Summer 2024, Fall 2024, Spring 2025
Courses for the DMD Program Only**

2024-2025 Organized Course Sections, Student Credit Hours, and Teaching Hours per FTE (DMD Program Only)	Organized Course Sections	Student Credit Hours	“Faculty FTE”	Teaching Hours	Teaching Hours per FTE
Academic Home Unit of Instructor	Count	Sum	Sum	Sum	Avg
School of Dental Medicine	43.96	18,043	371.11	18,209.35	49.07
Academic Divisions	36.04	12,700	309.98	9,058.64	29.22
General Dentistry	20.21	7,661	185.84	6,252.36	33.64
Foundational Sciences	8.99	1,747	27.31	458.50	16.79
Pediatric Dentistry and Orthodontics	2.04	1,195	33.60	1,137.18	33.84
Surgical Sciences	4.80	2,098	63.23	1,210.60	19.15
Community Practice Divisions	2.10	3,910	43.34	7,646.41	176.44
CSLC Brunswick	0.51	945	11.25	1,872.12	170.59
CSLC Davidson	0.31	576	4.80	1,182.76	166.41
CSLC Elizabeth City	0.20	373	3.00	720.37	246.41
CSLC Lillington	0.31	569	5.18	1,074.81	239.82
CSLC Lumberton	0.26	476	6.00	916.33	207.69
CSLC Spruce Pine	0.08	151	3.50	266.55	152.72
CSLC Sylva	0.19	352	4.21	692.29	76.16
Administrative Units	5.82	1,433	17.79	1,504.30	164.51
College of Allied Health Sciences	0.01	6	0.00	1.00	-
College of Arts and Sciences	0.10	97	0.01	17.00	-
School of Medicine	0.93	901	0.12	155.50	-
Total	45.00	19,047	371.24	18,382.85	-

Data Exclusions, Inclusions, and Other Methodology

In calculating the required teaching metrics, several data inclusion and exclusion criteria were applied to ensure consistency and relevance. Cross listed sections and other sections that met jointly were counted as a single section. All instructional activity was attributed to the academic home unit of the instructor (as opposed to the department that owns the course). Furthermore, section counts, student credit hours (SCHs), and faculty contact hours (FCHs) were allocated to instructors proportionally, based on their percentage of instructional responsibility for each section. [For example: Course ECU1000 Section 001 was taught in the Fall 2024 semester by Instructor Jones and Instructor Smith. Jones and Smith were both assigned 50% teaching responsibility for the section. Jones and Smith are therefore allocated one half of the section count, 50% of the student credit hours generated, and 50% of the faculty contact hours required.]

Calculation of "Faculty FTE"

The UNC System Office did not issue a standard definition for calculating "Faculty FTE." Therefore, ECU defined "Faculty FTE" as the sum of two components: (1) the FTEs of full-time and part-time faculty based on their employment status as of their last class day of the year, and (2) an additional 0.125 FTE assigned for each class section taught by non-faculty instructors or graduate teaching assistants (GTAs). A full-time teaching load of 24 credit hours per year (four sections in the fall, four sections in the spring) equates to $1.00 \text{ FTE} \div 8 \text{ class sections} = 0.125 \text{ FTE per class section}$.

Faculty who did not teach at least one class section during the year were excluded from the FTE total, because those individuals did not contribute to the faculty contact hours of their unit.

Calculation of Faculty Contact Hours

In December 2024, the UNC System Office issued a standard definition for calculating faculty contact hours. The UNC definition is specifically focused on teacher-student interaction time when faculty are working directly with students in organized course sections (with specific instructions for addressing asynchronous courses).

Definition: Faculty Contact Hour (FCH) is a measure of the instructional time an instructor spends teaching students per term in an organized course section as the instructor(s) assigned to the organized course section. For asynchronous courses, use instruction time or instructional equivalency. For face-to-face or synchronous instruction, 50 minutes of scheduled class time constitutes 1 contact hour.

ECU adopted this definition by implementing the formula detailed below.

Faculty Contact Hours = (If $W \div 50 > S$ then $W \div 50$, otherwise S) \times ($T \div C$), where:

- W = Weekly Meeting Minutes
- S = Section Credit Hours (If the section has variable credit hours, use the maximum credit hours among students enrolled in the class section)
- T = Percent of Teaching Responsibility for the Section
- C = Number of Sections Cross Listed with the Section

5. Academic Unit Level Summaries: Teaching, Research, Service

Table 5. Academic Unit Department Metrics for Annual Report Percentages: Summer 2024, Fall 2024, Spring 2025

Academic Unit of Rank	# Faculty Workload Plans	Avg Teaching %	Avg Research %	Avg Service %	Avg Clinical %
College of Allied Health Sciences	85	50%	18%	21%	10%
Addictions and Rehabilitation Studies	8	54%	28%	18%	0%
Clinical Laboratory Science	3	77%	7%	17%	0%
Communication Sciences and Disorders	19	27%	17%	24%	32%
Health Services and Information Management	10	71%	15%	14%	0%
Nutrition Science	12	63%	16%	22%	0%
Occupational Therapy	10	47%	18%	20%	16%
Physical Therapy	15	45%	26%	21%	8%
Physician Assistant Studies	8	63%	6%	32%	0%
College of Arts and Sciences	360	50%	27%	23%	0%
Anthropology	12	43%	35%	22%	0%
Biology	39	49%	26%	24%	0%
Chemistry	26	54%	24%	22%	0%
Criminal Justice and Criminology	17	51%	30%	19%	0%
Economics	15	47%	35%	18%	0%
English	59	59%	18%	23%	0%
Foreign Languages and Literatures	30	54%	22%	24%	0%
Geography, Planning, and Environment	14	35%	35%	30%	0%
Geology	9	48%	30%	22%	0%
History	21	41%	37%	21%	0%
Mathematics	27	57%	19%	24%	0%
Philosophy and Religious Studies	13	43%	34%	23%	0%
Physics	16	51%	32%	17%	0%
Political Science	17	39%	36%	26%	0%
Psychology	30	51%	29%	19%	1%
Sociology	14	47%	30%	23%	0%
College of Business	112	57%	23%	21%	0%
Accounting	18	60%	23%	17%	0%
Finance and Insurance	15	61%	22%	17%	0%
Management	36	55%	18%	27%	0%
Management Information Systems	15	57%	22%	21%	0%
Marketing and Supply Chain Management	19	50%	30%	20%	0%
School of Hospitality Leadership	9	62%	24%	14%	0%
College of Education	105	53%	23%	24%	0%
Educational Leadership	15	46%	32%	22%	0%

Elementary Ed and Middle Grades Ed	13	60%	14%	26%	0%
IDP (Adult Ed, Counselor Ed, and Library Sci)	21	46%	21%	34%	0%
Literacy Studies, English Ed, and History Ed	16	53%	24%	22%	0%
Mathematics Ed, Science Ed, and Instr Tech	22	54%	25%	21%	0%
Special Ed, Foundations, and Research	18	58%	21%	21%	0%
College of Engineering and Technology	90	58%	22%	20%	0%
Computer Science	15	56%	28%	16%	0%
Construction Management	15	66%	17%	17%	0%
Engineering	27	53%	24%	23%	0%
Technology Systems	33	59%	18%	22%	0%
College of Fine Arts and Communication	119	61%	20%	19%	0%
School of Art and Design	37	56%	19%	25%	0%
School of Communication	24	59%	22%	19%	0%
School of Music	40	66%	16%	17%	0%
School of Theatre and Dance	18	62%	25%	13%	0%
College of Health and Human Performance	126	47%	29%	23%	0%
Health Education and Promotion	35	51%	32%	17%	0%
Human Development and Family Science	24	46%	34%	21%	0%
Interior Design and Merchandising	6	66%	14%	21%	0%
Kinesiology	31	46%	25%	29%	0%
Recreation Sciences and Sport Management	18	43%	28%	29%	0%
School of Social Work	12	41%	34%	24%	0%
College of Nursing	88	64%	14%	21%	1%
Advanced Nursing Practice and Education	34	52%	13%	33%	2%
Nursing Baccalaureate Education	43	82%	5%	13%	0%
Nursing Science	11	31%	49%	19%	1%
Integrated Coastal Programs	10	19%	66%	15%	0%
Coastal Studies	10	19%	66%	15%	0%
Joyner Library	28	81%	9%	10%	0%
Joyner Library	28	81%	9%	10%	0%
Laupus Library	12	76%	13%	11%	0%
Laupus Library	12	76%	13%	11%	0%
School of Dental Medicine	58	54%	13%	24%	9%
Academic Divisions	46	49%	15%	27%	9%
Community Practice Divisions	12	73%	4%	16%	8%
School of Medicine	430	15%	13%	22%	50%
Foundational Sciences Departments	97	34%	43%	22%	1%
Anatomy and Cell Biology	12	53%	28%	18%	0%
Biochemistry and Molecular Biology	11	38%	30%	32%	0%
Bioethics and Interdisciplinary Studies	7	48%	26%	21%	5%
Comparative Medicine	2	20%	20%	30%	30%

Microbiology and Immunology	19	20%	62%	18%	0%
Pharmacology and Toxicology	13	28%	55%	16%	0%
Physiology	15	29%	41%	30%	0%
Public Health	18	39%	39%	22%	0%
Clinical Departments	333	10%	5%	22%	64%
Cardiovascular Sciences	24	13%	4%	16%	67%
Emergency Medicine	52	14%	1%	16%	69%
Family Medicine	28	14%	1%	33%	52%
Internal Medicine	68	9%	5%	20%	66%
Obstetrics and Gynecology	16	4%	1%	26%	69%
Pathology and Laboratory Medicine	12	16%	21%	22%	41%
Pediatrics	66	11%	5%	23%	61%
Physical Medicine and Rehabilitation	8	1%	0%	26%	73%
Psychiatric Medicine	20	6%	3%	31%	61%
Radiation Oncology	8	5%	7%	17%	72%
Surgery	31	5%	11%	16%	68%
Total	1,620	44%	20%	22%	14%

6. Teaching

See Tables 2 and 4 above for the required data regarding teaching at the Unit, College, and University level. However, the data in those tables do not tell the full story about activities faculty engage in to ensure students have access to high quality educational environments.

Prior to December 2024, neither the UNC System policy nor the regulation defined “faculty contact hour” or provided a calculation method, and at the time, the development of a system-wide definition for that metric was not anticipated. Faculty and administrators at ECU felt it would be important to identify a strategy for providing information about teaching loads that could be applied consistently across units and the different instructional environments that exist in a university setting. Therefore, the Faculty Senate developed a working definition of “Faculty Contact Hours.” Aligned with what seemed to be the spirit of the workload policy, a Faculty Senate working group sought input from campus stakeholders to determine how to best depict the extensive time faculty spend on teaching activities that go well beyond the time faculty are actually (physically or virtually) “in a classroom” with students. Student Credit Hours capture a good bit of the “in class” student contact information, but that significantly underrepresents an actual teaching workload.

The working group collaborated with leadership in ECU’s office of Institutional Planning, Assessment, and Research to determine how to use the UNC System definitions of instructional formats to determine a systematic way to calculate the estimated teaching workload associated with each format (see below). Academic leaders were surveyed and asked to seek faculty feedback related to each instructional format on the list that was relevant for their program areas. The survey asked respondents to identify (on a scale from 1 – 10) the number of faculty teaching-related hours per student credit hour for each instructional format. Faculty with quantitative and qualitative

research expertise analyzed the responses and determined trends and themes. The following definition resulted from this process and integrated language directly from the policy.

Faculty Teaching Hour as defined by ECU Faculty Senate - A unit of measure that includes activities such as, but not limited to: delivering instruction; developing instructional materials, assignments, and activities; lab set up and preparation; project and performance development; supervising clinical, practicum, co-curricular, and/or internship experiences; supervising undergraduate research and masters' theses and doctoral dissertations; holding required office hours; course-related communication; grading and feedback; advising; mentoring; professional development; revising and updating courses; and other activities necessary to facilitate delivery of the course and student success.

The recommended ratio of teaching workload hours to student credit hours for each of the UNC System-defined instructional formats is depicted in Table 6.1 below. This model was presented to the Faculty Senate and approved in November 2024.

Table 6.1 Teaching workload hours per student credit hours by instructional format.

