2020-2021 FACULTY SENATE

The fourth regular meeting of the 2020-2021 Faculty Senate will be held on
Tuesday, December 1, 2020, at 2:10 pm via WebEx.

<u>AGENDA</u>
Revised
WebEx meeting link

I. Call to Order

II. Approval of Minutes

   November 3, 2020

III. Special Order of the Day

   A. Roll Call

   B. Announcements

   C. Ron Mitchelson, Interim Chancellor

   D. Sara Thorndike, Vice Chancellor for Administration and Finance

   E. LaKesha Alston Forbes, Associate Provost for Equity and Diversity and Title IX Coordinator
      Faculty Diversity Data

   F. Crystal Chambers, Professor and Former Vice Chair of the Faculty
      Amanda Ann Klein, Associate Professor and Former Secretary of the Faculty
      Recommendations from the Faculty Senate Exploratory Committee on Diversity and
      Inclusion*

   G. Tucker Robbins, Student Government Association President

   H. Jeff Popke, Faculty Assembly Delegate
      Report on November 13, 2020 UNC Faculty Assembly Meeting

   I. Purificación Martínez, Chair of the Faculty

   J. Question Period

IV. Unfinished Business

V. Graduate Council, Ron Preston*
    Formal faculty advice on curriculum and academic matters acted on and recorded in the
    November 23, 2020 Graduate Council meeting minutes, including level I action items from the
    October 7, 2020, October 21, 2020, and November 4, 2020 Graduate Curriculum Committee
    meeting minutes which were approved by its delegated authority and are reported here for
    informational purposes, and programmatic action item (GC 20-11) including revision of an
    existing degree program, the MA in Communication from the School of Communication within
    the College of Fine Arts and Communications; the approval of additional courses in the new
    degree program, the Doctorate in Occupational Therapy from the department of Occupational
    Therapy, a revision of existing program, MS in Physician Assistant from the department of
    Physician Assistant Studies within the College of Allied Health Sciences; discontinuation of an
    existing certificate, Residential Construction Management certificate program from the
    department of Construction Management withing the College of Engineering and Technology;
    establishment of a new certificate, Racial Equity Studies certificate program from the
    Department of Special Education, Foundations and Research within the College of Education;
    revision of an existing certificate, Biofeedback Certificate program, and the establishment of a
    new accelerated degree, Accelerated Bachelor of Science in Recreation and Park
    Management/Master of Science in Recreation Sciences Accelerated Bachelor of Science in
    Recreational Therapy/Master of Science in Recreation Sciences from the department of
    Recreation Sciences within the College of Health and Human Performance.

VI. Report of Committees

    A. Writing Across the Curriculum Committee, Tracy Morse
    1. Curriculum and academic matters acted on and recorded in the November 9, 2020 meeting
        including notification of change in learning outcomes for Health 3030: Health Behavior.
    2. Recommendation for units to opt in to adding the ENGL 2201 as a co/prerequisite for their
        3000-level WI courses, for information only.*

    B. Undergraduate Curriculum Committee, Stacy Weiss
    Curriculum and academic matters acted on and recorded in the meeting minutes of October
    22, 2020 including curricular actions in the Department of Health Services and Information
    Management within the College of Allied Health Sciences, and in the Department of
    Kinesiology within the College of Health and Human Performance.

    C. Unit Code Screening Committee, Ken Ferguson
    Revised Department of Mathematics Unit Code of Operations.

    D. General Education and Instructional Effectiveness Committee, George Bailey
    Curriculum and academic matters acted on and recorded in the meeting of November 16,
    2020, including Global Diversity (GD) designation for GSLL 51 Stalin and Hitler or "Red vs
    "Brown": Historical Issues in Cultural and other Perspectives, UNC Chapel Hill; Domestic
    Diversity (DD) designation for POLI 203 Race, Innocence, and the End of the Death Penalty,
    UNC Chapel Hill; Global Diversity (GD) designation for EGGS 102 World Cultural Geography,
    Bloomsburg University; General Education Social Sciences (GE:SO) and Global Diversity (GD)
    designation for GEOG 2300; General Education Health Promotion (GE:HL) and Health-
    Related Physical Activity (GE:EX) designation for RCTX 2200 Stress Management; General
    Education Humanities (GE:HU) and Global Diversity (GD) designation for GLST 1050
    Dis/Order @ the Border, General education Humanities (GE:HU) and Global Diversity (GD)

designation for GLST 2000, Fashion Representations in Culture, General Education Humanities (GE:HU) and Global Diversity (GD) designation for GLST 2520 Global Cinema, General Education Humanities (GE:HU) and Global Diversity (GD) designation for GLST 2680 Fairy Tales; removal of General Education Humanities (GE:HU) designation for the following courses:

