



# 2017-2018 FACULTY SENATE

FULL MINUTES OF JANUARY 30, 2018

[Video live stream link](#)

The fifth regular meeting of the 2017/2018 Faculty Senate was held on Tuesday, January 30, 2018, at 2:10 pm in the Mendenhall Student Center Great Rooms.

## 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

The [December 12, 2017](#) meeting minutes were approved as presented.

## Agenda Item III. Special Order of the Day

### A. Roll Call

Senators absent were: Professors Robinson (Mathematics), Mwachofi (Medicine), Kain (English/Vice Chair of the Faculty) and Deale (Hospitality Leadership/UNC Faculty Assembly Delegate).

Alternates present were: Professors Green for Arnold (Art and Design), Kung for Liu (Economics), Frank for Venters (Engineering and Technology), Roper for Greer (Medicine), Hayslip for Gilliland (Medicine), Smith for Maher (Philosophy and Religious Studies), Loy for Viren (Recreation and Leisure Studies) and Juska for Powers (Sociology).

### B. Announcements

Call for 2018/19 faculty committee volunteers. Please consider volunteering to lend your energy and expertise! Volunteer data collected through this call will fill committee vacancies and aid faculty leadership in appointing/recommending members upon request for task forces, subcommittees and working groups that are formed to address various academic issues. Short online volunteer form is available at: [https://ecu.az1.qualtrics.com/jfe/form/SV\\_1Ar6R1iKrK3lbDD](https://ecu.az1.qualtrics.com/jfe/form/SV_1Ar6R1iKrK3lbDD). The submission deadline is Monday, February 5, 2018.

Applications for the Joyner Library's 2018 Alternative Textbook Program are now being accepted. Program participants will receive a stipend and support to replace their current textbook with open resources or library materials. For more information and to apply, please visit the Alternative Textbook Program website: <https://tinyurl.com/2018AltTextbookProgram>. All faculty are eligible to apply. Applications are due by March 1, 2018. Also, please join us for two faculty panel sessions on using free textbooks and course materials on Tuesday, February 13 from 2-3 p.m. and Thursday, February 15 from 11 a.m.-12 p.m. in 2409 Joyner Library. Please contact the Scholarly Communication Department with questions at [scholarlycomm@ecu.edu](mailto:scholarlycomm@ecu.edu).

Correspondences concerning unit elections for 2018-2019 Faculty Senate representation have been distributed to unit code administrators. In accordance with the *ECU Faculty Manual*, elections are to be held during the month of February. Please call the Faculty Senate office if you have any questions.

Thanks to Professor Enrique Reyes (Biology) who graciously agreed to serve as a Teller during the election.

The Chancellor has approved/received the following resolutions from the November 2017 and December 2017 Faculty Senate meetings.

- 17-70 Approval of the Fall 2017 Graduate Roster, including honors program graduates.
- 17-71 Curriculum and academic matters contained in the Service Learning Committee meeting minutes of [October 3, 2017](#).
- 17-72 Request that ECU withdraw from [The Coalition on Intercollegiate Athletics](#).
- 17-73 Policy on credit hours.
- 17-74 Revisions to the *ECU Faculty Manual*, Part II, Section III. Vetting of Administrative PRRs in Matters Relating to Faculty.
- 17-75 Resolution Supporting the Goals of the Paris Agreement on Global Climate Change.
- 17-76 Curriculum and academic program matters contained in the Educational Policies and Planning Committee meeting minutes of [October 13, 2017](#).
- 17-77 Curriculum and academic program matters contained in the Educational Policies and Planning Committee meeting minutes of [November 10, 2017](#).
- 17-78 Revised [2018 Research/Creative Activities Awards Guidelines](#).
- 17-79 Revisions to *ECU Faculty Manual*, Part VI, Section I.X. Class Attendance and Participation Regulations relating to student absence policy and medical absences.
- 17-80 Update to English Language Requirements for Undergraduate Admissions.
- 17-82 Curriculum and academic matters contained in the Writing Across the Curriculum Committee meeting minutes of [November 13, 2017](#).
- 17-83 Curriculum and academic matters contained in the General Education and Instructional Effectiveness Committee meeting minutes of [November 20, 2017](#).
- 17-84 Curriculum and academic matters contained in the Educational Policies and Planning Committee meeting minutes of [December 10, 2017](#).
- 17-85 Formal faculty advice on the proposed revisions to the University Family Educational Rights and Privacy Act (FERPA or Buckley Amendment).

