

East Carolina University
FACULTY SENATE
FULL MINUTES OF FEBRUARY 21, 2017
[MEDIASITE LINK](#)

The sixth regular meeting of the 2016/2017 Faculty Senate will be held on Tuesday, February 21, 2017, at 2:10 p.m. in the Mendenhall Great Room.

Agenda Item I. Call to Order

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

Agenda Item II. Approval of Minutes

Action on the [December 6, 2016](#) and [January 24, 2017](#) minutes were postponed until March.

Agenda Item III. Special Order of the Day

A. Roll Call

Senators absent were: Professors Egan (Art and Design), Robinson (Mathematics), Lawson and Chen (Medicine), Powers (Sociology), Deale (Hospitality Leadership/UNC Faculty Assembly Delegate), VC Horns (Health Sciences) and Chancellor Staton.

Alternates present were: Professors Durant for Hoover (Academic Library Services), Liu for Grodner (Economics), Cortright for Cooper (Health and Human Performance) and Roper for Sigounas (Medicine).

B. Announcements

Thanks was extended to Professors Pamela Hopkins (Communication) and Caitlin Ryan (Education), Faculty Senate Alternates, for agreeing to serve as tellers during the election.

A list of funded 2017-2018 Teaching Summer Stipends, Project Expense Grants and Dual Summer Stipends and Project Expense Grants are available online at <http://www.ecu.edu/cs-acad/fsonline/customcf/committee/tg/funded1718.pdf>.

Chancellor Staton was out of town attending a meeting with other UNC Chancellors and President Spellings in Chapel Hill.

ECU is switching the Faculty Activity Reporting system from Sedona to Faculty 180. Part of that process involves migrating as much data as possible from Sedona to Faculty 180. This process will begin after the Spring 2017 annual report period. Faculty can help prepare for the data migration by checking individual information in Sedona. Make sure that contact information, publications, conferences, committee memberships, service activities, and other information is up-to-date and correct. Information about courses taught is migrated from Banner to Sedona, but faculty should also check that information as well as other teaching activities you have added.

- Correct any errors in your personal information in Pirate Port <https://pirateport.ecu.edu>.
- Make sure information is posted under the correct category in Sedona.
- Check journal article titles, journal titles, conference names, conference presentation titles, and committee names for accuracy and correctness in Sedona.

Faculty should print a copy of their CVs from Sedona and check the accuracy and organization of that information. Nine-month faculty can make additions and corrections to Sedona until [April 1, 2017](#); twelve-month faculty can make changes until [July 1, 2017](#). After that period, Sedona will be “frozen” and no additional data will be added. You can find help for using Sedona at

http://www.ecu.edu/ofe/evaluation_sedona.cfm. The list of “Frequently Asked Questions about Sedona” includes help for many problems users encounter. As we transition to Faculty 180, training and documentation will be available, and we will provide updates on the process of moving to the new system. Training and documentation will be made available after data is transitioned to the new system. Additional information about Faculty 180 is available at <http://www.ecu.edu/faculty180/>.

The University Scholars Program was established to recognize exceptional scholarship at East Carolina University as defined by discipline specific criteria. Academic units have nominated faculty members deemed to represent excellence in their discipline. The University Research Council reviews the nominees and conveys the designation. Sixty-eight faculty members have been designated as University Scholars for 2016-2017. The University Scholars, along with the 16-17 Research/Creative Activity Awardees, Scholarship of Engagement Awardee and inductees into the National Academy of Inventors will be recognized and celebrated at the Research and Scholarship Awards Reception on Tuesday February 28, 2017 from 5:00-6:30 PM in Harvey Hall of the Murphy Center.

Experiences Writing Alternative Textbooks Panel Session - All faculty are invited to a panel session writing and publishing alternative textbooks on Tuesday, February 28, 2017 from 10:00-11:00 a.m. in 2409 Joyner Library. Our speakers will share their experiences with creating low-cost or free textbooks. Panelists include Erin Frost, English, Tom Raedeke, Kinesiology, and Anita Walz, VA Tech. Registration link: [He](#).

C. Ron Mitchelson, Provost and Vice Chancellor for Academic Affairs
Provost Mitchelson provided the following remarks to the Faculty Senate.

I’ve been asked to comment on the “dynamic tensions” that inhabit our quest to be a great national university. I suppose the basic question is “how will we do all of it.” There is a lot to becoming the next great national university. I’m not all that good at multi-tasking so I’ve focused my personal attention on just two elements that I know I can help our university with.

