



2019-2020 FACULTY SENATE

FULL MINUTES OF JANUARY 28, 2020

[Video Live Stream](#)

The fifth regular meeting of the 2019-2020 Faculty Senate was held on **Tuesday, January 28, 2020**, at 2:10 pm 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

The [December 10, 2019](#) meeting minutes were approved as presented.

Agenda Item III. Special Order of the Day

A. Roll Call

Senators absent were: Professors Wei (Nursing), Turnage (Allied Health Sciences), Sluder (Dental Medicine), Baker (Engineering and Technology), Dunn (Engineering and Technology), Horsman (Geological Sciences).

Alternates present were: Professors Schmidt (Education), Nelson (Medicine), Liu (Economics).

B. [Announcements](#)

Professor Popke received a comment that it is sometimes difficult to hear comments made during the meeting. He said that he would try to arrange for microphones to be available at tables for the next meeting. He encouraged speakers/presenters to stand close enough to the microphone at the podium to be heard and Senators to use their classroom voice and speak to be heard, until other arrangements could be made.

Professor Popke called attention to the announcement from the Research and Creative Activities Committee regarding its 2020-21 grant competition. He also thanked Timm Hackett and Almitra Medina for serving as Tellers during this meeting. He read out the non-Senator attendees granted speaking privileges, and noted that the agenda item under New Business has been pulled pending further investigation into the procedures for the action.

C. Ron Mitchelson, Interim Chancellor

Interim Chancellor Mitchelson opened his statements by referencing the email he sent out this morning to the university community. regarding claims and allegations about inappropriate Board of Trustee behavior. The matter will be investigated by the Governance Committee (through UNC Board of Governors). Interim Chancellor Mitchelson said his primary concern, as always, is to do his job, just like faculty. Student success is our #1 priority. He thanked the ECU faculty for not getting distracted by this news.

Interim Chancellor Mitchelson next discussed round 2 of the UNC System Engagement Survey. This survey is intended to gauge the temperature of faculty, staff and employees; it is a "satisfaction survey." The last time this time the Engagement Survey was distributed, ECU had a low response

rate compared to other UNC institutions. Interim Chancellor Mitchelson asked the Faculty Senate to spread the word to departments and units about completing this survey between February 4 and February 18, 2020.

Interim Chancellor Mitchelson next explained that ECU is doing well on recruitment, with a record number of applications (up by 4,000). ECU's next goal is to "yield" these applicants and will be hosting yield events (to convince accepted students to come to ECU in Fall 2020). ECU has a high rate of getting them to enroll if they visit campus.

Interim Chancellor Mitchelson also noted that there is growing angst over Fall 2020 as this is when ECU's \$16 million budget shortfall will be felt. Interim Chancellor Mitchelson has been asked what this will do to faculty workloads. He explained that there *will* be an impact across all categories of employment. There will be some concentrated impacts. Interim Chancellor Mitchelson will inform the Provost and Deans about such "hot spots." He estimated that 5% of faculty will be asked to do something "special" like teach an additional class.

Faculty lines that have been returned have been designated as fixed-term lines, a move that increases ECU's instructional capacity. Interim Chancellor Mitchelson is hopeful that some will return as tenure-track lines. There is an optimum mix at any unit level of tenure-track and fixed-term faculty, and not all new positions can be tenure-track. Interim Chancellor Mitchelson explained that ECU's research agenda is enabled by fixed-term faculty. Interim Chancellor Mitchelson's preference in the short term is for faculty to give up disciplinary service (service to field) for the time being in order to focus on department and university-level service. Interim Chancellor Mitchelson believes we will regain normalcy with our budgets.

Questions

Professor Ticknor (Education) says Interim Chancellor Mitchelson's last line resonated with her—"normalcy in the budget"--and asked when it will be regained.

Interim Chancellor Mitchelson answered that if we have a really good fall 2020, that we should see some stability in the 2021/2022 budget.

D. Grant Hayes, Acting Provost and Vice Chancellor for Academic Affairs

Acting Provost Hayes stated that a lot of people are asking him how he is doing, how he is "hanging in there." His answer has changed over the course of time. He is feeling fine in the position now, 3 months in. Acting Provost Hayes thanked all the faculty for their support as he advances our mission.

Acting Provost Hayes spoke about challenges and priorities in his role as Provost. A big priority is increasing enrollment in a tighter market. Another challenge is recruiting and retaining underrepresented faculty in an equitable culture and climate. We need to position ourselves to achieve this, even though we will not be doing much hiring. A diverse faculty makes us a stronger community.

Questions

Professor Ticknor (Education) asks for Acting Provost Hayes' thoughts on recruiting and retaining diverse faculty. What are his strategies and ideas?

Acting Provost Hayes says this effort has to include everyone. It can't be something that is only addressed at college or unit level. We have to go through a culture change at ECU to make an inclusive environment and be more aware of behaviors we exhibit. We need to take a closer look at ourselves. Through the Office for Faculty Excellence there is mentor training and workshops—we all need to become more effective mentors to aid in retention.

Professor Schinasi (Foreign Languages and Literatures) referenced reports that by 2026 there will be a general decline in the student population. How will that reality impact enrollment efforts?

Acting Provost Hayes said ECU is looking at the data and at things like the birth rates and high school graduation rates.

E. John Howard, University Ombuds & Professor in the School of Communication

Ombuds Howard introduced himself as the new Ombudsman at ECU. He implored faculty to ask themselves, "what can this office do for me?" Ombuds Howard explained that the Office of the University Ombuds serves faculty, staff and administrators. Health Sciences has its own Ombuds. Ombuds Howard's role exists outside formalized grievances or law issues. His job is to help negotiate conflicts among employees, and to offer conflict resolution strategies. Ombuds are confidential, informal, resources for hearing out ideas, managing conflicts, finding information, and learning about organizational policies.

