



2018-2019 FACULTY SENATE

FULL MINUTES OF APRIL 23, 2019

[Mediasite](#)

The eighth regular meeting of the 2018-2019 Faculty Senate was held on **Tuesday, April 23, 2019**, at 2:10 in the East Carolina Heart Institute.

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

Both the [February 26, 2019](#) and [March 26, 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), Arnold (Art and Design), Richards (Communication), Sorensen (Criminal Justice), Alves and Keim (Dental Medicine), Kung (Economics), Robinson (Mathematics), Winterbauer (Medicine), Gustafson (Music), Vogelsong (Recreation and Leisure Studies) and VC for Health Sciences Stacy.

Alternates present were: Professors Schmidt for Cuthrell (Education) and Beck for Roberson (Nursing).

B. Announcements

Full announcements are available [here](#).

C. Dan Gerlach, Interim Chancellor Designate

Chair Popke welcomed ECU's Interim Chancellor Designate. Then Interim Chancellor Designate Dan Gerlach addressed the Senate.

He stated that he was initially taken aback by the offer to run ECU because he didn't have any academic administrative experience. He believes the job of the Chancellor is to help Provost Mitchelson do his job. He expressed commitment to shared governance, citing past ECU leaders like Leo Jenkins. He told the Senate that he "wants to know what he doesn't know" and he wants to be engaged in the culture here at ECU. He wants to "meet us where we are." He said he has a history of state budget making. This means he is comfortable saying "no" but also "no, but..." When he moved to North Carolina he had one relative—an uncle who was professor at UNC-Greensboro. People are still inspired by his uncle, who passed away long ago.

Interim Chancellor Designate Gerlach explained that he did teach some MA classes at NC State. From this he knows difficulties that come with teaching. He also got to experience the joy of teaching. This is the bedrock of all we do.

Interim Chancellor Designate says ECU is compelling because we have 81 Golden Leaf scholars. He then offered some background on these mostly first-generation students. The transformation of these

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Golden Leaf scholars from their senior year of high school to senior of college shows him how great ECU is.

So, what does he have to offer? Resilience and knowledge of the region. Interim Chancellor Designate Gerlach told the Senate that “we took low income kids before it was cool.” He believes ECU should not apologize for its mission to educate the region [people clap]. Our job is to serve. The strength of this university is its faculty. We will take care of students—*that* is what he wants to sell to parents. He explained that he approaches with a budget maker’s eye and financial manager’s lens. Interim Chancellor Designate Gerlach said he is the Chancellor of entire university, not just athletics or medicine, etc.

Questions

Professor Gilliland (Medicine) thanked him for coming and for taking on this important role. Interim Chancellor Designate Gerlach thanks her for her service.

Professor Francia (Political Science) asked for an overview on how the Interim Chancellor wants to drive enrollment at ECU. He asks what his plan for enrollments are. Enrollments are at the center of so much that happens at ECU. Interim Chancellor Designate Gerlach says enrollment is key. But not just because it’s money; it’s also about meeting people. He mentions the current trend of anti-intellectualism. He wants to remind people of the value of a college education. How can we sell ECU’s proximity to Uptown? He studies the way ECU is sold. Yes, our new Student Union is great, but our 4-year graduation rate and job placement is what we should be selling. We don’t measure ourselves on who we exclude but who we bring in.

One more indulgence: he is a hard worker and an engaged person. He wants to meet with Deans and know what is happening across campus.

D. Ron Mitchelson, Provost and Senior Vice Chancellor for Academic Affairs

Provost Mitchelson began by praising Interim Chancellor Gerlach in his past role with Golden Leaf. Provost Mitchelson is at Faculty Senate to speak about the Enrollment Management Task Force. In December 2017 they began this work, but the draft report is not quite ready yet. It will be circulated via email to this campus by Friday 4/26, via email. It will have a feedback form attached. He encouraged feedback.

Contractor Ruffalo Noel Levitz will be on campus Wednesday, May 8th at 2pm at Heart Institute for a series of meetings as well as a forum. It will also be live-streamed. Additional information available at: <https://www.ruffalonl.com/about-ruffalo-noel-levitz/higher-education-experts/>.

The Enrollment Task Force proceeded in two phases. The first phase was without the contractor; it was an “environmental scan” of sorts for the context for our enrollment situation. They looked for important trends impacting enrollments. During this phase of the study they discovered a 70% graduation rate, which is a “tremendous level of success” for an access university like ECU.

2008 was a rough time in the U.S. due to Recession. The Recession had a large impact on demography. 2026 shows a decline in high school population—thus lowered enrollments at ECU (and across the nation) are inevitable. We will experience a system-wide decline in enrollments. This study helped to reveal some of this.

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Provost Mitchelson said the Task Force of 20 individuals eventually grew to working groups of 100. They were looking for solutions to enrollment problems. The Task Force then used a “Shark Tank” style forum to narrow these potential solutions down to 7 solutions. One example of these 7 solutions is alternate block scheduling, which means having 7-week semesters instead of 15-week semesters. This strategy is already implemented in other campuses.

Provost Mitchelson said we will need to expand our DE program. This will be a clear priority moving forward.

In terms of marketing, Provost Mitchelson said we need to get the message out more clearly. We haven’t marketed the quality of education here at ECU (we market many other things). We have to change our spatial demographic strategy.

They hired company to demonstrate the limits of the number of possible enrollments. These professionals agree that enrolling 34,000 new students over a 10-year period is possible. That is an increase of 300-500 students per year. Provost Mitchelson believes this is a reasonable approach to growth.

Questions

Professor Treadwell (Medicine) says there is a lot of competition for DE market. What impact will that have on us and our FTF enrollment? Provost Mitchelson responds that our face to face market will stay strong. We’ll see growth in non-traditional students, and also in MA and professional programs.

Professor Gueye (English) stated she recently attended an admissions tour with a family member (a “secret shopper” tour) and noted that there was nothing in the admissions tour mentioned about international students. In addition, it was stated inaccurately that ECU was a very diverse university. Also, during the tour faculty and academic programs were not showcased and suggested that we need to showcase faculty and what is happening in the classrooms that make ECU special. Provost Mitchelson agrees. These tours have come under scrutiny. They are working on that.

Professor Thomson (Medicine) asks about deals with local businesses re: worker programs (businesses subsidizing higher degrees). Provost Mitchelson agreed that this is a good idea but admits that ECU hasn’t really explored that. But they should, because ECU has good relationships with local businesses. ECU wants to provide career pathways for existing workers.

Professor Su (Geography, Planning and Environment) asks Provost Mitchelson about ECU’s current capacity to handle more students. Do we have the faculty, the housing and the facilities? Provost Mitchelson says he believes that over a decade, it is scalable and doable. We will also get more money as we add more students. For example, we have a lot of new science equipment.

Professor Su (Geography, Planning and Environment) asks about quality of students being recruited. Provost Mitchelson says student profiles have improved over the years. There is not a decline but rather an increase in quality.

Professor Baltaro (Medicine) noted that that State claims that the School of Medicine faculty can only train 80 students at a time. He also asks about Latinx high school students—are we marketing to them? Provost Mitchelson says they are working on it.

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Professor Yalcin (Philosophy & Religious Studies) asks about the Distance Education program in Data Science. What is their placement rate? What do they make? Provost Mitchelson does not know that information off hand.

E. Ying Zhou, Associate Provost for Institutional Planning, Assessment, and Research Associate Provost Zhou is here to speak about Faculty Salary Inversion and Compression Task Force and the [2019 Faculty Salary Compression Study](#). She describes the various components of the attached document, which describe the mandate for the study, the composition of the Task Force, the methodologies used, the analysis used, and the status of each study at this time. In other words, this document just describes the actions of the Faculty Salary Inversion and Compression Task Force during the 2018/19 school year. The results of the study will be distributed to the full campus in Fall 2019. IPAR plans to have this available for all colleges included in the study.

She described how data set was determined and how parameters were determined for Academic Affairs, Joyner and Laupus Libraries, Allied Health Sciences, and Nursing. For example, the structure and pay scale in Brody is very different from Academic Affairs. For more details on this process, please see the [2019 Faculty Salary Compression Study](#).

Questions

Professor Yalcin (Philosophy and Religious Studies) asked, with salary predictors available that are used by other researchers, why are we creating new predictors? Associate Provost Zhou responds that we spent several meetings discussing different possible predictors and also testing to see what results we produced. These predictors are the result of much discussion, study, and trial and error.

Professor Powers (Sociology) asks about timeline of when IPAR will be consulting with deans and also with faculty. What was that timeline? Associate Provost Zhou responds that first they worked with task force and they just spoke with Deans. She invites further input.

Professor Stiller (Biology/Past Chair of the Faculty) mentioned that in the last salary equity study it was determined that academic rank was tied to salary and also by department. Has the interplay between gender and rank been considered? We don't want to reinforce what we have already engendered. Associate Provost Zhou responds that past study did not reveal gender or racial bias. But there was concern about rate of promotion for female faculty. This study is just focused on compression and inversion.

Professor Su (Geography, Planning and Environment) is impressed with detail of methodology. But did the task force compare promotion raises in salaries to national data? What were other reasons for salary increases? There are two important contributors to salary compression. Associate Provost Zhou responds that all of this came up in discussions. We looked at Recession-year hiring as well as years when there were no tenure bumps. They tested those data points and were not significant enough to note.

Professor Klein (English) shared, as a member of the task force, that research showed the hiring year did not play a real factor in salary compression or inversion. Once you see the actual data, you will see that there are obvious egregious salaries across Academic Affairs causing compression and inversion in various academic units.

Professor Karriker (Business) asked if the national average was used as a benchmark? Associate

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Provost Zhou responds that each department is compared to each other, as well as rank.

Professor Justice (Business) asked at the department level will the professors be evaluated at a benchmark as a professor within that academic unit or across the board within the Division of Academic Affairs. What is the rationale for not including fixed term faculty in the salary study?

Professor Wolf (Physics) asked how we plan to address tension between standards and actual salaries if we are trying to be fair across the board. Associate Provost Zhou responds that this data will go to department chair and dean. They will see predictive salary for each department member. They will show their personal salary benchmark. Chairs will make decisions based on this data.

Professor Alexander (Interior Design and Merchandising) noted that including fixed term faculty is important and she thanked Professor Justice for mentioning that.

Professor Su (Geography, Planning and Environment) stated that the data should show that all faculty should receive a cost of living raise, noting that comparable salaries keep faculty happy and better at teaching.