Instructional Format	Credit Hour Multiplier
Clinical	3
Colloquia	3
Independent Study*	2
Internships, Field Experience, or Cooperative Education*	3
Lab	4
Lecture	3
Lecture and Lab	4
Physical Activity	3
Practicum	4
Recital, Performance, Ensemble ¹	6
Seminar	3
Student Teaching	3
Studio	4
Recitation	2
Study Abroad	5
Thesis/Dissertation ²	2

1. Private music lessons and large performance groups = 3; Group music lessons and small performance groups = 2; All others = 6.

2. Capped at 3 Student Credit Hours. Students may be required to take more than 3 credit hours, but the faculty teaching workload may not increase with the additional credit hours.

Calculation Method

Faculty Contact Hours = (If $W \div 50 > S$ then $W \div 50$, otherwise S) $\times M \times (T \div C)$, where:

- W = Weekly Meeting Minutes
- S = Section Credit Hours (If the section has variable credit hours, use the maximum credit hours among students enrolled in the class section)
- T = Percent of Teaching Responsibility for the Section
- C = Number of Sections Cross Listed with the Section
- M = ECU Faculty Contact Hour Multiplier, as determined by instructional format of the course section:

Table 6.2 presents these two depictions of Faculty Contact Hours (as defined by the UNC System Office) and Faculty Teaching Hours (as defined by the ECU Faculty Senate) side-by-side, so that the two views combined can portray a more accurate picture of a teaching-related portion of a faculty member's workload. Neither calculation method is perfect, and faculty time spent with teaching likely falls somewhere between these two estimates.

While the UNC System Office calculation provides the benefit of a consistent metric across faculty, it is tied only to direct interactions between faculty or students during formal instructional time (already conveyed in student contact hours) and significantly underestimates an actual teaching-related workload. The ECU calculation encompasses the wider range of planning, instructional and support activities that go well beyond time spent in the classroom that are essential for student success and more closely resembles the definition of "Teaching" as defined in 400.3.4 Policy on Faculty Workload.

(Teaching. Consistent with G.S. 116-1(b), teaching and instruction are the central responsibilities of the UNC System and form a critical base of workload expectations for faculty. In addition to organized courses, the faculty member's instructional workload also includes other instructional efforts such as developing materials for a new course, updating materials for an existing course, developing courseware or other materials for technology-based instruction, supervising undergraduate research and masters' theses and doctoral dissertations, directing students in co-curricular activities such as plays, preparing and equipping new laboratories, supervision of teaching assistants, supervision of internships, academic advising, mentoring, and other activities that support student success.)

Variability among faculty can exist for these time estimates. Not every faculty member will spend the same amount of time with these activities, but even with this variability, teaching is a time intensive process that cannot be summed up in a spreadsheet or calculation. Faculty spend extensive amounts of time preparing for instruction, getting to know students, following up on student progress, and simply managing the logistics of facilitating a class. These are difficult to quantitatively total, but are part of a commitment that ECU faculty bring to ensure their students continuously enter effective learning environments.

Table 6.2. Faculty Contact Hours (as defined by the UNC System Office) and Faculty Teaching Hours (as defined by the ECU Faculty Senate).

Faculty Contact Hour Calculation Comparison (Excluding MD and DMD)	Faculty Contact Hours (UNC)	Faculty Teaching Hours (ECU)
Academic Home Unit of Instructor	Sum	Sum
College of Allied Health Sciences	2,523	7,547
Addictions and Rehabilitation Studies	414	1,247
Clinical Laboratory Science	129	433
Communication Sciences and Disorders	484	1,345
Health Services and Information Management	346	1,016
Nutrition Science	203	611
Occupational Therapy	200	590
Physical Therapy	445	1,319
Physician Assistant Studies	303	986
College of Arts and Sciences	12,192	36,561
Anthropology	344	1,032
Biology	1,914	6,010
Chemistry	1,146	4,045
Criminal Justice and Criminology	518	1,463
Economics	292	866
English	1,758	4,945
Foreign Languages and Literatures	793	2,416
Geography, Planning, and Environment	385	1,050
Geological Sciences	340	1,071
History	492	1,341
Mathematics	907	2,708
Philosophy and Religious Studies	317	934
Physics	786	2,329
Political Science	430	1,256
Psychology	1,403	3,998
Sociology	340	995
University Studies	29	102
College of Business	3,542	10,696
Accounting	609	1,786
Finance and Insurance	492	1,471
Management	1,074	3,254
Management Information Systems	404	1,231
Marketing and Supply Chain Management	673	2,065
School of Hospitality Leadership	290	890

College of Education	4,222	12,656
Educational Leadership	609	1,623
Elementary Education and Middle Grades Education	1,048	3,211
IDP (Adult Education, Counselor Education, and Library Science)	707	2,133
Literacy Studies, English Education, and History Education	434	1,297
Mathematics Ed, Science Education, and Instructional Technology	651	2,039
Special Education, Foundations, and Research	772	2,353
College of Engineering and Technology	3,013	9,566
Computer Science	517	1,475
Construction Management	610	1,930
Engineering	563	1,960
Technology Systems	1,323	4,201
College of Fine Arts and Communication	4,598	16,154
School of Art and Design	2,006	7,457
School of Communication	677	2,014
School of Music	1,023	3,294
School of Theatre and Dance	892	3,389
College of Health and Human Performance	4,517	12,334
Health Education and Promotion	997	2,671
Human Development and Family Science	768	2,145
Interior Design and Merchandising	296	993
Kinesiology	1,391	3,939
Recreation Sciences and Sport Management	578	1,314
Reserve Officers' Training Corps (ROTC) Programs	74	242
School of Social Work	414	1,029
College of Nursing	2,048	6,337
Advanced Nursing Practice and Education	945	2,817
Nursing Baccalaureate Education	964	3,149
Nursing Science	139	372
Honors College	30	84
Honors College	30	84
Integrated Coastal Programs	131	381
Coastal Studies	131	381
No Instructor Assigned	-	-
No Instructor Assigned	-	-
School of Dental Medicine	18	36
School of Dental Medicine	18	36
School of Medicine	1,278	2,437
Anatomy and Cell Biology	140	280
Biochemistry and Molecular Biology	93	115
Bioethics and Interdisciplinary Studies	53	151

Family Medicine	6	17
Internal Medicine	46	60
Microbiology and Immunology	214	300
Pediatrics	13	33
Pharmacology and Toxicology	211	254
Physiology	96	172
Psychiatric Medicine	4	11
Public Health	361	954
Radiation Oncology	31	64
Surgery	12	27
Total	38,112	114,811

The Faculty180 platform gives faculty the opportunity to provide documentation and information about *additional* teaching activities that generally fall into categories such as: Academic Program Development; Clinical Practicums/Internships; Continuing Education; Course Coordination; Course Redesign; Curricular Redesign; Design and/or Delivery of Executive or Professional Education; Dissertation, Thesis, or Cumulative Project, Doctoral/Masters Exam Preparation/Grading, Independent Study, Resident Teaching/Grand Rounds, Special Projects, Student Team Evaluations, Study Abroad, Supervised Research, or Workshops. These are teaching-related activities that are above and beyond the information that can be captured in Tables 2 and 4 and more aligned with the rationale behind the Faculty Senate ratios and, we think, the policy itself. Although this is an optional reporting section for faculty (and as a result, likely an underestimate of actual numbers), 1,651 faculty recorded “other” teaching activities in Faculty180 as a part of their work in Academic Year 2024-2025. Below are a few examples of teaching-related activities that would be captured in calculations from the ECU ratios in Table 6.2 beyond the data depicted in Tables 2 and 4.

- *Course Designs and Redesigns*: 371 faculty members recorded 715 activities that referenced designing or redesigning a course during this reporting period. This process requires a significant time investment to ensure courses are conceptualized and designed as needed to stay relevant and accurate over time, as well as to ensure the teaching techniques utilized reflect best practices and emerging tools.
- *Academic Program Development and Curriculum Design*: Faculty often must think beyond the specific courses they teach and engage in broader program curriculum design. 95 faculty recorded 195 activities related to working on academic program development or curriculum design this past year. This work is time-intensive and essential for ensuring that programs are cohesive and well-designed, and often considered a teaching-related activity.
- *Professional Development*: Continuous growth and improvement in teaching is a value maintained by faculty at ECU. 881 faculty recorded attending 2,351 professional

development sessions related to teaching. The ECU Faculty Manual requires all faculty who teach online to participate in a professional development opportunity to continuously refine their knowledge about teaching students from a distance. During this past year, of the faculty who participated in professional development related to teaching, 714 of them recorded that 1,377 of those sessions were related to teaching a distance education course.

- *Sharing Expertise through Guest Lectures*: 153 faculty reported providing 301 guest lectures, speaking engagements, guest artist visits, etc. in colleagues' courses. This kind of interdisciplinary collaboration can strengthen the course experience and learning for students.
- *Graduate Student Assessments (Outside of Course Assignments)*: Faculty members who work with graduate students often spend time in various forms of support that include activities such as designing, administering, and evaluating comprehensive exams, supervising or mentoring student research, or participating on thesis or dissertation committees. 406 faculty reported 1,531 unique teaching-related activities such as these that go beyond course preparation or delivery.

Even though these numbers are likely an underestimate of faculty effort in these areas (some faculty may not choose to enter details in that section of Faculty180), they can help to provide context for the very time consuming, but important activities that directly enhance the student experience in the classroom.

7. Measures of Research and Creative Activity

Faculty record research and creative activity outcomes using standard categories in Faculty180. A primary metric utilized for Research and Creative Activity is published scholarly contributions. Faculty report these outcomes each year in categories such as articles, books, case studies, chapters, creative activities, patents and trademarks, presentations, proceedings publications, research reports, reviews, and software. Tables 7.1 and 7.2 depict reports of scholarly contributions that were submitted, accepted, in press, or published (*excluded are entries that were listed as in-progress*), resulting in 6,637 products.

Table 7.1. Count of Faculty with scholarly contributions categorized as submitted, accepted, in press, or published by scholarly type.

Scholarly Type	Count of Faculty
Article	680
Book	60
Case Study	9
Chapter	140
Creative Activities	136
Other	116
Presentation	754
Proceedings Publication	101
Research Report	48
Review	39
Software	2
Total	2,085

Table 7.2 Count of scholarly or creative activities within units categorized as submitted, accepted, in press, or published in Academic Year 2024-2025.

Academic Unit of Rank	Scholarly or Creative Activity Count
Academic Library Services	90
Brody School of Medicine	1,170
Anatomy and Cell Biology	33
Biochemistry and Molecular Biology	56
Bioethics and Interdisciplinary Studies	30
Cardiovascular Sciences	50
Comparative Medicine	5
Emergency Medicine	40
Family Medicine	50
Internal Medicine	82
Microbiology and Immunology	77
Obstetrics and Gynecology	35
Pathology and Laboratory Medicine	89
Pediatrics	117
Pharmacology and Toxicology	45
Physical Medicine and Rehabilitation	15
Physiology	28
Psychiatry and Behavioral Medicine	36
Public Health	165

Radiation Oncology	44
Surgery	173
College of Allied Health Sciences	380
Addictions and Rehabilitation Studies	25
Communication Sciences and Disorders	88
Health Services and Information Management	21
Nutrition Science	20
Occupational Therapy	61
Physical Therapy	160
Physician Assistant Studies	5
College of Arts and Sciences	1,470
Anthropology	61
Biology	246
Chemistry	64
Criminal Justice and Criminology	95
Economics	77
English	182
Foreign Languages and Literatures	60
Geography, Planning, and Environment	38
Geological Sciences	73
History	104
Mathematics	26
Philosophy and Religious Studies	52
Physics	70
Political Science	99
Psychology	175
Sociology	48
College of Business	369
Accounting	22
Finance and Insurance	72
Management	66
Management Information Systems	54
Marketing and Supply Chain Management	95
School of Hospitality Leadership	60
College of Education	700
Educational Leadership	76
Elementary Education and Middle Grades Education	79
Interdisciplinary Professions	173
Literacy Studies, English Education, and History Education	119
Math, Science, and Instructional Technology Education	160
Special Education, Foundations, and Research	93

College of Engineering and Technology	240
Computer Science	43
Construction Management	54
Engineering	90
Technology Systems	53
College of Fine Arts and Communication	888
School of Art and Design	214
School of Communication	90
School of Music	482
School of Theatre and Dance	102
College of Health and Human Performance	870
Health Education and Promotion	207
Human Development and Family Science	200
Interior Design and Merchandising	27
Kinesiology	220
Recreation Sciences	135
School of Social Work	81
College of Nursing	187
Advanced Nursing Practice and Education	79
Baccalaureate Education	45
Nursing Science	63
Integrated Coastal Programs	90
Laupus Library	61
School of Dental Medicine	122
Community Practice	8
Foundational Sciences	58
General Dentistry	24
Pediatric Dentistry and Orthodontics	4
Surgical Sciences	28
Grand Total	6,637

Another metric for research productivity is grant activity. At ECU, most grant productivity is recorded through the research administration platform – eTRACS. Faculty record any projects that would not be captured in eTRACS in Faculty180. Therefore, data from both platforms were merged for this report, and Table 7.3 depicts totals, listed by unit, of faculty who submitted a proposal, received a new award, or were actively working as grant personnel on a project in Academic Year 2024-2025.