C. Cecil Staton, Chancellor

Chancellor Staton stated that existing principles in ECU policies on free speech are consistent with the two new policies from the BOG, but, most importantly, our policies are subject to the First Amendment. The new BOG policy requires the university to have specific practices related to the implementation and enforcement of sanctions for intentional disruption of the protected free speech of others. The Chancellor noted that dissent is also a form of speech protected by the First Amendment – thus interfering with acceptable forms of dissent is a violation as well. There will be some “gray areas” that will require consideration. Determining whether disruption is material or substantial will require consideration based on the degree to which the activity impedes access to/from events, ability of the audience to hear/see, substantial communication interference, and/or inside/outside venue of the event. Sanctions imposed for violations have some “gray areas” but may include suspension or dismissal from the university and are subject to due process rights. ECU will be reviewing and revising internal policy as required by the new BOG policy. Disciplinary sanctions do not supplant other procedural safeguards as noted in the Faculty Manual. ECU already allows accommodation of spontaneous speech. UNC policy mandates that students/groups/faculty may invite speakers subject to reasonable time/place restrictions. If invited speakers disrupt classroom or other university business, they can be restricted. An individual can comment on current social policy, but those views

cannot be imposed on other members of the University. The Chancellor is to designate a responsible officer, and Donna Payne has been appointed as this designee and will file an annual report. New student orientation must include the new policies, and they will also be distributed to returning students, faculty and staff. Chancellor Staton stressed that ECU is subject to the First Amendment, that academic freedom is paramount, and that free speech will be protected. Civil discourse, part of the ECU Creed, is important in the University community.

The Chancellor said these are difficult days to be engaged in higher education. He reaffirmed his belief in the potential of ECU, and he remains strong in this belief. He expressed great surprise at the extent to which some people react to the fact that ECU has had 2 losing football seasons. He noted that the extensive dossier compiled on him impugns his integrity seemed to be solely driven by the football season. He noted that attacks on him are harmful to the institution. The second matter involves “where he is sleeping.” He remarked that the cost of rehabilitating the Dail house (traditional Chancellor residence on 5<sup>th</sup> Street) is in excess of \$3 million. He has tried to stay out of the deliberations as to whether the repairs will occur. He said he will live where he is provided a residence as delineated in UNC policy. He remarked that insidious commentary hurts the university’s image and impairs the ability to move forward with important activities. He said he thinks some motives are derived from jealousy or perhaps a desire to keep ECU from moving forward. He remains devoted to the idea that ECU will be the next great national university. The Chancellor noted that ECU has all the “right ingredients” for success, and he admits annoyance at anything that detracts from the progress the University is making. The Chancellor described what he sees as an invisible wall along I-95 that treats eastward institutions differently from westward institutions. He noted that he will fight for ECU, our students, and the faculty until he is told he cannot be here anymore.

Chancellor Staton provided a report on Faculty Employment, including a longitudinal profile of faculty tenure status and tenure status of permanent and temporary faculty (by unit).

*(Please refer to the footnote for different selection criteria for each table and note that temporary faculty are included in these reports as required by IPEDS reporting criteria. The “Full and Part-Time Faculty by Unit and Tenure Status” does not identify faculty numbers by gender, due to expressed concerns with providing data that could potentially be personally identifiable.)*

[Faculty FTE by Unit and Gender](#)

[Full and Part-Time Faculty by Unit and Tenure Status](#)

[Longitudinal Profile of Faculty Tenure Status and Percent Totals](#) (all units)

[Longitudinal Profile of Faculty Tenure Status](#) (excluding Medicine and Dental Medicine)

Professor Klein (English) wanted reassurance that any member of ECU can speak out against offensive speech without fear of disciplinary action by the university. The Chancellor said our policies will be examined for compliance, but he believes that dissent is protected speech and will be protected at ECU. He believes ECU values will be the drivers including respect for free speech, civil discourse, and protection for faculty and students.

Professor Francia (Political Science) asked about the “wall of I-95” and why the Chancellor thinks west of I-95 is different than east. The Chancellor gave several examples illustrating the variance. He said that *The News & Observer* only writes about ECU if the news is negative. In the appropriations process in the UNC system, the Chancellor asked why ECU receives \$13,000/student as compared to \$23,000/student at UNC Chapel Hill. He noted that there is only one ECU graduate on the BOG. The Chancellor said that ECU has to work extra hard to get those positive stories out and such efforts will continue.

Professor Dotson-Blake (Education) asked how to strike a balance between academics and athletics with football being at the front door of the University. The Chancellor noted that our athletics program starts out far behind other institutions financially and this poses challenges. He believes it will take some years to rebuild the football program. He does not think firing staff frequently is practical and notes this practice can be expensive with contract buyouts. Our athletes are doing well with higher GPAs and work continues to improve athlete academics.

Professor Vail Smith (Health Education and Promotion) asked how the Dail house will be repurposed. The Chancellor said the decisions are not made by him unilaterally. He believes it will be used by ECU and not remain unused. He suggested that perhaps it can be used as a museum, speaker accommodations or event space. He thinks \$3 million to refurbish the dwelling is excessive.

Professor Gueye (English) noted that graduation ceremonies for departments have been moved. She asked for comment on that and on the fireworks planned for main commencement. The Chancellor said he cannot comment about where programs are placed on the calendar as he has not made those decisions. He did say that moving the commencement to Friday evening allows for a backup plan of moving the ceremony to Saturday morning in the event of bad weather. He views the ceremony as a last chance to bond with students. He thinks doing something on the field is impressive for the students and means "a great deal to them." He wants to upgrade the experience and make sure the commencement is commensurate with the university that we are to become. Noting that other universities have celebratory events with their ceremonies, he wants to do something symbolic at the last possible moment to bond with those new graduates. He wants it to be special and said that he thinks the expenditure is a genuine marketing expense and has a great return on the investment.