Chair Popke stated that the fixed term faculty concerns are duly noted. That will have to be a different study. This study has a very narrow focus—to identify compression and inversion among tenure track employees. We start with premise that all things being equal, you should see salary increase every year. Evaluating cost of living raises are not a part of this task force's charge since those types of salary increases depend on the legislature. The task force is looking at compression and inversion matters at no fault of the faculty member. Members of the task force realize that ECU needs more resources to do more to address this issue. The charge of the task force was narrow, and we hope to do more to help effective faculty through this effort.

F. Jordan Koonts, 2018/19 Student Government Association President and Colin Johnson, 2019/20 Student Government Association President

President Koonts stated to be grateful to be able to speak to the Senate. He is a political science/PR major who graduates next month. President Koonts said it has been an interesting year for the SGA. He wants to highlight what they've done. They advocated for a revised student fee process, welcomed new coaches, advocated for diversity in Board of Trustees, and revised SSOI. The SGA is an appropriations body, with 143 student organizations that receive funding. They constantly revisit and rework how they appropriate funds. For example, they are revising how grad organizations are funded. President Koonts says that ECU students are engaged and informed on campus issues. He thanked the faculty and says they had such a formative impact on him. Faculty are the benchmark in academic excellence and student involvement.

President Johnson thanked the Senate for inviting them today. He is a junior in Health Sciences Management and grew up in Greenville. President Johnson is grateful for what ECU has done for the region. He explained that the SGA has 3 platforms in the coming school year: advocacy for academic excellence; diversity and inclusion; and increased programs. As faculty you are here to teach and as a student he is here to learn.

Chair Popke thanked outgoing President Koonts for his leadership this year and stated that he looks forward to working with incoming President Johnson as he begins to address the goals he has outlined.

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There were no questions posed to either Student Government Association leaders.

G. LaKeshia Alston Forbes, Associate Provost of Equity and Diversity

Associate Provost Alston Forbes reported on [initiatives designed to improve faculty representation](#) in in employment and promotion rates (ref. [FS Resolution 13-35](#)) and information about a [Faculty Academy](#).

Associate Provost Alston Forbes is at the Senate to discuss current efforts to recruit and retain a diverse faculty at ECU. The university's definition of diversity is not limited to sex, race, ethnicity, but, like most colleges and universities, our data systems are limited. For example, they cannot account for other dimensions of diversity, like sexual orientation, gender identity, and religion.

Associate Provost Alston Forbes said that diversity is key to fulfilling ECU's mission: student success, public service, and regional transformation. In looking at the data her office has collected, there are some things to highlight:

She pointed out that the percent of ECU faculty who identify as non-white, non-Hispanic, is 16%. Percent of ECU students who identify as non-white, non-Hispanic student population is much higher, at 23%. She said we will look more closely at this data in the Fall, after IPAR prepares their report.

Associate Provost Alston Forbes asked how we prepare students for our multicultural global society? We need administrators, faculty, staff and students that reflect our reflect diversity of state and nation.

Associate Provost Alston Forbes asked deans, directors, and other institutional officers about unit-specific recruitment of diverse faculty. We need to do more than just post job announcements. Units and search committees are highly encouraged to develop recruitment and outreach plans to best ensure a diverse pool.

They piloted several programs in Academic Affairs division this past school year, with support of Provost Mitchelson. Two examples are: The Emerging Scholars Program and The Experience ECU program. Associate Provost Alston Forbes said that both programs will continue next year and expand to Health Sciences division.

Examples of successful effort to improve diversity have happened in Accounting, the Brody School of Medicine, the College of Business, Joyner Library, and the College of Education. The College of Education reported a 30% increase in diversity due to college leadership that values and advocates for diversity, a growing culture of support amongst underrepresented faculty, and a core group that has embraced diversity and promoted a mission of inclusiveness.

This summer Provost Mitchelson will host diversity workshop for chairs and deans. Will focus on retention.

Associate Provost Alston Forbes said she is also pleased to launch Faculty Academy by the Office of Faculty Excellence, which will launch this fall. Faculty fellow, Dr. Eboni Bough, created this program and will run it for the OFE. Associate Provost Alston Forbes invited Professor Bough to introduce the program to the Faculty Senate.

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Professor Bough stated that part of her responsibilities in the fall will be to create a stream of programming. She said mentoring has long been a passion of hers. Faculty Academy will look for a diverse set of mentors with expertise in different areas of academia (promotion, teaching effectiveness, grants, etc.). They are starting small to ensure the program is thoughtful. Mentees will apply in the fall and they will be allowed to select a mentor who will help them clarify roles and objectives, and also goals. It will be a collaborative effort. The Faculty Academy will provide support for the mentors via monthly meetings. They hope to help faculty increase their own best practices in mentorship. Professor Bough's ultimate goal is to create a sustainable mentor program, for all faculty across different experience levels.

There were no questions.

H. Cynthia Deale, Faculty Assembly Delegate

Professor Deale, provided a report on the [April 12, 2019](#) UNC Faculty Assembly Meeting and highlighted a few things from the meeting. The full report can be accessed via the link above.

Professor Green, the Faculty Assembly Chair, talked about the BOG meeting in Boone and the diversity & inclusion policy. He noted that NY still has a travel ban in place for NC. The Chair also discussed the importance of online resources and the reduction in cost of books for students. He also mentioned that there was an idea to establish a peer review board at the system level for any professor to submit a manuscript for blind review (for books and perhaps other submissions)

Kim Van Noort, Senior Vice President for Academic Affairs says there are plans to announce the WCU chancellor next week.

Kevin M. Nathanson, Senior Director of Product Management and Technology Integration—UNC Online, discussed course equivalency. UNC is building equivalency finder, including faculty tools.

There was a discussion with Discussion with UNC System President William Roper He said he is not going to be comparing 17 different schools, but peer institutions. Then there was a question and answer session.

The meeting concluded with a discussion regarding Diversity & Inclusion. Matt Brody (from the UNC System office) talked about context and the fact that currently there is not a system wide policy so let's collaborate, have common definitions, clear lines of authority for diversity and inclusion, etc. He noted that the system doesn't currently have a statement of commitment on diversity and inclusion, but this policy has one. Matt Brody noted that policies go to BOG and are not easily changed but regulations can be changed more easily.

The results of Faculty Assembly officer elections:

- President—Tim Ives, UNCCH
- Vice President—Kimberly Cogdill-Grainger, NCCU
- Secretary—Anthony Chow, UNCG

In addition, Jeff Popke (ECU) was elected to serve as a Delegate at Large.

There were no questions.

I. Jeff Popke, Chair of the Faculty

Professor Popke provided the following remarks:

“I want to begin my remarks by offering a warm welcome to Interim Chancellor-Designate Gerlach. We appreciate both your willingness to join us this afternoon and the sentiments expressed in your remarks. I am especially encouraged by your affirmation of shared governance and strong statements in support of working with our faculty to move ECU forward.

As you will discover, if you are not already aware, we are a pretty diverse lot, with some 2000 faculty appointments that span across 9 colleges, 2 schools, and 2 academic libraries, and with varied responsibilities that incorporate instructional duties, student mentoring, research and creative activity, and important clinical and patient care responsibilities. This diversity notwithstanding, I think you will find that one thing we share is a commitment to the success of our students and to ECU’s mission to serve, and a sense of obligation to ensure that ECU is making a difference for the people of this state, and especially for communities here in Eastern North Carolina.

Now, despite what I fear is the perception in some quarters of our state, this shared sense of commitment, and our appreciation for our location and unique institutional mission, do not mean that we accede to a second tier status or that we have ever been willing to sacrifice intellectual vitality or academic excellence; to the contrary, our mission is simply the manner in which the excellence of our faculty is exemplified.

This sense of faculty commitment is also evident in ECU’s practices of shared governance. When I had a chance last week to meet the Interim Chancellor-Designate, one of the first things that I mentioned to him was the fact that we have a strong shared governance tradition at ECU. This was in fact reinforced to me at a recent Faculty Assembly meeting. It seems that North Carolina A&T is seeking to revise their faculty manual and constitution, and when they asked the folks in the system office for advice, they were told “get in touch with ECU”. We were one of two campuses described as models for how to do shared governance the right way.

So what does that mean, exactly? I would say that shared governance is in the first instance an ethos, an attitude of mutual respect and a commitment to seeking dialogue and common purpose. As described in a [recent affirmation](#) by the Association of Governing Boards of Colleges and Universities, it is “an institutional culture of good will, good intentions, and commitment to common values.”

To illustrate what this means in practice, I’d like to reflect for a moment on some accomplishments of the past year, a task that will also allow me to look forward to some of the challenges that we will need to address over the coming months. I want to begin by acknowledging the enormous amount of work successfully undertaken this year by our Faculty Senate Committees. One of the core principles of shared governance is that faculty must retain authority over key aspects of the academic enterprise, including curriculum and program development, and also over the processes and procedures governing faculty appointments, advancement, tenure, and promotion – all things, as we know, that are set forth within ECU’s Faculty Manual.

As happens every year, our committees have identified problems, investigated best practices, vetted new policy, and recommended important changes to our faculty manual and to other aspects of institutional governance. These have included a restructuring of our appellate procedures, the establishment of an Ombuds office, and important new provisions governing freedom of expression on campus, the evaluation of teaching, credit hour guidelines, college promotion and tenure processes, parental leave, and much more. These changes have all benefitted from thoughtful contributions by a great many faculty members, in partnership with professional staff, administrators, university counsel, and others, a list that includes many in this room and even more who are not. This committee work is indispensable to shared governance, and it demands that, as an institution, we appropriately recognize and reward this kind of service, including due credit within our tenure, promotion and professional advancement processes. For now, let me just say to all of those who have served this year, and especially to our Committee Chairs, thank you for your productive work and your investment in shared governance.

There are other arenas of campus governance that, while less evidently the direct purview of the faculty senate or its committees, can only be addressed successfully through a productive partnership. Early on this academic year, for example, we identified enrollment as a key challenge for us. As you have just heard the Provost describe, we have engaged in a year-long effort to develop new enrollment strategies, an effort that has been built upon the energy and the expertise of many ECU Faculty Members. As you have also heard this afternoon, we have, in response to a Senate resolution last year, addressed salary compression and inversion, in a collaborative effort between faculty and IPAR. And in response to last year's Employee Engagement Survey, we have recently formed an-hoc committee that will be coordinating with Human Resources to develop a faculty-led response to the continuing challenge of low faculty morale. Finally, we have worked with Vice Chancellor Golden at REDE to provide greater faculty input into ECU's still-evolving research enterprise, and we are exploring ways in which faculty might become more involved in providing input on institutional budget priorities.