FORL 2620 French Literature in Translation
FORL 2622 Francophone Literature of the Americas in Translation
FORL 2624 Francophone Literature of Africa in Translation
FORL 2660 Spanish Literature in Translation
FORL 2661 Latin American Literature in Translation
FORL 2700 Special Topics in French and Francophone Literature
FORL 2760 Special Topics in Hispanic Studies
FORL 2520 French Cinema Classics
FORL 2662 Special Topics in Hispanic Cinemas
FORL 2690 Introduction to German Cinema
FORL 2666 Latino Texts
FORL 3660 Hispanic Women Writers

And notification of change in prefix only for the following courses:
FORL 1551 to GLST 1551 Introduction to Russia: Land of the Firebird
FORL 1060 to GLST 1060 Global Understanding through Literature
FORL 1662 to GLST 1662 Introduction to Hispanic Studies
FORL 2220 to GLST 2220 Sci-Fi: East and West
FORL 2600 to GLST 2600 The Holocaust
FORL 2665 to GLST 2665 Don Quixote

E. Committee on Committees, Melinda Doty
1. Information about the call for faculty volunteers.
2. Second reading of proposed revisions to the Distance Education and Learning Technology Committee charge (attachment 1).

F. Distance Education and Learning Technology Committee, Melinda Doty
1. Recommendation of one learning management system (LMS) (attachment 2).
2. Revision to *ECU Faculty Manual Part VI, Section I*, Subsection V. Course Expectations and Requirements (attachment 3).
3. Proposed revisions to update the Standard Operating Procedures for Access to Blackboard (FS Resolution #16-24) for Canvas (attachment 4).

G. University Environment Committee, Susan Pearce
Endorsement of Student Government Association Resolution on UNC Tobacco Policy De-Regulation (attachment 5).

H. Agenda Committee, Margaret Bauer
Proposed 2021-2022 Faculty Senate and Agenda Committee Meeting Dates (attachment 6).

VII. New Business

A. Resolution in opposition to changing the name of the Black Lives Matter Mural in downtown Greenville, Anne Ticknor (attachment 7).

B. Resolution on Budget Committees at the college level, Purificación Martínez (attachment 8).*

C. Resolution on multi-year contracts for AY 2021-2022, Purificación Martínez (attachment 9).*

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COMMITTEE ON COMMITTEES
Second reading of proposed revisions to the
Distance Education and Learning Technology Committee charge

(Additions are in **bold** and deletions are in ~~strikethrough~~.)

</div>

1.   Name: Distance Education and Learning Technology Committee

2.   Membership:
       9 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, one Faculty Senator selected by the Chair of the Faculty, one member of the Graduate Council selected by the Dean of the Graduate School, the ~~Chief Information Officer~~ **the Director of Digital Learning** or an appointed representative, and one student member from the Student Government Association.

       Ex-officio members (without vote): The Chief Information Officer or an appointed representative.

       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~~ needed.

3.   Quorum: 5 elected members exclusive of ex-officio.

4.   Committee Responsibilities:
       A. The committee reviews and recommends policies and procedures to enhance faculty teaching and student learning in distance education. **The committee provides faculty advice on instructional methods and best practices to enhance teaching and student learning in distance education and the use of learning technologies.**
       B. The committee reviews policies from the Office of Continuing Studies relevant to the effectiveness of the University's distance education policies and procedures and recommends changes as necessary.
       C. The committee ensures timely, informed faculty opinion on any technology action in any area that may affect significantly the University's academic mission. The committee recommends policy related to the academic use of technology. All information technology actions that affect more than one academic unit or that are initiated above the academic College or School department levels are recognized as actions that may affect significantly the University's academic mission.
       D. The committee initiates, reviews, and makes recommendations on proposals to plan, implement, revise or eliminate technology initiatives, goals, standards, policies, procedures or actions that significantly impact the University's academic mission.