Table 7.3. Faculty who submitted a proposal, received a new award, or were actively working as grant personnel on a project in Academic Year 2024-2025.

Academic Unit of Rank	Number of Distinct Faculty*
Academic Library Services	7
Brody School Of Medicine	228
Anatomy and Cell Biology	5
Biochemistry and Molecular Biology	12
Bioethics and Interdisciplinary Studies	6
Cardiovascular Sciences	14
Comparative Medicine	1
Emergency Medicine	9
Family Medicine	8
Internal Medicine	40
Microbiology and Immunology	17
Obstetrics and Gynecology	5
Pathology and Laboratory Medicine	12
Pediatrics	23
Pharmacology and Toxicology	11
Physiology	14
Psychiatry and Behavioral Medicine	7
Public Health	19
Radiation Oncology	6
Surgery	19
College Fine Arts and Communication	28
School of Art	8
School of Communication	6
School of Music	9
School of Theatre and Dance	5
College of Allied Health	43
Addictions and Rehabilitation Studies	7
Clinical Laboratory Sciences	2
Communication Sciences and Disorders	7
Health Services and Information Management	3
Nutrition Science	5
Occupational Therapy	4
Physical Therapy	12
Physician Assist Studies	3
College of Arts and Sciences	170

Anthropology	8
Chemistry	16
Biology	30
Criminal Justice and Criminology	5
Economics	10
English	13
Foreign Languages	8
Geography, Planning, and Environment	9
Geological Sciences	10
History	10
Mathematics	7
Philosophy and Religious Studies	4
Physics	9
Political Science	6
Psychology	20
Sociology	5
College of Business	25
Accounting	2
Finance and Insurance	3
Management	6
Management Information Systems	4
Marketing and Supply Chain Management	4
School of Entrepreneurship	3
School of Hospitality Leadership	3
College of Education	64
Educational Leadership	11
Elementary Education and Middle Grades Education	6
Interdisciplinary Professions	14
Literacy Studies, English Education, and History Education	5
Math, Science, and Instructional Technology Education	16
Special Education, Foundations, and Research	12
College of Engineering and Tech	62
Computer Science	13
Construction Management	9
Engineering	23
Technology Systems	17
College of Health and Human Performance	83
Health Education and Promotion	23
Human Development and Family Science	19
Kinesiology	18

Recreation Sciences	13
School of Social Work	10
College of Nursing	37
Advanced Nursing Practice and Education	19
Baccalaureate Education	9
Nursing Science	9
Integrated Coastal Program	10
Laupus Library	5
School of Dental Medicine	23
Community Practice	3
Foundational Sciences	6
General Dentistry	8
Pediatric Dentistry and Orthodontics	1
Surgical Sciences	5
Grand Total	785

**Faculty who participated in multiple activities are counted only once in this table.*

8. Service Contributions

Faculty report service contributions using standard categories in Faculty180. [Note – only permanent full-time faculty are required to report service activities, so numbers reported below will be an underestimate for the university overall.] Those categories include administrative duties, community service, institutional committees, professional service, and other institutional service (such as accreditation/program review, recruiting/marketing, student organizations, UNC System-Wide Committee, Workshop/Seminar, writing recommendations, unit special event, faculty mentoring/support). 1,809 faculty noted in Academic Year 2024-2025 that they participated in service, oftentimes contributing to several categories of service. This “count” of service activities helps depict faculty follow-through with active engagement in service to ECU, their disciplines, and their communities, but variability exists in the time commitment (and workload implications) among service opportunities.

Table 8.1 Count of faculty who participated in each of the service categories in Academic Year 2024-2025.

Service Type	Count of Faculty
Administrative Duties	833
Community Service	782
Institutional Committee	1,401
Other Institutional Service	1,098
Professional Service	1,265
Grand Total	5,379

Table 8.2 Count of service records per unit Academic Year 2024-2025.

Academic Unit of Rank	Count of Service Records
Academic Library Services	351
Brody School of Medicine	5,212
Anatomy and Cell Biology	206
Biochemistry and Molecular Biology	148
Bioethics and Interdisciplinary Studies	99
Cardiovascular Sciences	236
Comparative Medicine	133
Emergency Medicine	328
Family Medicine	349
Internal Medicine	422
Microbiology and Immunology	200
Obstetrics and Gynecology	180
Pathology and Laboratory Medicine	241
Pediatrics	659
Pharmacology and Toxicology	258
Physical Medicine and Rehabilitation	88
Physiology	273
Psychiatry and Behavioral Medicine	208
Public Health	362
Radiation Oncology	96
Surgery	726
College of Allied Health Sciences	1,126
Addictions and Rehabilitation Studies	81
Clinical Laboratory Science	31
Communication Sciences and Disorders	211
Health Services and Information Management	192
Nutrition Science	134
Occupational Therapy	136
Physical Therapy	240
Physician Assistant Studies	101
College of Arts and Sciences	4,584
Anthropology	167
Biology	630
Chemistry	201
Criminal Justice and Criminology	238
Economics	164
English	725
Foreign Languages and Literatures	413

Geography, Planning, and Environment	149
Geological Sciences	149
History	329
Mathematics	219
Philosophy and Religious Studies	200
Physics	176
Political Science	329
Psychology	352
Sociology	143
College of Business	2,073
Accounting	260
Finance and Insurance	322
Management	602
Management Information Systems	248
Marketing and Supply Chain Management	346
School of Hospitality Leadership	295
College of Education	1,992
Educational Leadership	178
Elementary Education and Middle Grades Education	309
Interdisciplinary Professions	347
Literacy Studies, English Education, and History Education	368
Math, Science, and Instructional Technology Education	408
Special Education, Foundations, and Research	382
College of Engineering and Technology	1,167
Computer Science	152
Construction Management	168
Engineering	349
Technology Systems	498
College of Fine Arts and Communication	1,890
School of Art and Design	447
School of Communication	428
School of Music	713
School of Theatre and Dance	302
College of Health and Human Performance	2,115
Health Education and Promotion	600
Human Development and Family Science	380
Interior Design and Merchandising	63
Kinesiology	431
Recreation Sciences	418
School of Social Work	223
College of Nursing	991

Advanced Nursing Practice and Education	420
Baccalaureate Education	362
Nursing Science	209
Integrated Coastal Programs	122
Laupus Library	225
School of Dental Medicine	712
Community Practice	122
Foundational Sciences	62
General Dentistry	340
Pediatric Dentistry and Orthodontics	67
Surgical Sciences	121
Grand Total	22,560

9. Patient Care and Related Clinical Activities

Direct patient care extends the university’s mission from the classroom to the clinic. These services create opportunities for efficient, effective, and high-quality healthcare across the state, especially in rural areas. Running financially viable clinics while teaching students comes with significant patient care responsibilities for faculty and workload implications throughout the week and often during weekends. It also provides essential hands-on learning experiences for medical students, residents, and fellows. For example, students in the DDS/DMD program complete 2400 hours of live-patient clinical experience over 4 years. About 30 faculty provide exclusively clinical instruction in SoDM’s AEGD, GPR, and Pediatric Dentistry clinics, as well as in eight Community Service Learning Centers (CSLCs). These faculty operate clinics as full dental practices, 40 hours per week, year-round. Twenty faculty in this category provide more than 1,000 hours annually, with twelve exceeding 1,500 hours.

Table 9. Number of faculty per unit with clinical activities in the workload and average workload percentage. Only departments with faculty who carry clinical responsibilities in their workload are represented.

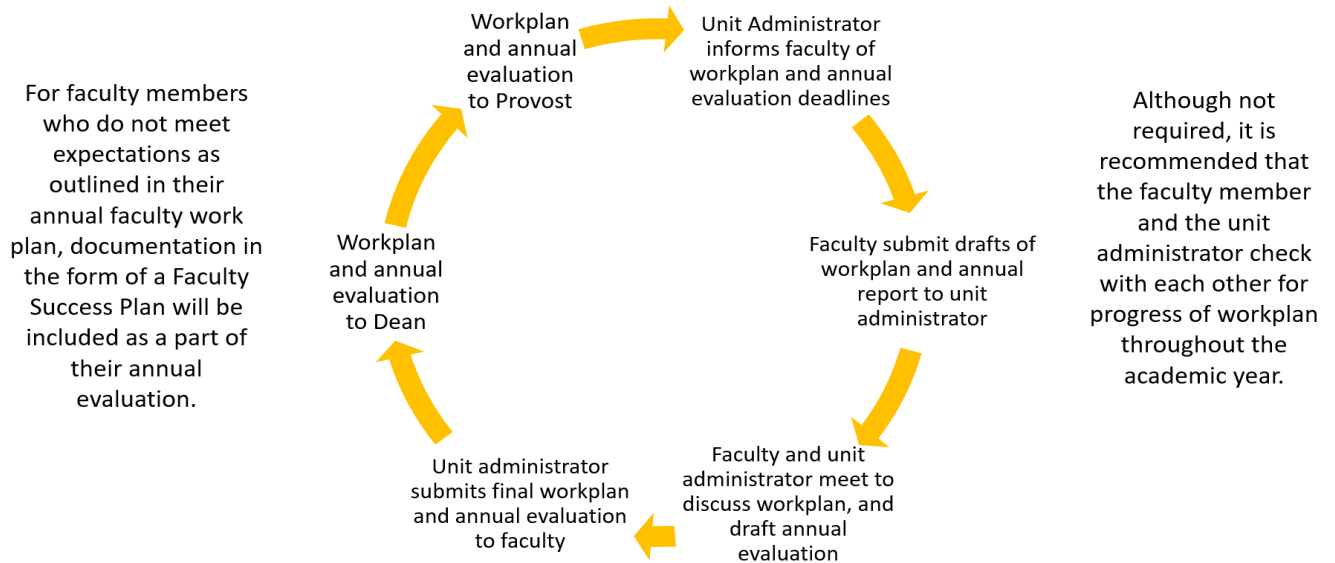
Academic Unit of Rank	Count of Faculty with Clinical Responsibilities in Workload	Average Clinical %
College of Allied Health Sciences	20	10%
Communication Sciences and Disorders	11	32%
Occupational Therapy	5	16%
Physical Therapy	4	8%
College of Nursing	6	1%
Advanced Nursing Practice and Education	5	2%
Nursing Science	1	1%
School of Dental Medicine	32	9%

Academic Divisions and Administrative Units	25	9%
Community Practice Divisions	9	8%
School of Medicine	320	50%
Foundational Sciences Departments	5	1%
Bioethics and Interdisciplinary Studies	3	5%
Comparative Medicine	2	30%
Clinical Departments	315	64%
Cardiovascular Sciences	24	67%
Emergency Medicine	51	69%
Family Medicine	27	52%
Internal Medicine	63	66%
Obstetrics and Gynecology	16	69%
Pathology and Laboratory Medicine	8	41%
Pediatrics	65	61%
Physical Medicine and Rehabilitation	8	73%
Psychiatric Medicine	18	61%
Radiation Oncology	8	72%
Surgery	27	68%
Total	378	14%

10. Process Evaluation and Compliance

Previous timelines in the ECU Faculty Manual were adjusted, as needed, to align with the workload policy. Annual evaluation ratings were adjusted to better align with Performance Review of Tenured Professor (PTR) ratings of “meets expectations,” “exceeds expectations,” and “does not meet expectations.” These revisions were part of the Faculty Workload revisions in March 2024. ECU adhered to the December deadline for recording faculty work plans in the Fall 2024 semester, and the Spring 2025 annual review process was the first time the revised work plan schedule could be folded in the spring annual review period.