Addressing these and other key institutional challenges will require that we re-affirm our commitment to shared governance, that our faculty, administration, Board of Trustees, and other campus constituencies work to build what the Association of Governing Boards Statement calls "a culture of meaningful engagement". In addition to helping us to navigate institutional change, a culture of meaningful engagement can also provide a bulwark against any volatility, or unwarranted intrusion, that we might face in our external environment.

I have stated previously my belief that, at a time when the average tenure of a university president continues to decline, the enduring identity of any university is really nothing other than the collective investments and talents of its faculty. Well, here at ECU our faculty is indeed talented, and invested, and we stand ready as always to work collaboratively with the incoming Interim Chancellor, and our strong administrative leadership team, to refocus attention on what matters at ECU, and that is the work that we do every day to promote student opportunity and achievement, and to utilize our talents for the betterment of our region and state."

There were no questions.

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J. Question Period
There were no questions.

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 Ron Preston (Education), Chair of the Graduate Council provided curriculum and academic matters acted on during the [April 8, 2019](#) Graduate Council meeting which included level 1 curriculum action items from the Graduate Curriculum Committee meeting minutes of [March 20, 2019](#) and [April 3, 2019](#) which were approved by its delegated authority and reported here for informational purposes.

There was no discussion and the curriculum and academic matters acted on during the [April 8, 2019](#), Graduate Council meeting which included level 1 curriculum action items from the Graduate Curriculum Committee meeting minutes of [March 20, 2019](#) and [April 3, 2019](#) which were approved by its delegated authority and reported to the Faculty Senate for informational purposes were accepted.

Agenda Item VI. Report of Committees

A. Faculty Welfare Committee

Professor Lee Johnson (Philosophy and Religious Studies), Chair of the Committee presented formal faculty advice on revised Use of University Property Regulation, Resolution 19-44. She noted that the document has been through multiple committees.

Professor Scott (Academic Library Services) referenced today's Barefoot on the Mall annual event, noting how loud it was (and is). He asked should the amplified noise restrictions be changed from 25 feet to something further away.

Steve Serck (Associate University Attorney) responds that amplified sound is difficult to measure, and they had to pick a number. Based on what other campuses do. As for question to, it is not mandatory but based on context (time, place, and manner).

Professor Greer (Medicine) noted that the text allows for exceptions to the standard allowable locations for amplified sound. Steve Serck (Associate University Attorney) says this would be a friendly amendment 3.5.12 to add clause about amplified sound in the mall.

Professor Klein (English) suggests that we send it back to committee to deal with these nuances.

Following this discussion, the revised Use of University Property Regulation was returned to the Faculty Welfare Committee for further review. **Resolution #19-44**

B. Undergraduate Curriculum Committee

Professor Jean Luc Scemama (Biology), Chair of the Committee presented curriculum and academic matters acted on during the [March 14, 2019](#) meeting, including curricular actions within Interdisciplinary Programs, Colleges of Business, Allied Health Sciences, Engineering and Technology and Education and Departments of Kinesiology, Sociology, Political Science, English, Economics, Chemistry and Criminal Justice. There were no questions about the report and the curriculum and academic matters were approved as presented. **Resolution #19-45**

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C. Unit Code Screening Committee

Professor Cheryl Johnson (Human Development and Family Science), Chair of the Committee presented two revised unit codes of operation.

There was no discussion on the English Code so the revised Department of [English](#) Unit Code of Operations and Departmental Promotion, Tenure, and Advancement Guidelines were approved as presented. **Resolution #19-46**

There was no discussion on the Theatre and Dance Code so the revised School of [Theatre and Dance](#) Unit Code of Operations was approved as presented. **Resolution #19-47**

D. Service-Learning Committee

Professor Almitra Medina (Foreign Languages and Literatures), Chair of the Committee, presented first a revised Service-Learning Designation Course Application Evaluation Rubric. She described the definition of Service Learning at ECU: it is not just having students participate in service activities. Rather, service learning is a methodology of teaching that encompasses 3 characteristics:

1. Structured within a formal academic curriculum
2. It has to meet a community-identified need
3. It must connect service activities with the content of the course in some reflective method

Service Learning is highlighted in ECU's strategic plan and there is a mandate to continue to expand service learning. They will send a 2-minute survey to all faculty about barriers to developing service-learning courses. Please encourage your colleagues to fill out this survey. There was no discussion on the report and the Rubric was approved as presented. **Resolution #19-48**

Professor Medina then presented the revised Service-Learning (SL) Designation Course Process. There was no discussion on the report and Service-Learning (SL) Designation Course Process was approved as presented. **Resolution #19-49**

E. Committee on Committees

Professor Gregory Lapicki (Physics), Chair of the Committee presented the second reading of proposed addition to the Teaching Grants Committee Charge. There was no discussion and the Teaching Grants Committee Charge was approved as presented. **Resolution #19-50**

F. Research/Creative Activities Committee

Professor Zac Domire (Kinesiology), Chair of the Committee presented formal faculty advice on revised Regulation on Export Control Compliance. There was no discussion about the report and the revised Regulation on Export Control Compliance was approved as formal faculty advice to the Chancellor. **Resolution #19-51**

G. Educational Policies and Planning Committee

Professor Mark Bowler (Psychology), Chair of the Committee presented curriculum and academic matters acted on during the [April 12, 2019](#) meeting including proposed New program: Accelerated Bachelor of Science in Economics/Master of Science in Quantitative Economics and Econometrics within the Department of Economics; Program revision/new academic home: MAEd in Reading and Literacy Education within the College of Education; New graduate certificate: Integrated Behavioral Health with Rural Youth within College of Education; New degree designation/program revision: MA to MS in Construction Management within Department of Construction Management; Graduate

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certificate revision: Lean Six-Sigma Black-Belt (LSSBB) within Department of Technology Systems; Program revision/reduction in hours: BS in Elementary Education (K-6) within Department of Elementary and Middle Grades Education; Program revision/reduction in hours: BS in Engineering within Department of Engineering; Graduate certificate title change: Sustainable Tourism and Hospitality Certificate to Sustainable Tourism Certificate within School of Hospitality Leadership; Program revision/reduction in hours: MA in International Studies within International Studies Program; Certificate discontinuation: International Teaching within International Studies Program; Program revision/reduction in hours: BS in Science Education within Department of Mathematics, Science and Instructional Technology Education; Graduate certificate revision: Family Nurse Practitioner within College of Nursing; Program revision/new concentration: MS in Biomedical Sciences within Office of Research and Graduate Studies; Doctoral program revision: PhD in Health Psychology within Department of Psychology; Certificate discontinuation: Community Health Center Administration within Department of Public Health; Doctoral program revision: DrPH in Public Health within Department of Public Health; Certificate discontinuation: Aquatic Therapy within Department of Recreation Science; Program revision/reduction in hours: BS in Physical Education within Department of Kinesiology; Graduate Certificate revision: Family Nurse Practitioner Certificate within Department of Advanced Nursing Practice and Education; Request to deliver online (2 concentrations): MS in Kinesiology within Department of Kinesiology; proposed New program: Accelerated Bachelor of Science in Computer Science/Master of Science in Data Science; Accelerated Bachelor of Science in Computer Science/Master of Science in Computer Science; Accelerated Bachelor of Science in Computer Science/Master of Science in Software Engineering within Department of Computer Science and Academic Program Review response for the Department of Construction Management.

There was no discussion on the report and the curriculum and academic matters were approved as presented. **Resolution #19-52**

H. Distance Education and Learning Technology Committee

Professor Timm Hackett (English), Chair of the Committee presented a recommendation that ECU adopt Canvas Learning Management System starting in Fall 2019 and that a timeline be developed to overlap with current Blackboard system and not extend archive access past Spring 2022. He thanked the committee for their hard work on the transition from Blackboard to Canvas.

Professor Yalcin (Philosophy and Religious Studies) asked about the archived material and how could faculty access it after Fall 2020. Wendy Creasey (Director of Academic Technologies) replied that only ITCS will have access to those course materials in blackboard after Fall 2020. Wendy Creasey noted in addition that current material is archived in 2022. Once we go fully to Canvas only ITCS will have access to those archives.

Professor Greer (Medicine) asked if this was the same for faculty within the School of Medicine. Wendy Creasey replied yes it will include everyone except the School of Dental Medicine.

Professor Ticknor (Education) asked for more details about the timeline for the transition. Chair Hackett says it began last fall. They received survey feedback from students and faculty. Decided it is best to migrate over the summer rather than the school year. 2022 is when we will fully be on Canvas.

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Wendy Creasey that ideally, we would begin phasing in the Fall. But there will be plenty of time between the start and when Blackboard will be fully gone in Fall 2022.

Professor Chambers (Education) asked if there would be a similar communication system like Faculty 180 where faculty will be given just in time information? Wendy Creasey says yes.

Professor Parker (Theater and Dance) asked if the new LMS would be used for large scale classes or all on-line courses? Wendy Creasey says they are still working out those details.

Following discussion, the Faculty Senate endorsed the recommendation that ECU adopt Canvas Learning Management System starting in Fall 2019 and that a timeline be developed to overlap with current Blackboard system and not extend archive access past Spring 2022. The Senate also endorsed the three additional recommendations for consideration, provided below:

1. To improve student communication and reduce confusion, we recommend that a syllabus be included within the course shell in all courses within the LMS, and that the syllabus be made available by the first day of class.
2. Research shows that consistent feedback is beneficial for learners. To that end, we recommend if grades are distributed in the course that the gradebook in the LMS be the one location a student visits to receive feedback on progress and performance.
3. To ensure everyone has the necessary base knowledge to be successful using Canvas, we recommend training be required prior to receiving access to the Canvas system. Training will be offered online, face to face, and individually.

Resolution #19-53

I. General Education and Instructional Effectiveness Committee

Professor Puri Martinez (Foreign Languages and Literatures), Chair of the Committee presented first Curriculum and academic matters acted on during the [April 15, 2019](#) meeting including Global Diversity designation (GD) for MUSC 2207: The Enjoyment of Music; General Education Natural Science Credit (GE: SC) for EHST 2110: Introduction to Environmental Health Sciences; General Education Humanities Credit (GE: HU) for ENGL 2260: Topics in Contemporary African American Cultural Texts; Domestic Diversity Designation (DD) for ENGL 2260: Topics in Contemporary African American Cultural Texts and ENGL 3260: History of African American Literature.