In particular, I am convinced that we must improve our graduation rates and increase external funding to be considered great. Even moving the needles on just those two indicators can seem at odds, almost contradictory – thus the notion of dynamic tensions. In addition you know that Chancellor Staton has internationalization of the campus as a priority. You will be hearing more on that in a few minutes from our new Executive Director of Global Affairs, Jon Rezek. Jon joined us from Mississippi State just last month. Like you, I am looking forward to Jon’s comments.

I see those two measures, high levels of external funding and elevated graduation rates, as symptoms of a university’s greatness. They are only indicators but in moving those two needles we will have become more effective, we will have become more efficient, and we will have a greater impact on our students, our disciplines, our region, and beyond. In a nutshell improvement in these two numbers will indicate to the outside world that we are a great university with great teaching, great learning, and great scholarship and creative activity. While I think moving these two numbers is a necessary condition for greatness, it’s clearly not sufficient. Ultimately, we will be judged on our impact.

In order to achieve higher graduation rates and elevated external funding we will need to be more intentional with our investments. For example, I believe we should invest more heavily in undergraduate research. Undergraduate research is regarded as a high impact practice, HIP.

According to the National Survey of Student Engagement (NSSE), students who are engaged in high impact practices, like research with a faculty member or service learning or an internship or study abroad, those students are much more likely to be retained and to graduate in a timely manner. I believe that there are important funding sources for this very goal and I believe we can move both needles simultaneously.

I am also pretty sure that we will need to grow research-oriented graduate programs. For example, I think we have an important opportunity with the Interdisciplinary Doctoral Program in Biological Sciences. It will probably need some curricular adjustments and it will need some targeted assistantship funding. I think it can bring east and west campuses closer together. I think it can integrate engineering with Biology and Chemistry and Physics. Our research must become more solution oriented and this integrated approach is precisely where the funding is because that's where the smart solutions reside.

There are some additional environmental conditions that need to be achieved if we are to move these needles in a significant way. For example, I think we need to be more explicit about expectations. Academic Council has worked with Senate Officers and the FG Committee to craft improved language regarding expectations. I promise that it is very positive language that will appear in contract letters and then hopefully be echoed in the Faculty Manual and in your Unit Codes. Our research salary incentive plan, which this body voted favorably on in a previous meeting is at BOG and we expect endorsement at the May meeting. I think incentivizing sponsored programs of all sorts is a smart thing to do.

If we are to move these needles, then I believe we must further differentiate the composition of faculty workloads. This must be accomplished in a respectful manner that rewards all positive contributions. Units simply must be more team-oriented and take full advantage of their individual-level talent. This team oriented behavior must also transcend departments. I am very pleased to see the reallocation of positions within the THCAS to facilitate a call for cluster-hire proposals. This is precisely the type of intentional behavior that will move the research needle.

While I'm convinced that greatness requires effort and sacrifice, I also believe that to move these two needles we simply must play smarter. In the case of external funding, we must improve our connections to industry and federal agencies. We are not well-enough connected to funding sources outside the region and NC. We are far too parochial. Those specific networks are crucial to our future and they need to be extended and strengthened. For me, yesterday was a good example of how this can happen. In the early morning I attended our first Sustainability Symposium. The focus was on agriculture and we had representation from federal and state government along with university and industry partners. The keynote was provided by an EPA program Head who has awarded two grants to our Center for Sustainability—a smart move to bring her from Atlanta to Greenville. Later that morning we met with U.S. Senator Tillis's staffers to review our many efforts in economic development – especially regionally. The Senator is appreciative of our focus on rural development issues. We took this opportunity to gain support for our upcoming application as a U.S. Department of Commerce, EDA University Center. With the senator's support we have a much greater probability of success.

Yesterday afternoon, I met with a subset of the "finish-in-four" group that is squarely focused on improving graduation rates. At that meeting were planning an analysis of pre-requisites and course substitutions, institution-wide. We soon will be in position to make recommendations for consideration by the various curriculum committees based on these findings. I should also say that we have already had a lot of attention to these matters and the number of pre-requisites campus-wide has been

reduced. The Senate has played a key role in leading that effort—thank you!! On Thursday of this week our “Finish in Four” (or 15 to finish in 4) group will hear the results of a massive analysis of graduation rates for FTFT students. This analysis results from our participation in a UNC GA sponsored predictive analytics exercise that has now expanded to nearly all campuses. I am confident that we will gain some actionable intelligence from this exercise.

