



**2018-2019 FACULTY SENATE
FULL MINUTES OF FEBRUARY 26, 2019**

[Mediasite](#)

The sixth regular meeting of the 2018-2019 Faculty Senate was held on **Tuesday, February 26, 2019**, at 2:10 in the new main campus Student Center on 10th Street.

Agenda Item I. Call to Order

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

Agenda Item II. Approval of Minutes

The [January 29, 2019](#) meeting minutes were approved as presented.

Agenda Item III. Special Order of the Day

A. Roll Call

Senators absent were: Professors Sias (Allied Health Sciences), Keim (Dental Medicine), Kung (Economics), Baltaro (Medicine), Powers (Sociology), Scott-Mobley (Theatre and Dance), Deale and Parker (Faculty Assembly Delegates), VC Stacy (Health Sciences) and Mitchelson (Provost).

Alternates present were: Professors Kim for Arnold (Art and Design), Reyes for Balakrishnan (Biology), Chavolich for Higginson (Medicine), Chen for Gilliland (Medicine) and Beck for Bolin (Nursing).

B. [Announcements](#)

The Faculty Welfare Committee was asked to review current privileges for emeritus faculty and retired faculty detailed in the *ECU Faculty Manual, Part XI, Section I*. Following review on February 14th, the Committee voted to not propose any revisions to the current privileges at this time. [Here](#) is a link to the meeting [minutes](#).

The Research/Creative Activities Committee is soliciting proposals for the **2019 Research and Creative Activity Award competition (RCAA)**. **The submission deadline is 12:00 noon on Thursday, February 28, 2019**. Proposal guidelines (evaluation criteria and application) are available at <http://www.ecu.edu/cs-acad/fsonline/rg/research.cfm>. All dispensed funds will need to be spent by June 30, 2020. Applicants must be full-time tenured or full-time tenure track faculty. Fixed-term or part-time faculty and current members of the Research/Creative Activities Committee are ineligible for awards. Please direct any questions to Professor Zac Domire, Chair of the Research/Creative Activities Committee at domirez@ecu.edu or 737-4564.

C. Cecil Staton, Chancellor

Chancellor Staton discussed the Chancellor's Administrative Council, a newly created council. The Chancellor's Administrative Council is an attempt to respond to some of the issues raised/discovered in last year's engagement survey. In particular, the Chancellor's Administrative Council aims to foster better communications throughout the university. The council gives deans, department chairs and other unit heads some time to both listen and to talk.

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In the last meeting challenges faced by ECU were addressed, many which are similar to a lot of public universities, but also some that are unique to ECU. Some of these challenges include: enrollment, governance, campus climate, and athletics.

Chancellor Staton notes that ECU is in an incredibly competitive environment, facing demographic shifts that are acute in Eastern NC. For example, there is rapid urbanization of the state. Also, the promise schools have had significant increases in enrollment, and all universities are now going after same students, students ECU traditionally courted. Also, ECU's losing football team is not helping. Chancellor Staton notes that he is taking action to address all of these concerns, which are monitored on a daily basis. We are seeing an increase in our enrollment deposits this year. Lots of activities are happening in the spring that are aimed at increasing our yield.

Faculty and staff morale are also big concern. To address this, there are plans to increase step raises. They are also trying to find funding for overall raises for next year. They are monitoring what is happening with legislature and Board of Governors. Also want to find ways to address the lack of raises internally where possible.

Regarding, governance, the Chancellor states that "NC is blessed with an abundance of governance." He notes that we will see fairly significant changes in Board of Trustees in July. Possibly 6 out of 13 Trustees will be replaced. He adds that they have recommended Trustees for appointment. So, how does ECU respond to all of these challenges? Chancellor Staton says they are dealing with it on a daily basis. He believes that we must stay focused on our mission and why we are here. We are here because of our students. Our mission is student success, public performance and regional transformation. Trustees come and go but the need for ECU does not come and go. We have to look at the challenges head on and deal with them.

He closes by stating that he wants to know how he can be a better Chancellor for this university.

Questions

There were no questions.

D. Sara Thorndike, Vice Chancellor for Administration and Finance

Vice Chancellor Thorndike discussed capital projects, repairs, and renovations. The aforementioned downturn in enrollment impacts ECU's ability to spend money on repairs and renovations. We spend non-reoccurring funds on repairs and renovations, and funding goes down when enrollment goes down.

ECU gets, on average, about 4 million a year for repairs and renovations (some years it is 0). But our deferred maintenance is actually about \$650 million.