Ombuds Howard then outlined the roles played by this office:

1. outreach and education
The office offers interpersonal communication and to help individuals navigate rules at ECU.
2. triage
The office helps individuals figure out what sources and resources they need to resolve a work-related conflict.
3. coaching
The office helps individuals come up with solutions to conflicts. They cannot guarantee these solutions will always work, but they will maximize your chances of a satisfactory resolution.
4. open conflict resolution and facilitation
The office offers informal processes for conflict resolution and facilitation. Nothing is binding or reported. Instead the office will provide resources to help you maintain professional relationships.
5. report on activity
The office will also periodically report what has been happening on campus in terms of conflicts and complaints but NO names or departments will be revealed. This information will remain confidential.

Ombuds Howard also explained that the office is confidential, impartial and independent, on contract (if it doesn't work he won't be rehired) and informal (the Ombuds Office is not an appellate office or reporting structure, but is there for guidance).

Ombuds Howard said he can also offer suggestions to make ECU be the best possible place to work.

Questions

Professor Chambers (Education) says the examples Ombuds Howard gave were peer to peer. Does he also deal with hierarchical disputes?

Ombuds Howard replied that he handles hierarchical and peer-to-peer, and that it could be across divisions, and across employee types. He said he handles SHRA, EHRA, EHRA non-faculty, and CSS. He noted that he was already working with some superior/subordinate issues and culture issues.

There were no further questions, and Chair Popke said that the Senate had worked very hard to get the Ombuds office established and that it was an important resource. He thanked Professor Howard for his leadership and zeal for the position, and he encouraged all faculty to think of the Ombuds office as a first-choice destination when there are issues, tension, conflict, or other problems before they get serious.

F. Ying Zhou, Associate Provost, Institutional Planning, Assessment and Research

Associate Provost Zhou provided a report on the [Faculty Salary Compression Study](#) and went through some of the major findings of the study. Associate Provost Zhou is appreciative of those 17 ECU faculty who worked on this study. The group was challenged to develop a study and analysis to understand concerns about salaries across campus. The working group conducted this study in response to Resolution #18-26 from the Faculty Welfare Committee. The scope of the study changed a lot over the course of the year and a half. The executive summary and full report are available on the [Faculty Welfare Committee site](#). Here are some highlights:

The study covered the 1399 permanent full-time faculty working at ECU as of October 31, 2018. That is the day we take a snapshot of faculty and use this data as an official personnel document. Any changes after that date are not reflected in this particular study.

Associate Provost Zhou pointed out that this was a study of compression (using internal data) as well as a study of national benchmarks (using internal and external data). The study of examined the influence of hire year and promotion year in the hopes that this data would reveal the impact of different budget cuts that occurred during and after the Recession (2007/2008).

The study was intentionally designed to be an internal analysis, based on group consensus.

Regression analysis helped determine if there was systemic compression or inversion at ECU. This analysis helped identify salaries that were lower than similarly employed faculty and reveals the extent to which salary is related to a series of predictors. The goal was to illuminate the gap between actual salary and predicted salary (residual).

There is a space to offer comments and feedback before March 1, 2020. The link is included in the [Faculty Salary Compression Study](#). Faculty Welfare will review this feedback and address them.

There were 2 open forums in December 2019. Mitchelson gave a presentation and answered questions. Similar forums will occur in Health Sciences.

Associate Provost Zhou noted that it was impossible to study ECU faculty as a whole (since titles and duties vary so greatly across campus) so faculty were broken into 7 groups:

1. Academic Affairs faculty
 - studied 9-month base salary
 - based on 3 variables: rank, time in rank, department affiliation
2. Library Faculty (Joyner and Laupus)
 - based on 3 variables: rank, time in rank, supervising duties
3. Nursing Faculty
4. Allied Health Sciences Faculty
5. Dental Medicine Faculty
 - only 1 professor in this faculty so rank could not be used as predictor, the group had to use time in service instead
6. Brody Clinical faculty
 - used benchmarks salaries from the Association of American Medical Colleges
7. Brody non-Clinical faculty

After the regression model was developed, the committee set criteria for what counts as compression or inversion at ECU. After controlling for all factors impacting salary, the group did not find signs of *systematic* inversion or compression in Academic Affairs faculty or library faculty. There was, however, possible compression in Brody.

The group then looked at individual faculty members and the gaps between actual and predicted salaries to determine the outliers. Outliers were individuals whose actual salaries in Fall 2018 were at least .75 standard deviations (~\$5,100) below predicted the salary. Note that one standard deviation is ~\$7,000. Based on these criteria, a total of 230 individuals were identified for further salary review. 124 of those faculty are in Academic Affairs and 106 are in Health Sciences.

These reports went to the Provost, Vice Chancellor of Health Sciences, and libraries supervisors.

Every faculty member will receive a letter this semester indicating whether they were identified as eligible for an adjustment. Once it is determined if funds are available (that depends on what the new budget will be), those identified will receive a letter indicating what the adjustment will be. Minor adjustments to those most underpaid will likely be forthcoming, either this year or the following year. Significant changes to the compression on campus cannot be achieved without funds being earmarked for raises by the General Assembly.

Appendix 1 demonstrates how to calculate your own predicted salary.

Questions

There were no questions at this time.

G. Angela Anderson, Acting Vice Provost for Academic Success & Assistant Vice Chancellor and Mark Rasdorf, Senior Associate Director, Dr. Jesse R. Peel LGBTQ Center

Senior Associate Director Rasdorf offered stats for the LGBTQ Center, its traffic and reach. ECU's LGBTQ Center is the largest of its kind in the UNC system. ECU's Safe Zone training program has reached 750 faculty, and has also served K-12 educators, administrators, counselors, parents, and future teachers. Senior Associate Director Rasdorf announced that the LGBTQ Center received notice and a \$2000 grant for these efforts.

Acting Vice Provost Anderson provided a report on the [Banner 9 "My Information"](#) feature and the myname.ecu.edu site. These are now live on Banner 9. The Registrar's Office, Human Resources, Information Technology and Computing Services, the LGBTQ Center, and Gender and Equity worked together on these features. If you don't go by the name listed on legal documents, you have a "preferred name." She explained, step by step, how faculty can input their preferred names, pronouns, and/or gender identification. She also detailed the process for individuals with legally changed names. My Name is a "one-stop shop" for all of these services.