So, my answer to “how can we get it all done?” is not entirely costless. We will need to invest wisely. But, some of the things I have mentioned today are nearly costless. We don’t need more money to be more intentional, or less territorial. We don’t need more money to form effective teamwork. Even the improvement in our external networks can be done cost effectively. This is not to suggest that we can move these needles without spending money. We will target new hires into areas that provide student demand and the potential for external funding. We will invest in superior technologies and advising to assist our students with timely degree completion.

I could drone on but I will conclude by simply saying how grateful I am to be part of ECU and how proud I am of our collective spirit to be great.

Professor Stiller (Biology/Chair of the Faculty) commented that he appreciated that there is no tension between increasing graduation rates for six-year students and research funding. But most of what he hears from faculty is the tension between the strategic plan of the UNC system and our own goal to increase affordability and access while at the same time improving graduation rates and related metrics. Provost Mitchelson responded that privatization of public higher education is a tension for all of us. It gains a lot of our attention. This year’s proposed tuition increase will go to advising for the most part and students support services.

Professor Mwashofi (Medicine) asked about the infrastructure supporting applications for research funding and asked the Provost what was he going to do about it. She noted that we need more facilitation and less gatekeeping. Provost Mitchelson replied that he has little to say about that infrastructure. He noted that he dealt with it as Interim Vice Chancellor for Research. Interim Vice Chancellor Van Scott is interested in improving business practices, and we have come a long way. Some faculty have indicated that services are improving. Provost Mitchelson noted that the system we have now is easier to navigate than the one we had five years ago. Improvement is continuous.

D. Jon Rezek, Executive Director of Global Affairs

Executive Director Rezek recognized that it is a tumultuous time for international education. Director Rezek noted that he has been in international education for all of his career, directed international programs, and has served in similar positions previously. Currently there are some questions about the future of internationalization; this is the first time in his 18 year career that he can say that. However, the forces of globalization are very strong and will continue. He suggested that we are experiencing a short-term hiccup in progress.

Director Rezek discussed what the new Office of Global Affairs will be doing and the priorities for this year in to strengthen the international programs (a handout was provided). The Office of Global Affairs is responsible for

- Recruiting and enrolling undergraduate at the undergrad level and for the language academy
- Working closely with the graduate school to increase enrollments
- Providing support and services for all international students
- Helping visiting scholars acclimate to the campus environment

- Working with transnationals to improve English language skills and academics
- Working with faculty in academic units and other stakeholders to negotiate and facilitate international agreements, cooperation, and interaction with other entities and countries.
- Promoting and providing support for ECU student international education and research, study abroad. Some of those programs are in other offices but will be transitioning to the Office soon
- Serving as an information center and advocacy for international students, facilitating international research and collaboration, facilitating interaction between, supporting international research

The priorities for the office, developed in consultation with the Provost's office and various other stakeholders include”

- Increase student enrollment—our is lower than many in the rest of the nation
- Develop a multi-faceted recruiting plan, communicating with current students in the pipeline and expanding the pipeline, take concerted toward that; emphasize programs and get the word out about what ECU has to offer; our student population is low so we can see some great return on our efforts; work with different partners to increase enrollment
- Develop a plan for marketing the study abroad opportunities that we already have. We can improve on the numbers.
- Increase funding for international opportunities. We have a nationally accredited language academy and we should have more people in it
- Streamline and harmonize the processes for developing and maintaining MOUs with international institutions. From a faculty perspective, the process may seem muddled but that will change.
- Raise the visibility of international communities on campus. Many activities are going on across campus and Director Rezek would like to collect that information and disseminate it.

Professor Christensen (Biology) asked how Director Rezek was finding things at ECU and asked what the office was currently doing. The Director noted that everyone he has met here so far has been appreciative that the new Global Affairs Office will unite and reorganize various international efforts on campus. They are planning open houses February 28 through March 2 each day at the International House. Twenty-five slots are reserved per session. He would like to start creating relationships, getting people together, and building the culture. The Director asked that if we know people interested in international work, we suggest they meet with the Director. He would like to hear about experiences and what he could do.