Professor Gueye (English) noted a concern that families will have to stay overnight. The Chancellor said those are important issues and will be considered in future planning.

Professor Alves (Dental Medicine) noted that we have ambassadors among our graduates who are "out there" working and representing us across "the wall." He asked how we can help them help us break down the wall. The Chancellor remarked that ECU has intentional plans to bring students to Raleigh for legislative days and intentional placement and use of service learning centers across the state to help raise awareness of ECU. He noted that 1400 Brody doctors across the country and the large numbers of nurses across the state and beyond, as well as many other program graduates, are ambassadors of ECU. He noted a need to do a better job using those alumni as ambassadors.

D. Jay Golden, Vice Chancellor for Research, Economic Development and Engagement  
Vice Chancellor Golden updated the senate on the 8 research clusters intended to drive interdisciplinary research efforts that improve quality of life in our community and beyond. Seven of the eight have launched, with the bioengineering cluster launching in late summer/early fall. Strategic plans for each are being developed and are under review. On February 21, 2018, the clusters will be presenting to administration and key partners to assist in leverage of resources and to improve success of the clusters. He acknowledged the appearance that the cluster decisions seemed a "top down" action. He noted that a recent newsletter went out via email to ensure transparency of cluster activities. He charged the faculty to self-initiate research teams and indicated that an announcement on the process will be coming out soon for faculty to propose interdisciplinary teams. This process is anything but a "top down" action and will provide resources, infrastructure, and additional faculty lines due to enrollment growth. VC Golden plans meetings on both campuses to have coffee with

interested faculty to improve engagement. He remarked that engaging students includes skills in communication and data use and participation in research. He said that he has walked around east campus and given out doughnuts and T-shirts (courtesy of Chemistry) to spark interest in research. He noted that students with research interests come to faculty, and he wants this to be successful for both students and faculty.

Professor Gueye (English) asked who came up with the research clusters, what is the status of the searches for those clusters, and where the Humanities fit into the clusters. VC Golden said he talked with faculty and key stakeholders to determine where the activities were occurring and what was needed. He noted the microbusinesses that had been created that engaged students and rural community needs (ex. Ceramics studio). In regard to the Humanities fit with clusters, faculty should come together and propose teams that include Humanities faculty. The searches are in progress within respective departments. Professor Gueye asked if the proposed teams are to create new clusters. VC Golden said we will continue with the current clusters at this time. As great ideas come forth, new clusters may be considered. Professor Gueye asked why we do not let the teams decide the clusters. VC Golden reiterated a commitment to the current clusters to help foster focused success.

Professor Treadwell (Medicine) noted that his previous institution had “no walls” and any research idea was welcome. He related a story of a student with an idea that was taken and developed with funding. He appreciates an open idea-generating environment and believes some bright ideas were left out of the clusters.

Professor Thompson (Biology) noted a concern that increasing undergraduate research is difficult because most faculty are “maxed out” with students mentored in the labs. VC Golden noted that Mary Farwell has been charged with examining this issue.

Professor Popke (Geography, Planning and Environment) asked about allocation of faculty lines – what proportion went in support of the clusters? In the future, what proportion will go to the clusters and what consideration will be made for strategic planning? Provost Mitchelson noted that there were 18 tenure-track and 6 fixed term lines with about 12 associated with clusters. He remarked that research is an emphasis for the university and having the clusters is “the way to go” at this time.

E. Bill Koch, Associate Vice Chancellor with Campus Operations

Associate Vice Chancellor Koch provided the annual report on Parking and Transportation Services and stated steps were taken to reduce the “pain” of the necessary increased parking fees. Parking has to be self-supporting and other methods to obtain revenue were implemented. The parking and transportation advisory committee has four representatives from the faculty senate and this group voted on rate increases. Attachments were provided with the report of new fees, including comparisons with other UNC universities and information on new parking garage utilization. It is expected that the new garage will open in October 2018. There will be data collectors in place to track utilization and assist users with parking. Central Motor Pool has moved from state car use to Enterprise rent-a-car. Limebike bike rental is coming in March for use around campus and uptown. Future new parking structures are reported in the attachments.

Professor Vail Smith (Health Education and Promotion) asked if a permit holder can park in the \$1/hour spaces. The answer was yes with student hourly parking somewhat limited. After hours there will be increased hourly parking. Initially it will be “high touch” with staff actually in place to help.

Professor Neil (Nursing) asked if A permit holders can park in the garage and if garage permit holders can use A spaces. AVC Koch said there is some west campus parking allowed by garage permit holders, but A holders cannot use regular garage spaces (they can use hourly spaces).