Questions

Professor Nelson (Medicine) said he had trainees who sought a legal name change, and once it was granted they sought to change their Pirate ID and ECU email address and were told that they were not permitted to change their actual email address in the university for the time of their training even though they have had a legal name change. Will that continue to be the policy of the university?

Acting Vice Provost Anderson answered that for the Pirate ID, the last name and first initial combination (her example was her own, andersona), if she decided to start going by Angie, or another name, the Pirate ID would still be andersona, but the display name would be the name she changed to for a preferred name (Angie Anderson). If there is a legal name change, she said they can put in a special request to have that actually changed.

Professor Nelson followed with a clarificatory question, asking that when a surname has been legally changed, can it be altered?

Acting Vice Provost Anderson asked for Wendy Creasey (Director, Academic Technologies) to verify that information, but said that she had not started out with her current PirateID, so she assumed it could be changed.

Professor Ticknor (Education) noted that where her preferred first name is displayed, she does not see Canvas or Blackboard. She asked if it will be displayed in those areas as well.

Acting Vice Provost Anderson asked for Wendy Creasey to answer, and Chair Popke granted speaking privileges to Director Creasey. Director Creasey answered that as soon as the education of faculty about these matters happens and her office receives the word from the Registrar's Office and Faculty Senate, they can start the process to make those names available in Canvas and Blackboard. She added that Canvas has the ability to turn on a pronoun but you cannot actually specify the pronouns as they have done for implementing the preferred name in the myname tool. She said there needs to be more discussion around that, as well as the timeliness of when someone might make the changes to their preferred name in Blackboard and Canvas. She added that the Registrar's Office had received feedback from the Distance and Learning Technology Committee that it would be

important to receive a notification through email whenever a student in the course has changed their preferred name.

Chair Popke thanked Acting Vice Provost Anderson and Senior Director Rasdorf. He noted that when the gender pronouns and to some extent, the first name changes are available to instructors that it is something that we as a campus are going to need to prepare for. He said the use of gender pronouns that are different from the norm is something that a lot of us are still getting accustomed to and in the early days, there are likely to be mistakes and questions about what happens when there is misuse of someone's preferred gender pronouns. He stated that other campuses that have rolled them out have had tensions around these issues and that he has had conversations in various groups about whether there should be some sort of policy of expectation around the use of someone's gender pronouns and that is probably not a direction the faculty want to go in. He thinks we need to articulate a basic expectation on our campus that it is a matter of respect to our students, colleagues and coworkers to happily adopt anyone's preferred gender pronouns and we would not unduly punish anyone for an occasional accident as we become accustomed to the use of these new gender pronouns. He went on to say that one can envision circumstances when a willful misuse of someone's preferred gender pronouns could be considered under our discrimination and harassment policy as something that would warrant intervention. He encouraged everyone to have open dialogue and said we need some campus-wide resources to become more educated and help cultivate that culture of an expectation of respect.

H. Cynthia Deale, Faculty Assembly Delegate

Professor Deale (Business) provided a report on the [January 24, 2020](#) UNC Faculty Assembly Meeting and stated that the absence of a budget was a big topic of discussion. Professor Deale outlined the following subjects that were addressed:

- Admission criteria shifts from test scores and GPA to test scores or GPA
- Support of continuing education students
- Discussion of Silent Sam controversy
- Report from the Math pathways project—tailoring math courses based on what major or course of study a student pursues. ECU got shout outs.
- Discussion of Collegiality and Professionalism among faculty. Chair Popke led this discussion and can provide further information to anyone who is interested.
- Nominations for UNC system president

Questions

There were no questions at this time.

I. Jeff Popke, Chair of the Faculty

Professor Popke's remarks are below, in full:

“As we enter the second half of the academic year, there is a lot going on. So, rather than give you a speech, I'd like to use the opportunity to provide some updates and observations on several on-going issues.

1. UNC Budget. First, let me make some observations on the state budget impasse and its implications for ECU, and especially for faculty salaries. As I'm sure you are aware by now, the

inability of the state legislature to negotiate a budget compromise means that there will be no raise pool for UNC employees during the 2019-2020 year. There was a bill on the table that would have provided, over two years, a 3.2% raise pool, as well as a significant increase in the UNC System Faculty Retention Fund. Adoption of that bill, however, was contingent upon an override of the Governor's veto, which did not, as we know, end up happening.

You should know that the Faculty Assembly was quite active in the lead-up to the one-day legislative session on January 14. Assembly Chair David Green wrote an op-ed, that I and other members of the Executive Committee had a chance to preview, urging passage of a budget that would fully fund System Office priorities, including raises for faculty and staff. You may have seen his op-ed in the Daily Reflector, and it also ran in newspapers in Rocky Mount and Greensboro. Those choices were not accidental: because Republicans in the legislature appeared unwilling to negotiate, their budget appeared to be the only one on the table, and the message was therefore aimed at a handful of Democrats who might be convinced to override the veto.

Based on my interactions at the Assembly meeting last week, it seems clear that many people view the outcome as a missed opportunity. Not only do we not have salary increases, but the system lost out on other budget priorities. These include funds for a new campus for the School of Science and Math, the prospects for which are now in doubt; appropriations for the three NC Promise Schools, which have seen significant student growth with no funds now to pay for it; and more than \$600 million in capital authorizations, including more than \$200 million for a new ECU medical education building.

It may now be difficult to get these items back on the legislative agenda. It is theoretically possible that the UNC priorities could be considered as a stand-alone mini-bill, but in an election year, the prospects would not appear great. It is not clear whether the majority party supports the system's funding request now that it can no longer be used leverage for a veto override. The governor and his party, for their part, are emphasizing the long game. They argue that the legislature's fondness for tax cuts means that this budget was essentially a one-time offer that would have been followed by a return to austerity budgets. They propose, by contrast, to invest more in education spending over the long haul.