Vice Chancellor Thorndike wants to find more consistent funding for campus needs. She wants another bond that will provide funding for each campus to renovate one building and will be promoted in next legislative session. The current priority is the Howell science building, and these repairs would have to happen in 3 phases. But at least it is on the legislature's radar.

Some of the current projects ECU is addressing:

- Life sciences and technology building: construction will start in July 2019 and complete in August 2021. Did not get enough money from bond to do full project. Also, costs have increased since bond was issued. As a result, they cannot do the 4th floor at this time. Also, there will be no parking garage built in order to complete the 3rd floor.

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- Building 43, Miller School of Entrepreneurship: the budget is currently higher than the funds we have available. All project costs coming in higher right now.
- Mendenhall: currently the costs of repairs exceed the funding that is available. They hope to start this at the end of this year. These repairs will mostly be the replacement of systems (not visible to most) like electrical, ADA compliance, the roof, etc. Mendenhall will not look different, but it will be more comfortable. Probably 2 years before Mendenhall has occupants.
- Purchase of Fed Ex building on 10th: Vice Chancellor Thorndike is not sure what this building will be used for, but it is a strategic location.
- REDE building in uptown: this will be complete in October or November of 2019, moving in Jan 2020.
- Greenhouse: work on this will start Feb 2020-Jan 2021.
- Export Leaf Tobacco Building in warehouse district, RFQ for public/private partnership.
- Talk of a potential hotel in uptown, possibly leasing a parcel to developers.
- Football stadium seating: this will be completed before the start of football season.
- Student services center: until this is complete, we will have a one stop shop on campus. They are trying to reduce operating expenditures
- Change in housekeeping: there will be no more daily trash removal. Instead, teams will come to regular cleaning rather than trash

Questions

Professor Vail-Smith (Health Education & Promotion) asks about plans for Dail house. Who will be in Mendenhall? Vice Chancellor Thorndike replies that we do not have concrete plan. Talking with alumni association, work with city and neighborhood groups, but not actively pursuing this, so there is currently no timeline.

Professor Gueye (English) asks if people in housekeeping will lose jobs because of this change? Vice Chancellor Thorndike says no, there is plenty of work. No one will lose their jobs.

Professor Su (Geography, Planning and Environment) how will classrooms and labs be updated? Do these projects help students? Vice Chancellor Thorndike says the Life sciences building will have positive impact on students. Building 43 is a focus on our students. We need to spend money to make money. Anything we can do to attract students will be done.

Professor Chalovich (Medicine) One of money saving devices is to outsource liquid nitrogen. Brody freezers are unreliable. As a result, he and others have lost samples. He is worried about long-term repercussions. They need immediate service. Vice Chancellor Thorndike says that is stored on Health Sciences. This change is not expense related. It is related to Building 43. So, housekeeping had to be moved, causing a domino effect that means lots of people and offices are shuffled around. She is noting the concerns and will find solutions

Professor Roberson (Nursing) is there a plan to renovate Brody? Vice Chancellor Thorndike responds that part of that 650 million number includes those renovations. Legislature and system office not receptive to requests for new buildings. She is working with the health care committee, and they have a new Brody building as a capital priority. It is on their radar but there is no timeline yet. It is probably a decade down the road, realistically. They will, however, do regular repair and renovations until new buildings.

Professor Wolf (Physics) what is the Howell timeline? Vice Chancellor Thorndike responds that it is very preliminary. Life Sciences is just getting started even though bond was approved in 2016. They will also need to find a place to put residents of Howell while renovations are happening. They won't know until summer if we get the funding for Howell renovations.

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E. Approval of Spring 2019 Graduation Roster, including Honors College graduates
Professor Stiller moved approval of the Approval of Spring 2019 Graduation Roster, including Honors College graduates. There was no objection. **Resolution #19-14**

F. Anne Ticknor, Faculty Assembly Delegate

Professor Ticknor (Education) provided a report on [February 22, 2019](#) UNC Faculty Assembly Meeting provided the following summary:

1. David Green (NC Central)—Assembly Chair—updated us about several topics: a statement from the Assembly publicly committing to work with interim UNC System President Roper was recently published in the Greensboro News & Record; an update about new Chancellor search policy—Western & Elizabeth City are currently searching & under existing policy--UNC Chapel Hill will be searching soon and will likely have new policies in place by then; next BOG meeting is in Boone and there are 2 policies proposed—the first policy concerns TAs turning in grades on time & the second policy concerns destruction of property—Assembly members unanimously agreed that policies on both topics already exist at individual campuses and no additional policies at the BOG level are needed
2. Kim Van Noort—Senior VP for Academic Affairs updated us on activities in her office and asked for suggestions to better serve faculty from an academic affairs perspective—suggestions were made for mentoring faculty, so they are well-prepared to take on leadership roles at each campus and at system level
3. Interim President Roper—looks forward to visiting all 17 campuses this semester to see how the system can better support each campus; opened for questions—faculty salaries questions overall and specific questions about salaries at HMIs—Roper supports bringing salaries up to our national peers and spotlight HMIs.
4. Representative John Fraley—supporter of higher education; proponent of My Future NC, which is an initiative to increase postsecondary degree earners in NC to better align with jobs in NC requiring postsecondary degrees.
5. Elizabeth Moran, VP for federal Relations—conference call from DC
6. Tom Shanahan, Senior VP and General Counsel—update on the voter ID legislation passed in fall, however, this topic is so fluid there is nothing concrete to report

Questions

Professor Su (Geography, Planning and Environment) asked about postsecondary certificates and degrees and “My Future NC.”

Professor Bailey (Philosophy and Religious Studies) provided additional information about the possible new NC system Distance Education University.

Professor Popke (Chair of the Faculty/Geography, Planning and Environment) also added information about his conversations with General Administration leaders concerning the continued discussions on a proposed Distance Education University. Currently, there are more jobs in NC that require secondary degree than ECU is producing. We want to better support students moving into post-secondary degrees. Representative Fraley talked about return on investment being high, for every dollar invested, \$15 comes back in via financial aid and support.

After the new system president presented, Professor Bailey (Philosophy and Religious Studies) asked him about 18th campus. He was very affirmative in his response. So, it seems like still happening.

Chair Popke adds that he also discussed it with UNC Vice President for Digital Learning James Ptaszynski and expressed concerns. He indicated that these concerns are understood. Will not rely on model of poorly paid contingent faculty. Harry Smith told Ptaszynski that he would like to consider models where faculty are paid more, not less.

G. Jeff Popke, Chair of the Faculty

Professor Popke provided the following remarks about [East Carolina University Trends, 1998-2018](#):

“A Changing ECU and the Challenges Facing Higher Education

I received last week an e-mail reminding me of my 20 years of continuous service as an ECU employee. As I ponder whether I should opt, as my state gift, for the beach bag or the lovely scalloped-edge bundt pan, I have also been considering some of the changes I have seen over these past two decades, especially in light of some dramatic contemporary changes facing US higher education. So I have once again provided some data for your viewing pleasure – the figures are linked to your agenda – and I want to pair these with some observations about the challenges facing institutions of higher learning today.

If we look at Figure 1, we can begin by noting that ECU has been in a growth mode over the past twenty years, serving about 50% more students today than we did when I arrived in 1998. That’s about a 2½ percent annual growth rate, somewhat higher than the [national average](#) of around 1½ percent over the same time span. The good news is that the growth of our faculty has kept pace, such that the student/faculty ratio today of just over 13 to 1 is lower than it was 20 years ago, and it is also a bit lower than [the national average](#).

If our hiring has kept pace, however, state funding has not. Indeed, of all of the national trends shaping higher education, perhaps the most consequential has been the erosion of public financial support, especially since the 2008 recession. Nationwide, state support is [down some \\$7 billion since 2008](#), and here in North Carolina, per student spending remains about [20% below where it was a decade ago](#). Not surprisingly, this decline has been accompanied by a corresponding increase in the cost of a degree for students and their families. Looking at Figure 2, we can see that ECU’s in-state tuition and fees have nearly tripled over the past 20 years, which represents an inflation-adjusted increase of more than 140%.

But there is good news here as well, and our legitimate concerns about funding declines should be tempered by an acknowledgement that North Carolina’s public universities remain funded at very generous levels by national standards. Indeed, our state support for higher education [ranks 5th highest in the nation, and that share of the costs that comes from tuition is 8th lowest](#). These facts notwithstanding, we should be troubled by the impact of rising tuition during a time when wages are stagnant for many, and especially for those who have traditionally been underserved. In North Carolina, for example, average tuition and fees now represents 13% of household income; for Black and Hispanic households, [the figure is nearly 20%](#).