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

Resolution #19-54

Professor Martinez then presented the removal of General Education designation for the following 4000-level courses effective Spring 2020: Humanities - [CLAS 4521 - Directed Readings in Classics in Translation](#); [CLAS 4522 - Directed Readings in Classics in Translation](#); [CLAS 4523 - Directed Readings in Classics in Translation](#); [ENGL 4010 - Medieval Literature](#) (WI; Prerequisite: ENGL 2201); [ENGL 4020 - Chaucer](#) (WI; Prerequisite: ENGL 2201); [ENGL 4030 - Milton](#) (WI; Prerequisite: ENGL 2201); [ENGL 4040 - Literature of the New World to 1820](#) (WI; Prerequisite: ENGL 2201); [ENGL 4050 - Prose and Poetry of the English Renaissance](#) (WI; Prerequisite: ENGL 2201); [ENGL 4100 - Seventeenth-Century Literature](#) (WI; Prerequisite: ENGL 2201); [ENGL 4120 - Eighteenth-Century Literature](#) (WI; Prerequisite: ENGL 2201); [ENGL 4150 - The Romantic Period](#) (WI; Prerequisite: ENGL 2201); [ENGL 4170 - Victorian Literature](#) (WI; Prerequisite: ENGL 2201); [ENGL 4200 - American Literature, 1820-1865](#) (WI; Prerequisite: ENGL 2201); [ENGL 4230 - North Carolina Literature](#) (WI; Prerequisite: ENGL 2201); [ENGL 4250 - American Literature, 1865-1920](#) (WI;

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Prerequisite: ENGL 2201); [ENGL 4300 - Recent British and American Writers](#) (WI; Prerequisite: ENGL 2201); [ENGL 4340 - Ethnic American Literature](#) (WI; Prerequisite: ENGL 2201); [ETHN 4000 - Seminar in Ethnic Studies](#) (P – GRBK 2000); [FILM 4910 - Survey of Film Styles and Movements](#) (WI, P – FILM 2900); [FILM 4920 - Cinematic Identities](#) (WI, P – FILM 2900); [GRBK 4000 - Seminar in the Great Books](#); [GRBK 4999 - Thesis in the Great Books](#) (WI, Capstone); Fine Arts - [ARTH 4942 - Survey of Twentieth-Century Modern Art: 1950-2000](#) (WI); Social Science - [GEOG 4315 - Geographic Images](#) (formerly GEOG 3300); [HIST 4531 - Directed Readings in History](#); [HIST 4532 - Directed Readings in History](#); [HIST 4533 - Directed Readings in History](#); [HIST 4610 - History of Southeast Asia](#); [SOCI 4500 - Work and Organizations](#) (Prerequisite: SOCI 2110).

The removal of General Education designation for the noted 4000-level courses effective Spring 2020 was approved as presented. **Resolution #19-55**

Professor Martinez then presented proposed revisions to the *University Undergraduate Catalog*, Academic Advisement, Progression and Support Services: Additional Requirements for Degrees. There were no questions and the proposed revisions to the *University Undergraduate Catalog* were approved as presented. **Resolution #19-56**

J. Faculty Governance Committee

Professor John Stiller (Biology/Past Chair of the Faculty), member of the Committee presented proposed revisions to the *ECU Faculty Manual*, Part X, Section I. Personnel Action Dossier, Attachment 1, Cumulative Report for Reappointment, Promotion and Tenure, subsection B He noted that this is not intended to be the final word. The document is now cleaned up so it is clearer about what goes in to Cumulative Report.

Chair Popke added that there is a proviso that if student comments are included from any course, all comments from that course must be included.

There were no questions and the proposed revisions to the *ECU Faculty Manual* were approved as presented. **Resolution #19-57**

Professor Stiller then presented proposed revised *ECU Faculty Manual*, Part VIII, Section II, Policy of Conflicts of Interest and Commitment and External Activities of Faculty and Other Professional Staff. This was edited to reflect redundancy but also contradictions regarding conflicts of interest. There were no questions and the proposed revisions to the *ECU Faculty Manual* were approved as presented. **Resolution #19-58**

K. Admission and Retention Policies Committee

Professor Jay Newhard (Philosophy and Religious Studies) Chair of the Committee presented first proposed addition to the *University Undergraduate Catalog*, Academic Regulations: Attendance and Participation relating to student visitors to class with neither prior notice nor permission. He offered the example of a student had been attending class without professor permission and there was nothing about this in faculty manual. This change addresses that.

Professor Bailey (Philosophy and Religious Studies) stated that administration told him that students not enrolled are not covered by insurance so we could be approving something that was wrong for faculty to do.

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Professor Greer (Medicine) stated that she had an older adult bring a sick child to the class and never thought that this was going against a policy. Professor Newhard says this is up to the professor.

Professor Bailey (Philosophy and Religious Studies) says the faculty manual gives us the authority to decide

Professor Baltaro (Medicine) asked how this was different from a community citizen attending a class without enrolling.

Professor Bailey (Philosophy and Religious Studies) replied that the proposed text is allowing faculty the authority to determine who audits a class without permission from administration. He then asked are faculty authorized to allow students to sit in a class all semester without going through the registration process.

Donna Payne (Vice Chancellor for Legal Affairs) offered to adjust the wording of the proposed text once it gets to the Chancellor and Academic Council if the Faculty Senate was ok with that.

Professor Stiller (Biology/Past Chair of the Faculty) stated that this issue came up a year ago when a faculty member had an uninvited student (who was a friend of a student) in a class.

Professor Gilliland (Medicine) stated that it sounds like it does not need to be in the *Faculty Manual* because it has already been established that this is not allowed.

Professor Greer (Medicine) moved to send the proposed addition to the *University Undergraduate Catalog* relating to student visitors to class with neither prior notice nor permission back to the Admission and Retention Policies Committee for further review. **Resolution #19-59**

Professor Newhard then presented proposed revisions to the *University Undergraduate Catalog*, Academic Advisement, Progression and Support Services: Graduation Requirements, Degrees with Distinction. There was no discussion and the proposed revisions to the *University Undergraduate Catalog* were approved as presented. **Resolution #19-60**

L. Writing Across the Curriculum

Professor Jen-Scott Mobley (Theatre and Dance), Chair of the Committee presented curriculum and academic matters acted on during the [April 8, 2019](#) meeting, including writing intensive (WI) course designation for MLSC 3001: Training Management and MLSC 3002: Applied Leadership and minor corrections/requests provided for HIST, MATH, MULT, PHIL, PHYS, POLI, PSYC, and SOCI.

There were no questions and the curriculum and academic matters were approved as presented. **Resolution #19-61**

M. University Environment Committee

Professor Carol Goodwillie (Biology), Chair of the Committee presented for information only the Natural Areas and Outdoor Classroom Survey. Expect to see exciting initiatives over next few years. The committee took stock of ECU's natural resources and to make sure they are used effectively. Want faculty and students to use these resources. To that end, they developed a survey

There were no questions and Senators were encouraged to complete the Natural and Outdoor Areas Survey: https://ecu.az1.qualtrics.com/jfe/form/SV_ekzHOqk6XLaqyTX.

N. Calendar Committee

Professor Rick McCarty (Philosophy and Religious Studies) presented proposed Summer 2019 thru Spring 2020 Processing Dates. There were no questions and the Summer 2019 thru Spring 2020 Processing Dates were approved as presented. **Resolution #19-62**

Agenda Item VII. New Business

Professor Jocelyn Nelson (Music) presented a Resolution on the Status of Fixed-Term Faculty and provided the following comments:

“I’m Jocelyn Nelson, Teaching Assistant Professor at School of Music; I’ve served ECU as a full-time FT faculty member for 16 years with a terminal degree in my field. But I’m not representing Music today; I’m here representing ECU’s Chapter of the American Association of University Professors.

I’d like everyone here to imagine an organization where a growing segment of its members has no real freedom to express unpopular ideas, is often treated inequitably in their salary, benefits, and opportunities; and is mostly female.

No, it’s not a new dystopian story on Netflix or Showtime. It’s the reality of FT faculty at ECU.

The Resolution we ask you to support lays out specific solutions to issues that affect a growing number of your colleagues; solutions that are in line with AAUP’s longstanding mission to advance academic freedom and shared governance.

Our non-TT status means that we have no job security. It may *look* like we do in our contracts, which say we have the protections of tenure for the length of our contract. But the combination of short-term contracts and ECU’s ability to deny contract renewal *without cause* means that most of us must, on a daily basis, be careful not to express anything that might be unpopular with our students, our constituents, or our colleagues; *especially* anyone on our personnel committees. That can include differing concepts in our disciplines, workplace environment issues, and even, conceivably, institutional corruption. Think about the ramifications of that. In any case, this means that the so-called “protections of tenure” clause on our contracts is only true on paper.

With this resolution, we request that the Chancellor adopt uniform contract provisions across the university with equity in salaries and opportunities in research and creativity as well as professional development. We request that ECU minimizes the number of FT faculty who work without benefits, and to recognize that not just some, but all faculty are entitled to academic freedom and humane terms of employment.

We recommend a process whereby faculty who have completed 6 years of service be considered for multi-year contracts and, for terminal degreed faculty, consideration for conversion to TT status. Consideration for conversion is very important for a class of faculty stigmatized as subordinates (some of us for many years, and many of us at least doubly marginalized because of our gender, gender preference, race, ethnicity, age, etc.).

Unlike TT probationary faculty, who have some protections built into their contracts, FT faculty advancement is simply not a topic for most, and they can be denied contract renewal no matter how many years they have served, and no matter how much they have accomplished in their service. Their position may be converted, but that often means that the person is subjected to a national search, even if they have fulfilled many years of exemplary service, and then, because of the stigmas I've already described, FT faculty are at a significant disadvantage with these searches despite their credentials, service, and accomplishments.

What I have described here affects more than FT faculty: it affects the entire institution. A vibrant university is one where all faculty members have the freedom to express their views, and where everyone else has the benefit of hearing FT colleagues' observations and ideas. And remember that we set an example for students not just by what we tell them to do: they are watching what we do. The fact that this two-tier system in academia is a national problem can be used as an excuse not to do anything about it. But here's an opportunity for ECU to lead against a nation-wide trend, and to make good on its mission to be a national model that inspires positive change.