E. The committee prepares and makes available a format for proposals requesting permission to plan, implement, revise or eliminate an information technology initiative, goal, standards, policy, procedure or action.

F. The Committee reviews at least annually those sections within the *University Undergraduate Catalog* and *University Graduate Catalog* that corresponds to the Committee's charge and recommends changes as necessary.

G. The Committee reviews at least annually those policies within Part VI, Section III of the *ECU Faculty Manual* that corresponds to the Committee's charge and recommends changes as necessary.

H. **The Committee reviews at least annually the Distance Education Modules and the Instructional Continuity and Contingency website.**

~~H~~I. Two appointed representatives serve as ex-officio members on the administrative Information Resources Coordinating Council (IRCC), one appointed representative serves on the administrative Copyright Committee, one appointed representative serves on the Digital Learning Advisory Committee and one appointed representative serves on the administrative IT Accessibility Committee. **The Committee should have representation on any advisory or governance committee that evaluates or makes decisions regarding information technology that impacts the academic mission of more than one unit.**

~~I~~J. The chair serves as a liaison between the Faculty Senate and Chief Information Officer **and/or other university leadership (e.g., college leadership, Provost) involved with planning or implementing technology that could impact the academic mission of more than one departmental unit**.

5. To Whom The Committee Reports:
    The committee reports to the Faculty Senate its recommendations of policies, procedures, and criteria cited in 4. above.

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 advise the appropriate personnel as described in 4. above.

8. Standard Meeting Time:
    The committee meeting time is scheduled for the fourth Wednesday of each month.

Faculty Senate Agenda
December 1, 2020
Attachment 2.

DISTANCE EDUCATION AND LEARNING TECHNOLOGY COMMITTEE
Recommendation for one Learning Management System (LMS)

The DELT Committee recommends that there be only one primary learning management system designated at ECU (with the exception of SODM and BSOM). Per the DELT Committee charge, any adoption of an additional learning management system must be reviewed and approved by the DELT Committee and Faculty Senate. This recommendation acknowledges that publisher and software

companies offer free learning management systems that can easily be adopted and often circumvent the review and purchasing process and that administrative offices have not had the ability to deny instructional software if faculty request software for specific curricular use. However, increased diversity in basic software such as an LMS increases the potential for student data to be exposed. It also increases students' confusion if they are required to use multiple systems for similar function. For these reasons, the above recommendation is made.

Faculty Senate Agenda
December 1, 2020
Attachment 3.

DISTANCE EDUCATION AND LEARNING TECHNOLOGY COMMITTEE
Revision to *ECU Faculty Manual Part VI, Section I*,
Subsection V. Course Expectations and Requirements

Additions are in **red** and deletions are in ~~strikethrough~~.

V. Course Expectations and Requirements
    High expectations for student achievement are important for a high quality education and allow students to optimally benefit from their educational experience at East Carolina University. Further, having students clearly understand course expectations is crucial for their successfully completing a course, which in turn affects student retention. The course syllabus informs students of the expectations and requirements of the course and reduces the likelihood of problems later in the semester. The syllabus is a tool that helps both faculty and students accomplish the university's primary mission of teaching and learning. Faculty members are required to make a course syllabus available for students on or by the first day of each course.

    For standard courses, whether delivery is regular face-to-face, online, or mixed, a course syllabus is required to clearly state the instructor's office location, office phone, email, ~~and~~ office hours**, a statement on continuity of instruction, and a contingency plan**. **Examples of syllabus language can be found here: https://instructionalcontinuity.ecu.edu/.** The syllabus is also required to list the instructor's policy on the following: textbook(s) and other required course materials, student learning outcomes, assignments and tests, evaluation system and grading scale, late work, academic integrity, and accommodations for students with a disability. Further, it is recommended that faculty members include in the syllabus a course description~~,~~ **and** a statement on attendance expectations~~, and a statement on continuity of instruction~~.

