



2019-2020 FACULTY SENATE

The eighth regular meeting of the 2019/2020 Faculty Senate will be held on **Tuesday, April 28, 2020**, at 2:10 pm as a virtual meeting, using Webex.

AGENDA

**Revised*

[Webex meeting link](#)

I. Call to Order

II. Approval of Minutes

[March 31, 2020](#)

III. Special Order of the Day

A. Roll Call

B. [Announcements](#)

C. Ron Mitchelson, Interim Chancellor

D. Virginia Hardy, Vice Chancellor for Student Affairs
[Impacts of the COVID-19 Pandemic on Students](#)

E. Stephanie Whaley, Assistant Vice Chancellor and Director of Undergraduate Admissions
[Report on plans for mitigating the effects of COVID-19 on Fall 2020 enrollment](#)

F. LaKeshia Alston Forbes, Associate Provost of Equity and Diversity
[Memo - Highlight Initiatives Designed to Improve Faculty Diversity](#)
[Report on initiatives designed to improve faculty representation in employment and promotion rates](#) (ref. [FS Resolution 13-35](#))

G. George Bailey, Faculty Assembly Delegate
[Report on April 3, 2020 UNC Faculty Assembly Meeting](#)

H. Jeff Popke, Chair of the Faculty

I. Question Period

IV. Unfinished Business

V. Report of Graduate Council

Graduate Council, Ron Preston

Formal faculty advice on curriculum and academic matters acted on and recorded in the [April 13, 2020](#) Graduate Council meeting minutes, including level I action items from the [March 4, 2020](#), [March 18, 2020](#), and [April 1, 2020](#) Graduate Curriculum Committee meeting minutes which were approved by its delegated authority and are reported here for informational purposes, programmatic action item (GC 20-7) including a revision of an existing degree program, EdS, Educational Administration and Supervision from the Department of Educational Leadership within the College of Education, policy action item (GC 20-8) including a Graduate Faculty Criteria policy request from the Department of Mathematics within the Thomas Harriot College of Arts and Sciences; and an emergency temporary revision to the graduate catalog admission requirements policy, which will allow the option for applicants to use the DuoLingo platform to take their language proficiency test.

VI. Report of Committees

A. Faculty Welfare Committee, Marlena Rose

1. Resolution on the Status of Faculty Salaries for the Divisions of Academic Affairs and Health Sciences at ECU (attachment 1). **revised title of the resolution to match the title in the attachment*
2. Report on current status of fixed-term faculty initiatives.

B. Distance Education and Learning Technology Committee, Timm Hackett

Overview of [Continuity and Contingency Plan Best Practices website](#) (for information only).

C. Writing Across the Curriculum, Lisa Ellison

Proposed revisions to the *University Undergraduate Catalog*, Academic Advisement, Progression and Support Services, Additional Requirements for Degrees, Writing Intensive Requirement (attachment 2).

D. Unit Code Screening Committee, Melinda Doty*

1. Revised [Department of Political Science Unit Code of Operations](#).

E. Educational Policies and Planning Committee, Mark Bowler*

Curriculum and academic matters acted on and recorded during the [April 17, 2020](#) meeting minutes which include the discontinuation of the Vocational Evaluation certificate in the Department of Addiction and Rehabilitation Studies; a reduction in hours of the MS in Biology in the Department of Biology; renaming the Interdisciplinary Doctoral Program in Biological Sciences to the Interdisciplinary Doctoral Program in Biology, Biomedicine, and Chemistry and moving it from the Office of Research and Graduate Studies within the Brody School of Medicine to the Harriot College of Arts and Sciences; a new graduate certificate in Biostatistics in the Department of Biostatistics; a new BA in Foreign Languages and Literatures/MA in Hispanic Studies accelerated degree program in the Department of Foreign Languages and Literatures; the discontinuation of the Integrated Physical Therapy/Exercise Physiology accelerated degree program in the Department of Physical Therapy and the Department of Kinesiology; a new BS in Industrial Technology/MS in Network Technology accelerated degree program in the Department of Technology Systems; a revision to the BS in Information and Computer Technology/MS in Network Technology accelerated degree program in the Department of Technology Systems; a reduction in hours of the Health Information and Management Certificate in the Department of Health Services and Information Management; a reduction in hours of the Gerontology Certificate in the School of Social Work; a request to deliver offsite the BS in Industrial Technology in the Department of Technology Systems; the removal of a concentration in the BFA Dance and