1. In reference to COACHES survey: "Collaborative on Academic Careers in Higher Education." The AAUP suggests a periodic, independent survey to collect data on workplace environment for FT faculty. Independent so FT faculty will be freer to respond without fear of reprisal.
2. In reference to the number of FT faculty who are women? The data shows:
 - From the OED Dashboard "Rank":
 - 2018 "instructors": 252 female, 128 male "instructors"
 - From OED Dashboard "Tenure":
 - 2018 "not on tenure track": 597 women, 413 men]

Our AAUP Chapter strongly encourages ECU's Faculty Senate to adopt this resolution. We're interested in your questions and your thoughts. Thank you."

Professor Schinasi (Foreign Languages and Literatures) stated that he would like to see this resolution stronger. The workload of fixed-term faculty can compromise the education of the students just due to the sheer amount of work that fixed-term faculty have. We should establish a limit on the number of fixed-term faculty to a proportion of the number of tenured faculty or state in the *Faculty Manual* why we should have fixed-term faculty and under what conditions. He stated that if a fixed-term faculty member wishes to appeal a job action, they should be allowed to appeal, and that ECU should establish a fixed amount of fixed-term faculty.

Professor Vail-Smith (Health Education and Promotion) stated that she has been a fixed-term faculty member for 35 years. She remembers the Senate debating years ago the rule that fixed-term faculty could only serve for 6 years before having to leave ECU. Noting that it was stated because it was in their best interest to move forward, do something different. Professor Vail-Smith stated she could not support the resolution if the last *Whereas* remains that stated "*Whereas, Tenuous working conditions among fixed-term faculty create a hierarchy of oppression that encourages stigmatization in the workplace environment (Virley, 2013).*" She then moved to strike the last *Whereas*. The motion to strike was approved.

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Professor Schinasi (Foreign Languages and Literatures) stated that there was an article from the Martin Center about a Duke University fixed-term faculty let go because of what he said to a student and students complained. Chair Popke stated, given this is the last meeting of the Faculty Senate, we should address Professor Schinasi's comments through proposed revisions to the resolution in order for the ECU AAUP organization to continue their work on this important issue.

Professor Chambers (Education) moved that the ECU Chapter of the American Association of University Professors (AAUP) Resolution on the Status of Fixed-Term Faculty was forwarded to the Faculty Welfare Committee for collaboration with the ECU Chapter to iron out details of the resolution before presenting a revised version to the Faculty Senate.

Professor Gilliland (Medicine) stated that she had worked with committees dealing with this same issue 15 years ago and thinks there are still some fixed-term faculty who have a poor workload with 800 students. She noted that we can't think they are doing a great teaching job in that situation and that if fixed-term faculty keep coming back it is not for the money.

Professor Martinez (Foreign Languages and Literatures and Chair of the General Education and Instructional Effectiveness Committee) stated she had served with Professor Gilliland on the referenced Task Force and it was time to get back to the things fixed-term faculty lost.

Professor Nelson (Music, Guest) said that it was a privilege to teach at ECU and she loves her work. She thinks that all the faculty in the Senate are lucky to have the dedicated fixed-term faculty to assist them in their endeavors.

Professor Karriker (Business) supported the motion to request ECU AAUP and Faculty Welfare Committee collaboration on the details and expressed appreciate for the value of fixed-term faculty and noted that a more in-depth consideration of the resolution was needed because she can see potential to do harm with some of the current wording in the proposed resolution.

Professor Justice (Business) also noted that we be careful not to lower the standard for fixed-term faculty because within her academic unit she is highly recognized and treated well.

Following discussion, the motion that the ECU Chapter of the American Association of University Professors (AAUP) Resolution on the Status of Fixed-Term Faculty be forwarded to the Faculty Welfare Committee for collaboration with the ECU Chapter to iron out details of the resolution before presenting a revised version to the Faculty Senate was approved as presented. **Resolution #19-63**

There being no further business to come before the 2018-19 Faculty Senate, Chair Popke expressed his appreciation to the Senators for their hard work this year and stated how valuable to the individual academic units it was to have faculty willing to take on the role of a Faculty Senator or Alternate.

The meeting then adjourned at 5:10 pm.

Submitted by,
Amanda Ann Klein
Secretary of the Faculty
Department of English

Lori Lee
Faculty Senate

FACULTY SENATE RESOLUTIONS APPROVED AT THE APRIL 23, 2019 MEETING

Resolution #19-44

The revised Use of University Property Regulation was returned to the Faculty Welfare Committee for further review.

Resolution #19-45

Curriculum and academic matters acted on during the Undergraduate Curriculum Committee's [March 14, 2019](#) meeting, including curricular actions within Interdisciplinary Programs, Colleges of Business, Allied Health Sciences, Engineering and Technology and Education and Departments of Kinesiology, Sociology, Political Science, English, Economics, Chemistry and Criminal Justice.

Resolution #19-46

Revised Department of [English](#) Unit Code of Operations and Departmental Promotion, Tenure, and Advancement Guidelines.

Resolution #19-47

Revised School of [Theatre and Dance](#) Unit Code of Operations.

Resolution #19-48

Service-Learning Designation Course Application Evaluation Rubric, as follows:

Course Number & Name:

Department:

Lead Faculty:

Approval Status:

Points (Yes=2, No=0, Partially=1)

	Evident (Yes /No/ Partially)	Suggestions to strengthen course application
Integration of service-learning with the course content and academic focus of the course is evident.		
Includes definition of service-learning in the syllabus.		
From the course application packet, the intent and processes for involving students in meeting identified community needs are clearly documented.		
Community needs addressed by service-learning project are identified		

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through collaboration with community partner.		
Structured reflection opportunities for students are integrated into course requirements.		
Evaluation of student performance is reflective of both demonstrated academic learning and service expectations.		
Service-learning activities in the course are clearly described in the course application packet and course materials.		
Community partners are clearly defined in the course application packet and course materials.		
Instructor includes an opportunity for students to evaluate the service-learning experience. (Suggestions include evaluation of student perceptions of contribution of service-learning experience to student professional development, student personal growth and/or positive impacts within community.)		
Additional questions for instructor submitting application:		

Resolution #19-49

Service-Learning (SL) Designation Course Process, as follows:

1. Faculty member goes to http://www.ecu.edu/cs-studentaffairs/volunteer/faculty-course_designation.cfm and fills out the Service-Learning Course Designation Application through the online application system.
2. The associate director of the Center for Leadership and Civic Engagement (CLCE), gets notified of the submission and informs the chair of the Service-Learning Committee (SLC), who then requests that the full SLC view the submission directly through the online application system.
3. SL Designation Subcommittee (2-3 members of the SLC on rotation selected by the SLC chair) reviews proposal, fills out the evaluation rubric, and provides the following information to the SLC chair to be added to the agenda: course, SL or SL*, and the SL Designation Subcommittee's recommendation.
4. SL Designation Subcommittee discusses satisfaction of the rubric with the full SLC. If the decision is that the applicant needs to make modifications, the SLC chair will notify the applicant and review the subsequent modifications. The SLC chair will then score the application in the online application system.
5. SLC votes to recommend approval of the proposal.
6. SLC secretary clearly notes the course title, number, SL or SL*, and committee decision in the meeting minutes.

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7. SLC chair
 - a. notifies the provost and the provost's assistants that a course will be sent to the Faculty Senate for consideration.
 - b. presents committee decisions to the Faculty Senate.
 8. Faculty Senate votes on SL designation (via approval of the SLC's minutes).
 9. The Faculty Senate resolution is sent to the chancellor.
 10. Chancellor approves or denies resolution.
 11. Faculty Senate notifies SLC of resolution decisions.
 12. SLC chair
 - a. forwards resolution to Diane Coltraine (in the Office of the Registrar), who updates the course catalog with the approved resolutions,
 - b. forwards resolution to the provost, and
 - c. sends email notifying the faculty, course scheduler for the department, and the department chair that the course has been approved as either SL or SL* and reminds them to select SL as an attribute when scheduling each semester.
 13. Provost sends letter of commendation to the faculty member, with copy to the college dean and department chair.
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Resolution #19-50

Revised Teaching Grants Committee Charge, as follows:

(Addition noted in red text.)

1. Name: Teaching Grants Committee

2. Membership:

12 elected faculty members.

Ex-officio members (with vote): The Chancellor or an appointed representative, the Provost or an appointed representative, the Vice Chancellor for Health Sciences or an appointed representative, the Chair of the Faculty and one faculty senator selected by the Chair of the Faculty.

The membership of the committee shall serve according to their disciplinary expertise. Ideally this would include six members from the College of Arts and Sciences, with at least two each from Humanities, Social Sciences, and the Sciences/Math, and six members from the Professional Schools and other academic units, with no more than one from each professional school.

The chair of the committee may invite resource persons as necessary to realize the committee charge. The chair of the committee may appoint such subcommittees as he or she deems necessary.

3. Quorum: 7 elected members exclusive of ex-officio.

4. Committee Responsibilities:

- A. The committee recommends policies and procedures governing the grant application process, criteria for the awarding of grants, guidelines for the use of teaching grant funds, and procedures for annual reporting by grant recipients.

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B. The committee recommends teaching grant proposals to be funded, based on the merit of the proposals. Members of the committee are permitted to submit proposals for the committee's consideration. No member of the committee may vote on his or her own proposal, but no member is prohibited from voting on any other proposal before the committee. That member of the committee shall not be present when his or her proposal is being considered by the committee.

C. The committee reviews and scores the summative reports submitted by teaching grant recipients. The summative report scores shall be used in evaluating new proposals submitted by past teaching grant recipients.

5. To Whom The Committee Reports:

The committee submits recommendations of proposals to be funded to the appropriate vice chancellor and reports the final list of funded proposals to the Faculty Senate. The committee makes recommendations concerning the policies and procedures governing teaching grant proposals to the Faculty Senate.

6. How Often The Committee Reports:

The committee reports to the Faculty Senate at least once a year and at other times as necessary.

7. Power Of The Committee To Act Without Faculty Senate Approval:

The committee is empowered to make recommendations regarding the funding of teaching grant proposals.

8. Standard Meeting Time:

The committee does not have a standard meeting time.

Resolution #19-51

Formal faculty advice on revised Regulation on Export Control Compliance

Following the Committee's review, there are no revisions being suggested.