    For non-standard courses, including Independent Study Courses, regardless of delivery method, a learning contract must be submitted for the approval of the unit administrator. The learning contract must clearly specify the course requirements, including but not limited to the expected student learning outcomes, number of hours of expected work, grading information, and scheduled meeting times with the faculty member. To generate a learning contract for a non-standard course, faculty should complete a form similar to this [example]. When the form is submitted, a learning contract is automatically generated and sent by e-mail to the unit administrator for approval.

    For campus resources for students with disabilities, contact the Department for Disability Support Services (http://www.ecu.edu/accessibility/). For definitions of academic integrity and procedures for dealing with infractions, see Part VI, Section II of the Faculty Manual (http://www.ecu.edu/cs-

acad/fsonline/customcf/currentfacultymanual/part6section2.pdf) and the Office of Student Rights and Responsibilities (http://www.ecu.edu/osrr/). Faculty members can also contact the Office of Equity and Diversity (http://www.ecu.edu/cs-acad/oed/policies.cfm) for policies on equal opportunity and nondiscrimination. The University Writing Program can be contacted for consultation and support of writing activities and guidelines for writing-intensive courses (http://www.ecu.edu/writing/). The Office for Faculty Excellence (http://www.ecu.edu/ofe/) can provide assistance with the syllabus.

It is the responsibility of each unit administrator to have copies of syllabi and learning contracts for all courses taught in the school or department (FS Resolution #10-08, February 2010; FS Resolution #15-40, March 2015; FS Resolution #17-48, May 2017).

Faculty Senate Agenda
December 1, 2020
Attachment 4.

DISTANCE EDUCATION AND LEARNING TECHNOLOGY COMMITTEE
Proposed revisions to update the Standard Operating Procedures for
Access to Blackboard (FS Resolution #16-24) for Canvas

The version of the Canvas Standard Operating Procedures below will replace the Blackboard Standard Operating Procedures (FS Resolution #16-24). The language was cleaned up to be clearer throughout the document. The roles now reflect language used in Canvas and not Blackboard. Each role details the access and recommended use for each role. Roles are also grouped in a manner that should make it clearer to the reader which role to choose. The most significant change is faculty are not able to add students to curricular courses. This will ensure students are registered for the course and reflect the institutional record within Banner. The Banner to Canvas data feed runs every four hours which is significantly more frequent than Blackboard and should minimize some issues.

Standard Operating Procedures for Access to Curricular Courses in Canvas

ECU limits access to a curricular course in Canvas to faculty and students registered to teach or take a course. Only the Instructor of Record may grant course access to ECU faculty, staff or external guests. The Banner system controls the student enrollments for curricular courses.

There will be occasions when faculty need to enroll additional course members to their course for the purposes of activities such as peer review, accreditation, sharing course content, or to host a guest speaker. The faculty member or an ITCS Canvas Administrator must add any additional course members, in order to ensure appropriate approvals and documentation are received. When faculty or ITCS Canvas Administrators add additional participants to a course, they must select the appropriate course role and ensure compliance with the provisions of FERPA.

If faculty need to invite a course member (e.g, Guest Lecturer, Peer Reviewer, Accreditor, etc…) external to ECU, they must submit a Canvas Support ticket through the Help Desk and request an external account. Faculty can learn more about this process in the ITCS Service Catalog. Access to and use of Canvas is subject to the Academic Computer Use Policy and the Student Conduct Process. Per these policies, accessing individual faculty member's computers to enforce university policies requires specific approval of the chancellor.

Only certain course roles contain privileges to view gradebook, student work or interactions protected by FERPA. According to FERPA, any information that is not considered Directory Information may not be disclosed to anyone except the student without prior written consent. For details about Directory Information, visit the Office of the Registrar's FERPA page. There are exceptions to this rule. Institutions may release information from student records (that is not considered Directory Information) without prior consent to school officials with legitimate educational interest (e.g. one faculty member to another) and to Federal, State, and local authorities involving an audit or evaluation of compliance with educational programs (e.g. NCAA).

Below is a list of the most typical scenarios and recommendations for course roles, along with a brief description of the privileges assigned to each role. This list does not include technical support roles. Modifications of these role permissions and additional roles can be made on a case-by-case basis with the approval of the Registrar.