This, of course, has meant that students are graduating with an ever-increasing amount of debt. Indeed, nationally, student debt has risen some 15% each year for more than a decade, and is now [estimated to be on the order of \\$1.5 trillion](#). In North Carolina alone, more than 1

million resident borrowers now owe an average of more than \$25,000 each, a total student debt burden of \$38 billion.

The consequences of this financial shift, in my opinion, are far-reaching, and they have implications for the public perception of higher education. It seems fair to suggest that a college degree is nowadays viewed less as a public good with broad societal benefit, and more as a private decision to invest in human capital. This instrumentalization of higher education is as understandable as it is lamentable. From the perspective of our students, the increasing debt burden quite logically pushes them toward programs that would appear to promise the most immediate financial returns upon graduation, rather than into career path that may be personally rewarding but less remunerative. Meanwhile, cash-strapped universities are increasingly forced to adopt a mercenary posture, chasing the latest funding opportunity, ramping up expectations on faculty to become income generators, and investing more time and resources courting and placating potential donors.

In all of this, there is a growing sense that the University's core purpose is no longer to contribute to an informed citizenry or to engage in reflection upon society's most urgent or timeless questions, but rather to ensure that its paying customers achieve an acceptable return on their investment. The result is likely to be continued funding and support for those programs deemed useful to contemporary capitalism – STEM, tech, and the like – and increasing pressure on programs and careers that may be less financial rewarding, but no less valuable to society, such as the arts, humanities, or non-profit sector.

There are, I think, at least four additional consequences that follow from this growing instrumentalist ethos.

1. The first is that higher education has become [increasingly politicized](#), and is finding itself at the center of America's ever-more [partisan culture wars](#). [Recent polls](#) show declining support for higher education, and the [op-ed pages](#) are filled with concerns that universities lack relevance and are awash with liberal bias. Small wonder that much of the critique is aimed at precisely those academic disciplines, especially within the humanities, that focus less on job training and more on developing the critical sensibilities and imagination necessary to challenge the status quo and effect meaningful change.

2. Second, and related to this, the university has been subject to increasing public calls for accountability, and demands that we show proof that we are maximizing return on investment for our customers. This creeping accountability mandate has led to a proliferation of tasks and employment categories oriented around tracking, assessment, and compliance, and an increasingly [interventionist and paternalistic culture](#) around student success via counseling, advising, and what philosopher Michel Foucault might have called the [disciplinary management of student life](#). In suggesting this, I do not mean to diminish the valuable and often-necessary work that provides support for the educational experience, only to suggest that universities nationwide are experiencing new forms of [bureaucracy, managerialism](#), and what David Graeber has memorably called "the [bullshitization of academic life](#)" in the face of growing demands for accountability.

If we examine employment trends at ECU, shown in Figure 3, we can see some evidence for this shift, though it is not especially strong. You can see, perhaps contrary to expectations,

that faculty comprise a larger share of employment today than we did 20 years ago, and that the share devoted to administration has gone down. But it is also true that technical and professional staff have increased by 120% over this timespan, a rate of increase double the growth in the student population.

3. Figure 4 shows some data regarding a third trend that I want to mention, and that is the tendency of universities to respond to declining financial support by increasing the [utilization of contingent faculty](#). Here at ECU, we have seen over the past two decades a slight increase in the use of part-time faculty, and a modest growth in the use overall of non-tenure track faculty. These figures compare quite favorably to the national average, but we should nonetheless be concerned about the erosion of tenure in higher education, and also be [forceful advocates](#) for fair pay and adequate working conditions for our part-time and fixed-term faculty members.

4. And finally, let me turn back to the broader picture and mention one last higher education trend, and that is the growing market share captured by for-profit companies and [new mega-universities](#) focused around the scalable delivery of distance learning. These [new competitors](#) have seized upon the current desire for instrumental education outcomes, and have helped to reinforce a public perception that education is largely a form of employee credentialing rather than a setting within which students are exposed to new ideas and can engage in meaningful reflection and self-discovery.

I should be clear that I am not arguing against helping our students to get jobs or be financially successful. Indeed ECU has always excelled at this, and at a time of rising debt, our efforts serve our students well.

But what concerns me about the trends I have described is that they speak to an erosion of the central role of professional faculty, and the faculty-student relationship, in public higher education. When access to a college degree is impeded by declining public investment and rising tuition, when our educational objective is circumscribed by an instrumentalist mindset and the logics of accountability, it is all too easy to reposition our pedagogical mission as mere job training, and to transform our intellectual labor into nothing more than commercialized course management.