Authority: Chancellor

History: December 3, 2007; last revised September 2014; revised and approved for placement in University Policy Manual January 2016; revised and submitted for approval June 2018

Related Policies: n/a

Additional References:

Customs Duties (CBP, ITC, ITA, ICE): 19 CFR 0-599

Export Administration Regulations (EAR): 15 CFR 730-774

Foreign Trade Regulations (Census): 15 CFR 30

International Traffic in Arms Regulations (ITAR): 22 CFR 120-130

Office of Foreign Assets Control Regulations (OFAC): 31 CFR 501-599

UNC General Administration Compliance Website

Contact : ECU Office of Export Controls and Customs (252) 744-2395

1. Introduction

1.1 Federal export control laws and regulations govern the shipment, transmission and transfer of certain items, technology, software and services from the United States (U.S.) to foreign persons and entities located outside the U.S., and also govern releases of technology and software source code to foreign nationals located in the U.S., known as “deemed exports.” Providing services to, facilitating transactions for, traveling to, and conducting activities with certain countries, entities, and individuals are also subject to these federal requirements. The laws and their associated regulations exist to support U.S. national security, foreign policy, and economic policy goals. Additionally, the importation of tangible items into the customs territory of the United States is subject to U.S. import procedures, including, but not limited to, accurate and timely declaration to regulatory authorities.

While certain published information and the results of “fundamental research,” as defined within the export control regulations, are not subject to export controls, many activities that individuals associated with the University undertake regularly at, or on behalf of, the University are subject to export control and import-related regulations. Examples include, but are not limited to, a sponsor’s or collaborator’s release of unpublished technology (information) or software to conduct research, including release to conduct “fundamental research,” the hiring of foreign faculty, staff, or students on campus in research laboratories, providing student instruction in U.S.-sanctioned countries or providing instruction via distance education to individuals ordinarily resident in U.S.-sanctioned countries, wherever located at the time of provision of services, entering into contractual agreements with non-U.S. entities, traveling internationally, collaborating with foreign entities or persons subject to U.S. sanctions or otherwise determined as restricted or prohibited, mailing documents other than basic admissions or contract-related documents internationally, shipping items, purchasing items or services, or transferring money internationally.

Failure to comply with these laws exposes both individuals and the University to severe criminal and civil penalties that include fines and imprisonment, as well as administrative sanctions, such as loss of research funding, and denial of export or import privileges.

2. Policy Statement

2.1 East Carolina University requires that all individuals affiliated with the University, including, but not limited to, faculty, staff, contractors, Clinical Support Services (CSS) employees, post-doctoral scholars, students, volunteers, visiting scholars or other persons or entities using university facilities or funds, comply with the following:

U.S export control laws and regulations, including, but not limited to:

Responsible U.S. Department	Regulating U.S. Authority	U.S. Regulation
Department of Commerce	Bureau of Industry and Security	Export Administration Regulations (EAR)
	Bureau of the Census	Foreign Trade Regulations

Department of State	Directorate of Defense Trade Controls	International Traffic in Arms Regulations (ITAR)
Department of Treasury	Office of Foreign Assets Control	Foreign Assets Control Regulations (FACR)

U.S import laws and regulations, including, but not limited to...

Responsible U.S. Department	Regulating U.S. Authority	U.S. Regulation
Department of Homeland Security	U.S. Customs and Border Protection	Customs Duties

And this Policy and the University’s associated Export Controls and Customs Standard Operating Procedures (the “Export Controls and Customs SOPs”) adopted by the Empowered Official (see 4.1, 4.2 below).

- 2.2 Each individual shall review the “Export Controls and Customs SOPs” posted on the Office of Export Controls and Customs’ website and where the individual’s role is identified in the “Relevant Audience” or where activities in which the individual participates is identified in the “Relevant Activities” as listed within the section titled, “Scope” of the SOPs.
 - 2.3 Individuals shall exercise reasonable care to follow the SOPs, shall disclose activities when and if solicited by the Office of Export Controls and Customs (the “OECC”) or other responsible institutional areas, and shall make reasonable efforts to comply with the SOPs.
 - 2.4 Individuals shall take any required training as assigned by OECC, shall not willfully or negligently ignore the SOPs, and shall not knowingly take any action that violates export control or import laws and their associated regulations, this Policy, or the ECU Export Controls and Customs SOPs.
 - 2.5 If individuals are uncertain about export control or import requirements, individuals shall submit inquiries to the OECC.
3. Enforcement and Administrative Actions
 - 3.1 Violation of export control or import laws and their associated regulations, this Policy, or the Export Controls and Customs SOPs may result in disciplinary action, up to and including, the imposition of serious University-determined sanctions that may restrict an individual’s activities, dismissal from employment, or expulsion from the University in accordance with applicable University policies regarding the same.
 - 3.2 Government-imposed civil and criminal penalties resulting from violations are separate and distinct from University administrative actions and may include monetary fines and imprisonment applicable to individuals, to University leaders, and to the University.
 - 3.3 Reporting Violations. Individuals who have reason to suspect violations of this Policy shall contact the individual’s immediate supervisor in accordance with ECU Policy and applicable law. Individuals may contact the Director of Export Controls and Customs in lieu of, or in addition to, contacting an immediate supervisor.
 4. Implementation
 - 4.1 Empowered Official. The Director of the Office of Export Controls and Customs (“Director”)

will serve as the Empowered Official, as defined in the International Traffic and Arms Regulations, 22 CFR 120.25, and is empowered to sign export license applications or other requests for approval on behalf of ECU, and correspond with relevant authorities, as the Director deems appropriate. The Director shall understand the provisions and requirements of the various export control statutes and regulations, and the criminal liability, civil liability and administrative penalties for violation of these statutes and regulations, including the Arms Export Control Act and the International Traffic in Arms Regulations, and has independent authority to:

- 4.1.1 Inquire into any aspect of a proposed export or temporary import by the University; and
 - 4.1.2 Verify the legality of the transaction and the accuracy of the information to be submitted; and
 - 4.1.3 Refuse to sign any license application or other request for approval without prejudice or other adverse recourse by the University.
- 4.2 Export Controls and Customs SOPs. The Director of the Office of Export Controls and Customs has overall responsibility for the University's export and import compliance program. As such, the Director shall develop Export Controls and Customs SOPs required to establish and administer the University's export and import compliance program in accordance with the applicable and related laws and regulations.
- 4.3 Awareness and Training. The Director of Export Controls and Customs shall promote this Policy and topic awareness to audiences the Director deems appropriate and shall make training available to relevant audiences.
- 4.4 Annual Report. The Director of Export Controls and Customs shall report annually to the Director's immediate administrative leader by June 30 of each year on the state of the export and import compliance program at the University. This report may include, among other information, planned modifications to this Policy, the Export Controls and Customs SOPs, resource needs, and updates concerning material changes in the export control and import-related laws and their associated regulations, as well as their potential impact upon the University.
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Resolution #19-52

Curriculum and academic matters acted on during the Educational Policies and Planning Committee's [April 12, 2019](#) meeting, including proposed New program: Accelerated Bachelor of Science in Economics/Master of Science in Quantitative Economics and Econometrics within the Department of Economics; Program revision/new academic home: MAEd in Reading and Literacy Education within the College of Education; New graduate certificate: Integrated Behavioral Health with Rural Youth within College of Education; New degree designation/program revision: MA to MS in Construction Management within Department of Construction Management; Graduate certificate revision: Lean Six-Sigma Black-Belt (LSSBB) within Department of Technology Systems; Program revision/reduction in hours: BS in Elementary Education (K-6) within Department of Elementary and Middle Grades Education; Program revision/reduction in hours: BS in Engineering within Department of Engineering; Graduate certificate title change: Sustainable Tourism and Hospitality Certificate to Sustainable Tourism Certificate within School of Hospitality Leadership; Program revision/reduction in hours: MA in International Studies within International Studies Program; Certificate discontinuation: International Teaching within International Studies Program; Program revision/reduction in hours: BS in Science Education within Department of Mathematics, Science and Instructional Technology Education; Graduate certificate revision: Family Nurse Practitioner within College of Nursing; Program revision/new concentration: MS in Biomedical Sciences within Office of Research and

Graduate Studies; Doctoral program revision: PhD in Health Psychology within Department of Psychology; Certificate discontinuation: Community Health Center Administration within Department of Public Health; Doctoral program revision: DrPH in Public Health within Department of Public Health; Certificate discontinuation: Aquatic Therapy within Department of Recreation Science; Program revision/reduction in hours: BS in Physical Education within Department of Kinesiology; Graduate Certificate revision: Family Nurse Practitioner Certificate within Department of Advanced Nursing Practice and Education; Request to deliver online (2 concentrations): MS in Kinesiology within Department of Kinesiology; proposed New program: Accelerated Bachelor of Science in Computer Science/Master of Science in Data Science; Accelerated Bachelor of Science in Computer Science/Master of Science in Computer Science; Accelerated Bachelor of Science in Computer Science/Master of Science in Software Engineering within Department of Computer Science and Academic Program Review response for the Department of Construction Management.

Resolution #19-53

Recommendation that ECU adopt Canvas Learning Management System starting in Fall 2019 and that a timeline be developed to overlap with current Blackboard system and not extend archive access past Spring 2022. The Senate also endorsed the three additional recommendations for consideration, provided below:

4. To improve student communication and reduce confusion, we recommend that a syllabus be included within the course shell in all courses within the LMS, and that the syllabus be made available by the first day of class.
5. Research shows that consistent feedback is beneficial for learners. To that end, we recommend if grades are distributed in the course that the gradebook in the LMS be the one location a student visits to receive feedback on progress and performance.
6. To ensure everyone has the necessary base knowledge to be successful using Canvas, we recommend training be required prior to receiving access to the Canvas system. Training will be offered online, face to face, and individually.

Executive Summary

ECU's current Learning Management System (LMS), Blackboard Learn, supports over 18,000 course sections annually and is a critical tool in the teaching and learning environment. ECU has undertaken a review of our current and future LMS needs to determine next steps as our LMS hardware requires replacing in the next two years. The timing of this hardware replacement, combined with significant changes in the LMS market, makes this an opportune time to evaluate LMS options to determine which system will best meet ECU's needs.

The Academic Technologies Advisory Committee (ATAC) was formed to help guide this process. The committee includes faculty from each of the colleges and several faculty from the Distance Education and Learning Technology (DELT) Committee, including the current committee chair.

The objectives of the ECU LMS Evaluation are:

2. Determine the instructional needs of faculty and students to guide the selection of ECU's next Learning Management System. ECU requires a system that will continuously evolve and remain innovative.