Course Roles
Primary Access to a Course:
- Course Role: Instructor of Record *(In Canvas = Teacher)*
  - o Purpose: The person teaching or facilitating the class.
  - o Process: Instructor of Record is assigned in Canvas through the Banner Enrollment feeds.
  - o Role Permissions: Instructor has access to all areas in the course. Instructor can add and remove guests from the course. Banner controls Canvas student enrollments. Additional instructors should only be added through the Banner Feed since Instructors can change grades in the gradebook. Adding only through the Banner Feed ensures the institution has an accurate understanding of who is teaching the course.

- Course Role: *Teaching Assistant (In Canvas = TA)*
  - o Purpose: To assist Instructor with developing, teaching or facilitating the class.
  - o Time frame: This role may be assigned indefinitely or on a time-limited basis. Decisions on Time frame are left to the discretion of the instructor of record.
  - o Role Permissions: Teaching Assistant has the similar privileges as Instructor including gradebook access. This role CANNOT add or remove users from the course or elevate another user's role.

Course Role: Learning Assistant *(In Canvas = Learning Assistant)*
Purpose: Learning Assistants help with interactive learning in the classroom.
  - o Time frame: This role may be assigned indefinitely or on a time-limited basis. Decisions on Time frame are left to the discretion of the instructor of record.
  - o Role Permissions: The Learning Assistant has similar access to a Teaching Assistant access including access to course content (add/edit/delete) groups, and discussions. Learning Assistants do not have access to the gradebook.

- Course Role: *Student (In Canvas = Student)*
  - o Purpose: This course role is assigned to students enrolled in a class.
  - o Process: Students are enrolled in a Canvas class through the Banner Enrollment feeds.
  - o Role Permissions: Student only has access to grade book, course content, and assessments. *Please Note: An enrolled student in a course should never be elevated to a TA because of the additional privileges that role provides within the course. If anyone is approved to audit a course this must be coordinated with the Office of the Registrar. The Office of the Registrar is the only one who should add a student to a course for the purpose of auditing the course.*

Instructional Support:
- Course Role: *Course Designer (In Canvas = Designer)*
    - Purpose: A research assistant, instructional designer or an assistant with limited responsibilities.
    - Time frame: This role may be assigned indefinitely or on a time-limited basis. Decisions on Time frame are left to the discretion of the instructor of record.
    - Role Permissions: The Course Builder has access to most areas of the course. The Course Builder role does not have access to the gradebook. *Note: The role has the ability to reset course content. There is a warning before that occurs.*

- Course Role: *Guest Lecturer (In Canvas = Guest Lecturer):*
    - Purpose: Class participants who are external to ECU.
    - Time frame: This role may be assigned indefinitely or on a time-limited basis. Decisions on Time frame are left to the discretion of the instructor of record.
    - Role Permissions: Users with the role of Guest can view content and view/post to Discussions. Users do not have access to the gradebook or any content area that has a gradable item. Note: Once this role is applied to a user in a course, the role under the People menu will say "Observing: nobody" under the role column and not "*Guest Lecturer*".

Administrative Access:
- Course Role: *Chair (In Canvas = Chair)*
    - Purpose: This course role can be made available to a Department Chair for business purposes. Business purpose includes but is not limited to absence of instructor, grading, accreditation, and teaching review. Business purpose does not include access for an investigation into misconduct or to enforce policy which requires Chancellor approval.
    - Process: Instructor of Record for the course must be informed prior to Chair access. The instructor can enroll their Department Chair or the Department Chair can submit a Canvas Help Request Canvas Administrators to provide access. Documentation the faculty was informed should be retained by the Chair or administrator who accessed the course.
    - Time frame: This role is assigned indefinitely.
    - Role Permissions: The Chair role has access to course content, test, assignments, discussion forums, groups, gradebook and users. The Chair role cannot edit or delete content. *Note: The role has the ability to reset course content. There is a warning before that occurs.*