Figure 1. Work Plan and Annual Evaluation Cycle



Each spring, faculty members submit an annual report using the Faculty180 platform, which routes to their supervisor (most often a department chair). During the annual evaluation period, each faculty member and supervisor review the faculty member’s previous work plan. The annual evaluation includes ratings and summarizes the faculty member’s performance in each category of responsibility as “exceeds expectations,” “meets expectations,” or “does not meet expectations,” and concludes with an overall rating. Full-time faculty members who are appointed for longer than one year (including those serving in administrative roles), develop an annual work plan for the coming academic year in collaboration with their unit administrator. The annual evaluation is:

- In writing
- Discussed with the faculty member prior to being sent to any other administrator or placed in the faculty member’s personnel file
- Signed and dated by the unit administrator and faculty member
- Forwarded to each faculty member within ten calendar days of completing the evaluations of unit members

For faculty members who do not meet expectations as outlined in their annual faculty work plan, documentation in the form of a Faculty Success Plan is included as a part of their annual evaluation. The Faculty Success Plan is created by the unit administrator in collaboration with the faculty member, will be in writing, should encourage peer mentoring, and includes:

- Specific steps designed to lead improvement
- Specific timeline in which improvement is expected to occur
- Clear statement of consequences if steps are not met within specified timeline

Progress meetings with the department chair or academic unit head shall occur on at least a semi-annual basis during the specified timeline. If a faculty member does not agree to the implementation of a faculty success plan, they may appeal in accordance with provisions of grievance in the Faculty Manual.

The campus followed an abbreviated review process in Fall 2024 for the 2024-2025 Academic Year work plans. Work plans were reviewed by chairs by the end of December 2024. For the 2025-2026 Academic Year, work plans were created by faculty and reviewed by chairs as part of the annual evaluation cycle. Faculty and chairs discussed work plans and evaluations in individual spring meetings, and work plans were revised as needed before the evaluation packet was acknowledged/signed by the faculty member within Faculty180. After the evaluation cycle, the workload reports generated through Faculty180 could be used to identify any faculty with incomplete work plans, giving college-level administrators the information they needed to communicate directly with faculty and chairs to ensure that these were completed for the dean-level review. Deans reviewed the work plans in their college and requested additional information and adjustments when needed.

During the Spring 2025 semester, representatives from IPAR and the Office for Faculty Excellence collaborated to create a monitoring report that department chairs and deans can generate to efficiently review the faculty work plans in their respective departments and colleges. This enables unit administrators to either look across faculty performance in the unit as a whole or drill down as needed for information on specific faculty members. This report was available for use during the spring annual evaluation period for dean and Provost use.

11. Additional Context and Highlights – What the Numbers Don’t Show

East Carolina University’s mission to be a national model for student success, public service and regional transformation drives the work of faculty at ECU, brought to life each day through a commitment to teaching, research, service, and patient care. The process of preparing and evaluating faculty work plans must provide a stable foundation while remaining flexible enough to account for various disciplines and faculty roles. These elements of a faculty member’s job are often synergistic and not easily teased apart. This section highlights *examples* of the nuances of faculty workloads that are not reflected in the standard reporting categories above.

Context is Critical

Quantifying any workload is challenging, and this is true for university faculty who work in varied appointment types, bring varied expertise, and serve in units of varied sizes and structures. Capturing the work of a faculty member in a spreadsheet is not possible, and quantifying the time and effort in a blanket manner would almost always fail to recognize the quality and quantity of their workloads. Context is critical in interpreting quantitative summaries, and comparisons across units can be problematic. For example, the size of a unit or the proportions of tenured/tenure track and continuing faculty can impact percentages. Additionally, some departments offer 7-week

blocks in addition to typical semester-length courses. Using a “weekly” reporting format may cause units who incorporate 7-week courses to seem higher than those that do not. Nuances such as the examples below must be considered.

Implications for Specific Disciplines

Medical school models: In both the School of Dental Medicine and the Brody School of Medicine, the method of assigning and delivering “courses” differs from the reporting metrics prescribed for this report. Teaching is not limited to students currently enrolled in a specific course, so using only course-specific data does not reflect this part of a faculty member’s teaching responsibilities. Tracking faculty activity in medical schools is a complex process, as instruction, clinical, research, and service activities often overlap and intertwine. The curriculum for the medical program is also complex, as it is structured into blocks that can span multiple semesters. Faculty acting as course directors are assigned to manage each specific discipline or thread, and other faculty participate as lecturers or session facilitators. Although lectures and labs are standard in the curriculum, a variety of session types in which more than one faculty member are involved include, but are not limited to, simulation sessions, small group discussions, case-based learning, and bedside teaching.

Due to these complexities, Brody School of Medicine (BSOM) reports hours of teaching based on teaching sessions tracked and available in their learning management system (VidaNova VLE). Instruction can occur in various settings, and while lectures are easier to document, bedside instruction and informal mentoring are other teaching practices that are difficult to quantify. While engaged in clinical responsibilities, faculty may be providing patient care in the presence of students. These can be occasions where faculty are providing educational experiences for other learners, like resident trainees, as well. The interdisciplinary and integrated nature of clinical practice can often be a complicated metric to capture.

Medical students often receive instruction from resident physicians, fellows, and private practice specialists who contribute to the students' education through bedside instruction, case discussions, and procedural demonstrations. The involvement of multiple physicians in the same clinical course setting precludes accurate tracking and assigning of teaching time. Consequently, the tables above do not include contact hours devoted to teaching in clinical settings. Faculty working with programs in the School of Dental Medicine provide continued training to approximately 28 post-doctoral residents through programs that offer approximately 100 hours of seminars and 2,000 hours of live-patient clinical care opportunities per year. These would not be captured in the data above, but are important to ensuring readiness for graduates to meet the dental health needs in their communities. Many of the School of Dental Medicine faculty also shoulder significant patient care responsibilities in rural practices in addition to the time students are spending with them. This dedication from the dental faculty is representative of ECU’s mission for regional transformation.

Programs that lead to licensure: Faculty in some programs must remain abreast of ongoing developments in their field, best practices in university teaching, and the requirements of professional licensures that their graduates will be seeking to earn and ensure these are incorporated into their coursework and overall program experiences. For example, faculty in the

College of Education who teach in educator licensure programs assume responsibilities that extend significantly beyond traditional instruction. They must ensure that candidates master content and complete structured and supervised practicums and internships that meet state-mandated expectations and align with North Carolina General Statutes, State Board of Education policies, and requirements for state program approval and national accreditation.

Campus Library Faculty:

The UNC System definitions for Faculty Contact Hours do not readily capture the typical work of faculty librarians, which is not reflected in measurements based on SCH. The multifaceted work in librarianship plays a vital role in supporting student success and advancing the university's mission. At its heart, library faculty work revolves around supporting research, teaching, and learning through a blend of collection development, information services, instruction, and scholarly communication. Faculty manage the university's institutional repository, electronic theses and dissertation system, open journal publishing software, digital book publishing platform, university archives and records management program, as well as the numerous open access publishing programs the library has established with journal publishers. They liaise with academic departments to align resources with curricular needs, including participating on curriculum committees, and provide expert guidance through reference services and consultations. They teach information literacy, lead outreach initiatives, and contribute to the cultural enrichment of the university community through original exhibits and programs. Many library faculty also engage in specialized roles such as digital preservation, metadata enhancement, original cataloging, and vendor negotiations. They advise campus authors on journal selection, provide copyright advice, participate on interdisciplinary grant-funded projects, and work with colleagues to measure and increase research impact and inform data management practices.

Librarian faculty at ECU are housed in either Academic Library Services and Laupus Library. The data below are not intended to be comprehensive but are included to provide context and examples for the types of activities that impact the workload of faculty librarians and would not be captured in the data in previous sections.

During Academic Year 2024–2025, library faculty provided instruction to 774 undergraduate and graduate classes reaching over 11,106 students and faculty. These sessions function as more than guest lectures; they are interactive, skills-based learning experiences tailored to specific course assignments and disciplinary contexts. In close collaboration with teaching faculty, library faculty designed and delivered course-integrated instruction to deepen students' understanding of the research process specific to their disciplines and to support pre-service teacher preparation. ALS faculty created and maintained dynamic online research guides with specialized tutorial support and links for specific courses and research needs that received over 84,000 views. ALS faculty provided approximately 400 individual research consultations to students, which involved both preparation and follow-up time. ALS faculty led university initiatives relating to open access, textbook affordability, and scholarly publishing; provided tailored instruction in analyzing and interpreting historical documents for history and related disciplines; collaborated with the

Graduate School on a Graduate Research Series and intensive three-day boot camps; supported an Alternative Textbook program that promotes the adoption, adaptation and creation of open educational resources (OER); and supervised internships, research projects, and Senior Honors Signature Projects. Laupus faculty provided expert searching for 56 active systematic reviews, assisted 340 researchers and students in the History Collections reading room, and maintained curated digitized collections that were viewed 12,416 times in this reporting period, responded to 1,827 discrete research/information inquiries, and, in partnership with the public services staff, answered over 14,500 additional operational inquiries.

For Faculty in All Disciplines

“Out of the classroom” teaching related activities: The Faculty Senate ratios reflected in Table 6.2 seek to capture teaching-related workload elements that include, but are not limited to, the time actually “in front of” students in the classroom. The ratios also attempt to distinguish these time commitments relative to the various course formats offered at ECU. However, both calculation methods in Table 6.2 reflect estimates of faculty time in relation to *specific courses*. Faculty also engage in work that is related to teaching but not tied to a particular assigned course such as seminars and invited lectures, mentoring, and informal or formal student advising.

Maintaining Discipline-Specific Relevance and Accuracy:

Ongoing professional development is essential for any career, but faculty must consistently engage in two fields of professional development: (1) continued learning related to the content of their specific discipline and (2) continued learning related to best practices in teaching in a university setting. Both can be time consuming but are necessary to develop and maintain high quality learning environments that address the needs of today’s postsecondary learners and prepare those students for life and work after graduation.

For example, faculty in the College of Business are required to provide professional service projects to community business settings in order to remain credentialed with their discipline-specific accrediting body. This work is not captured in either the System Office or Faculty Senate calculations for teaching workloads, but has historically been considered teaching-related work enabling faculty to bring insights from active continued involvement in the business community to students in the classroom. It has not historically counted toward a faculty member’s service record, and the new policy sparked discussions about how this can best be documented.

12. Concluding Remarks

In addition to positive outcomes from implementing the workload policy this first year, we also identified some areas of attention for ongoing refinement. Tools developed to enable department chairs and deans to look at workloads across their units more efficiently will provide the data needed to ensure workload policies and processes are consistently applied. The broader visibility of unit guidelines will enable units to learn from one another and grow more aligned where possible. Building work plan development into the annual review process facilitated more transparent and timely follow-through with policy requirements and timelines.

We are building on what we learned this first year. We began the new academic year with intentional communication that reminded faculty to revise work plans as needed within the faculty information system if adjustments are required after the start of the new school year (e.g. shifts effort result from new externally funded projects , specific committee assignments). Faculty have always been able to make these adjustments, and now we have a more consistent and detailed way for that to be documented. Newly hired faculty were enrolled in a training module upon hire, and chairs met with them during the early weeks of the semester to establish their work plans. Faculty and administrators now have one year of experience with applying new Unit Guidelines and will be able to revisit and revise them as needed. The ability for department chairs and deans to compare work plans across a department or college revealed where additional training is needed to ensure consistency across faculty regarding types and levels of information included in work plans.

This initial year of implementing the Workload Policy has been productive and informative. While much of what is in the policy was already in place at ECU, implementation of the policy provided an opportunity for new attention to these processes and continued shared governance. Department, college, and campus-wide conversations resulting from these efforts brought a common language that yielded insights that will guide our ability to continue to refine our processes for deploying and monitoring faculty workloads in a consistent, efficient and effective manner, providing the balance of accountability and support needed for the extraordinary work faculty do to fulfill the mission of East Carolina University and the mission of the UNC System.