removal of concentrations in the BA in Theatre Arts in the School of Theatre and Dance; the Academic Program Review Unit Response from the Department of Geological Sciences; a change to an existing code unit for the College of Business to add a new Graduate School of Business; a revision to the BS in Computer Science degree in the Department of Computer Science; a revision to the catalog entry for the BA in Mathematics /MA in Mathematics accelerated degree program in the Department of Mathematics; a revision to the EdS in Educational Administration and Supervision in the Department of Educational Leadership; and a new graduate certificate in Digital Learning for Educational Leaders in the Department of Mathematics, Science, and Instructional Technology Education.

F. General Education and Instructional Effectiveness Committee, Puri Martinez*

Curriculum and academic matters acted on and recorded during the [April 20, 2020](#) meeting including Domestic Diversity (DD) credit for SOCI 1010 Intro to Sociology from Jefferson Community College; Global Diversity (GD) credit for ATY 213 Introduction to Cultural Anthropology from UNC Greensboro, BHS 204 Anthropology from Dutchess Community College, CLAS 220 Introduction to Classical Mythology from the University of South Carolina, HIST 1320 World Societies from North Carolina Central University, HIST 278 The Trans-Atlantic Slave Trade from UNC Chapel Hill, LBST 2213 Science, Technology and Society from UNC Charlotte; General Humanities credit (GE:HU) for FMS 120 Freshman Seminar in Literature from UNC Greensboro; and General Education Social Sciences credit (GE:SO) for BHS 204 Anthropology from Dutchess Community College.

G. Admission and Retention Policies Committee, Eli Hvastkovs

1. Proposed revisions to the *University Undergraduate Catalog*, Admission and Readmission, Admission Requirements, Transfer Students (attachment 3).
2. Proposed revisions to the *University Undergraduate Catalog*, Admission and Readmission, Admission Requirements, International Students (attachment 4).

H. Undergraduate Curriculum Committee, Jean Luc Scemama

Curriculum and academic matters acted on and recorded during the [March 26, 2020](#) meeting, including curricular actions in the School of Music within the College of Fine Arts and Communication, the Departments of Sociology and Geography, Planning and Environment, within the Harriot College of Arts and Sciences, and the Department of Computer Science within the College of Engineering and Technology.

VII. New Business

Faculty Senate Agenda
April 28, 2020
Attachment 1.

FACULTY WELFARE COMMITTEE REPORT

Resolution on the Status of Faculty Salaries
for the Divisions of Academic Affairs and Health Sciences at ECU

- Whereas, Salary compression and inversion is a major factor in low morale among the ECU faculty; and
- Whereas, IPAR has undertaken an exhaustive review of faculty salaries during the 2018-19 academic year, in consultation with the Committee on Faculty Salary Compression and Inversion that oversaw the data analysis and methods for salary predictors; and
- Whereas, IPAR has presented a summary of meetings, development of methods, and initial numbers of faculty members who were identified by the data analysis to the Faculty Senate in the April 2019 meeting; and
- Whereas, IPAR has completed its study that identifies faculty members that fall in the range of compressed or inverted salary.

Therefore Be It Resolved, that the Faculty Senate recommends the Chancellor:

1. Address the salary inequities identified by the IPAR report to bring all faculty members to the range of .75 standard deviation;
2. Establish salary predictors studies on a three-year cycle to identify faculty whose salaries fall outside .50 standard deviation;
3. Address the salary inequities that the cyclical studies identify.

Faculty Senate Agenda
April 28, 2020
Attachment 2.