Professor Brimhall (Human Development and Family Science) asked if the garage opening will open the wait-listed A requests. AVC Koch said it is expected some will be freed up, and there will be an orderly process for awarding them.

Professor Richards (Communication) asked about B permit holders. AVC Koch said some B spaces will be eliminated in the uptown area and thinks many will have to move to an A or garage permit.

Professor Karriker (Business) asked about cost. AVC Koch noted that the entire parking costs should not be solely subsidized on permit holders. It is not really possible to charge an amount to cover the actual cost of maintenance for each space. He said that garage parking allows covered centralized parking but that garages are very expensive to maintain.

#### F. John Stiller, Chair of the Faculty

Professor Stiller provided the following remarks to the Faculty Senate.

“Today, I want to offer a few words about priorities and communication. We worry and talk a great deal about the shifting landscape and uncertain times in higher education. The recent history of North Carolina and the UNC system certainly epitomizes those trends.

A year ago, the UNC Faculty Assembly, supported by faculty Senates across the system, sent a letter to the Southern Association of Colleges and Schools Commission on College, better known as SACS, highlighting 17 actions by the State Legislature and UNC Board of Governors that represented overreach into institutional governance, and were violations of SACS’ accreditation standards. This Faculty Assembly action was not undertaken lightly. It was the culmination of several years of eroding integrity of university governance at the state level, and inappropriate intrusions into local governance on individual campuses, as well as numerous efforts by Faculty bodies to advise the Board on more effective approaches.

In response to the Faculty Assembly letter, SACS President Belle Wheelan met with the new, streamlined Board of Governors last summer. She told them, “When boards start micromanaging, you’re stepping out of your lane and it gets my attention.” Additionally, she emphasized that the Board must protect academic freedom and respect faculty authority over the curriculum and educational matters. She further warned about infighting, and the dangers of factions within the board trying to take over, citing governance-related incidents at other universities that led to SACS sanctions.

Not only did the board effectively ignore Wheelan’s concerns, but overreach, factional infighting and micromanagement appear to have escalated with the smaller Board reconstituted this year by the legislature. If you read the news, you know that political infighting and power dynamics within the Board continue to spill out in public squabbles over various issues.

I don’t want to spend time elaborating executive board actions or pending actions that reflect realized or potential violations of governing principles, or simply show misguided priorities. Rather, I want to reflect on the potential of such actions to have escalating impacts

on ECU culture, and on our ability to respond to their impacts.

Given the trajectory of the Board of Governors, and the reverberations on actions of institution-level governing boards, there may well come a time in the not distant future where we face an existential intrusion that threatens our sovereignty and integrity as a university. Should that time come, an effective response will need to be strong and unified. It will require shared trust, clear communication, and unity of action among administrators, faculty, staff, and students. That, in turn, will be possible only if we continue to nurture and strengthen our own traditions of collaborative, shared governance. Despite the external pressures placed upon us, we must not allow ourselves to degrade those traditions by circumventing effective communication and constructive debate in the name of expediency. We need to be efficient but must not make decisions without careful consideration and meaningful input from relevant constituencies. Nor should actions of governing boards that are beyond the control of our campus administration deflect us from addressing issues most fundamental to our educational missions. Certainly, we can have strong opinions about those actions, and be encouraged to voice our concerns clearly. But we must do so in the spirit of protecting and strengthening our internal culture of collaborative teamwork.

We don't have control over external forces that have and will continue to impact our resources and activities across the spectrum. We do control how we respond to those forces, and whether we communicate and make decisions in ways that strengthen trust and cooperation or take measures that degrade our unity of purpose. I think we've had some hiccups of late that provide tests of that unity. What is most important is that we respond constructively moving forward...we must avoid sowing seeds of division and mistrust unnecessarily, or we will reap a bitter harvest when faced with a major crisis, however or whenever it emerges.

If there is one positive thing about the way the Board of Governors has behaved it is this: it provides a clear model of how NOT to govern an institution of higher learning. Let us continue to offer the best antithesis of that model, one that promotes transparency, clear communication, respect and trust across the Pirate community."

No questions were posed to Professor Stiller at this time.

#### G. Question Period

Professor Roper (Medicine) commented on the faculty gender report. She noted tenure status and rank is also needed to best illustrate the disparities at ECU among female faculty. She remarked that only 20% of female faculty are ranked at the professor level.

Professor Klein (English) noted an email that came out that notified of a change to prorated summer salaries based on enrollment. She would like to know the justification for this change in salary. She remarked that faculty are being penalized for low enrollment but not rewarded for high enrollment. Many faculty count on summer salary to pay bills, and a reduction in salary will greatly impact families, summer research and whether it is even worth teaching in the summer. She also noted that undergraduate class size impacts workload. She has concerns about the need for faculty to advertise courses to keep enrollment up. She noted that fixed-term faculty really need summer work and will be forced to accept less money for the same amount of work.