I do not propose to weigh in on which side might be more to blame, but it is clear that the partisan political atmosphere has not been beneficial for the system and its priorities. If there is any good news in all of this, it is maybe that the Board of Governors appears to now recognize the damage that the budget impasse is causing to the UNC system, and they seem attuned to faculty compensation as one of the issues that will eventually need to be addressed. The Board of Governors approved a resolution last week calling for passage of the Budget. And System President Roper has publicly decried the fact that UNC has become what he called 'collateral damage' in the state's ongoing political battles.

I think it is worth considering what an effective form of faculty advocacy might look like moving forward, though that is a conversation for another occasion. Meanwhile, this is an election year, and I encourage everyone to inform themselves about where candidates stand in terms of support for the UNC System, and to use this information when making decisions about who to support.

2. Chancellor Search. Next, allow me to provide a brief update on the Chancellor Search. Let me first express my appreciation to those of you who have taken the time to share your ideas and

observations. As you know, I have advocated consistently for a strong faculty voice in the process, and you have responded; my understanding is that more than 500 faculty members filled out the survey before it closed, in addition to the dozens of faculty members who spoke at one of the forums. This input will be used to develop a leadership profile, which is part marketing pitch and part job ad. A 5-person subcommittee has been tasked with drafting the profile, which will be considered by the full search committee in early February.

I have not yet seen the faculty results from the survey, but if they are anything like the feedback I heard during the three forums, many of you will have indicated a preference for someone who understands and can articulate our mission, who has an appreciation for shared governance and the role of the faculty, and who understands the current challenges facing higher education. And this in turn suggests, as many of you have noted, that the strongest candidates are likely to have a terminal degree and a faculty background, as well as meaningful experience in higher education administration. And here is where I want to ask for your assistance. Because we are not using a search firm, we will need our faculty to help us generate a deep and diverse pool of viable candidates, especially experienced and well-respected university presidents, provosts, vice-chancellors and other administrators who might not otherwise be on our radar, nor we on theirs. Please tell faculty in your units to suggest the names of specific individuals, and to reach out to their contacts at other universities and ask them for names. You can send candidate names directly to me, or they can be suggested at the bottom of the 'feedback' tab at the search website – <https://chancellorsearch.ecu.edu/>. All nominees will be contacted by the System Office and invited to submit a full application. Moving forward, we have a pretty aggressive timeline, and anticipate the first screening of applications sometime in mid- to late March.

3. Employee Engagement Survey. Third, I want to encourage faculty participation in the UNC System Employee Engagement Survey that will be available from February 4 to February 18. The survey is run by the consultancy ModernThink, and this is the second of three iterations that will eventually be rolled out across the system. Many of you heard me talk previously about our results (please see the Minutes of the October 2018 Senate meeting). One noteworthy observation from the first survey two years ago is that we had the second-lowest overall response rate in the system, and our faculty response rate was less than 30%. I view this as a pretty understandable reflection of a low morale environment, and do not fault those who are skeptical about the usefulness of this exercise. In my view, however, there are opportunities to learn from the survey and to use the results to develop a faculty-driven response with the potential to identify and seek to address concerns that can be ameliorated. In fact, I put together an ad-hoc committee last Spring to do just that, and our group was working on a faculty specific follow-up survey, but in the disruption surrounding our leadership change, we felt it best to postpone our efforts. I believe that committee's work might eventually be put to good use, and indeed might be a way to provide some useful campus feedback to our incoming Chancellor. Any such effort will be most effective if it can be built upon meaningful data from next month's engagement survey, and so I hope that you might consider participating and that you will also pass along my entreaty to colleagues in your units.

4. Committee Service. Another entreaty to pass along: you will have seen Rachel's e-mail that we are some 50 volunteers short of filling our slots for Committee service next year. Now, I have said many times to you that I take great pride in our tradition of shared governance, and in the really important work undertaken by our Senate Committees. I take every opportunity that I can to brag on you when I meet with my fellow chairs and assembly delegates who complain about lethargy and disinterest among their faculty. So, you would not want to make me look bad, would you? Please

consider filling out the volunteer form that is linked to your agenda, and more importantly, take this message back to your units and encourage your colleagues to do likewise, especially those who have not served previously but might consider doing so with a friendly nudge. Those nudges, after all, can be the beginning of a path toward faculty leadership. The good news is that service on our faculty Committees is not only integral to effective shared governance, it is also rewarding (and sometime even fun).

5. Fixed-term faculty meetings this week. And finally, I want to issue a reminder that the faculty officers have scheduled two open dialogues this week for fixed-term faculty members, tomorrow at 4pm at the Heart Institute on west campus, and Thursday at 10am in this room. These optional gatherings are not forums, and there will be no presentation or set agenda. It is simply an opportunity to engage with faculty leadership around issues and concerns that are of particular interest to fixed-term faculty, so that we can make sure they are on our radar, and where appropriate that they make their way onto the Senate agenda. Please make sure your fixed-term colleagues are aware of the opportunities.”

Question

There were no questions posed at this time.

J. Question Period

There were no questions posed at this time.

Agenda Item IV. Unfinished Business

There was no unfinished business to come before the Faculty Senate 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 and recorded in the [January 13, 2020](#) Graduate Council meeting minutes including level 1 action items within the [December 4, 2019](#) Graduate Curriculum Committee meeting minutes which were approved by its delegated authority and are reported here for informational purposes. Policy action items (GC 20-1) acted on and recorded in the [January 13, 2020](#), Graduate Council meeting included revisions to the “Graduate Banked Courses” policy; revisions to the Graduate Faculty Criteria for the Department of Criminal Justice within the Thomas Harriot College of Arts and Sciences; and revisions to the Graduate Faculty Criteria for the Department of Coastal Studies within the Coastal Studies Institute.

There was no discussion and the Faculty Senate approved, as formal faculty advice to the Chancellor, curriculum and academic matters acted on and recorded in the Graduate Council’s [January 13, 2020](#) meeting minutes including level 1 action items within the [December 4, 2019](#) Graduate Curriculum Committee meeting minutes which were approved by its delegated authority and are reported here for informational purposes. Policy action items (GC 20-1) acted on and recorded in the [January 13, 2020](#), Graduate Council meeting included revisions to the “Graduate Banked Courses” policy; revisions to the Graduate Faculty Criteria for the Department of Criminal Justice within the Thomas Harriot College of Arts and Sciences; and revisions to the Graduate Faculty Criteria for the Department of Coastal Studies within the Coastal Studies Institute.