Accreditation, Course Review, and Peer Review Access:
- Course Role: *Course Reviewer (In Canvas = Course Reviewer)*
    - Purpose: Course visitors who need access to course content, interactive tools, assessments, and users.
    - Time frame: This role may be assigned indefinitely or on a time-limited basis. When no longer needed, the faculty should promptly remove the role from the course.
    - Role Permissions: Course Reviewer has access to course content, tests, assignments, discussion forums, groups, and users. Course Reviewer cannot edit or delete content and does not have access to the Grade Center. The Course Reviewer role cannot edit or delete content.
- Course Role: *Content Reviewer (In Canvas = Observer)*
    - Purpose: Course visitors that need access to course content.
    - Time frame: This role may be assigned indefinitely or on a time-limited basis. When no longer needed, the faculty should promptly remove the role from the course.
    - Role Permissions: Content Reviewer has access to course content. A Content Reviewer cannot edit or delete content, view users, or access the Grade Center. *Note: Once this role*

is applied to a user in a course, the role under the People menu will say "Observing: nobody" under the role column and not "Observer".

Special Considerations for Course Content Access
Course content developed by a faculty member can in most cases be made available to others for use in teaching a course. For example, Faculty A develops a course while working at ECU and in the future Faculty B is assigned to teach the course. In this example, the course content can be made available to Faculty B.

In this scenario, the faculty member who created the course should be asked to share the content or make the content of the course available. ITCS Canvas Administrators can be contacted by the faculty member to assist with making the content available should assistance be required.

In the event the currently employed faculty member is not available or does not make the content available in the required time frame, the chair of the department is considered the custodian of this data and should put in a Canvas Help Request via the ITCS Help Desk to make the request for access to the course content.

If the faculty member is no longer an employee, the chair of the department is considered the custodian of this data and should put in a Canvas Help Request via the ITCS Help Desk to make the request for access to the course content.

As a condition of employment, EHRA Employees shall be deemed to have granted the University a perpetual, non-exclusive, non-transferrable, royalty-free license to use Traditional or Non-Directed Works and Sponsored or Externally Contracted Works owned by them for the University's own education or research use, unless such license will impede scholarly publication or similar activities, or violate provision of a contract between the EHRA employee and a third-party. Any questions regarding usage should be directed to ECU's Copyright Officer and to the Copyright Regulation.

Faculty Senate Agenda
December 1, 2020
Attachment 5.

UNIVERSITY ENVIRONMENT COMMITTEE REPORT
Endorsement of Student Government Association Resolution
on UNC Tobacco Policy De-Regulation

ASSEMBLY RESOLUTION 5-04

A RESOLUTION
To Request the Amending of North Carolina General Statute
Chapter 143 Article 64 Parts 596 and 597

Primary Sponsor: Director Ethan Norris
Cosponsor(s): Representative Logan Harrison
First Reading: _____

Be it resolved by the Student Assembly of the Student Government Association of East Carolina University,

SECTION 1. SHORT TITLE

This Resolution may be cited as the "UNC Tobacco Policy De-Regulation"

SECTION 2. North Carolina General Statute Chapter 143 Creates Restrictive Parameters on UNC System Schools' Tobacco Policies

WHEREAS, North Carolina General Statute Chapter 143, Article 64 Parts 596 and 597 reads:
"§ 143-596 DEFINITIONS.
 (1a) Grounds. – The area located and controlled by State government that is within 100 linear feet of any of the following:
a. A State-owned building allocated to and occupied by State government.
b. A State-owned building leased to a third party.
 c. A building owned by a third party and leased to State government.
§ 143-597. Nonsmoking areas in State-controlled buildings
(6) "Except as provided in G.S. 143-599(11), any facilities of The University of North
 Carolina and the grounds of those facilities. Each constituent
institution, except for the North Carolina School of Science and Mathematics, shall make
a reasonable effort to provide residential smoking rooms in residence halls in proportion
to student demand for those rooms. For purposes of this subdivision, the term "facilities"
includes all of the following:
a.   State-owned buildings allocated to the University of North Carolina.
b.   State-owned buildings allocated to the University of North Carolina and
          leased to a third party
c.   The area of any building owned by a third part and occupied by the
          University of North Carolina as lessee", and;

WHEREAS, as   it is currently worded North Carolina General Statute Chapter 143, Article 64 Parts 596 and 597 prevent UNC system schools from having full discretion over the tobacco policies of their campuses, and;

WHEREAS, each UNC system campus and student body has differing needs and campus facilities which necessitates that policies vary from campus to campus to meet those needs ,and;

Now, therefore, be it,

RESOLVED, the East Carolina University Student Assembly supports the amending of North Carolina General Statute Chapter 143, Article 64, Parts 596 and 597 to allow UNC System Schools full discretion over their own campus tobacco policies, and;

Be it, further,

RESOLVED, this resolution shall be sent to the Association of Student Governments for consideration as a Concurrent Resolution.