Provost Mitchelson responded that the intent is not to hurt but to increase summer teaching. The proration only occurs if the threshold is not met – where in the past the course would not be offered (and no teaching opportunity would exist). No one will be penalized for withdrawals. The intent is to provide more freedom to units to offer courses. He is not aware of a requirement for faculty to conduct advertising for their courses.

#### **Agenda Item IV. Unfinished Business**

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

#### **Agenda Item V. Report of Graduate Council**

Professor Ron Preston (Education), Chair of the Graduate Council withdrew his report and will report in February.

#### **Agenda Item VI. Report of Committees**

##### **A. Committee on Committees**

Professor Nancy Winterbauer (Medicine), Chair of the Committee presented two nominees for the upcoming delegate and alternate seats on the UNC Faculty Assembly as [ECU Representatives](#). Professor Jeff Popke (Geography, Planning and Environment) was nominated for the delegate seat and Professor Cody Chullen (Business) was nominated for the alternate seat. Professor Popke was elected to a three-year term as delegate by acclamation. Professor Chullen was elected to a three-year term as alternate by acclamation.

##### **B. Faculty Welfare Committee**

Professor Chris Duffrin (Medicine), Chair of the Committee provided the revised University Diversity Plan and noted that the Committee met following the last Faculty Senate meeting to discuss the revised draft put forward by LaKesha Alston Forbes, Associate Provost for Equity and Diversity following the Faculty Senate discussion in December. He stated that the Committee still expressed concerns with the draft Plan. Those concerns included the need for a reference to a rapid response to campus incidents, the lack of a detailed implementation plan, and the need to add “such as” when providing lists (racial and ethnic minorities, gender minorities, first generation college students, low income students, etc.) to avoid leaving a group out.

There was no discussion and the committee’s suggested revisions to the University Diversity Plan, were approved. **RESOLUTION #18-01**

##### **C. Undergraduate Curriculum Committee**

Professor Jean Luc Scemama (Biology), Chair of the Committee presented first the curriculum and academic matters acted on and recorded in the meeting minutes of [December 14, 2017](#) including curricular actions within the College of Business, Department of English and Department of Biology and level 1 curriculum items approved by its delegated authority and being reported for informational purposes. There was no discussion.

Professor Scemama then presented the curriculum and academic matters acted on and recorded in the meeting minutes of [January 11, 2018](#) including curricular actions within the College of Business, discussion on the faculty curriculum liaison program and level 1 curriculum items approved by its delegated authority and being reported for informational purposes. There was no discussion.

Following the reports, curriculum and academic matters acted on and recorded in both the Undergraduate Curriculum Committee's meeting minutes of [December 14, 2017](#) and [January 11, 2018](#), including curricular actions within the College of Business, Department of English and Department of Biology, action on the faculty curriculum liaison program removing within Curriculog the liaison curriculum approval step and replacing it with notification to liaisons only and level 1 curriculum items approved by its delegated authority were approved as presented. **RESOLUTION #18-02**

D. Writing Across the Curriculum Committee

Professor Jennifer Scott Mobley (Theatre and Dance), Chair of the Committee presented curriculum matters acted on and recorded in the e-meeting of [December 4, 2017](#) including writing intensive (WI) designation for HNRS 4500: Signature Honors Project I and HNRS 4550: Signature Honors Project 2 and removal of WI designation for THEA 4080: Musical Theatre Practicum and IDSN 3001: Special Topics in Interior Design, IDSN 3002: Special Topics in Interior Design and IDSN 3003: Special Topics in Interior Design.

Professor Green (Art and Design) asked why the WI designation would be removed. Professor Scott Mobley said usually it is because of a change of teaching style that longer meets the writing intensive course criteria.

Following the brief discussion, the curriculum matters acted on and recorded in the Writing Across the Curriculum Committee's e-meeting of [December 4, 2017](#) including writing intensive (WI) designation for HNRS 4500: Signature Honors Project I and HNRS 4550: Signature Honors Project 2 and removal of WI designation for THEA 4080: Musical Theatre Practicum and IDSN 3001: Special Topics in Interior Design, IDSN 3002: Special Topics in Interior Design and IDSN 3003: Special Topics in Interior Design were approved as presented. **RESOLUTION #18-03**

E. Educational Policies and Planning Committee

Professor Mark Bowler (Psychology), Vice Chair of the Committee, presented curriculum and academic matters acted on and recorded in the [January 12, 2018](#) meeting minutes including a request to plan a new degree program: BS in Entrepreneurship in the Miller School of Entrepreneurship within the College of Business.

There was no discussion and the curriculum and academic matters acted on and recorded in the [January 12, 2018](#) meeting minutes including a request to plan a new degree program: BS in Entrepreneurship in the Miller School of Entrepreneurship within the College of Business were approved as presented. **RESOLUTION #18-04**

**Agenda Item VII. New Business**

There being no further business the meeting adjourned at 4:00 pm.