Professor Gustafson (Music) stated that she was leaving for Taiwan in a few weeks to give concerts and hold classes, and she would like to talk with the new Director about how she could be useful while there for two weeks. Mr. Rezek expressed an interest in meeting and asked her set an appointment through his office.

Professor Gueye (English) commented that international students want to see students who look like them on campus and wondered what the Director's plans are for improving the recruitment of international students abroad possibly by working with international students who are here. She noted that our study abroad programs are doing well, and asked about connecting more effectively in other countries. Professor Gueye noted that we don't have many international students on campus, but asked whether the students we do have here now could help recruit in their home countries as ambassadors of ECU. We could and connect with institutions in other countries to develop hosts.

Director Rezek replied that there are opportunities to improve recruiting through personal contacts and by building stronger relationships with international student organizations. We don't have the knowledge international students have about how recruiting works in their countries. Director Rezek is interested in working with international student organizations to help us devise strategies and get the word out that we are interested in growing our international student population. It's important to have the students work with the office and to use social media to communicate to students back home. There are opportunities on a case-by-case basis for our study abroad programs to connect with local groups. He noted the global classroom, the Global Understanding course, and other opportunities to connect. The Office is working on an effort to get students from universities involved in the Global Understanding course to come to ECU's Language Academy. We can tweak things we're already doing to accomplish goals.

Professor Christian (Business) commented that he has had some international students who were struggling to find a place here. He asked if working with these students was part of the office's responsibility. Director Rezek replied that the office is involved with international students. When the office works with the students who come here, they get special attention and specific advising. He noted the exchange program. Some students go out for a whole semester and usually the same number come to in ECU. We are part of a very large grant called ISEP with about 115 universities working together to send students various places and accept students from various places. That has been helpful so that we don't have to negotiate relationships on a one-to-one basis. Professor Christian commented that if students have a good experience, that can be a great recruiting tool. Director Rezek agreed, adding that any recruiter will say that pride in the university is also important.

Professor Kain (English) asked what the language academy did and who Director Rezek envisioned using the academy. Mr. Rezek replied that the academy is a gateway with academic programs for students who have good academic records at their home universities but not TOFEL or other test scores sufficient to be admitted to U.S. academic programs. Graduate and undergraduate students can be offered conditional admission so that they are admitted but required to go through language training courses. They can get into the university by going through the five levels of language training. Normally, students will come in at a level 4 or 5 and will stay for a semester or two taking language courses and participating in cultural activities. The idea is to prepare students for the U.S. university experience. He noted that ECU accepts anyone who needs additional language training and the academy helps students who don't have strong English skills.

Professor Justiniano (Physics) asked who pays the bill for the extra language skills provided by the Language Academy and expressed concern about the length of time it takes students to earn a degree for a job if they also take years of language. Director Rezek replied that the student pays the bill, that students studying in U.S. institutions have to meet a language proficiency standard, and that a degree from a U.S. institution is considered valuable by many countries. He noted the academy was a positive revenue generating practice for universities and that the immersion works very well for the students.

Professor Schinasi (Foreign Languages and Literatures) noted that the faculty in Foreign Languages and Literatures is very enthusiastic about the office. He asked about island programs, noting that his department brings in individual students from abroad or they have island programs where they send out groups of students to study at foreign institutions. He wondered why we don't do the same thing and bring in groups of students. A university in Madrid expressed has an interest. We could bring in

groups of students, offer teachers to teach the courses in English, or offer content courses. Director Rezek didn't know whether anything like that had been tried here. He noted that when universities can partner, they may be interested in sending students for short term programs, for language training, and sometimes to take one or two courses in an academic discipline. These types of programs depend on planning logistics, understanding the finances, finding a strong partner, and organizing the program to take a large group.

Professor Morin (Communication) welcomed Director Rezek to ECU. She noted that ECU hasn't been focusing on recruiting international students, though making global connections is a major part of ECU's strategic goals. She asked about Director Rezek's new recruitment plan—what we have been doing so far, and what Director Rezek would like to change to improve the international student numbers. Director Rezek replied that the office is currently hiring a person with international recruiting experience to head up the recruiting effort. During the office transition, not a lot of recruiting has been done. He reported that the office is also purchasing names of potential students from TOFEL; investigating the use of recruiting agencies, which many universities with larger international student populations; working with state department sponsored Education U.S.A. offices worldwide; and developing international marketing and branding improvements to focus on high-value programs that will attract students especially in healthcare, coastal management, and maritime studies programs. Director Rezek also noted that the office doesn't have a social media presence, and they will work on that as well as making stronger connections with international students who attended ECU.