In the face of these trends, we must continue to educate, to advocate, and to organize. We will need to vigorously defend both tenure and academic freedom; to continue to champion the value of our intellectual and creative labor; and to fight for the proper recognition and reward for the amazing and transformative work that we all do.”

Questions

There were no questions.

H. Election of Five Members to the Faculty Officers Nominating Committee (as prescribed in *ECU Faculty Manual*, [Part II, Section II](#))

Following a call for volunteers by Chair Popke, Professors Ron Cortright (Kinesiology), Nancy Winterbauer (Medicine), Loren Alves (Dental Medicine), Joy Karriker (Business) and Jennifer McKinnon (History) were nominated by acclamation to serve on the Faculty Officers Nominating Committee and charged with providing a slate of 2019/2020

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Faculty Officer nominees during the April 30, 2019 Faculty Senate organizational meeting.

I. Question Period

Professor Gustafson (Music) asks about the possibility of building a performance space and studio spaces. She notes that we cannot have accredited dance program without the studios to support it. Also, they want a space that will attract community and allow for the town/gown partnership. Is there money for this?

Chancellor Staton responds that a priority for the comprehensive campaign is a performing arts center. It is one of the most glaring omissions in our community. Candidly, it will take a public/private partnership because it will be very expensive. Talking with city and county. ECU needs a significant donor who will put their name and financial resources behind this.

Agenda Item IV. Unfinished Business

In response to Faculty Senate Resolution #18-54, an [Overview of 2007-2018 Faculty Grievance Committee Activities](#) and a [Compilation of 2007-2018 Faculty Grievance Committee Reports](#) were provided for information to the Faculty Senate. There was no discussion and no formal action taken.

Agenda Item V. Report of Graduate Council

The Council did not meet in February.

Agenda Item VI. Report of Committees

A. Calendar Committee

Professor Rick McCarty (Philosophy and Religious Studies), Chair of the Committee first presented proposed revisions to the *University Undergraduate Catalog*, Academic Regulations: Registration and Schedule Changes, Course and Term Withdrawal and stated that the 60% withdrawal date was changed. This was recommended by the committee.

There was no discussion and the proposed revisions to the *University Undergraduate Catalog* were approved as presented. **Resolution #19-15**

Professor McCarty then presented proposed revisions to the *University Undergraduate Catalog*, Academic Regulations: Grading System regarding Incompletes for undergraduates. The Calendar committee wishes to make the deadline for faculty rather than students, and this would be 2 weeks prior to end of final exams.

Professor and Dean Gemperline (Graduate Studies) stated that the graduate school sets a final deadline and encourages faculty to set their deadlines earlier. He says that making this faculty responsibility could create problem where students try to absolve themselves of blame.

Professor McCarty responded that if it is a student deadline, this prevents faculty from making the deadline earlier.

Professor and Dean Gemperline says they encourage faculty to have written contract with students (even just an email) as best practice.

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Professor Vail Smith (Health Education and Promotion) concurs with Dean Gemperline's comments and wishes to put the responsibility back to the student.

Professor Chambers (Education) asked what is the role of academic advising and isn't that their responsibility to assist students in their responsibilities.

Professor Egan (Art and Design) also expressed support for Dean Gemperline's comments and stated students are working on their own projects and incompletes and spoke against proposed change to the catalog.

Professor Roberson (Nursing) would like all language in all calendars to be consistent.

Professor Angolia (Engineering) asked if the language can state that students "request" rather than make the change.

Professor Stiller (Biology) says the language could be neutral and not mention professors or students.

Professor Vail-Smith (Health Education & Promotion) notes that the calendar not intended to be a rule book or policy on the process.

Professor Greer (Medicine) suggests that this go back to committee.

Following a voice vote, the proposed revisions to the *University Undergraduate Catalog, Academic Regulations: Grading System* did not pass.

MCarty said that election day will be placed in calendar, even though we cannot get a school holiday. He adds that sometimes T/Th classes end before Thanksgiving Break so they added an extra Tuesday just after the break.

Another change is the abridged calendar format. The calendar committee will produce calendars 5 years ahead in an abridged format with beginnings and ends of classes, plus holidays. See attachment 4.