Respectfully submitted,

Donna Roberson  
Secretary of the Faculty  
College of Nursing

Lori Lee  
Faculty Senate

## FACULTY SENATE RESOLUTIONS APPROVED AT THE JANUARY 30, 2018 MEETING

### Resolution #18-01

Revised University Diversity Plan Goal, Commitments, and Strategies (with Metrics) 2017-2022, with suggested changes noted in **red**.

**Committee reservations with the Plan include the need for a reference to a rapid response to campus incidents, the lack of a detailed implementation plan and the need to add “such as” when providing lists (racial and ethnic minorities, gender minorities, first generation college students, low income students, etc.) to avoid leaving a group out.**

Fostering an inclusive environment. Preparing students for success in a culturally diverse world.

ECU Diversity Definition:

ECU defines diversity in a broad context to include the representation, integration and interaction of different races, genders, ages, ethnicities, cultures, national origins, abilities, religions, sexual orientations, gender identities, veteran status, socio-economic status, intellectual positions and perspectives. ECU desires a pluralistic academic community where teaching, learning and living occurs in an atmosphere of mutual respect in pursuit of excellence.

ECU Diversity Goal:

ECU will cultivate excellence by:

- fostering an inclusive and respectful working, living and learning environment;
- providing culturally and academically rich educational experiences;
- preparing our students to lead in a global multicultural society; and,
- engaging the region through inclusive social and economic opportunities.

### **Commitment 1:**

ECU will communicate and demonstrate the value of diversity and inclusion through our leadership, practice, policy, and assessment.

Commitment 1 Strategies:

1. ECU will promote diversity and inclusion in the content of our marketing materials and online forums to demonstrate the value of diversity and inclusion.

Metrics:

- a) Number of current online marketing materials
- b) Stories related to, or tagged as, diversity and/or inclusion

2. ECU will include and align diversity goals as a part of our strategic planning documents to coordinate and enhance campus programming.

Metrics:

- a) Unit has a diversity-related goal as part of unit's strategic plan
- b) Unit develops annual programming to better coordinate efforts in meeting diversity goal

3. ECU will ensure diversity initiatives are actively reviewed by the senior leadership and disseminated throughout the University community.

Metrics:

- a) Annual presentation to senior leadership

- b) Annual report to campus community
- 4. ECU will establish and support participation in campus-based diversity committees, councils and working groups to advance diversity and inclusion.  
Metrics:
  - a) Administrative support provided to diversity groups, committees and councils
- 5. ECU will implement best practices for diversity and inclusion.  
Metrics:
  - a) Best practice initiatives/programs implemented.
- 6. ECU will recognize faculty, staff, students, and alumni engaged in diversity and inclusion best practices.  
Metrics:
  - a) Number of awards and recognitions
- 7. ECU will review key indicators of climate and culture and establish responsibility for action-oriented enhancement programs.  
Metrics:
  - a) Engagement, satisfaction, and climate surveys and focus group responses
  - b) Trends and patterns in harassment and discrimination complaints
  - c) Number of climate enhancement programs
  - d) Number of incidents related to protected class

**Commitment 2:**

ECU will recruit, develop, and retain an engaged and diverse workforce at all levels of the University.

**Commitment 2 Strategies:**

- 1. ECU will promote and utilize best practices for diversifying its workforce through strategic pipeline partnerships and recruitment initiatives.  
Metrics:
  - a) Number of new faculty and staff disaggregated by gender, race/ethnicity, veteran's status, international status, and disability<sup>1</sup>
  - b) Number of strategic pipeline programs, partnerships, and initiatives
- 2. ECU will embed diversity competencies into educational programming for supervisors and managers.  
Metrics:
  - a) Number of programs for supervisors and managers with diversity competencies
- 3. ECU will enhance retention and employee engagement by offering mentoring and diversity, inclusion, and equal opportunity educational programming.  
Metrics:

---

<sup>1</sup> Institutional data limitations prevent the tracking of diversity dimensions such as religion, gender identity, intellectual positions, sexual orientation, and national origin listed in the university diversity definition.

- a) Number of faculty and staff retained disaggregated by gender, race/ethnicity, veteran's status, international status, and disability<sup>2</sup>
- b) Number of mentoring opportunities, retention programs and related educational programming opportunities
- c) Program Evaluations

**Commitment 3:**

ECU will integrate diversity with scholarship, research, and public service to increase rural prosperity.

Commitment 3 Strategies:

1. ECU will partner with communities and organizations in eastern North Carolina to address, through engaged research and service, the challenges disproportionately impacting Tier 1 and Tier 2 counties in eastern NC.

Metrics:

- a) Number of community partnerships in Tier 1 and Tier 2 counties
2. ECU will expand programming to support engaged scholarship and research focused on diversity and inclusion.

Metrics:

- a) Number of programs to support related scholarship

**Commitment 4:**

ECU will recruit and retain underrepresented and diverse student populations.

Commitment 4 Strategies:

1. ECU will create and expand programs to increase access of diverse populations to academic enrichment offerings and college preparatory programs.