WRITING ACROSS THE CURRICULUM COMMITTEE

*University Undergraduate Catalog, Academic Advisement, Progression and Support Services,
Additional Requirements for Degrees, Writing Intensive Requirement*

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

Students enrolling at East Carolina University must fulfill the writing across the curriculum requirement prior to graduation. **Writing Intensive courses at ECU help student writers meet the University Writing Outcomes, which involve communicating effectively with diverse audiences about complex and significant issues.** ~~To do so, each student must complete a minimum of 12 semester hours of writing intensive courses~~ **To fulfill this requirement, each student must complete a minimum of four writing intensive courses**, typically including ENGL 1100 and ENGL 2201; ~~at least 3 semester hours of writing intensive courses in the major; and any other 3 semester hours writing intensive course of the student's choice.~~ **at least one writing intensive course in the major; and any other writing intensive course of the student's choice. WI courses that are 6 or more credit hours count for two WI courses. Students enrolled in multiple majors are required**

to take a WI course in only one of their majors, while dual degree students are required to complete one writing intensive course in each major. A course will transfer into ECU as WI if the course is a writing intensive course in a writing across the curriculum program at the university or college where it was taken, or transfers as equivalent to ENGL 1100 or 2201. Students transferring credit for only ENGL 2201 are not required to take ENGL 1100, but must still fulfill the WI course requirement. Similarly, students who receive placement credit for a course have not satisfied the WI requirement for that course. Courses that do not meet the above criteria must be approved by the director of the University Writing Program. ~~Students entering the university with transfer credit for ENGL 2201 have satisfied the general education written communication competency requirement. Such students are still required to complete a total of 12 semester hours of credit in writing intensive courses. All dual degree students will be required to complete at least three semester hours of writing intensive course work in each major. Writing intensive courses/sections of courses are identified each semester in the course schedule listing and will be designated WI on the student's transcript. A course will transfer into ECU as WI under two conditions. The course must either be a writing intensive course in a writing across the curriculum program at the university or college where it was taken, and/or the course must have the words "writing" or "communication" (e.g., "Writing for Business and Industry" or "Business Communications") in the course title. Courses meeting either of these two criteria will be accepted as WI, and count as writing intensive for ECU degree requirements.~~

A list of courses that have been awarded the writing intensive designations (WI or WI*) can be viewed by going to the [course section](#) of this catalog.

Faculty Senate Agenda
April 28, 2020
Attachment 3.

ADMISSION AND RETENTION POLICIES COMMITTEE REPORT

Proposed revisions to the *University Undergraduate Catalog*,
Admission and Readmission, Admission Requirements, Transfer Students

The Committee was asked by Jeff Popke, Chair of the Faculty to consider a proposal from administration to recommend a pilot study in which the transfer student GPA would be lowered to 2.2 for the next three semesters, and students accepted under the lowered threshold would be tracked to monitor their ECU GPA and progress toward graduation. The Committee requested data from Institution Planning, Assessment and Research (IPAR) and their findings prompted a [recommendation](#) to lower the transfer student GPA threshold to 2.0.

Additions are in **bold** and deletions are in ~~striketrough~~.

General Transfer

General admission requirements for transfer students are listed below:

1. Official transcript(s) from each regionally accredited college, technical institute, or university previously attended showing the following:

- a. A ~~2.5~~ **2.0** grade point average (GPA) on all hours attempted. (Admission to programs in some professional schools may require a GPA which is higher than that required by the university.) A minimum of 24 transferable semester hours is required for transfer consideration which must include the equivalent college credit hours for [ENGL 1100](#).
 - b. Honorable dismissal and eligibility to return to the college or university at which last matriculated. (Attendance only at summer school does not apply.)
 - c. Students who will be 21 years old at the time they propose to enroll may submit their application for transfer admission, with 24 or more transferable hours from a regionally accredited institution are not required to provide a high school transcript or general educational development tests (GED) certificate.
 - d. Students who are under the age of 21 and do not have 24 transferable credit hours will be required to submit final high school transcript and official test scores.
2. Nondeductible, nonrefundable application fee of \$75.

Admission to the university does not guarantee admission to individual programs. Individual program admission requirements are described in the specific academic sections. It is the student's responsibility to request that all transcripts and other records be forwarded to the admissions office.

Note: Transfer students under the age of 21 must also meet the University of North Carolina subject matter admission requirements by completing high school courses as stated above, or by completing 24 or more transferable credit hours.