RESOLUTION #20-01

Agenda Item VI. Report of Committees

A. Calendar Committee, Rick McCarty

This report has been postponed to the February 25, 2020 Faculty Senate meeting.

B. Unit Code Screening Committee, Ken Ferguson

Professor Ferguson (Philosophy and Religious Studies) presented proposed revisions to the [Department of Coastal Studies Unit Code](#).

There was no discussion and the revised unit code was approved as presented. **RESOLUTION #20-02**

C. Admission and Retention Policies Committee, Eli Hvastkovs

Professor Hvastkovs (Chemistry), Chair of the Committee, presented the proposed addition to *University Undergraduate Catalog*, Academic Regulations: Attendance and Participation relating to student visitors in class. Professor Hvastkovs encouraged faculty to refer to attachment 2 in the agenda to view the text.

There was no discussion and the proposed addition to *University Undergraduate Catalog*, Academic Regulations: Attendance and Participation relating to student visitors in class was approved as submitted. **RESOLUTION #20-03**

D. Committee on Committees, Anne Ticknor

Professor Ticknor (Education), Vice Chair of the Committee, presented the names of nominees to fill the two Delegate seats and two Alternate seats on the upcoming UNC Faculty Assembly delegation with service beginning July 1, 2020.

Professors Jeff Popke (Geography, Planning and Environment) and George Bailey (Philosophy and Religious Studies) were nominated by the Committee on Committees to fill the two Delegate seats.

Professor Chambers (Education) nominated Professor Pamela Reis from Nursing.

After these additional nominations from the floor, Professors Jeff Popke (Geography, Planning and Environment) and George Bailey (Philosophy and Religious Studies) were elected by secret ballot as the Delegates with incoming 2023 terms.

Professor Ticknor then presented the name of two nominees to fill two alternate positions. Professors Pamela Reis (Nursing) and Cristina Richie (Medicine) were nominated by the Committee on Committees to fill two alternate positions.

Professors Pamela Reis (Nursing) and Cristina Richie (Medicine) were elected by acclamation as Alternates with incoming 2023 terms.

Professor Ticknor then presented the name of a nominee to fill a 2020 regular member term on the Hearing Committee.

Professor Ran Hu was nominated by the Committee on Committees to fill the 2020 regular member term on the Hearing Committee.

There was no discussion and the Senate elected by acclamation Professor Ran Hu to the 2020 regular member term on the Hearing Committee.

E. Research/Creative Activities Committee, Zac Domire

Professor Domire (Kinesiology), Chair of the Committee, presented formal faculty advice on the Mobile Computing Regulation. He stated that in the Committee's review of the regulation, they noted that the currently described definition of Sensitive University Information includes research data. The Committee suggests this could be clarified as not all research data is sensitive. The Mobile Computing Regulation can be viewed in attachment 5 of the agenda.

There was no discussion and the Faculty Senate approved, as formal faculty advice to the Interim Chancellor, the Mobile Computing Regulation. **RESOLUTION #20-04**

F. Writing Across the Curriculum Committee, Lisa Ellison

Professor Ellison (Foreign Languages and Literatures), Chair of the Committee, presented curriculum and academic matters acted on and recorded in the meeting minutes of [December 9, 2019](#), including writing intensive course designation (WI) for FREN 3500 Introduction to Literature and IDSN 3203 Interior Design Internship, and removal of writing intensive course designation for the following courses: ARTH 2910 Ancient Art History, ARTH 2925 Byzantine Art & Architecture, ARTH 3951 Introduction to the History of Architecture, ARTH 3940: Italian Renaissance Art: 1500-1600, ARTH 3970 African Art, ARTH 4916 Art of India, ARTH 4920 Nineteenth-Century Art, COMM 1002 Media Writing, COMM 2210 Writing for the Electronic Mass Media, COMM 2320 Basic Reporting, COMM 3322 Computer Assisted Reporting, COMM 4075 Media Criticism, MUSC 4328 Language of Post-tonal Music, THEA 3036 Theatre History-Literature III, THEA 3075 Developing the Concept, THEA 4036 Playwriting, and MRCH 4209 Directed Study: Research in Merchandising; and curriculum and academic matters acted on and recorded in the [January 13, 2020](#) meeting minutes including writing intensive course designation for RELI 3400 History of the Devil in Jewish and Christian Traditions and RELI 4900 Practicum (Internship) in Religious Studies.

There was no discussion and the curriculum and academic matters acted on and recorded in the Writing Across the Curriculum Committee meeting minutes of [December 9, 2019](#), including writing intensive course designation (WI) for FREN 3500 Introduction to Literature and IDSN 3203 Interior Design Internship, and removal of writing intensive course designation for the following courses: ARTH 2910 Ancient Art History, ARTH 2925 Byzantine Art & Architecture, ARTH 3951 Introduction to the History of Architecture, ARTH 3940: Italian Renaissance Art: 1500-1600, ARTH 3970 African Art, ARTH 4916 Art of India, ARTH 4920 Nineteenth-Century Art, COMM 1002 Media Writing, COMM 2210 Writing for the Electronic Mass Media, COMM 2320 Basic Reporting, COMM 3322 Computer Assisted Reporting, COMM 4075 Media Criticism, MUSC 4328 Language of Post-tonal Music, THEA 3036 Theatre History-Literature III, THEA 3075 Developing the Concept, THEA 4036 Playwriting, and MRCH 4209 Directed Study: Research in Merchandising; and curriculum and academic matters acted on and recorded in the [January 13, 2020](#) meeting minutes including writing intensive course designation for RELI 3400 History of the Devil in Jewish and Christian Traditions and RELI 4900 Practicum (Internship) in Religious Studies were approved as presented. **RESOLUTION #20-05**