Metrics:

- a) Recruitment of racial and ethnic minorities, gender minorities, first generation college students, low income students, international status, and military-affiliated students<sup>3</sup>.
  - b) Number of access, recruitment and outreach programs created targeting underrepresented and diverse student populations<sup>4</sup>.
2. ECU will identify and remove barriers that impede the retention and graduation of underrepresented and diverse student populations.

Metrics:

- a) Retention and graduation rates of racial and ethnic minorities, gender minorities, first generation college students, low income students, international status, and military-affiliated students<sup>5</sup>.
- b) Number of success, retention and graduation programs targeting underrepresented and diverse

---

<sup>2</sup> See footnote #1

<sup>3</sup> See footnote #1

<sup>4</sup> Includes all programming targeting diversity dimensions consistent with the university's definition of diversity: race, gender, age, ethnicity, culture, national origin, ability, religion, sexual orientation, gender identity, veteran status, socio-economic status, intellectual position and perspective.

<sup>5</sup> See footnote #1

student populations<sup>6</sup>.

**Commitment 5:**

ECU will infuse diversity, inclusion, and multicultural competencies in curricular and co-curricular programming to prepare students for a multicultural and global society.

Commitment 5 Strategies:

1. ECU will diversify the curriculum by adopting global and domestic diversity courses and other diversity – related high impact practices.  
Metrics:
  - a) Number of global and domestic diversity courses
  - b) Identification and implementation of other diversity-related high impact practices
  - c) Diversity related undergraduate research
2. ECU will expand access to global understanding and impact through international experiences, including virtual global classroom courses.  
Metrics:
  - a) Outreach Programs
  - b) Number of students participating in international experiences disaggregated by race/ethnicity, gender, first generation college students, low income students, and military-affiliated.
  - c) Number of students participating in virtual global classroom courses disaggregated by race/ethnicity, gender, first generation college students, low income students, and military-affiliated.
3. ECU will promote and effect inclusion through co-curricular programs.  
Metrics:
  - a) Number of co-curricular programs
  - b) Program evaluations
4. ECU will support inclusive teaching and pedagogical approaches, such as universal design for learning and culturally responsive teaching.  
Metrics:
  - a) Number of inclusive pedagogical approaches implemented
  - b) Number of recognitions and awards received for inclusive teaching

Diversity Offices & Resources

Office for Equity and Diversity  
<http://www.ecu.edu/oed/>

Brody School of Medicine Diversity Affairs  
<http://www.ecu.edu/oed/>

Ledonia Wright Cultural Center  
<http://www.ecu.edu/cs-studentaffairs/lwcc/>

---

<sup>6</sup> See footnote #4

Office of Global Affairs  
<http://www.ecu.edu/globalaffairs/>

LGBT Resource Office  
<http://www.ecu.edu/cs-cas/lgbt/>

Student Veterans Services Office  
<http://www.ecu.edu/veterans/>

Disability Support Services  
<http://www.ecu.edu/cs-admin/accessibility/index.cfm>

### Diversity Strategies in Action at ECU

Office of Undergraduate Admissions – Diversity Themed Brochure  
<http://www.ecu.edu/cs-acad/admissions/diversity.cfm>

College and Unit Strategic Plans  
<http://www.ecu.edu/cs-acad/strategicplan/Unit-Plans.cfm>

University Diversity Council  
<http://www.ecu.edu/cs-acad/oed/committees.cfm>

Staff Senate Diversity Council  
<http://www.ecu.edu/cs-admin/staffsenate/committees/diversity.cfm>

College of Nursing Diversity Advisory Council (DAC)  
[http://www.ecu.edu/cs-dhs/nursing/diversity\\_advisory.cfm](http://www.ecu.edu/cs-dhs/nursing/diversity_advisory.cfm)

Health Sciences Sexual & Gender Diversity Committee  
<http://www.ecu.edu/cs-dhs/sgdc/Mission.cfm>

Brody Women Faculty Committee  
<http://www.ecu.edu/cs-dhs/bwfc/about.cfm>

Vice Chairs of Diversity & Inclusion (VCDI) at Brody  
<http://www.ecu.edu/vcdi/index.cfm>

Diversity Committee at Joyner Library  
[https://www.ecu.edu/cs-lib/administration/upload/Diversity\\_Plan2009.pdf](https://www.ecu.edu/cs-lib/administration/upload/Diversity_Plan2009.pdf)

Honors College FAC: Sub-Committee Academic Resources & Diversity

Diversity Committee at Laupus Library

College of Allied Health Diversity Committee

College of Education Diversity Committee  
<http://www.ecu.edu/cs-educ/admin/diversity.cfm>

College of Health and Human Performance Diversity Committee

Office for Equity and Diversity - Diversity and Inclusion Awards

Office of Global Affairs - Annual International Awards  
<http://www.ecu.edu/cs-acad/intlaffairs/Faculty-Abroad.cfm>

Project ECU Campus Climate Initiative  
<http://www.ecu.edu/ecyou/>

Visiting Faculty and Scholars (VFS)  
<http://www.ecu.edu/cs-acad/oed/diversityandinclusion.cfm>