Following a lengthy discussion, a motion was made to return the proposed revisions to the Format for University Academic Calendars to the Calendar Committee for further discussion and review. The motion was approved as presented. **Resolution #19-16**

B. Undergraduate Curriculum Committee

Professor Jean Luc Scemama (Biology), Chair of the Committee presented curriculum and academic matters acted on during the January 24, 2019 meeting, including curricular actions within the Departments of Health Education and Promotion, Geological Sciences and Biology, Colleges of Education and Business and School of Music and the January 31, 2019 meeting, including curricular actions within the Departments of Recreation and Leisure Studies, Kinesiology, Hospitality Leadership, College of Business and School of Music.

There was no discussion and the curriculum and academic matters were approved as presented. **Resolution #19-17**

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C. Educational Policies and Planning Committee

Professor Mark Bowler (Psychology), Chair of the Committee presented curriculum and academic matters acted on during the [February 8, 2019](#) meeting, including a new Medical Family Therapy Certificate in the Department of Human Development and Family Science within the College of Health and Human Performance, revision/reduction in program hours for the BS in History, Secondary Education in the Department of Literacy Studies, English Education and History Education within the College of Education, revision/reduction in program hours for the BS in Special Education, Adapted Curriculum in the Department of Special Education, Foundations and Research within the College of Education, revision/reduction in program hours for the BS in Special Education, General Curriculum in the Department of Special Education, Foundations and Research within the College of Education, revision/reduction in program hours for BS in Industrial Engineering Technology in the Department of Technology Systems within the College of Engineering and Technology and a degree name change from MS in Recreation Services and Interventions to a MS in Recreation Sciences in the Department of Recreation and Leisure Studies within the College of Health and Human Performance.

There was no discussion and the curriculum and academic matters were approved as presented.

Resolution #19-18

D. Committee on Committees

Professor Gregory Lapicki (Physics), Chair of the Committee presented the first reading of both proposed revisions to the University Environment Committee Charge and Student Academic Appellate Committee Charge and noted that any additional revisions should be provided to the Faculty Senate during the second reading of both revised charges prior to a formal vote that will take place during the March 26, 2019 Faculty Senate meeting. There was no further discussion.

E. Faculty Governance Committee

Professor John Stiller (Biology), a member of the Committee, provided first information on the procedural clarification on action taken in January on proposed revisions to the *ECU Faculty Manual*, relating to the Faculty Appellate Structure included in Part II. East Carolina University Organization and Shared Governance, Section II. Faculty Constitution and By-Laws, subsection By-Laws of the Faculty of East Carolina University (revisions to By-Laws only).

Professor Stiller then made a procedural motion to return the proposed revisions to the *ECU Faculty Manual*, relating to Faculty Appellate Structure in Part II, Section II. By-Laws of the Faculty of East Carolina University to the Faculty Governance Committee until Part XII. Faculty Appellate Provisions are formally approved. (*This action relates to FS Resolution #19-10 which includes revisions to three sections of the Manual.*) The procedural motion was approved as presented. **Resolution #19-19**

Professor Popke noted that attachment 8. Proposed revision to the *ECU Faculty Manual*, Part IV, Section II. Unit Codes, subsection III. Faculty Who May Vote on a Unit's Code of Operation was being pulled at this time for further consideration by the Committee and would be presented again later in the semester.

Professor Stiller then presented a proposed addition to the *ECU Faculty Manual*, Part IV, Section II. Unit Codes, new subsection X. School or College Constitutions or By-Laws noting that we don't have any procedures for approving college constitutions. This will allow Unit Code screening committee, senate and admin to look through constitutions.

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There was no discussion and the proposed addition to the *ECU Faculty Manual* was approved as presented. **Resolution #19-20**

F. Writing Across the Curriculum

Professor Jeff Popke (Geography, Planning and Environment), Chair of the Faculty, presented in place of Professor Jen-Scott Mobley who was sick and unable to attend today's meeting, the curriculum and academic matters acted on and recorded in the [February 11, 2019](#) meeting minutes including writing intensive course designation (WI) for CHEM 2251.