SECTION 3. DATE EFFECTIVE.

This Resolution shall be effective upon its passage by a majority affirmative vote of the Student Assembly and its signing by the Student Body President.

Final Vote:

I hereby certify that this Resolution was read and adopted in the Student Assembly of the East Carolina University Student Government Association,

X_____

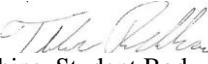Matth   bly

WITH

X_____

Danielle Maurice, Student Body Secretary

Action Taken by the President: (ENACTED)   (VETOED)

I hereby signify my approval of this Resolution as adopted by the Student Assembly of the East Carolina University Student Government Association, this.

X_____

Tucker Robbins, Student Body President

_____

Faculty Senate Agenda
December 1, 2020
Attachment 6.

AGENDA COMMITTEE REPORT
Proposed 2021-2022 Faculty Senate and Agenda Committee Meeting Dates

2021/2022 University Academic Calendar

Fall 2021		Spring 2022	
August 23	Classes Begin	January 10	Classes Begin
September 6	State Holiday	January 17	State Holiday
October 9-12	Fall Break	March 6-13	Spring Break
November 5	Registration	March 25	Registration
November 24-28	Thanksgiving Break	April 15-16	State Holiday
December 6	Classes End	April 26	Holiday Makeup Day

December 7	Reading Day	April 26	Classes End
December 8-15	Exams	April 27	Reading Day
		April 28-May 5	Exams

2021/2022 Agenda Committee and Faculty Senate Meeting Dates

Agenda Committee	Faculty Senate
August 31, 2021	September 14, 2021
September 21, 2021	October 5, 2021
October 19, 2021	November 2, 2021
November 16, 2021	December 7, 2021
January 11, 2022	January 25, 2022
February 8, 2022	February 22, 2022
March 15, 2022	March 29, 2022
April 12, 2022	April 26, 2022
	May 3, 2022 (2021/2022 organizational mtg.)

Faculty Senate Agenda
December 1, 2020
Attachment 7.

NEW BUSINESS
Resolution in opposition to changing the name of the
Black Lives Matter Mural in downtown Greenville

Whereas, the Faculty Senate Officers Statement and Commitments in Response to Racism, written in response to the senseless killings of hundreds of black and brown victims of racism and police violence in the US and signed by 337 faculty, staff, and students states that: "As educators, we are committed to exposing the white supremacy and systemic racial inequality that, for centuries, has bestowed wealth and privilege upon white Americans at the expense of Black and Brown people;"

Whereas, ECU has publicly acknowledged that to achieve the mission to be "a national model for student success, public service, and regional transformation" requires a commitment to equity and inclusion;

Whereas, the city of Greenville has no public art by Black artists and therefore, no public space for these artists to showcase their voices and talents;

Whereas, the "Black Lives Do Matter Street Mural" provides such as space on 1st Street, between Cotanche and Washington, to bring together 18 local Black artists to publicly express their voices and their artistic talent and to create a dialogue about the past, present, and future of racial equity in our community;

Whereas, the Civic Arts Committee and the Pitt County Arts Council voted unanimously to approve the mural and to recommend the project to the City Council on October 6, 2020;

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Whereas, the artists involved compromised at the behest of the City Council to change the letters from "Black Lives Matter" to "Black Lives Do Matter" to clarify that the mural is not a statement in support of the Black Lives Matter organization; and

Whereas, City Councilman William Litchfield used a procedural move that allowed the council to vote to change the name of the mural from "Black Lives Do Matter" to "United Against Racism," which was voted and approved by a vote of 4-3 on November 9, 2020;

Be it resolved that the Faculty Senate hereby affirms the importance of public art as a means to bring historically marginalized voices to light and therefore, the importance of the first name change to the mural "Black Lives Do Matter," which more closely reflects the artistic vision and antiracist intention of the artists involved as well as the communication with the City Council;

Be it further resolved that the Faculty Senate stands opposed to the 4-3 decision by the City Council to vote to change the name of the mural and urges the City Council to reconsider their vote and to allow the "Black Lives Do Matter" mural to move forward with this name.