Higher Education Recruitment Consortium (HERC) of the Carolinas  
<https://www.hercjobs.org/carolinas/index.html>

Managers Bootcamp  
[http://www.ecu.edu/cs-admin/HumanResources/training\\_and\\_development\\_managers.cfm](http://www.ecu.edu/cs-admin/HumanResources/training_and_development_managers.cfm)

SAFE ZONE Training  
<http://www.ecu.edu/cs-cas/lgbt/safe-zone.cfm>

Pirate Ally Training  
<http://www.ecu.edu/cs-cas/lgbt/programs.cfm#pirateally>

University Mentoring Program for First Year Faculty  
[http://www.ecu.edu/acad/ofe/teaching-learning\\_faculty-interest-groups.cfm](http://www.ecu.edu/acad/ofe/teaching-learning_faculty-interest-groups.cfm)

Faculty Interest Groups  
[http://www.ecu.edu/acad/ofe/teaching-learning\\_faculty-interest-groups.cfm](http://www.ecu.edu/acad/ofe/teaching-learning_faculty-interest-groups.cfm)

Diversity Affinity and Employee Resource Groups for Employees  
<http://www.ecu.edu/cs-acad/oed/committees.cfm>

Office for Equity and Diversity - Diversity Educational Sessions  
<http://www.ecu.edu/cs-acad/oed/education.cfm>

Race-Conscious Scholarships:  
<http://www.ecu.edu/cs-acad/universityscholarships/>

Multicultural Appreciation Day at ECU (MADE)

Starfish Retention Solutions  
<http://www.ecu.edu/cs-acad/starfish/starfish.cfm>

AMP-UP

<http://www.ecu.edu/cs-acad/aa/AMP-UP/>

Anchors Living-Learning Community

<http://www.ecu.edu/cs-studentaffairs/campusliving/community.cfm>

Ledonia Wright Cultural Center Student Success Programs

<http://www.ecu.edu/cs-studentaffairs/lwcc/StudentSuccess.cfm>

Global Living Learning Community

<http://blog.ecu.edu/sites/globaliving-learningcommunity/>

Domestic Diversity Course List

<http://catalog.ecu.edu/content.php?catoid=12&navoid=882&hl=%22domestic+diversity%22&returnto=search>

Global Diversity Course List

<http://catalog.ecu.edu/content.php?catoid=12&navoid=895&hl=%22global+diversity+%22&returnto=search>

University Writing Center – Social Justice Commitment

<http://www.ecu.edu/cs-acad/writing/UWC-Social-Justice.cfm>

University Writing Center – Writing for Change series

<http://www.ecu.edu/cs-acad/writing/UWC-Social-Justice.cfm>

Diversity and Inclusion Research and Scholarship (DIRS) Program

<http://www.ecu.edu/cs-acad/oed/diversityandinclusion.cfm>

Office of Global Affairs: Global Academic Initiatives (GAI)

<http://www.ecu.edu/cs-acad/intlaffairs/Global-Academic-Initiatives.cfm>

#ECUnited - Cupola Conversations & Civility Summit

<https://m.ecu.edu/cs-studentaffairs/ecunited/index.cfm>

Student Organizations and Greek Life

<http://eastcarolina.orgsync.com/search>

Brody School of Medicine Diversity Week

<https://www.ecu.edu/cs-acad/oed/upload/Discovering-Equity-and-Diversity-February-2015.pdf>

College STAR & Universal Design for Learning Consultant

[http://www.ecu.edu/acad/ofe/about-us\\_college-star-consultant.cfm](http://www.ecu.edu/acad/ofe/about-us_college-star-consultant.cfm)

Resolution #18-02

Curriculum and academic matters acted on and recorded in the Undergraduate Curriculum Committee's meeting minutes of [December 14, 2017](#) including curricular actions within the College of Business, Department of English and Department of Biology and level 1 curriculum items approved by its delegated authority. Also curriculum and academic matters acted on and recorded in the Undergraduate Curriculum Committee's meeting minutes of [January 11, 2018](#) including curricular actions within the College of Business, action on the faculty curriculum liaison program removing within Curriculog the liaison curriculum approval step and replacing it with notification to liaisons only and level 1 curriculum items approved by its delegated authority.

---

Resolution #18-03

Curriculum matters acted on and recorded in the Writing Across the Curriculum Committee's e-meeting minutes of [December 4, 2017](#) including writing intensive (WI) designation for HNRS 4500: Signature Honors Project I and HNRS 4550: Signature Honors Project 2 and removal of WI designation for THEA 4080: Musical Theatre Practicum and IDSN 3001: Special Topics in Interior Design, IDSN 3002: Special Topics in Interior Design and IDSN 3003: Special Topics in Interior Design.

---

Resolution #18-04

Curriculum and academic matters acted on and recorded in the Educational Policies and Planning Committee's meeting minutes of [January 12, 2018](#) including a request to plan a new degree program: BS in Entrepreneurship in the Miller School of Entrepreneurship within the College of Business.