Professor Maher (Philosophy and Religious Studies) stated Director Rezek had willing partners across campus and expressed that ECU is pleased Director Rezek is here to lead and shape the vision. Professor Maher asked about the recommendation in the UCFS report to add a student fee to fund study abroad scholarships and other international experiences. Mr. Rezek replied that he would not advocate for a student fee without first talking with the Provost. He is aware that students are already paying a lot of fees, and he would hesitate to add more. He suggested that we have several very successful programs at ECU that donors would be interested in supporting. The university can look at funding options, such as service learning, the language academy, and humanitarian abroad activities that can become financially successful and which would be attractive to donors.

E. John Stiller, Chair of the Faculty

Professor Stiller provided the following remarks to the Faculty Senate.

At our last Senate meeting we endorsed a Faculty Assembly resolution warning of a series of apparent SACS violations in the overall governance of the UNC system. I won't spend time on this, as I'm sure Mike will provide an update in his report on last Friday's Faculty Assembly meeting. I'll also refer you to the lead headline in today's News & Observer, and to an editorial in the same section by Hannah Gage, an emeritus member of the UNC Board of Governors and the only woman to ever serve as Board chair.

All this does serve to highlight the fact that we are working in times when the fundamental principles of public higher education often appear under attack. In this climate, pressures and time constraints on faculty, administrators, and staff can seem to increase from all directions.

Faculty feel pressure to increase scholarly output and bring more research funding to the university. At the same time competition over static or declining budgets at funding agencies continues to increase, funding rates are near historic lows, and state appropriations for the infrastructure required to carry out high-quality scholarship and creative activity continue to decline. It is any wonder, then, that some faculty, particularly probationary faculty whose very futures depend on

scholarly achievement, can begin to deprioritize other areas and perhaps even grow resentful about the time required to engage in high quality instruction and university and professional service. Once established, such an attitude may shape a faculty member's career approach to balancing all our responsibilities.

Static or shrinking state budgets also lead to larger class sizes, and increased classroom-teaching and advising loads. Yet faculty who bear the brunt of these pressures do not necessarily reap much reward for their commitment and effort. The *UNC Code* and *ECU Faculty Manual* both clearly define teaching as the University's primary mission, and the top priority for our faculty. However, that often is not reflected in how we make decisions on tenure, promotion and salary increases. Is there anyone in the room who has not at least overheard a "wink-wink" discussion about not putting too much time into your teaching if you want to be tenured or promoted. Is it any wonder, then, that those laboring most diligently to meet our instructional mission may come to resent expectations that they also invest more time in scholarship and service.

As for service, in this room, I'm preaching to the choir. Your presence here demonstrates your commitment to serving the university. And if you've never resented a colleague who can't seem to be pried away from the workbench or computer long enough to participate seriously in a departmental or university committee, you are a far better person than I. A special place in heaven awaits you.

Now, if you are holding your breath in expectation that I'm about to offer a clear and straightforward solution to such intra-university tensions, please exhale now lest you find that special place in heaven sooner than expected. I do, however, have a simple proposal for a modest place to start.

When Scout comes home from a particularly hard day at school in "*To Kill a Mockingbird*", Atticus advises her: "You never really understand a person until you consider things from his point of view... Until you climb into his skin and walk around in it."

Well, in the next couple of months, we all have a golden opportunity to do just that. This year we are trying out something new at ECU...we are holding three separate University Awards ceremonies in the respective arenas of teaching, scholarship and service. Please mark your calendars now.

- Next Tuesday, February 28, is the Research and Scholarship Awards ceremony.
- On Wednesday, March 22, during the week of activities around Chancellor Staton's formal installation, there will be a Service Awards ceremony.
- Then, on Thursday, April 20, we will hold our annual Teaching Awards celebration.

All three events will take place in the Murphy Center, will begin at 5 PM, and will feature a food and drink "chancellor-style" reception (think last September rather than our normal Senate fare in the back of the room), and there will be a short program honoring awardees.