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3. Assess and analyze the options available and determine which option will best meet the needs of ECU.
4. Compile a final recommendation to be submitted to the DELT Committee, Faculty Senate, and Academic Affairs administration.

The ATAC engaged in several activities this academic year to understand the LMS landscape and market in higher education, reviewed feature sets available in LMS tools, and solicited feedback. The committee has determined that Canvas is the tool of choice that will provide significant improvements over our current Blackboard Learn system. These improvements and advantages include:

- the ability for the instructor and learner to teach and participate in the class on a mobile device,
- ease of use and intuitive interface,
- accessibility features,
- the ability to manage a large number of sections,
- a rich tool set to provide student feedback, including a full-featured video tool with auto transcribing close captioning, and
- improved course analytics and reporting.

In addition, Canvas has been adopted by eight other institutions across the UNC system and the NC Department of Public Instruction for online K-12 learning. This creates a foundation of knowledge across the system and one less learning hurdle for students. Also considered an advantage by the committee were the positive peer reviews on Canvas support and LMS migration.

Based on student feedback at the public forum and faculty discussion, the ATAC has three additional recommendations for consideration:

1. To improve student communication and reduce confusion, we recommend that a syllabus be included within the course shell in all courses within the LMS, and that the syllabus be made available by the first day of class.
2. Research shows that consistent feedback is beneficial for learners. To that end, we recommend if grades are distributed in the course that the gradebook in the LMS be the one location a student visits to receive feedback on progress and performance.
3. To ensure everyone has the necessary base knowledge to be successful using Canvas, we recommend training be required prior to receiving access to the Canvas system. Training will be offered online, face to face, and individually.

Based on the Academic Technologies Advisory Committee's review and deliberations, the recommendation is that ECU adopt Canvas starting in the fall 2019. The committee recommends the development of a timeline that will overlap with our current Blackboard system and not extend archive access past spring 2022.

Throughout the evaluation process, faculty reinforced the idea that they are lifelong learners, and many faculty expressed excitement about the opportunity to explore new tools and develop new skills.

(Additional information on background, committee activities, course migration testing, vendor demonstrations, references, criteria and tool comparison, timeline for transition and survey results are available [here](#).)

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Resolution #19-54

Curriculum and academic matters acted on during the General Education and Instructional Effectiveness Committee's [April 15, 2019](#) meeting, including Global Diversity designation (GD) for MUSC 2207: The Enjoyment of Music; General Education Natural Science Credit (GE: SC) for EHST 2110: Introduction to Environmental Health Sciences; General Education Humanities Credit (GE: HU) for ENGL 2260: Topics in Contemporary African American Cultural Texts; Domestic Diversity Designation (DD) for ENGL 2260: Topics in Contemporary African American Cultural Texts and ENGL 3260: History of African American Literature.

Resolution #19-55

Removal of General Education designation for the following 4000-level courses effective Spring 2020: Humanities - [CLAS 4521 - Directed Readings in Classics in Translation](#); [CLAS 4522 - Directed Readings in Classics in Translation](#); [CLAS 4523 - Directed Readings in Classics in Translation](#); [ENGL 4010 - Medieval Literature](#) (WI; Prerequisite: ENGL 2201); [ENGL 4020 - Chaucer](#) (WI; Prerequisite: ENGL 2201); [ENGL 4030 - Milton](#) (WI; Prerequisite: ENGL 2201); [ENGL 4040 - Literature of the New World to 1820](#) (WI; Prerequisite: ENGL 2201); [ENGL 4050 - Prose and Poetry of the English Renaissance](#) (WI; Prerequisite: ENGL 2201); [ENGL 4100 - Seventeenth-Century Literature](#) (WI; Prerequisite: ENGL 2201); [ENGL 4120 - Eighteenth-Century Literature](#) (WI; Prerequisite: ENGL 2201); [ENGL 4150 - The Romantic Period](#) (WI; Prerequisite: ENGL 2201); [ENGL 4170 - Victorian Literature](#) (WI; Prerequisite: ENGL 2201); [ENGL 4200 - American Literature, 1820-1865](#) (WI; Prerequisite: ENGL 2201); [ENGL 4230 - North Carolina Literature](#) (WI; Prerequisite: ENGL 2201); [ENGL 4250 - American Literature, 1865-1920](#) (WI; Prerequisite: ENGL 2201); [ENGL 4300 - Recent British and American Writers](#) (WI; Prerequisite: ENGL 2201); [ENGL 4340 - Ethnic American Literature](#) (WI; Prerequisite: ENGL 2201); [ETHN 4000 - Seminar in Ethnic Studies](#) (P – GRBK 2000); [FILM 4910 - Survey of Film Styles and Movements](#) (WI, P – FILM 2900); [FILM 4920 - Cinematic Identities](#) (WI, P – FILM 2900); [GRBK 4000 - Seminar in the Great Books](#); [GRBK 4999 - Thesis in the Great Books](#) (WI, Capstone); Fine Arts - [ARTH 4942 - Survey of Twentieth-Century Modern Art: 1950-2000](#) (WI); Social Science - [GEOG 4315 - Geographic Images](#) (formerly GEOG 3300); [HIST 4531 - Directed Readings in History](#); [HIST 4532 - Directed Readings in History](#); [HIST 4533 - Directed Readings in History](#); [HIST 4610 - History of Southeast Asia](#); [SOC1 4500 - Work and Organizations](#) (Prerequisite: SOCI 2110).

Resolution #19-56

Revised *University Undergraduate Catalog*, Academic Advisement, Progression and Support Services: Additional Requirements for Degrees, as follows:

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

“Additional Requirements for Degrees

Cognate and Professional Course Requirements

Many baccalaureate programs have requirements in addition to course work in general education, in the major field, and in the minor field. These additional requirements may be labeled cognate courses or professional courses required for teacher certification. Cognates, minor courses, and courses used

for the second major may be used to satisfy general education requirements, except where prohibited.

Domestic and Global Diversity Course Requirements

These requirements have two components: domestic diversity and global diversity. Domestic diversity addresses understanding diversity within the USA in the context of problems faced by members of specific groups. Global diversity addresses understanding diversity in other cultures in the context of globalization. **today's globalized world.**

Undergraduate students are required to complete *two three-hour diversity courses*: one course with a domestic diversity focus and one with a global diversity focus. ~~These courses can be chosen from courses that meet the general education requirements and/or the requirements for the major.~~ Courses that address diversity provide opportunities for students to learn about the beliefs, values and achievements of people other than those of their own age, ethnicity, culture, national origin, ability, religion, sexual orientation, and gender identity. These courses also provide opportunities to examine problems that may arise from **such** differences, and opportunities to learn how to deal constructively with these issues.

Requests for diversity credit for a course are evaluated by the General Education and Instructional Effectiveness Committee and approved by the Faculty Senate and the Chancellor. ~~For a **A** course to receive **receiving** domestic diversity credit or global diversity credit, it must address either the generic domestic or global diversity **student learning outcomes** goals stated below.~~

A study abroad course receives global diversity credit without the need for approval by the General Education and Instructional Effectiveness Committee, the Faculty Senate and the Chancellor provided that the course earns 3 or more credit hours, and ~~the course **that it** requires students to be in one or more countries other than the United States for a total of at least fourteen days.~~

The global diversity credit for a study abroad course that does not require students to be in one or more countries other than the United States for a total of at least fourteen days ~~to receive global diversity credit, the credit must be approved by the General Education and Instructional Effectiveness Committee, by the Faculty Senate and the Chancellor.~~

A course ~~courses that transfers to ECU as equivalent to an ECU course that **carries** is approved for diversity credit receives~~ diversity credit. Transfer courses that are not equivalent to existing ECU diversity courses may be approved for diversity credit by the General Education and Instructional Effectiveness Committee.

Student Learning Outcomes Goals

1. Domestic Diversity

~~a. Students understand problems that arise in the USA from differences in age, ethnicity, culture, national origin, ability, religion, sexual orientation, and gender identity in the context of their historical and contemporary causes and effects, including attempts to resolve these problems.~~

~~b. Students demonstrate the ability to use critical thinking skills to evaluate from different perspectives domestic problems arising from differences in age, ethnicity, culture, national origin, ability, religion, sexual orientation, and gender identity.~~

a. Students can describe how specific disciplinary or interdisciplinary scholarship addresses domestic diversity in their area of study.

b. Students can explain how to apply specific disciplinary or interdisciplinary scholarship to domestic diversity issues in their area of study.

2. Global Diversity

~~a. Students understand how cultural beliefs and values shape people's perceptions and impact global decisions and actions.~~

~~b. Students apply critical thinking skills to evaluate global issues and events from multiple perspectives.~~

a. Students can describe how specific disciplinary or interdisciplinary scholarship addresses global diversity in their area of study.

b. Students can explain how to apply specific disciplinary or interdisciplinary scholarship to global diversity issues in their area of study.

Courses that Carry Diversity (DD, GD) Credit

A list of courses that have been awarded the domestic and global diversity designations can be viewed by going to the [course section](#) of this catalog.

Diversity Competency Area Credit Hour Requirements

The diversity requirement is **6 semester hours** as follows:

1. Domestic Diversity (DD) - 3 semester hours at any level (1000-4000)
2. Global Diversity (GD) - 3 semester hours at any level (1000-4000)"

Resolution #19-57

Revised *ECU Faculty Manual*, Part X, Section I. Personnel Action Dossier, Attachment 1, Cumulative Report for Reappointment, Promotion and Tenure, subsection B., as follows:

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

B. Teaching (Didactic and Clinical) and Advising [narrative or bulleted list and relevant date(s)]

1. Teaching experience

a. Chronological list of all courses taught including year, semester, section, and enrollments.

b. Chronological list of all peer reviews including year, semester, and reviewer name.

~~2.~~ Noteworthy accomplishments and practices in teaching

~~3.~~ Noteworthy accomplishments and practices in advising and retention

~~4.~~ Extraordinary duties assigned or elected in advising

~~5.~~ Direction of student research and performances:

a. List undergraduate students and projects.

b. List graduate students and projects.

c. List memberships in graduate student's thesis/dissertation committees

~~6. Summary of teaching evaluations (student opinion of instruction survey results, peer reviews, and any additional supporting information)~~

~~7.~~ Grants (listed by year in reverse chronological order) in support of teaching and advising.