AGENDA ITEM

III. Fall 2025 Enrollment Briefing.....Chris Buddo
Provost and Vice Chancellor for Academic Affairs

Situation: The University Affairs Committee will receive an update on Fall 2025 enrollment and retention data for ECU.

Background: Last academic year, the University Affairs Committee and the Committee on Strategy & Innovation engaged in a three-part, joint-committee series on the enrollment landscape and the factors and drivers of ECU’s strategic enrollment management strategy. Multiple factors influence enrollment outcomes, so an understanding of the overall landscape, trends, and forecasts along with ECU’s market position, informs the priorities and practices to best position ECU in this competitive environment. This meeting’s update will provide data and context on Fall 2025 to continue active discussion and understanding of ECU’s enrollment position.

Assessment: The presentation will share several wins this Fall: ECU has achieved its highest enrollment since the Fall of 2021, with increases in new first-year students and in new transfer students, as well as growth in Flight Path programs as a key part of the enrollment strategy. ECU also reports increased retention rates for first-time, full time students and traditional transfer students. There are also challenges to discuss, considering decreased graduate enrollment as well as a drop in total funded student credit hours which will impact the budget based on the funding model.

Action: This item is for information only.

BOT Enrollment Report

For BOT University Affairs Committee

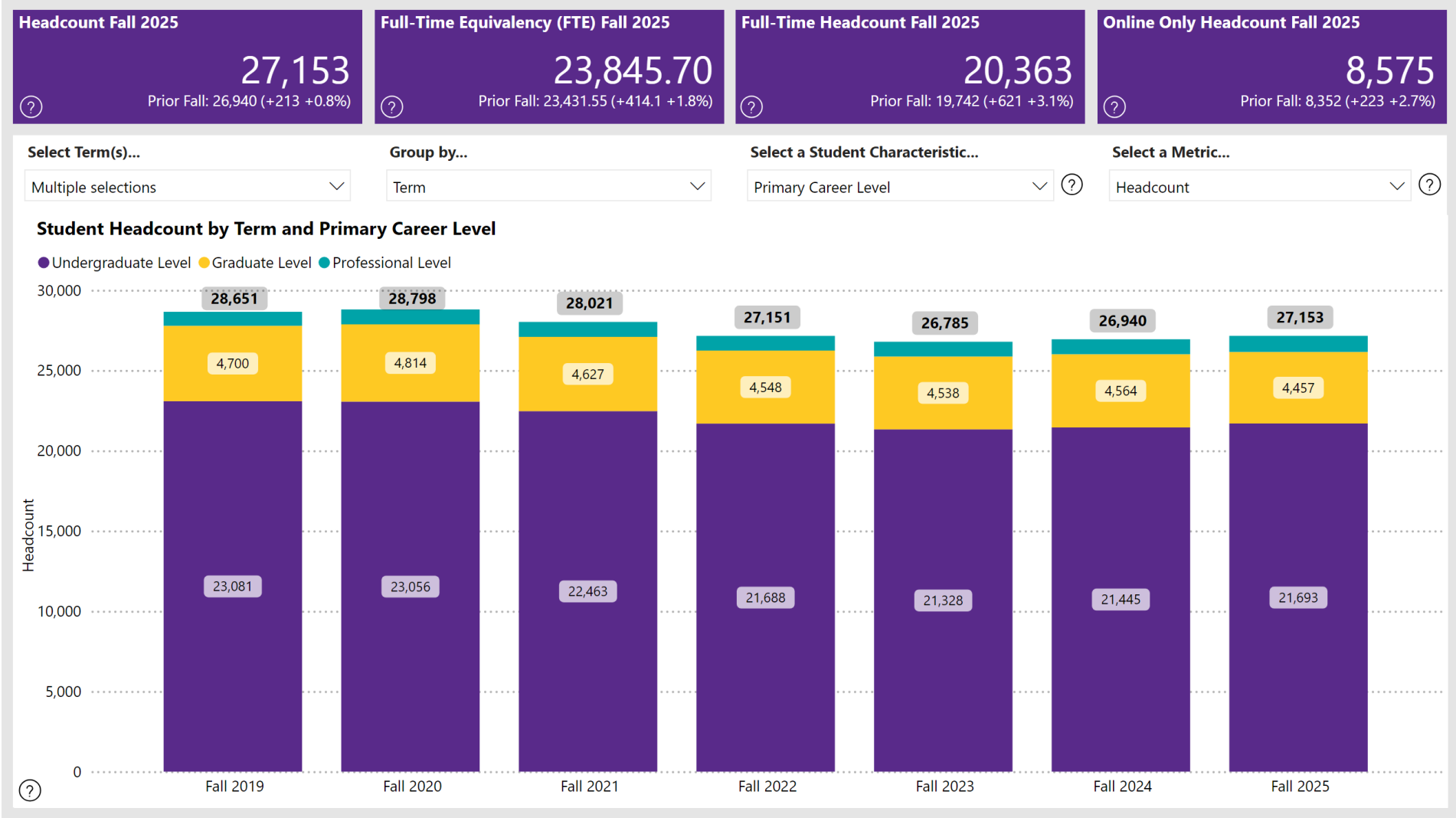
10/2/2025



Overall Fall 2025 Enrollment

Compared to Fall 24:

- Overall headcount enrollment increased by 0.8% (including degree-seeking, non-degree seeking, MD/DMD, Flight Path)
- Student FTE increased by 1.8%, indicating an increase of total (fundable + unfundable) SCHs



Major Changes that Impact UG Enrollment

Successes

- New UG programs
 - Neuroscience, BS ($n=104$)
 - Environmental Studies, BS ($n=50$)
- Enrollment in Flight Path Programs
 - Criminal Justice, BS ($n=126$, +125% in 1 year)
 - Information and Cyber Security, BS ($n=152$, +114%)
 - Psychology, BA ($n=405$, +128%)
 - Security Studies ($n=22$, +233%)
- Existing Programs (% growth in 3 years)
 - Nutrition and Dietetics, BS: $n=151$ (42%)
 - Finance, BSBA: $n=681$ (30%)
- Improved Retention Rates
 - Both for first-year students and transfers
 - 2nd to 3rd year persistence rates exceeding our goals

Areas to Watch

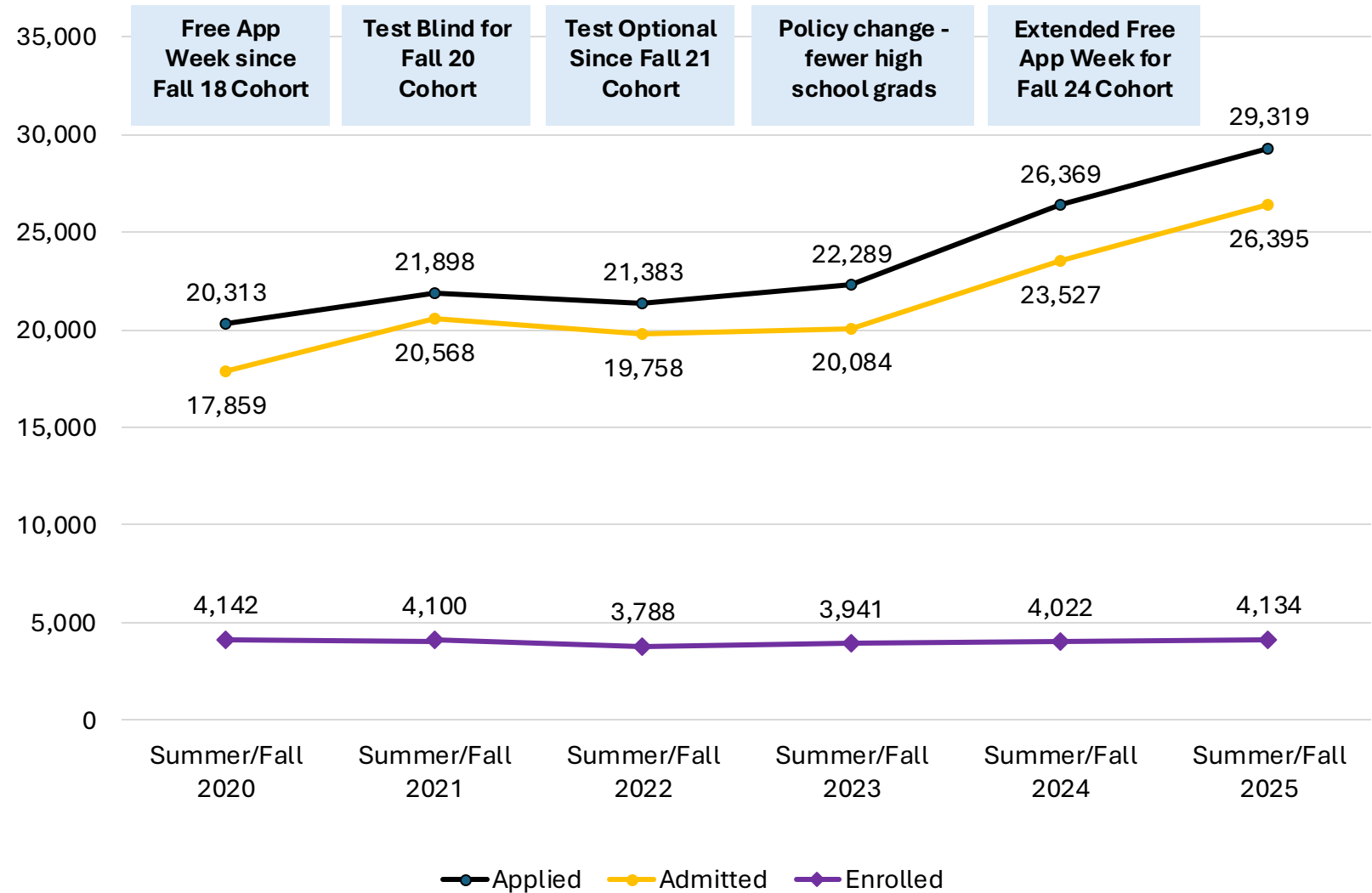
- Drop in out-of-state, first-time first-year students – Northeastern US enrollment cliff is underway
- College going behavior of HS students
- Sharp rise of urban competitors
- Flagship enrollment behavior
- Sharp rise in HBCU enrollment
- ECU credit evaluation practices

First-time First-Year (FTFY) Student Funnel

ECU One-Year Change:

- Applications increased by 11%
- First-year first-time cohort grew by 3% from last fall
- Yield rate dropped by 1 percentage point

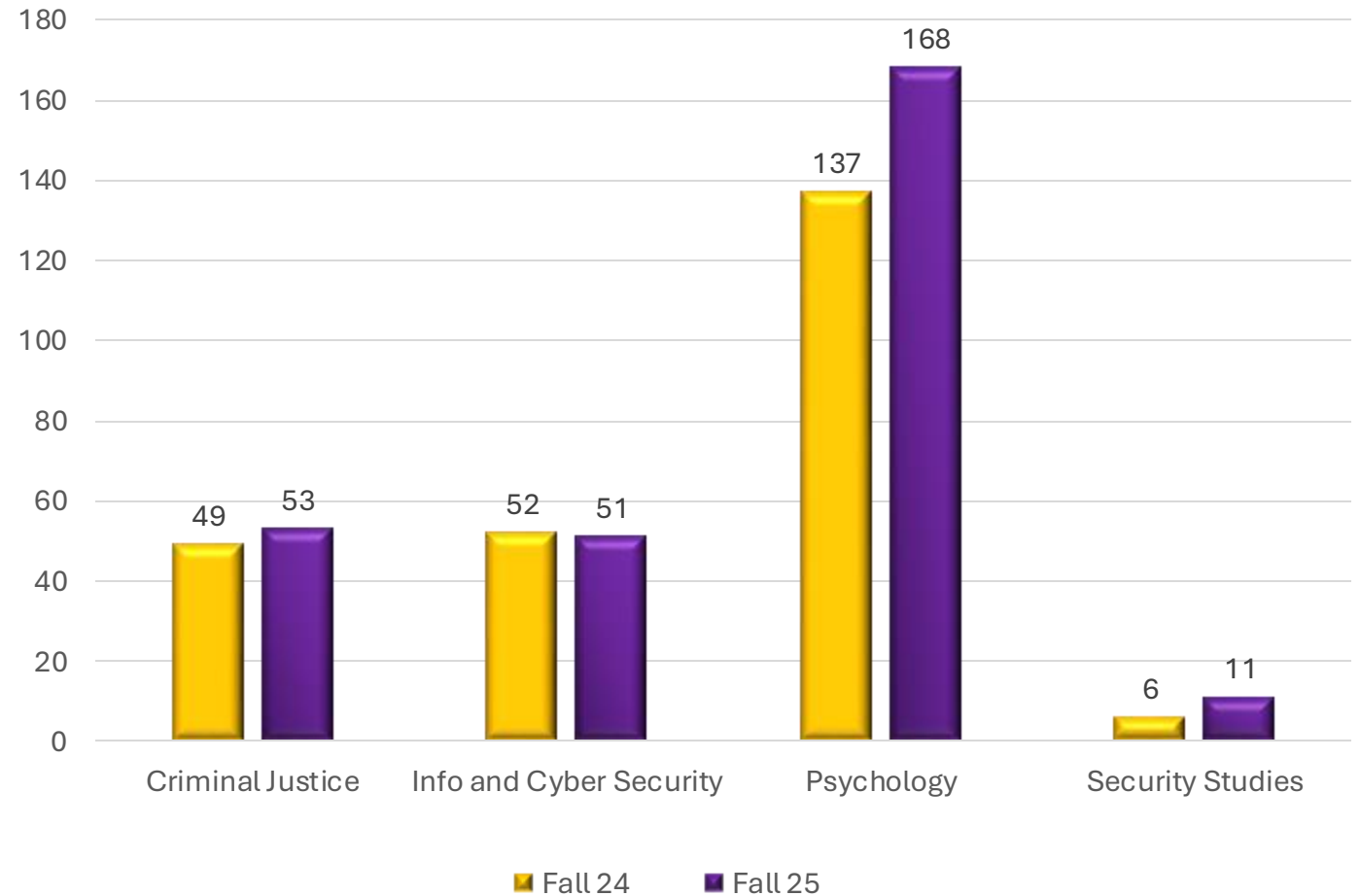
ECU FTFY Admissions Trend, Fall 20 – Fall 25