G. Educational Policies and Planning Committee, Mark Bowler

Professor Bowler (Psychology), Chair of the Committee, presented curriculum and academic program matters acted on and recorded in the meeting minutes of [December 6, 2019](#) including a request to discontinue the MA in Education in Birth through Kindergarten Education in the Department of Human Development and Family Science within the College of Health and Human Performance, a request to establish the MS in Planning and Development in the Department of Geography, Planning and Environment within the College of Arts and Sciences, a request to deliver hybrid the MAEd in Mathematics Education (High School Concentration) in the Department of Mathematics, Science, and Instructional Technology Education within the College of Education, a request to deliver online the MM in Music (Music Education Concentration) in the School of Music within the College of Fine Arts and Communication, and Academic Program Review Responses for the Department of Biology within the College of Arts and Sciences, Department of Computer Science within the College of Engineering and Technology, and the Department of Kinesiology within the College of Health and Human Performance; and curriculum and academic matters acted on and recorded in the [January 17, 2020](#) meeting minutes including a revision to the minor in Community and Regional Planning in the Department of Geography, Planning, and Environment within the College of Arts and Sciences, and a reduction in program hours for the BS in Child Life in the Department of Human Development and Family Science within the College of Health and Human Performance.

There was no discussion and the curriculum and academic program matters acted on and recorded in the Educational Policies and Planning Committee meeting minutes of [December 6, 2019](#) including a request to discontinue the MA in Education in Birth through Kindergarten Education in the Department of Human Development and Family Science within the College of Health and Human Performance, a request to establish the MS in Planning and Development in the Department of Geography, Planning and Environment within the College of Arts and Sciences, a request to deliver hybrid the MAEd in Mathematics Education (High School Concentration) in the Department of Mathematics, Science, and Instructional Technology Education within the College of Education, a request to deliver online the MM in Music (Music Education Concentration) in the School of Music within the College of Fine Arts and Communication, and Academic Program Review Responses for the Department of Biology within the College of Arts and Sciences, Department of Computer Science within the College of Engineering and Technology, and the Department of Kinesiology within the College of Health and Human Performance; and curriculum and academic matters acted on and recorded in the [January 17, 2020](#) meeting minutes including a revision to the minor in Community and Regional Planning in the Department of Geography, Planning, and Environment within the College of Arts and Sciences, and a reduction in program hours for the BS in Child Life in the Department of Human Development and Family Science within the College of Health and Human Performance were approved as presented. **RESOLUTION #20-06**

H. Undergraduate Curriculum Committee, Jean-Luc Scemama

Professor Scemama (Biology), Chair of the Committee, presented curriculum and academic matters acted on and recorded in the meeting minutes of [December 12, 2019](#) including curricular actions in the Department of Literacy Studies, English Education and History Education within the College of Education, Department of Human Development and Family Science within the College of Health and Human Performance, Department of Mathematics and Department of Geography, Planning and Environment within the College of Arts and Sciences, School of Hospitality Leadership within the College of Business.

There was no discussion and the curriculum and academic matters acted on and recorded in the Undergraduate Curriculum Committee meeting minutes of [December 12, 2019](#) including curricular actions in the Department of Literacy Studies, English Education and History Education within the College of Education, Department of Human Development and Family Science within the College of Health and Human Performance, Department of Mathematics and Department of Geography, Planning and Environment within the College of Arts and Sciences, School of Hospitality Leadership within the College of Business were approved as presented. **RESOLUTION #20-07**

Agenda Item VII. New Business

The item of new business was removed from the agenda in order to conduct further study before moving forward with the resolution.

There being no further business the meeting adjourned at 4:15 pm.

Respectfully submitted by,
Amanda Ann Klein
Secretary of the Faculty
Department of English

Rachel Baker
Faculty Senate

FACULTY SENATE RESOLUTIONS APPROVED AT THE JANUARY 28, 2020 MEETING

Resolution #20-01

Formal faculty advice on curriculum and academic matters acted on and recorded in the Graduate Council's [January 13, 2020](#) meeting minutes including level 1 action items within the [December 4, 2019](#) Graduate Curriculum Committee meeting minutes which were approved by its delegated authority and are reported here for informational purposes. Policy action items (GC 20-1) acted on and recorded in the [January 13, 2020](#), Graduate Council meeting included revisions to the "Graduate Banked Courses" policy; revisions to the Graduate Faculty Criteria for the Department of Criminal Justice within the Thomas Harriot College of Arts and Sciences; and revisions to the Graduate Faculty Criteria for the Department of Coastal Studies within the Coastal Studies Institute.

Resolution #20-02

Revised [Department of Coastal Studies Unit Code](#).

Resolution #20-03

Addition to the *University Undergraduate Catalog*, Academic Regulations: Attendance and Participation relating to student visitors in class

This report is a follow-up to Faculty Senate consideration in April 2019 (#19-59)

(addition is noted in **red** text)

"Attendance and Participation"

A student's participation in the work of a course is a precondition for receiving credit for the course. Students are expected to attend punctually all lecture and laboratory sessions and field experiences and to participate in course assignments and activities as described in the course syllabus. Absences are counted from the first class meeting after the student registers. Students registering late are expected to make up all missed assignments in a manner determined by the instructor.

Each instructor shall determine the class attendance policy for each of his or her courses as long as the instructor's policy does not conflict with university policy. The instructor's attendance policy will be provided to the class on a syllabus distributed at the first class meeting. Class attendance may be a criterion in determining a student's final grade in the course if the instructor provides a written statement to this effect in the course syllabus.

Students should consult with their instructors about all class absences. It is the responsibility of the student to notify the instructor immediately about class absences, to provide appropriate documentation for an absence, and discuss any missed class time, tests, or assignments. Except in the case of university excused absences, it is the decision of the instructor to excuse an absence or to allow for any additional time to make up missed tests or assignments. Excused absences should not lower a student's course grade, provided that the student, in a manner determined by the instructor, is able to make up the work that has been missed and is maintaining satisfactory progress in the course.

Student Health Services does not issue official written excuses for illness or injury, but will upon request at the time of the visit, provide a note confirming that the student has received care. In the event that the student is seriously ill or injured at the time of final examinations, Student Health Services on request by the student, may recommend a medical incomplete. A student who receives medical care from another licensed medical provider may take his or her instructor a note from that provider indicating that the student was too ill or injured to attend class, and listing the date(s) for which the student was unable to attend. The instructor may choose to accept these notes as evidence of excused absences.