Applicants Who May Require Special Consideration or Exceptions to Policies

All students interested in enrollment as an undergraduate must complete an application for admission. Each application is considered individually based upon a combination of a student's previous academic work, test scores, essays, and other personal statements. However, students who feel special circumstances should be considered during this review may request a holistic review. The intent of this policy is to offer students the opportunity to present evidence of demonstrable promise of academic success at ECU. The review will consider all information supplied by the applicant with emphasis placed on, but not limited to high school grade point average trends, college grade point average, rigor of course work, duration or time away from high school or college, and other information the applicant considers critical to the review of their application. For example, a transfer student with an overall GPA including all previous work below the ECU minimum of ~~2.5~~ **2.0**, but who has successfully earned a 3.0 over the course of their last 24 credit hours might be offered admission through the holistic review process. Another example, a high school senior who does not meet the UNC minimum admission requirements but who has a demonstrated artistic talent might be offered admission through the holistic review process. Freshman applicants requesting a holistic review should contact the Office of Undergraduate Admissions at admissions@ecu.edu; transfer applicants requesting a holistic review should contact the Office of Undergraduate Admissions at transfer@ecu.edu.

Revised

ADMISSION AND RETENTION POLICIES COMMITTEE REPORT

Proposed revisions to the *University Undergraduate Catalog*,
Admission and Readmission, Admission Requirements, International Students

The Committee considered a request to allow submission of scores from an additional language exam, called Duolingo, to serve as proof of English language proficiency. The suggestion to add this exam was in response to reductions in access to the other types of exams as a result of the COVID-19 outbreak and because it is a more affordable exam option.

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

East Carolina University actively seeks to attract international students into its undergraduate and graduate programs. The presence of these students, with their varied geographic and educational backgrounds, helps promote international goodwill and understanding in North Carolina, and provides an opportunity for other university students to further their knowledge and appreciation of the cultures of many lands.

The Office of Global Affairs serves as a clearinghouse for the admission of international students. Academic assessments, financial evaluations, and immigration issues as well as admissions are handled through this office. Admissions requirements for international freshman and undergraduate transfer students are:

1. Graduation from a secondary school and submission of academic records and an official English translation. Transfer applicants should request a course-by-course evaluation of their university-level coursework from an evaluation agency. An official evaluation should be sent directly from the evaluation agency. Documents on which an evaluation is based should be sent as well. A list of accepted evaluation agencies can be found at <http://www.naces.org/members.html>.
2. Non-native speakers of English are required to provide an evidence of English proficiency by submitting one of the following:
 - a. TOEFL score of minimum 527 (paper-based) or 71 (Internet-based)
 - b. IELTS score of 6.0 or higher
 - c. 450 SAT I Critical Reading or 19 Combined English/Writing scores section of the ACT
 - d. Duolingo English Test results with a minimum score of 95**
 - e.** Applicants who have completed at least 30 credit hours at a U.S. institution of higher education and received a grade of B (3.0) or better for an academic English writing/composition course will be exempt from the English proficiency requirement
 - e.f.** Applicants may choose to attend the ECU Language Academy (ECULA) instead of taking the TOEFL, IELTS, SAT, or ACT. To meet English proficiency requirements, applicants must successfully complete the highest level of the ECU Language Academy (ECULA). More information on the ECU Language Academy, including the ECULA application, is available at ecula.ecu.edu
3. Completion of an application for international undergraduate admission, which can be mailed, downloaded from or submitted online at <http://internationalapply.ecu.edu>
4. Nondeductible, nonrefundable application fee of \$75

In order to have an I-20 (Certificate of Eligibility for Nonimmigrant (F-1) Student status issued, international students are also required to submit the Confidential Financial Information Form together with documents showing that they have sufficient financial resources to fund their education in the US.

International students interested in applying may do so through inquiries to the Office of Global Affairs, International House, 306 East 9th Street, Mailstop 598, East Carolina University, Greenville, NC 27858-4353, USA. International admissions information is available at <http://www.ecu.edu/globalaffairs> or by email at international@ecu.edu.

The Office of Global Affairs also assists ECU students from other countries with the many matters that are of particular concern to them during their stay in the United States. Inquiries may be directed to the Office of Global Affairs, International Student Advisor, East Carolina University, Greenville, NC 27858-4353. Email inquiries may be sent to globalaffairs@ecu.edu.