New Flight Path Transfers

- Overall application stayed flat (n=629)
- Admit rate increased by 4 percentage points (76%)
- Yield increased by 5 percentage points to 58%
- Fall 25 New Students
 - 277 students enrolled, an increase of 13.5% from last fall
 - Both in-state and out-of-state students have increased (89% are in-state)
 - Major growth area: Psychology
 - 62% are post-traditional age
 - 49% are first-generation
 - 7.6% are current or former service members

New Student Headcount

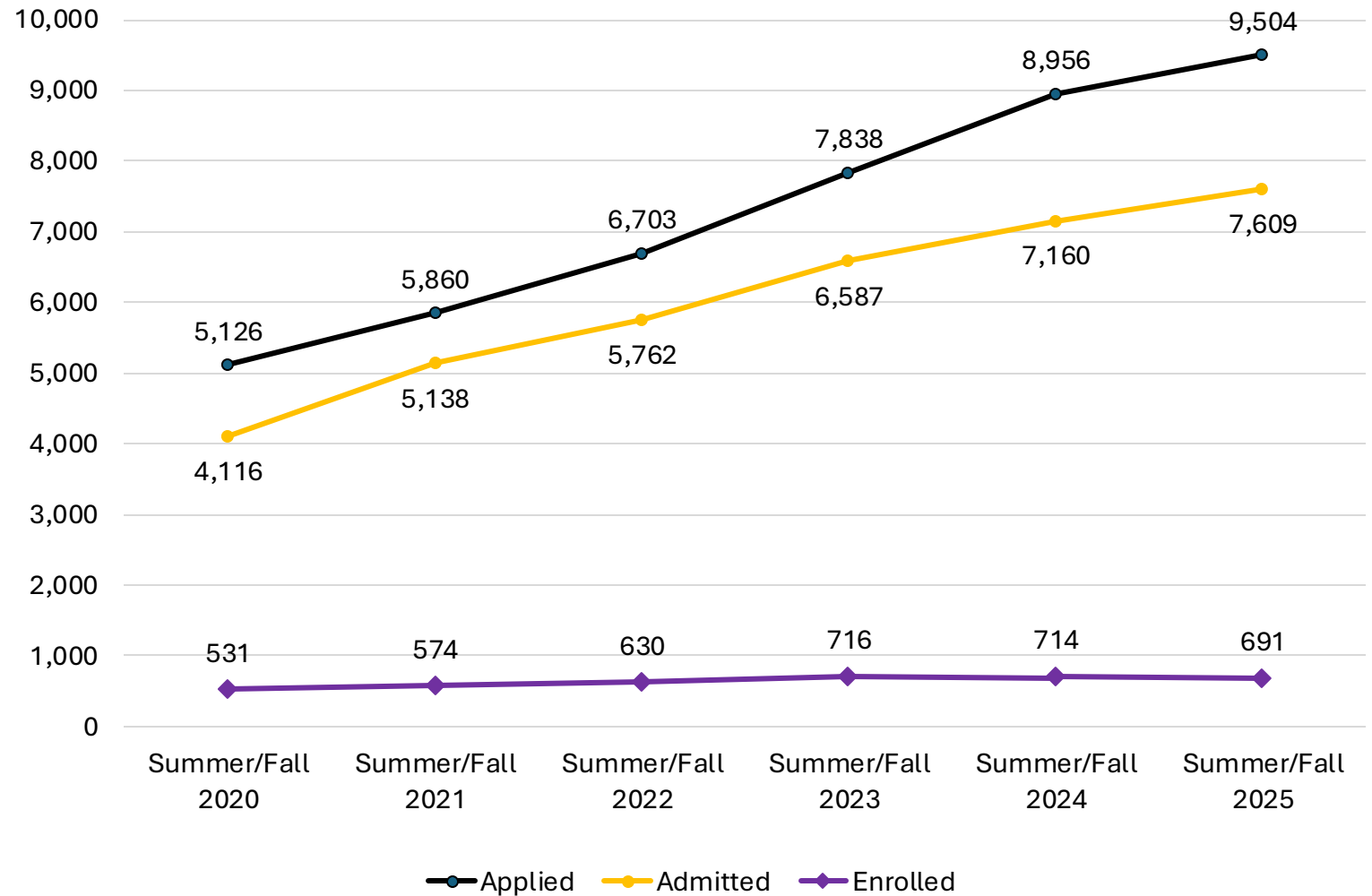


Out-of-State (OOS) FTFY Students

ECU One-Year Change:

- Applications grew by 6%
- Enrolled students declined by 3.2%
- Yield rate dropped by 1 percentage point

ECU Out-of-State FTFY Admissions Trend, Fall 20 – Fall 25

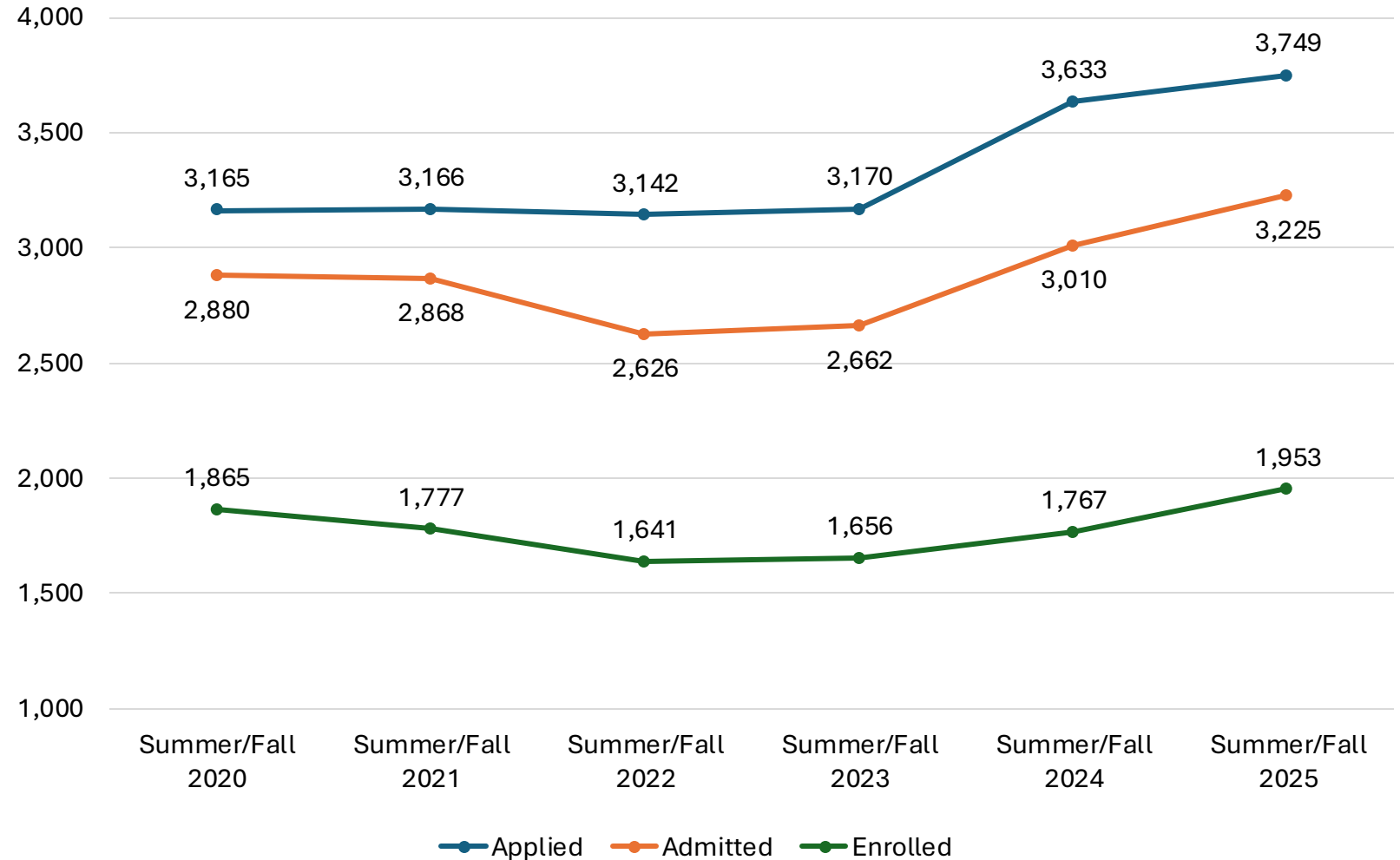


ECU Transfer Student Funnel

ECU One-Year Change:

- Applications grew by 3%
- Enrolled students grew by 10.5% - the largest transfer class in university history
- Yield rate increased by 2 percentage points

Transfer Admissions Trend, Fall 20 – Fall 25



*Summer/Fall 2024 and 2025 totals include Flight Path students.