There was no discussion and the curriculum matter was approved as presented. **Resolution #19-21**

G. General Education and Instructional Effectiveness Committee

Professor Puri Martinez (Foreign Languages and Literatures), Chair of the Committee presented curriculum and academic matters acted on and recorded in the [February 18, 2019](#) meeting minutes including General Education Fine Arts Credit (GEN:FA) for ART 1827: Photography Changes Everything, General Education Humanities Credit (GE: HU) for CLAS 1600: Sex, Spells and Sacrifices: Religion in the Classical World (**cross-listed as RELI**), Global Diversity Designation (DD) for ANTH 1000: Introduction to Anthropology, Domestic Diversity Designation (DD) for MUSC 2257: Jazz Appreciation, Global Diversity Designation (GD) for CLAS 1600: Sex, Spells and Sacrifices: Religion in the Classical World (**cross-listed as RELI**), and Global Diversity Designation (GD) for FORL 1551: Introduction to Russia: Land of the Firebird; and Designations for transfer courses: Global Diversity Designation (GD) for HUM 120: Cultural Studies from Pitt Community College and Global Diversity Designation (GD) from ANTH 101G: Social Cultural Anthropology.

There was no discussion and the curriculum and academic matters were approved as presented. **Resolution #19-22**

Agenda Item VII. New Business

Professor Greer (Medicine), asked to postpone consideration of the Commendation for Professor Mary Gilliland, MD due to her absence from the meeting today. The request was accepted, and the commendation will be considered on March 26, 2019.

There being no further business, the meeting adjourned at 3:58 pm.

Submitted by,

Amanda Ann Klein
Secretary of the Faculty
Department of English

Lori Lee
Faculty Senate

FACULTY SENATE RESOLUTIONS APPROVED AT THE FEBRUARY 26, 2019 MEETING

Resolution #19-14

Approval of Spring 2019 Graduation Roster, including Honors College graduates.

Resolution #19-15

Revisions to the *University Undergraduate Catalog*, Academic Regulations: Registration and

Schedule Changes, Course and Term Withdrawal, as follows:

<http://catalog.ecu.edu/content.php?catoid=14&navoid=1121#course-and-term-withdrawal>

(Additions are noted in **red** text and deletions in ~~strikethrough~~.)

Academic Regulations: Registration and Schedule Changes, Course and Term Withdrawal

Course Withdrawal Allotment

Students may withdraw from up to 16 semester hours during their undergraduate career. Students may use these withdrawals between the end of the course adjustment period and the deadline to withdraw from term-length courses without a grade, which is 60% **of the semester**, ~~regularly scheduled class meetings, exclusive of final exams.~~ **beginning with the first day of class and ending with commencement.**

Course Withdrawal

During the first 60 percent of **the semester** ~~regularly scheduled class meetings (exclusive of final exams)~~, **beginning with the first day of class and ending with commencement**, a student may withdraw from the course after consultation with his/her advisor. There are two options for requesting the withdrawal. The preferred option is that the student's advisor email the Office of the Registrar (copying the student) at regis@ecu.edu. The second option is that the student email the Office of the Registrar at regis@ecu.edu. If the student initiates the request, the Office of the Registrar will contact the student's advisor for approval prior to granting the request. For either option, the request to the Office of the Registrar should include the student's name, Banner ID, and course prefix and number of the withdrawn course(s). Please refer to Course or Term Withdrawal Refund Rule below. The same 60 percent withdrawal period rule also applies to block courses of other lengths. ~~It is the student's responsibility to consult ECU's Academic Calendars to determine the appropriate withdrawal period for such block courses.~~

Term Withdrawal

Students desiring to withdraw from an academic term should meet with an academic advisor to review consequences and policies. The student must then obtain an official withdrawal form located on the website of the Office of the Registrar. After the student has obtained the signatures of the various officials designated on the form, the student must submit the form to the Office of the Registrar for final approval by email. The Office of the Registrar will accept a completed form that is scanned and sent via the student's ECU email address.

Withdrawal Requests Made Within 60% of the Academic Term: During the first 60 percent of **the semester** ~~regularly scheduled class meetings (exclusive of final exams)~~, **beginning with the first day of class and ending with commencement**, a student may withdraw from the university without receiving grades for courses in which he/she is enrolled. However, a W (to notate a withdrawal) will appear on the student's transcript.

Withdrawal Requests Made Beyond 60% of the Academic Term: After 60 percent of **the semester** ~~regularly scheduled class meetings (exclusive of final exams)~~, **beginning with the first day of class and ending with commencement**, a student withdrawing from the university shall receive no credit for the courses in which he/she is passing at the time of withdrawal. A student will receive a grade of F for all courses in which he/she is failing at the time of withdrawal, and a W for those courses in

which he/she is passing.

Resolution #19-16

Return the proposed revisions to the Format for University Academic Calendars to the Calendar Committee for further discussion and review.