Faculty Senate Agenda
December 1, 2020
Attachment 8.

NEW BUSINESS
Resolution on Budget Committees at the college level

Whereas, the practice of shared governance is the best route to harmonious and thoughtful budget decisions to deal with funding crisis; and

Whereas, the AAUP *Statement on the Role of Faculty in Budgetary and Salary Matters* states that "budgetary decisions directly affecting areas for which the faculty has primary responsibility should be made in concert with the faculty"; and

Whereas, the UNC Faculty Assembly "Statement on Budget Planning" states that faculty should be well represented on any campus committee to set priorities or manage a budget reduction process.

Therefore, be it resolved that in planning scenarios for budget cuts for next academic year, Colleges should form Budget Committees; and

Therefore be it further resolved that the College Budget Committees should follow the "Recommendation on Budget Committees at College Level" sent to Interim Provost and Senior Vice Chancellor for Academic Affairs and Vice Chancellor for Health Sciences and Dean of Brody School of Medicine by ECU Chair of Faculty on November 11 2020.

Enclosure "Recommendation on Budget Committees at College Level

Recommendations for Budget Committees at the College Level

FRAMEWORK
1. The process should be transparent.
2. Think institutionally.
3. Focus on duplication of administrative services for first budget cuts.

COMMITTEE
1. Significant representation from faculty without administrative roles. Use of faculty senators is recommended, since they already have been elected by faculty and represent diverse disciplines, ranks, etc.
2. If no senator is fixed term, 2 fixed term faculty should be appointed.
3. If committee has already been formed it should comprised the membership as outlined above.

GUIDING PRINCIPLES
1. Committee should consult the Faculty Senate Guiding Principles (Attachment A) and the UNC Faculty Assembly Guiding Principles (Attachment B).
2. After that they should develop college level guiding principles.
3. The Committee should communicate the College Guiding Principles to all constituencies.

DATA
1. The committee needs to have access to all pertinent data to be able to make thoughtful and informed recommendations.
2. The data should be from at least the last three years in order to help contextualize it.

CHARGE
1. Prepare a timeline for issuing recommendations. The timelines should include ample opportunity for faculty to consult in departmental meetings and offer responses.
2. Plan for 5% and 10% cut scenarios.
3. Review administration and research support within the college.
4. Assess whether administration and research support are redundant or duplicate services.
5. Propose redistribution of resources with cuts.
6. Impacts to research and teaching should be specifically outlined in the final report (i.e. increase in teaching loads, impact on research productivity, etc.).

COMMUNICATION
The Dean/Committee should offer to the college the following:
1. Exact nature of financial challenge.
2. Data for the last 3 years that will allow constituencies to contextualize the challenges.
3. A mechanism to share relevant information with faculty and gather feedback. Web pages to host information and Town Halls to share updates are recommended.
4. Monthly updates.
5. Recommendations need to be presented to faculty before they are final, to offer the possibility of response.

NEW BUSINESS

Resolution on multi-year contracts for AY 2021-2022

Whereas at ECU non-tenure-track faculty produced 43.1%* of FTE in 2019; and

Whereas this constitutes an increase of nearly ten percent (33.9) from a decade earlier, demonstrating the importance of fixed-term faculty to our core academic mission; and

Whereas the policy of Academic Affairs only requires that 33% of fixed-term faculty need to be on 1 year contracts, stating that the rest may be on 2 or 3 year contracts; and

Whereas Academic Affairs has expressed support for multi-year contracts as long as colleges and schools respect the 33% minimum; and

Whereas Faculty Manual Part IX.II.B.1 stipulates that "Whenever possible, multi-year contracts, of up to five years, will be offered to fixed-term faculty members who have demonstrated their effectiveness and contributions and/or who have outstanding credentials";

Therefore be it resolved that colleges and schools be required to offer multi-year contracts to all fixed-term faculty members who meet the requirements specified in FM Part IX.II.B.1.

*Source: ECU Longitudinal Profile of Faculty on Tenure Status, presented to FS on January 2020.