Future-Focused: Full Time First-Year Retention & Persistence Goals

To Achieve Four-Year Graduation Rate of 55%:

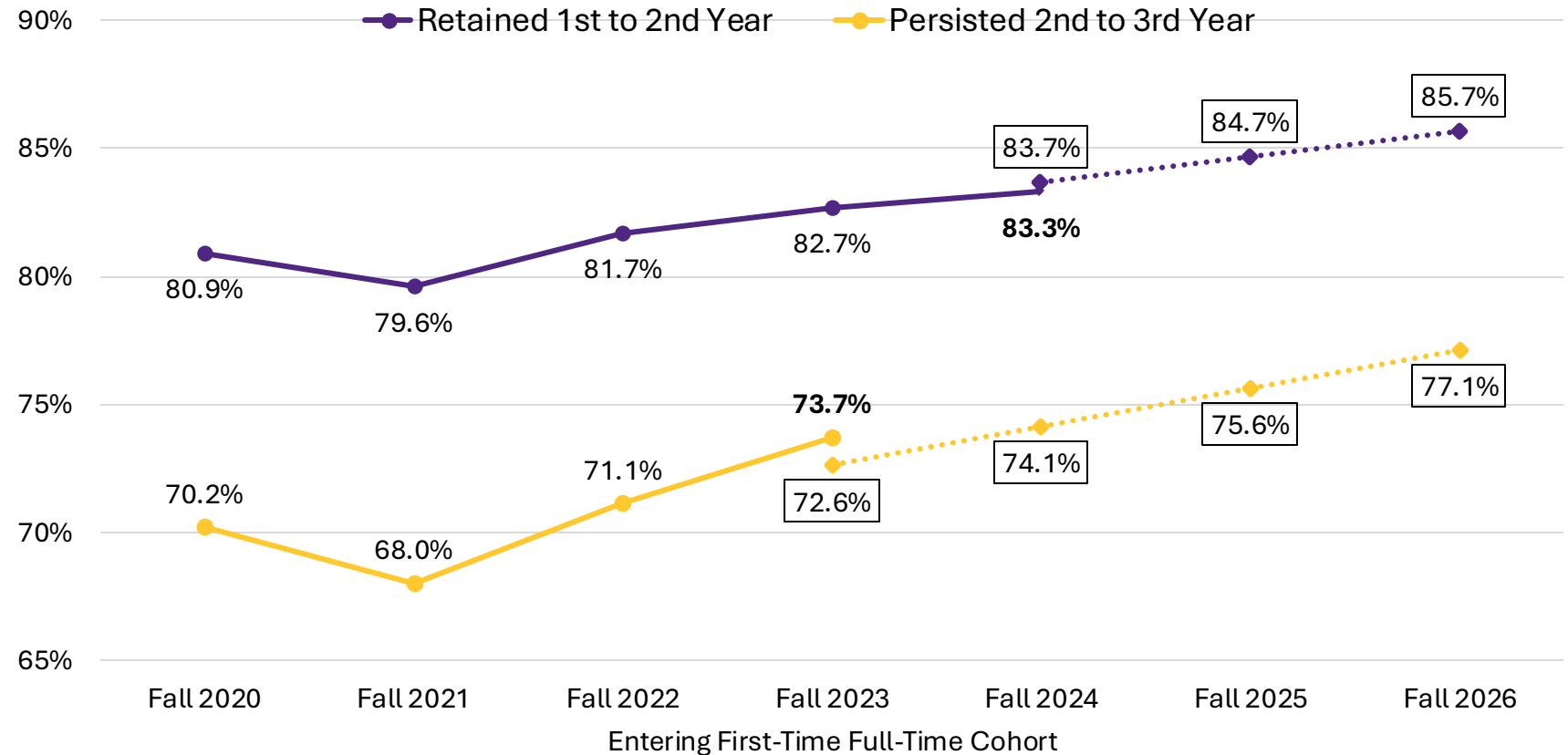
Retention Rates

Goal: Continue to increase retention to the second year by at least **1 percentage point** with each cohort to achieve 85%.

Persistence Rates

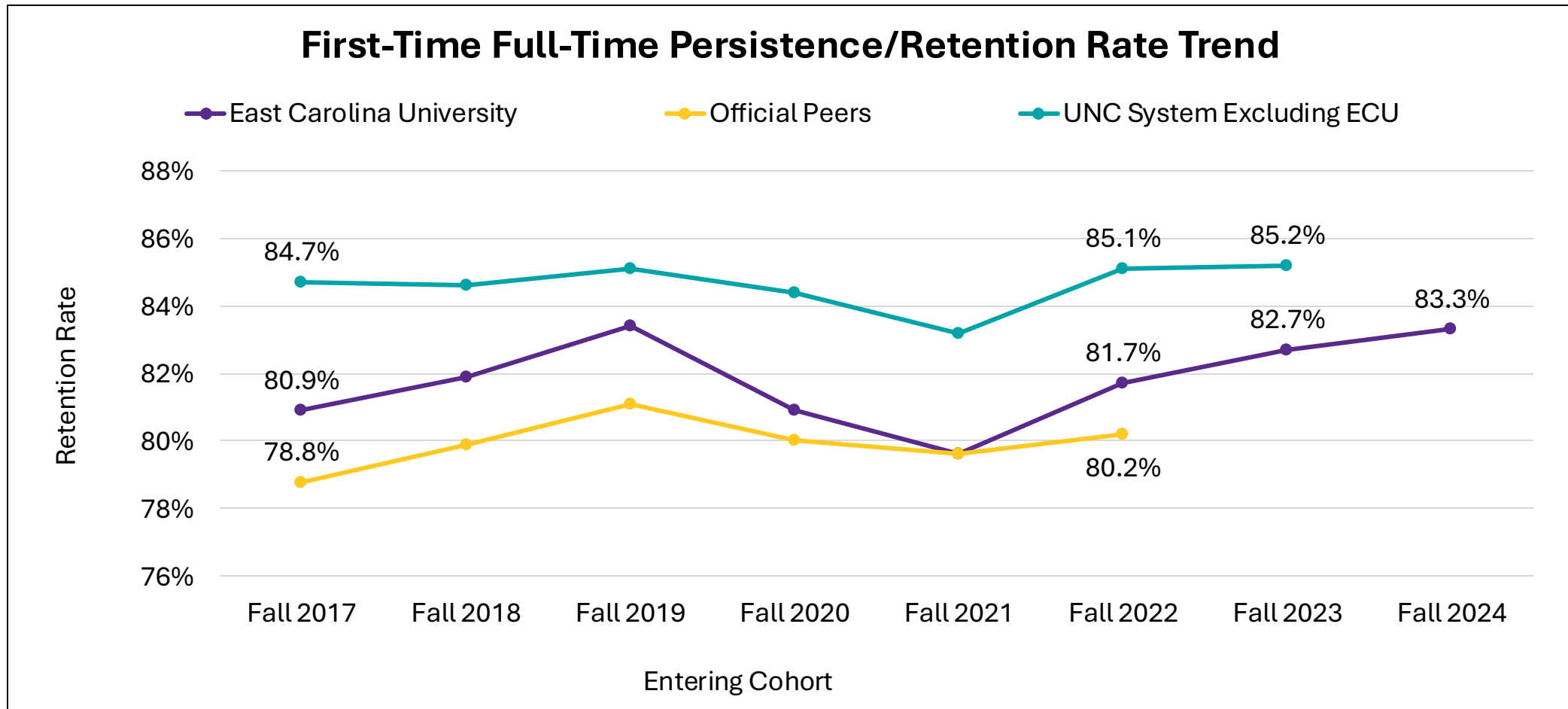
Goal: Continue to increase persistence rates in the third year by at least **1.5 percentage points** with each cohort to achieve 78%.

Full Time First-Year Student Retention and Persistence Rate Actuals and Goals



Historical totals are plotted on the solid lines. Future-focused goals are plotted on the dotted lines.
 Persistence Rate = Retention Rate + Graduation Rate

Peer Institution Retention Rates



- National data are two years behind.
- In the line graph, official peer data indicates first-year retention rate, whereas UNC System data reflects first-year [persistence rate](#) (retention+graduation). Very few students graduate in one year.

Future-Focused: Transfer Retention and Graduation Goals

To increase degree efficiency and lower transfer student debt:

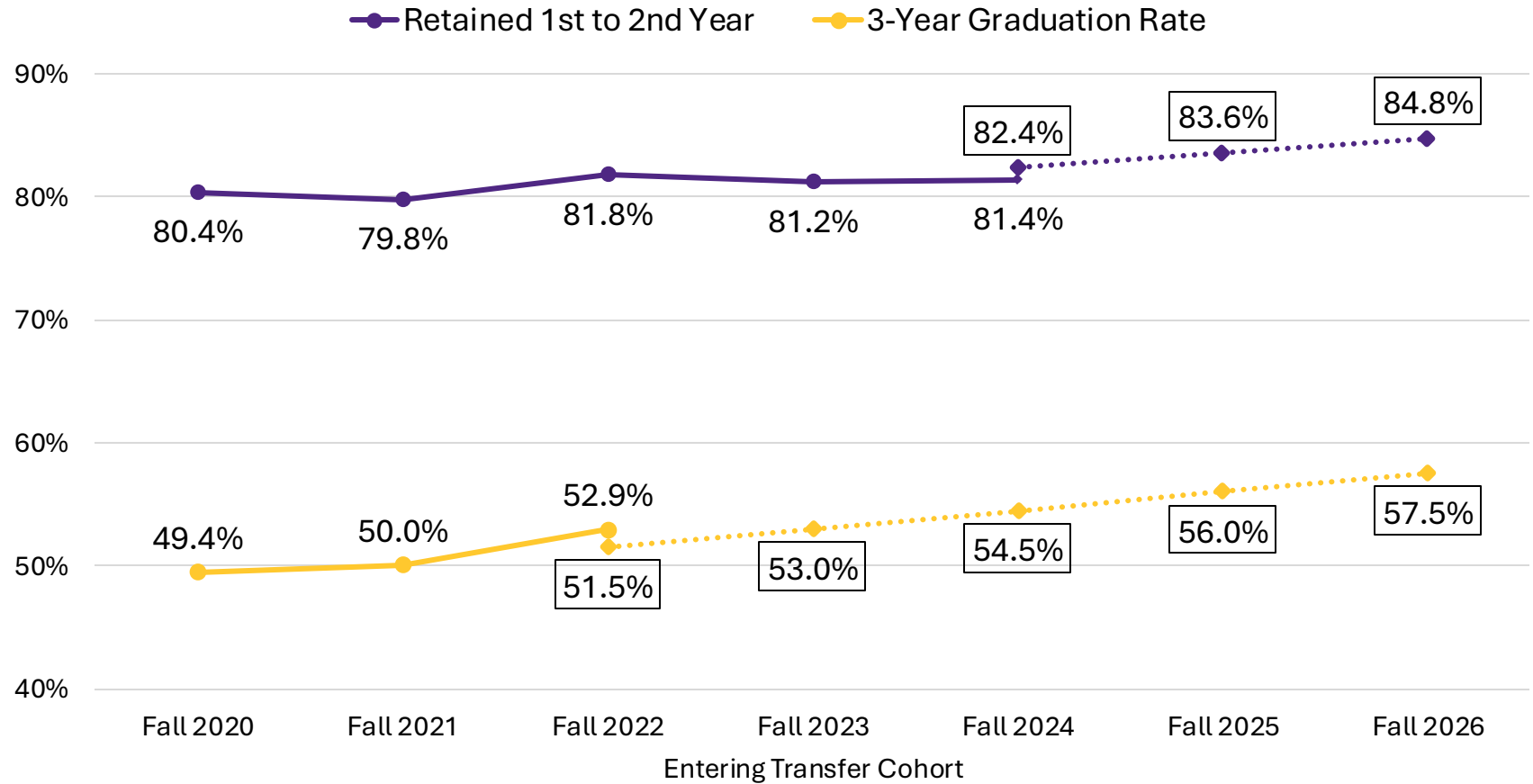
Retention Rates

Goal: Continue to increase retention to the second year by at least **1.2 percentage points** with each cohort to achieve 83%.

Graduation Rates

Goal: Continue to increase graduation rates by end of third year by at least **1.5 percentage points** with each cohort to achieve 58%.

Transfer Retention and Graduation Rate Actuals & Goals



Historical totals are plotted on the solid lines. Future-focused goals are plotted on the dotted lines.