These events give us all an opportunity to "walk around in each others' skins", and gain a greater appreciation for the incredible things faculty and staff are doing across the spectrum at ECU. Please make it a priority to attend these celebrations and to bring your departmental colleagues with you. Make a special effort to bring along someone you think is least likely to attend a given reception. The University is a community and, if we are to successfully combat compartmentalization and division within our community, then above all, we must commune. Attending these receptions and honoring our colleagues for their exceptional work in teaching, scholarship and service, is a great place to start.

Thank you and I hope to see you at the buffet tables.

No questions were posed to Professor Stiller.

F. Mike Felts, Faculty Assembly Delegate

Professor Felts provided a report on the [February 17, 2017](#) UNC Faculty Assembly Meeting. Professor Felts noted that the full minutes are available online but that he would discuss some items that were talked about but not necessarily included in the written report. President Spellings mentioned that she was spending time working to obtain resources from the legislature, which she said is somewhat challenging because the legislature is sometimes a “fact-free” zone (her words). President Spellings reported that she has visited Elizabeth City State and the efforts there to renew the viability of that university, noting that there is no threat of it closing and mentioning the unique, accredited aviation program there. President Spellings also made comments on technology, the theme of the meeting, including that UNC is not a leader in this area, that UNC online is a “collection of small efforts,” questioned whether technology was being leveraged to enhance completion rate and whether building online opportunities for out-of-state students made sense. She mentioned that the \$28 million request for upgrading and coordinating the data system, the effort to knit the legacy systems from each of the universities together so she would have better data to work with and took questions. President Spellings was asked about the possible impacts of the changes in Washington on our system, and began by stating that she knew Secretary DeVos and supported her nomination; she doesn’t think there is a particular agenda now for higher education, and if there is one, it will be on community colleges and workforce training. She is working on DACA, which is a concern and supports retaining the Obama policy; looking for opportunities at the federal level for infrastructure programs on campus.

Tim Petty, NCSU Faculty Fellow, and Peter Hans, Interim Chief of Staff, gave a report on distance learning as part of the strategic plan. Drew Moretz, Vice Chancellor for Governmental affairs, talked about the legislative agenda. The Strategic Plan has been approved and is being used to guide budget requests. The budget has a \$500 million surplus in non-recurring funds, but we won’t know the accuracy of that until April. The Governor’s budget will be “good to us,” but the Senate’s budget will not, so negotiation will begin. There will be legislation slowing the lab school mandate; a bill to fund UNC Promise; possible repeal of NC Gap; decrease in the number of Board of Governors from 32 to 24; consideration of bills on faculty workload, open carry, “free speech,” and sexual assault that considers rights of accused and accusers. Kim Van Noort and Junius Gonzales, VP for Academic Programs, discussed retention and specifically mentioned ECU’s policy that students can’t register if they have not returned towels.

No questions were posed to Professor Felts.

G. Election of Five Members to the Faculty Officers Nominating Committee

Professors Tim Christensen (Biology), Donna Roberson (Nursing), Josie Bowman (Nursing), Chris Duffrin (Medicine) and Cody Chullen (Business) were elected to serve on the Faculty Officers Nominating Committee. They will present their slate of nominees for the 2017-18 Faculty Officers on Tuesday, April 25, 2017.

H. Question Period

There were no questions posed at this time.

Agenda Item IV. Unfinished Business

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

Agenda Item V. Report of Graduate Council

Professor Denise Donica (Allied Health Sciences) a member of the Graduate Council provided curriculum and academic matters acted on and recorded in the in the meeting minutes of [January 23, 2017](#), Graduate Council minutes, including curriculum action items (GC 15-35) within the Graduate Curriculum Committee meeting minutes from [December 7, 2016](#), which included packages submitted by the Department of Computer Science, and the College of Nursing and programmatic actions within the Graduate Curriculum Committee meeting minutes of [December 7, 2016](#) that were forwarded to the Educational Policies and Planning Committee (EPPC) and included revision of an existing degree: MS in Software Engineering, discontinuation of existing concentrations: Software Design and Development, Software Project Management and Quality Assurance, Software Testing in the Department of Computer Science within the College of Engineering and Technology; proposal of a new Post-Master's Certificate: Psychiatric-Mental Health Nurse Practitioner, proposal of a New Concentration: MSN: Psychiatric-Mental Health Nurse Practitioner.