Provide a list of all grants applied for, listing for each the source, amount requested, title, and co-investigators. Designate status: awarded (including amount awarded if different from request), pending, rejected.

a. Grants/proposals through Office of Sponsored Programs

- b. Grants/proposals through the Division of Institutional Advancement
 - c. University Grants
 - d. Reports to granting agencies: list agency(ies)
7. Medical Education:
- a. Undergraduate medical student teaching, including didactic lectures, clinical teaching, conferences, laboratories, student advising, and student preceptorships.
 - b. Postgraduate medical teaching including clinical teaching and continuing medical education.
 - c. Curriculum development in medical education.

Note: Evidence of Teaching Effectiveness shall be included in Section D, *Supporting Materials*, to include:

- a. (Required) Reports from university approved student evaluations. Data should not be condensed or summarized, but included as it appears in the original survey reports. Student comments may be included at the discretion of the candidate but are not required. If student comments for a class are included, all comments from the original survey report for that class must be included.
- b. (Required) Reports from all peer reviews of instruction.
- c. (Optional) Instructional materials or other evidence of pedagogical innovation or impact (see *Faculty Manual*, Part VIII, Section I, Subsection III.).

Resolution #19-58

Revised *ECU Faculty Manual*, Part VIII, Section II, Policy of Conflicts of Interest and Commitment and External Activities of Faculty and Other Professional Staff, as follows:

(Provided [here](#) is the document with track changes detailing all proposed revisions and below is the proposed text that includes incorporated revisions.)

“Policy of Conflicts of Interest and Commitment and External Activities of Faculty and Other Professional Staff

CONTENTS

- I. Introduction
- II. Conflict of Interest
- III. Conflict of Commitment
- IV. Categories of Potential Conflicts
- V. Conflict of Interest Procedures
- VI. Enforcement
- VII. Political Candidacy and Holding Public Office

I. Introduction

Faculty are encouraged to engage in appropriate relationships with public and private agencies outside of the University in their scholarly, teaching and service contributions. In doing so, there is a need for commonly understood principles and corresponding procedures that identify, address, and manage potential conflicts that would detract from or interfere with an employee’s dedication of unbiased primary professional loyalty, time, and energy to the University’s mission.

All members of the University community are expected to avoid conflicts of interest and conflicts of commitment that have the potential to directly and significantly affect the University's interests or compromise objectivity in carrying out University Employment Responsibilities, including research, service, and teaching activities and administrative duties, or otherwise compromise performance of University responsibilities. All activities that raise the issue of such conflicts must be disclosed, reviewed, and appropriately managed in accordance with the provisions of ECU [REG01.15.03](#) Regulation on Conflicts of Interest, Commitment, and External Professional Activities for Pay. (<http://www.ecu.edu/prr/01/15/03>). [REG01.15.03](#) is based on policies and guidelines adopted by the UNC system Board of Governors, federal and state law, and federal agency sponsor requirements. Any questions regarding these procedures, or the Board of Governors' policies upon which they are based, should be directed to the Conflict of Interest Officer within ECU's Office of Research Compliance.

II. Conflict of Interest

Conflict of Interest (COI) relates to situations in which financial or other personal considerations, circumstances, or relationships may compromise, have the potential to compromise, or have the appearance of compromising an individual's objectivity in fulfilling their university duties or responsibilities, including research, service and teaching activities, and administrative duties.

III. Conflict of Commitment

A Conflict of Commitment (COC) relates to an individual's distribution of time and effort between obligations to University employment and participation in other activities outside of University employment. The latter may include such generally encouraged extensions of professional expertise as professional consulting (i.e. External Professional Activities for Pay). Such activities promote professional development and enrich the individual's contributions to the institution, profession, and society; however, a conflict of commitment occurs when their pursuit involves an inordinate investment of time or is conducted at a time that interferes with the employee's fulfillment of University Employment Responsibilities.

IV. Categories and Examples of Potential Conflicts

Activities that may involve financial conflicts of interest can be categorized under four general headings: (1) activities that are allowable and are disclosed; (2) activities requiring disclosure for further administrative review and analysis; (3) activities or relationships that are generally not allowable or permitted unless an approved Conflict of Interest Management Plan is in place; and (4) activities that are not allowable under any circumstances.

A full explanation of each of these categories is provided in regulation ECU [REG01.15.03](#) on Conflicts of Interest, Commitment, and External Professional Activities for Pay.

Faculty have an obligation to become familiar with, and abide by, the provisions of the university's COI/COC Regulation. At a minimum, all are required to receive COI/COC training and complete a disclosure annually. Certain situations or activities may precipitate the need to submit or update a disclosure more frequently. If any question of a COI/COC arises, faculty should discuss the situation with the University's Conflict of Interest Officer and are encouraged to make a formal disclosure to the University.

V. Conflict and Commitment Procedures

The institutional COI Officer reviews the disclosures, categorizes the activity, and when required, works with the faculty member and Conflict of Interest Committee to implement a COI management plan. All questions on allowable activities, potential COIs, disclosures, and management plans should be directed to the University's COI Officer.

VI. Enforcement

Faculty and all employees are under a clear obligation to adhere to the ECU policies and procedures to disclose and to remove or appropriately manage conflicts of interest or commitment. Violations may include, but are not limited to: (a) failure to properly disclose personal or financial interests as required, failure or refusal to respond to requests for additional information, providing incomplete, misleading, or inaccurate information; (b) failure to comply with a prescribed management or monitoring plan; or (c) engaging in an external activity for pay without receiving prior approval. Possible sanctions for such violations can range from administrative intervention to termination of employment in accordance with applicable University policies, including the Faculty Manual (Part IX, Section I, VI). (FS Resolution #10-36, March 2010)

VII. Political Candidacy and Holding Public Office

The Board of Governors has established rules for monitoring and regulating the involvement of University employees in political candidacy and office holding that could interfere with fulltime commitment to University duties. Faculty seeking to hold or are holding public office should refer to [UNC Policy Manual, 300.5.1](#) for specific policy details.”

Resolution #19-59

Proposed addition to the *University Undergraduate Catalog*, Academic Regulations: Attendance and Participation relating to student visitors to class with neither prior notice nor permission was returned to the Admission and Retention Policies Committee for further review.

Resolution #19-60

Proposed revisions to the *University Undergraduate Catalog*, Academic Advisement, Progression and Support Services: Graduation Requirements, Degrees with Distinction, as follows:

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

“Degrees with Distinction

Based on all work ~~attempted at all higher education institutions~~ **completed at all regionally accredited United States colleges and universities** throughout the ~~students’~~ **a student’s** academic career ~~and without regard to institutional practices which substitute or “forgive” grades,~~ three levels of distinction are granted to graduating undergraduates ~~s~~ **students** as follows:

1. *Summa Cum Laude* for a cumulative average of 3.90 **and above**
2. *Magna Cum Laude* for a cumulative average of **equal to or greater than 3.60 and less than 3.90** ~~3.60~~
3. *Cum Laude* for a cumulative average of **equal to or greater than 3.50 and less than 3.60** ~~3.50~~

Note: International credit earned from institutions located outside of the United States is not included in the calculation of cumulative average for awarding degrees with distinction.”

Resolution #19-61

Curriculum and academic matters acted on during the Writing Across the Curriculum Committee's [April 8, 2019](#) meeting, including writing intensive (WI) course designation for MLSC 3001: Training Management and MLSC 3002: [Applied Leadership and m](#)inor corrections/requests provided for HIST, MATH, MULT, PHIL, PHYS, POLI, PSYC, SOCI.

Resolution #19-62

Summer 2019 thru Spring 2020 Processing Dates, as follows:

Summer Session 2019
First Term

April 1, Monday	Last day to apply for graduation for Summer
May 5, Sunday	Graduate School application deadline for Summer 1 (please check specific programs for their deadline)
May 8, Wednesday	Last day to pay without a processing fee by 5:00 p.m.
May 8, Wednesday	First schedule cancellation for anyone not paid by 5:00 p.m.
May 14, Tuesday	Second schedule cancellation for anyone not paid by 5:00 p.m.
July 12, Friday	Last day to submit a thesis or dissertation for Summer graduation

Summer Session 2019
Second Term

April 1, Monday	Last day to apply for graduation for Summer
June 15, Saturday	Graduate School application deadline for Summer 2 (please check specific programs for their deadline)
June 17, Monday	Last day to pay without a processing fee by 5:00 p.m.
June 17, Monday	First schedule cancellation for anyone not paid by 5:00 p.m.
June 21, Tuesday	Second schedule cancellation for anyone not paid by 5:00 p.m.
July 12, Friday	Last day to submit a thesis or dissertation for Summer graduation

Summer Session 2019
11-Week Summer Session

April 1, Monday	Last day to apply for graduation for Summer
May 5, Sunday	Graduate School application deadline for 11-Week Summer (please check specific programs for their deadline)
May 8, Wednesday	Last day to pay without a processing fee by 5:00 p.m.
May 8, Wednesday	First schedule cancellation for anyone not paid by 5:00 p.m.

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May 14, Tuesday	Second schedule cancellation for anyone not paid by 5:00 p.m.
July 12, Friday	Last day to submit a thesis or dissertation for Summer graduation

Fall Semester 2019

August 7, Wednesday	Last day to pay without a processing fee by 5:00 p.m.
August 7, Wednesday	First schedule cancellation for anyone not paid by 5:00 p.m.
August 15, Thursday	Graduate School application deadline for Fall (please check specific programs for their deadline)
August 27, Tuesday	Second schedule cancellation for anyone not paid by 5:00 p.m.
September 16, Monday	Last day to apply for graduation for Fall semester
November 25, Monday	Last day to submit a thesis or dissertation for Fall graduation

Spring Semester 2020

December 16, Monday	Last day to pay without a processing fee by 5:00 p.m.
December 16, Monday	First schedule cancellation for anyone not paid by 5:00 p.m.
December 20, Friday	Graduate School application deadline for Spring (please check specific programs for their deadline)
January 22, Wednesday	Second schedule cancellation for anyone not paid by 5:00 p.m.
February 1, Monday	Last day to apply for graduation for Spring semester
April 23, Thursday	Last day to submit a thesis or dissertation for Spring graduation

Please check Undergraduate Admissions for application deadlines, www.ecu.edu/admissions.

Please check Graduate Admissions for program specific application deadlines, <http://www.ecu.edu/cs-acad/gradschool/Find-Your-Graduate-Program.cfm>.

Resolution #19-63

ECU Chapter of the American Association of University Professors (AAUP) Resolution on the Status of Fixed-Term Faculty was forwarded to the Faculty Welfare Committee for collaboration with the ECU Chapter to iron out details of the resolution before presenting a revised version to the Faculty Senate.