Graduate Enrollment

Major Factors Impacting GR Enrollment

High Interest Programs Limited by Capacity

Fall 2025 New Student Funnel	Apps	Admits	Cohort Capacity	Admit Rate	Enrolled Cohort
DNP, Nursing Practice	261	128	110-120	49%	113
MS, Physician Assistant Studies	1,056	53	38-40	5%	38
MS, Clinical Counseling	113	33	24/semester	29%	19
MS, Communication Sciences and Disorders	136	70	35 (f2f) 15 (DE)	51%	42
PhD, Health Psychology	188	19	20	10%	16

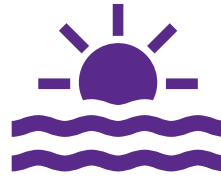
Major Factors Impacting GR Enrollment



Program Growth

(F'25 new students, 1-yr % growth)

- MSA, Accounting
(*n*=91, 49.2%)
- MS, Health Informatics & Information Management
(*n*=26, 136.4%)
- MS, Recreational Science & Sports Management
(*n*=25, 212.5%)



Sunsetting Programs

- MA, Health Education
- MS, Occupational Safety
- MAEd, Art Education
- MAT, Master of Arts in Teaching



College of Education Challenges

- Faculty-Student Ratio accreditation requirements
- Federal Grant Termination
- School District Support Reductions

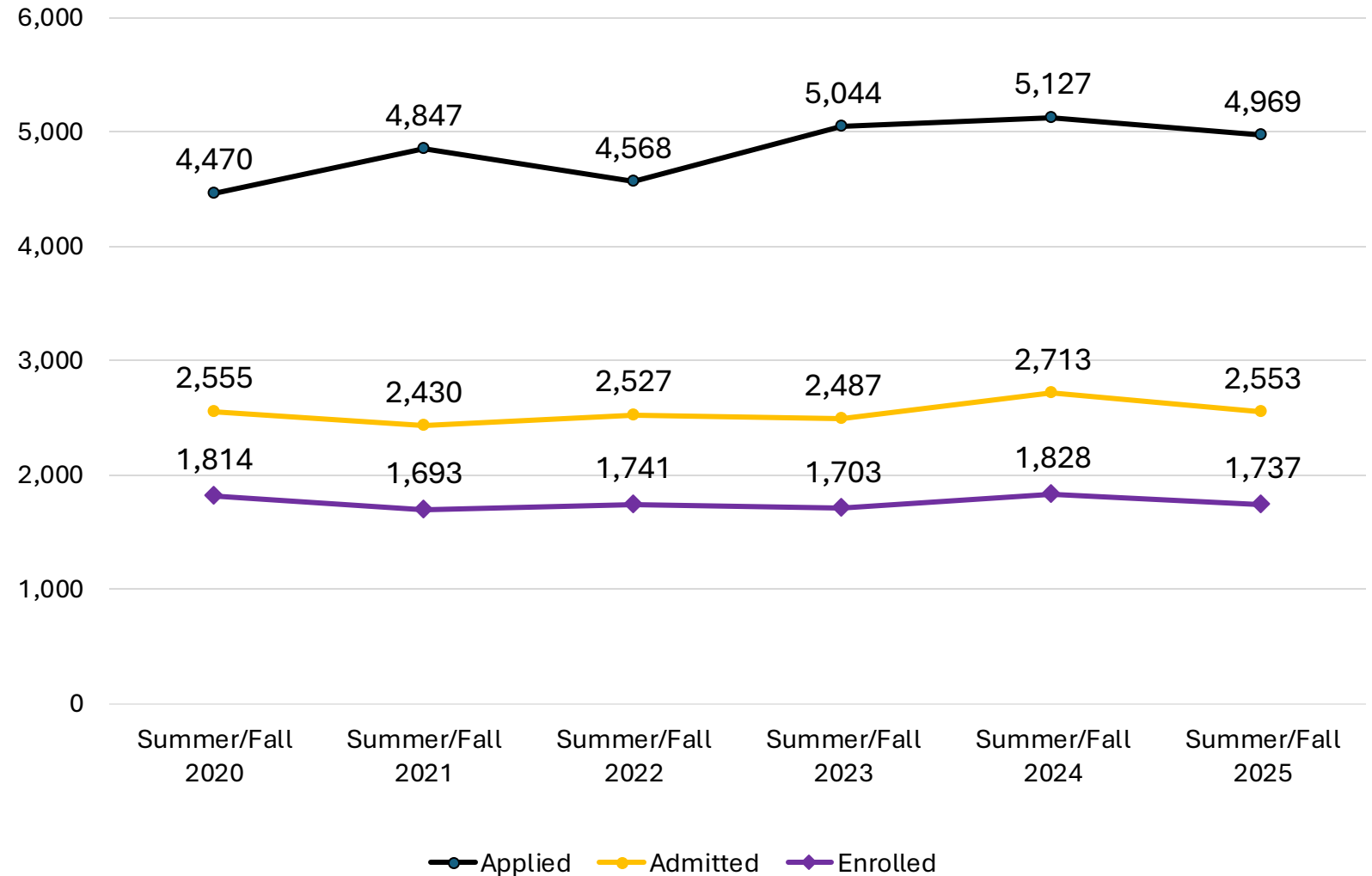
Graduate Student Funnel

Average New Student Cohort Size: 1,753

1-year Change:

- Applications dropped by 3%
- Enrolled students dropped by 5%
- Yield rate stayed flat

Graduate Admissions Funnel: Fall 2020 to 2025 (Excluding MD/DMD Programs)

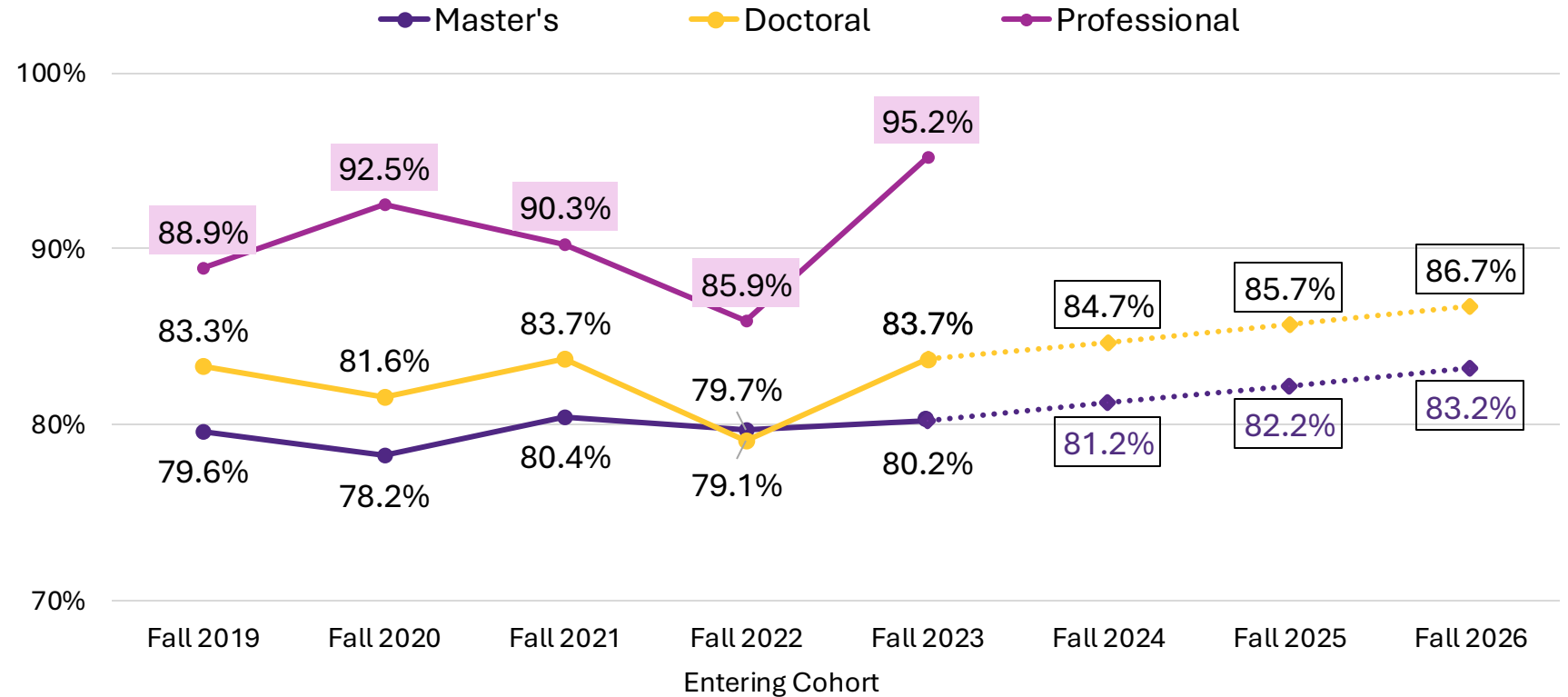


Future-Focused: Graduate Student Persistence Goals

Persistence Rate Actuals & Goals for New, Firsttime Graduate Students

To increase degree efficiency and lower graduate student debt:

Goal: Continue to increase persistence to the third year by at least **1 percentage point** with each cohort for both master's and doctoral students.



Historical totals are plotted on the solid lines. Future-focused goals are plotted on the dotted lines. MD and DMD students are excluded from both metrics.

AGENDA ITEM

- IV. Student Success Actualized in Student Affairs.....Chris Stansbury
Senior Associate Vice Chancellor
Division of Student Affairs

Situation: During the 2024-25 BOT presentations, we discussed the process and impact for student success on recruitment, retention and graduation. During this BOT cycle, Student Affairs plans to demonstrate how these Student Success actualize during the day-to-day life of students. In this presentation, we will focus on the reimagining of key areas such as new student orientation, move-in, and engaging students before and after the first days of class in the fall. We will hear directly from a couple of students to explain the impact of what ECU is creating and how it has empowered them to remain in school and influence others.

Background: For the last couple of years there was anecdotal evidence showing students, and families, are making their college choice decision much later in the cycle. We now have data showing nearly 150 students made their college choice decision after July 1st. At ECU we have made several innovative adjustments to long standing programs and efforts with a new focus on “closing the deal” and getting them engaged to become part of Pirate Nation. And beyond engagement, creating more opportunities to provide funding to high achieving learners through retention grants, started in 2024, contributes to a stronger commitment to ECU.

Assessment: ECU has returned, in most major student engagement categories, to pre-pandemic student participation and involvement numbers. The transition from orientation as a decision driver to a new onboarding cycle has expanded ECU’s ability to connect with students and families and enhanced communications through the decision-making process. These efforts also drive cross divisional coordination along with strategic planning, program development and data collection.

Action: This item is for discussion only.



**DIVISION OF STUDENT AFFAIRS
STUDENT ENGAGEMENT
SUMMER – FALL 2025**

**BOARD OF TRUSTEES
UNIVERSITY AFFAIRS COMMITTEE
BRIEFING**

Greenville, North Carolina
October 2025



Summary

An April 2025 article from [Inside Higher Ed](#) shared data that student participation in high-impact practices (HIP) at research institutions have not fully rebounded after COVID-19 related shutdowns. The article referenced a report from the Student Engagement in the Research University Consortium which found some increases in campus activities, though most engagement numbers were lower than in 2019.

East Carolina University has turned the corner faster than other campuses and has seen student engagement and participation numbers nearing or exceeding those from 2019 and before. Developing a sense of community through student engagement directly impacts student retention, matriculation and, eventually, graduation.

Summer / Fall 2025 Student Engagement Data

Summer Orientation (10 two-day sessions)

- 2023: 3,746 students plus 4,128 guests
- 2024: 3,892 plus 4,011 guests
- 2025: 4,077 plus 3,861 guests

Opening Weekend Events

- **Raid the Rec**
 - 2019: 2,801
 - 2024: 2,747
 - 2025: 2,819
- **Pirate Palooza**
 - 2019: 3,245
 - 2024: 4,913
 - 2025: 4,538
- **New Student Welcome/1st Year Photo***
 - 2019: 3,500 - 4,000
 - 2024: 3,500 - 4,000
 - 2025: 3,500 - 4,000

*Campus Living RA's bring residence hall students to this event each year following hall meetings

Student Organizations

- 2019: 450 Groups
- 2023 - 2024: 450+ Groups
- 2024 - 2025: 450+ Groups

First Day of Classes in Student Centers (both)

- 2024: 15,879
- 2025: 18,392

First Day of Classes Eakin Student Rec Center

- 2019: 3,295
- 2025: 3,815

Greek Fest (first held in 2023)

- 2023: 500
- 2024: 750
- 2025: 1,000

Fraternity & Sorority Life

Panhellenic Recruitment

- 2019: 684
- 2023: 496
- 2024: 609
- 2025: 679

IFC Recruitment

- 2019: 450
- 2023: 378
- 2024: 417
- 2025: 358

NPHC / MGC

- 2019: 131 / 34
- 2024: 240 / 0
- 2025: 237 / Sept. 30th

AGENDA ITEM

V. Closed Session Dave Fussell
Committee Chair

Situation: The committee requests to go into closed session to consider personnel related matters.

Background: It is the policy of the State of North Carolina that closed sessions shall be held only when required to permit a public body to act in the public interest as permitted in Chapter 143 of the North Carolina General Statutes.

Assessment: The committee will go into closed session:

- To prevent the disclosure of confidential information under N.C. General Statutes §126-22 to §126-30 (personnel information) and the federal Family Educational Rights and Privacy Act; and
- To consider the qualifications, competence, performance, character, fitness, or appointment of prospective and/or current employees and/or to hear or investigate a complaint or grievance by or against one or more employees
- To consult with an attorney to preserve the attorney-client privilege between the attorney and the Committee.

Action: This item requires a vote by the committee.