There was no discussion and the Faculty Senate approved, as formal faculty advice to the Chancellor, curriculum and academic matters acted on and recorded in the Graduate Council meeting minutes of [January 23, 2017](#). **RESOLUTION #17-10**

Agenda Item VI. Report of Committees

A. Writing Across the Curriculum Committee

Professor Jen Scott Mobley (Theatre and Dance), Vice Chair of the Committee presented a curriculum matter contained in the meeting minutes of [January 23, 2017](#) which involved a change in the prerequisite for BIOL 4200.

Professor Treadwell (Medicine) asked for additional details on why this was done. Professor Scott Mobley Professor responded that a course in a sequence of courses was removed and the WI was no longer required. Professor Christensen (Biology) clarified that the change to the BIOL 4200 WI course was a change to a prerequisite for the course that involved the removal of a required lab. Professor Goodwillie (Biology) asked for further clarification of the language related to the removal of the prerequisite that was a writing intensive course. Professor Scott Mobley responded that Biology is removing a prerequisite so it is no longer a writing designated course, and the course will no longer be WI or required. Chair Stiller asked Professor Scemama, Chair of the UCC, to clarify. Professor Scemama said that the change is to a prerequisite for a writing intensive course. Chair Stiller noted that there is no action required for the report.

This report was presented for information only and the Senate took no formal action on the curriculum matter contained within the Writing Across the Curriculum Committee meeting minutes of [January 23, 2017](#).

B. Undergraduate Curriculum Committee

Professor Jean-Luc Scemama (Biology) presented curriculum and academic matters acted on and recorded in the [January 12, 2017](#) meeting minutes including curricular actions within Interdisciplinary Studies in the College of Arts and Sciences, Department of English and School of Theatre and Dance and curriculum and academic matters acted on and recorded in the [January 26, 2017](#) meeting minutes including curricular actions within Department of Political Science, Department of Foreign Languages and Literatures, Department of Biology, and College of Education.

There was no discussion and the curriculum and academic matters acted on and recorded in the Undergraduate Curriculum Committee meeting minutes of [January 12, 2017](#) and [January 26, 2017](#) were approved as presented. **RESOLUTION #17-11**

C. Educational Policies and Planning Committee

Professor Don Chaney (Health and Human Performance), Chair of the Committee presented curriculum and academic matters acted on and recorded in the [February 10, 2017](#) meeting minutes including a proposed movement of BS University Studies undergraduate degree to the Harriot College of Arts and Sciences; proposed revision of MS in Software Engineering (discontinuation of existing concentrations (Software design and development; Software project management and quality assurance; Software testing) within the College of Engineering and Technology; proposed new post-master's certificate entitled Psychiatric-Mental Health Nurse Practitioner and new concentration entitled MSN: Psychiatric-Mental Health Nurse Practitioner within the College of Nursing; proposed new undergraduate concentrations in the BS in Biochemistry: Biology, Chemistry and reducing total degree credit hours from 126 to 120 within the Department of Biology; Program Review Response for Gerontology and Substance Abuse Certificates within the School of Social Work; and Program Review Response for Department of Addictions and Rehabilitation Studies within the Department of Addictions and Rehabilitation Studies in the College of Allied Health Science.

There was no discussion and the curriculum and academic matters acted on and recorded in the Educational Policies and Planning Committee meeting minutes of [February 10, 2017](#) were approved as presented. **RESOLUTION #17-12**

Professor Chaney then presented proposed revisions to the *ECU Faculty Manual*, Part VI, Section VII Curriculum Procedures and Academic Program Development and stated that these changes were needed to align with the new Curriculog system.

There was no discussion and the proposed revisions to the *ECU Faculty Manual*, Part VI, Section VII Curriculum Procedures and Academic Program Development were approved as presented. **RESOLUTION #17-13**

D. Faculty Welfare Committee

Professor Chris Duffrin (Medicine), Chair of the Committee presented formal faculty advice on EHRA Recruitment Compliance Review Process Interim Regulation and stated that there were no changes being recommended.

There was no discussion and the Faculty Senate approved, as formal faculty advice to the Chancellor, the proposed EHRA Recruitment Compliance Review Process Interim Regulation as presented. **RESOLUTION #17-14**

E. Faculty Governance Committee

Professor Jay Morris (Political Science), Chair of the Committee, presented formal faculty advice on the pending Sexual and Gender-Based Harassment policy and Other Forms of Interpersonal Violence Regulation. The suggested revisions from the Faculty Governance Committee are provided in Attachment 4. Most of the revisions are suggestions for clarifying of language and providing a user pamphlet with a summary of duties, rights and opportunities in the scenarios covered by the proposed legislation.