Resolution #19-17

Curriculum and academic matters acted on during the Undergraduate Curriculum Committee's [January 24, 2019](#) meeting, including curricular actions within the Departments of Health Education and Promotion, Geological Sciences and Biology, Colleges of Education and Business and School of Music and the Committee's [January 31, 2019](#) meeting, including curricular actions within the Departments of Recreation and Leisure Studies, Kinesiology, Hospitality Leadership, College of Business and School of Music.

Resolution #19-18

Curriculum and academic matters acted on during the Educational Policies and Planning Committee's [February 8, 2019](#) meeting, including a new Medical Family Therapy Certificate in the Department of Human Development and Family Science within the College of Health and Human Performance, revision/reduction in program hours for the BS in History, Secondary Education in the Department of Literacy Studies, English Education and History Education within the College of Education, revision/reduction in program hours for the BS in Special Education, Adapted Curriculum in the Department of Special Education, Foundations and Research within the College of Education, revision/reduction in program hours for the BS in Special Education, General Curriculum in the Department of Special Education, Foundations and Research within the College of Education, revision/reduction in program hours for BS in Industrial Engineering Technology in the Department of Technology Systems within the College of Engineering and Technology and a degree name change from MS in Recreation Services and Interventions to a MS in Recreation Sciences in the Department of Recreation and Leisure Studies within the College of Health and Human Performance.

Resolution #19-19

Procedural motion to return the proposed revisions to the *ECU Faculty Manual*, relating to Faculty Appellate Structure in Part II, Section II. By-Laws of the Faculty of East Carolina University to the Faculty Governance Committee until Part XII. Faculty Appellate Provisions are formally approved. *(This action relates to FS Resolution #19-10 which includes revisions to three sections of the Manual.)*

Resolution #19-20

Additions to the *ECU Faculty Manual*, Part IV, Section II. Unit Codes, New Subsection X. School or College Constitutions or By-Laws, as follows:

(Additions are noted in **red** print)

CONTENTS

- I. Definition of Unit Code
- II. Approval Process for New and Revised Unit Codes
- III. Faculty Who May Vote on a Unit's Code of Operation
- IV. Minimal Unit Code Requirements
- V. Use of "Guidelines" by a Code Unit
- VI. Five Year Review of a Unit Code
- VII. Faculty Senate Office Records
- VIII. Unit Code Training
- IX. Unit Code Availability
- X. School or College Constitutions or By-Laws**
- XI. Acceptable models for code units in reorganization plan

X. School or College Constitutions or By-Laws.

A School or College in which departments are code units may establish a constitution or by-laws. These shall be developed with input from the School or College faculty and the Dean. They must specify the procedures for their ratification and amendment. Prior to their ratification, constitutions and by-laws must be submitted to the Unit Code Screening Committee for review and advice. After review and amendment, if necessary, the constitution or by-laws shall be approved at a general meeting, such as fall convocation, by a majority of the tenured faculty members present and voting. Upon ratification, the Constitution or by-laws shall be re-submitted to the Unit Code Screening Committee for approval and, if approved, forwarded for review and approval to the Faculty Senate and, subsequently, the Chancellor.

If a School or College constitution or by-Laws contains provisions for a School or College Promotion and Tenure Advisory Committee, the applicable policies and procedures must be submitted to the Faculty Governance Committee for review and approval prior to ratification of the constitution or by-laws.

Resolution #19-21

Curriculum and academic matters acted on during the Writing Across the Curriculum Committee's [February 11, 2019](#) meeting, including writing intensive course designation (WI) for CHEM 2251.

Resolution #19-22

Curriculum and academic matters acted on and recorded in the [February 18, 2019](#) meeting minutes including General Education Fine Arts Credit (GEN:FA) for ART 1827: Photography Changes Everything, General Education Humanities Credit (GE: HU) for CLAS 1600: Sex, Spells and Sacrifices: Religion in the Classical World (**cross-listed as RELI**), Global Diversity Designation (DD) for ANTH 1000: Introduction to Anthropology, Domestic Diversity Designation (DD) for MUSC 2257:

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Jazz Appreciation, Global Diversity Designation (GD) for CLAS 1600: Sex, Spells and Sacrifices: Religion in the Classical World (**cross-listed as RELI**), and Global Diversity Designation (GD) for FORL 1551: Introduction to Russia: Land of the Firebird; and Designations for transfer courses: Global Diversity Designation (GD) for HUM 120: Cultural Studies from Pitt Community College and Global Diversity Designation (GD) from ANTH 101G: Social Cultural Anthropology.