The Dean of Students may authorize a university-excused absence in the following situations:

1. Student participation in authorized activities as an official representative of the university (i.e. athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances).
2. Participation in other activities deemed by the Dean of Students to warrant an excused absence, such as required military training.
3. An extreme personal emergency or serious medical condition.
4. The death of an immediate family member (such as parent, sibling, spouse or child).
5. Student participation in religious holidays.

It is the student's responsibility to obtain verification of a university-excused absence by contacting the Dean of Students. Requests for university-excused absences should be submitted, whenever possible, to the Dean of Students at least a week prior to the scheduled absence. Requests submitted after the fact will be disapproved unless circumstances made prior approval impossible.

Instructors are expected to honor valid university excused absences and to provide reasonable and equitable means for students to make up work missed as a result of those absences. Students who anticipate missing 10% or more of class meeting time as a result of university-excused absences are required to receive approval from the instructor at the beginning of the semester. Student experiences that cannot be made up should be discussed at the onset of the course to ensure that continued enrollment is feasible while there is still the opportunity to withdraw the course within the schedule change period.

A student who believes that he or she has been treated unfairly concerning absences or has been misinformed by the instructor regarding that instructor's absence policy shall have the right to appeal. The appeal shall be in writing to the instructor's department chair or school director, and in the event the resolution is not satisfactory, the final decision rests with the academic dean.

While East Carolina University is a public university serving the state of North Carolina, classes operated by East Carolina University are not public events. Anyone wishing to be present in or audit an East Carolina University class in which they are not enrolled, regardless of format, must obtain express permission, in writing if possible, from the instructor of record for the course prior to each class meeting attended, and also meet all other requirements for attendance that may be imposed by ECU (e.g., screening of persons pursuant to UNC policy regarding minors on campus; completion of any registration requirements for auditing classes). Such persons may be denied permission to enter or required to leave at any point

and may be subject to other penalties if they are present without consent of the instructor of record or otherwise present in violation of applicable law or policy. Otherwise, persons not enrolled in a class may attend that class only with the specific approval of the Chancellor or their designee or as provided in applicable policy.”

Resolution 20-04

Formal faculty advice on the Mobile Computing Regulation, as follows:

The Research/Creative Activities Committee notes that the currently described definition of Sensitive University Information includes research data. The Committee suggests this could be clarified as not all research data is sensitive.

RESEARCH AND CREATIVE ACTIVITIES COMMITTEE REPORT

Formal faculty advice on Mobile Computing Regulation

The Committee has reviewed the regulation and notes that the currently described definition of Sensitive University Information includes research data. The committee suggests this be clarified as not all research data is sensitive.

Policy	REG08.05.12
Title	Mobile Computing Regulation
Category	Information Technology
Sub-category	Security and Compliance
Authority	Chancellor
History	New regulation approved by Chancellor’s Executive Council on November 18, 2019
Contact	Chief Information Officer, ITC (252-328-9000)
Related Policies	University Student and Employee Computer Use Policy Academic Computer Use Policy Data Governance Regulation - Interim Software and Data Collection Services Acquisition Regulation - Interim Information Security Regulation Family Education Rights and Privacy Act (FERPA or Buckley Amendment) Health Insurance Portability and Accountability Act (HIPAA) Privacy Policies Health Insurance Portability and Accountability Act (HIPAA) Security Policies Social Security Numbers (SSN) and Personal Identifying Information (PII) Regulation Volunteer Regulation
Additional References	ECU Information Security Best Practices and Standards ECU Data Classification Standard International Standards Organization (ISO) 27002 Code of Practice for Information Security Controls (formally adopted by all University of North Carolina institutions)

	North Carolina Identity Theft Act North Carolina Human Resources Act Family Educational Rights & Privacy Act of 1974 (FERPA) Health Insurance Portability and Accountability Act (HIPAA) Security Rule Summary Health Insurance Portability and Accountability Act (HIPAA) Privacy Rule Summary Health Information Technology for Economic and Clinical Health (HITECH) Act Payment Card Industry Data Security Standards (PCI-DSS) Gramm-Leach-Bliley Act (GLBA) EU General Data Protection Regulation (GDPR)
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1. Purpose

1.1. This Regulation defines ECU Employee and volunteer responsibilities for the appropriate use, support, and oversight of University Information on Mobile Computing Devices and Removable Electronic Media.

2. Scope

2.1. This regulation applies to all persons and entities employed by or performing work on behalf of the University, including, but not limited to, staff, faculty, student workers, residents, contractors, and volunteers (the “Covered Persons”).

3. Definitions

3.1. IT Support Staff: An employee who provides technical or end-user support of a University-owned or managed IT system or service to other persons, regardless of their affiliation with the University. For the purpose of this policy, this pertains to University-owned Laptops and supported Mobile Computing Devices.

3.2. Administrative Head: An employee who manages departmental operations and directs the use of departmental resources. This role is typically associated with an administrative department director or a college dean, though this oversight responsibility extends to Vice-Chancellors and other leadership positions who may be charged with these duties.

3.3. Covered Device: Any Mobile Computing Device or Removable Electronic Media, regardless of whether it is owned by the University or is the personal property of a Covered Person.

3.4. Mobile Computing Device: A portable computing device that provides persistent data storage and runs software applications much like a typical computing device. Examples of Mobile Computing Devices include, but are not limited to: smartphones, tablets, laptops, and wearable computing devices.

3.5. Removable Electronic Media: A portable electronic storage device that provides persistent data storage but lacks processing capability for running software applications. Examples of

Removable Electronic Media include USB flash drives, removable hard drives, and optical media such as CDs and DVDs.

3.6. University Information: Information in any form (e.g., electronic, printed or spoken) that is collected, created, stored, distributed or otherwise used by Covered Persons in the course and scope of their employment, or volunteer responsibilities, respectively, for any University purpose, including, but not limited to teaching, research, and service.