There was no discussion and the Faculty Senate approved, as formal faculty advice to the Chancellor, the Sexual and Gender-Based Harassment and Other Forms of Interpersonal Violence Regulation as presented. **RESOLUTION #17-15**

Agenda Item VII. New Business

There was no further business to come before the body at this time and the meeting adjourned at 3:50 pm.

Respectfully submitted,

Donna Kain
Secretary of the Faculty
Department of English

Lori Lee
Faculty Senate

FACULTY SENATE RESOLUTIONS APPROVED AT THE FEBRUARY 21, 2017 MEETING

Resolution #17-10

Formal faculty advice on the curriculum and academic matters acted on and recorded in the Graduate Council meeting minutes of [January 23, 2017](#) including curriculum action items (GC 15-35) within the Graduate Curriculum Committee meeting minutes from [December 7, 2016](#), which included packages submitted by the Department of Computer Science, and the College of Nursing and programmatic actions within the meeting that were forwarded to the Educational Policies and Planning Committee (EPPC) and included revision of an existing degree: MS in Software Engineering, discontinuation of existing concentrations: Software Design and Development, Software Project Management and Quality Assurance, Software Testing in the Department of Computer Science within the College of Engineering and Technology; proposal of a new Post-Master's Certificate: Psychiatric-Mental Health Nurse Practitioner, proposal of a New Concentration: MSN: Psychiatric-Mental Health Nurse Practitioner.

Resolution #17-11

Curriculum and academic matters acted on and recorded in the Undergraduate Curriculum Committee meeting minutes of [January 12, 2017](#) and [January 26, 2017](#) which included curricular actions within Interdisciplinary Studies in the College of Arts and Sciences, Department of English, School of Theatre and Dance, Department of Political Science, Department of Foreign Languages and Literatures, Department of Biology and College of Education.

Resolution #17-12

Curriculum and academic matters acted on and recorded in the Educational Policies and Planning Committee meeting minutes of [February 10, 2017](#) including a proposed movement of BS University Studies undergraduate degree to the Harriot College of Arts and Sciences; proposed revision of MS in Software Engineering (discontinuation of existing concentrations (Software design and development; Software project management and quality assurance; Software testing) within the College of Engineering and Technology; proposed new post-master's certificate entitled Psychiatric-Mental Health Nurse Practitioner and new concentration entitled MSN: Psychiatric-Mental Health Nurse Practitioner within the College of Nursing; proposed new undergraduate concentrations in the

BS in Biochemistry: Biology, Chemistry and reducing total degree credit hours from 126 to 120 within the Department of Biology; Program Review Response for Gerontology and Substance Abuse Certificates within the School of Social Work; and Program Review Response for Department of Addictions and Rehabilitation Studies within the Department of Addictions and Rehabilitation Studies in the College of Allied Health Science.

Resolution #17-13

Revisions to the *ECU Faculty Manual*, [Part VI, Section VII Curriculum Procedures and Academic Program Development](#).

Resolution #17-14

Formal faculty advice on the proposed EHRA Recruitment Compliance Review Process Interim Regulation, with no formal changes being recommended.

Resolution #17-15

Formal faculty advice on Sexual and Gender-Based Harassment and Other Forms of Interpersonal Violence Regulation, with suggested revisions as follows:

Suggested revisions to the regulation and appendices include the following:

- Provide a user friendly pamphlet that includes a succinct summary of duties, rights and opportunities in the diverse scenarios covered by the proposed regulation.
- Review whether the first phrase of section 9.3.4 is needed, in particular the words “under other statutes” because section 9.3.3 provides specific details from an NC statute, which includes points (A, D, E) that can apply to same sex relationships.
- Strive to have both appendices be uniform in their language and carefully check for places where the language seems ambiguous and confusing.
- Clarify the process within Appendix B, section 5.2 on the Sexual Misconduct Response Team, such as who the team relates to, when it applies and the steps involved in activating the team.
- Address editorial changes throughout the regulation to enhance the clarity and usability of the regulation such as: consistent use of the serial comma between all items in a list including before the last two, uniformly include periods at the end of a block of text, frame definitions in section 9 in consistent ways such as underlining key terms and using semi-colons correctly and revise conversational advice passage in 9.1.4 into a format more appropriate for a regulation.