3.7. Sensitive University Information: A subset of University Information that is confidential pursuant to applicable regulation, law, contractual obligation or other legal requirement., such as FERPA, HIPAA, the North Carolina Identity Theft Protection Act, and the Payment Card Industry (PCI) Data Security Standard. Examples of Sensitive University Information include but are not limited to: Social Security Numbers (SSNs), credit card numbers, bank account numbers, Protected Health Information, educational records, personnel records, and research data, records, and information of a proprietary nature.

4. Policy Statements

4.1. It is the policy of East Carolina University that Covered Persons who access, use, transmit or store University Information on a Covered Device shall protect it from unauthorized and/or unlawful access, use, disclosure, and destruction.

4.2. University Rights: ECU is the legal owner of University Information. Covered Persons have no expectation of privacy regarding University Information created, used stored, or residing on Covered Devices.

4.3. Covered Device Access: Covered Persons shall make available University Information on Covered Devices to authorized University representatives as required for the University to conduct business and/or comply with applicable legal or policy requirements. This includes, but is not limited to, providing University Information on Covered Devices for the purpose of responding to litigation, public records requests, and audit requirements. Covered Persons shall provide appropriate assistance to authorized University officials (such as the Covered Person's supervisor or person in the Covered Person's supervisory hierarchy, University legal counsel, or internal or external auditors) to make available University Information on Covered Devices. Monitoring or otherwise accessing a Covered Device to enforce University policies requires specific approval of the Chancellor or the Chancellor's designee.

4.4. Covered Person Responsibilities: Covered Persons shall take reasonable precautions when using a Covered Device to protect University Information from unauthorized and/or unlawful access, use, disclosure, destruction, and/or loss. Covered Persons shall adhere to all applicable federal regulations, state laws, contractual requirements, and University information security policies and standards.

4.4.1. Device use authorization: Covered Persons shall use Covered Devices to access or store Sensitive University Information only as authorized by the relevant data steward(s), compliance office(s) or University committee(s). Depending on the data involved (e.g., Protected Health

Information, educational records, Social Security Numbers, and Banner IDs), the acceptable uses and documentation requirements are defined by the same respective authority(ies).

4.4.2. Device security: Covered Persons shall ensure all Sensitive University Information stored on Covered Devices is encrypted, and the Covered Devices are secured in accordance with University policies, the ECU Information Security Standards, and applicable regulations, laws and contractual requirements. Examples of additional security measures include, but are not limited to password protection, up-to-date software and operating system security patches, anti-malware software, inactivity time-out, and physical device protection.

4.4.3. Device replacement and disposal: Covered Persons shall ensure that all Sensitive University Information stored on Covered Devices is removed or rendered inaccessible before replacing, disposing or otherwise relinquishing possession of the devices to persons who are not authorized to access the information.

4.4.4. Loss or theft of a Covered Device: Covered Persons shall promptly report the loss or theft of a Covered Device containing Sensitive University Information to their supervisors, who shall ensure that ITCS and the relevant compliance office(s), data steward(s), University committee(s), and Administrative Head(s) are appropriately notified.

4.5. IT Support Staff Responsibilities: Designated IT Support Staff shall utilize approved technology resources to assist Covered Persons in meeting with their responsibilities for the appropriate use of University-owned Mobile Computing Devices.

4.5.1. Encryption of University-owned Laptops: IT Support Staff shall enable industry-standard encryption on all University-owned laptops, prior to being provided to Covered Persons for the first time, and following each time serviced thereafter.

4.5.2. Encryption of University-owned Mobile Computing Devices: IT Support Staff shall enable industry-standard encryption on all other supported University-owned Mobile Computing Devices, prior to being provided to Covered Persons for the first time, and following each time serviced thereafter.

4.5.3. Maintenance of University-owned Laptops: IT Support Staff shall deploy all software and operating system security patches and updates for all University-owned laptops following appropriate testing and approval.

4.5.4. Maintenance of University-owned Mobile Computing Devices: IT Support Staff shall deploy all software and operating system security patches and updates on all other supported University-owned Mobile Computing Devices following appropriate testing and approval.

4.5.5. Support of University-owned Laptops: IT Support Staff shall provide technical assistance for all Covered Persons for all University-owned laptops, as it pertains to the storage, access, and use of all University Information.

4.5.6. Support of University-owned Mobile Computing Devices: IT Support Staff shall provide technical assistance for all Covered Persons for all other supported University-owned Mobile Computing Devices, as it pertains to the storage, access, and use of all University Information.

4.6. Administrative Head Responsibilities: Administrative Heads shall ensure Covered Persons are aware of their responsibilities to take reasonable precautions when using a Covered Device to protect all University Information from unauthorized and/or unlawful access, use, disclosure, destruction, and/or loss, as well as to adhere to all applicable federal and state laws, contractual requirements, and University Information security policies and standards. In addition, Administrative Heads shall ensure that IT Support Staff are aware of their responsibility to assist Covered Persons in meeting with their responsibilities for the appropriate use of Covered Devices.

5. Guidance

5.1. Covered Persons shall refer to their respective ECU Best Practices in Information Security manual(s) and/or the relevant data steward(s), compliance office(s), and University committee(s) for specific guidance on fulfilling the responsibilities outlined herein.

Covered Persons shall contact the Information Technology and Computing Services (ITCS) department for any assistance needed with University technologies to fulfill these requirements.

6. Violations

6.1. Violation of this Regulation may result in disciplinary action, up to and including dismissal from employment or volunteer position, being taken in accordance with applicable University policy.

Resolution #20-05

Curriculum and academic matters acted on and recorded in the Writing Across the Curriculum Committee meeting minutes of [December 9, 2019](#), including writing intensive course designation (WI) for FREN 3500 Introduction to Literature and IDSN 3203 Interior Design Internship, and removal of writing intensive course designation for the following courses: ARTH 2910 Ancient Art History, ARTH 2925 Byzantine Art & Architecture, ARTH 3951 Introduction to the History of Architecture, ARTH 3940: Italian Renaissance Art: 1500-1600, ARTH 3970 African Art, ARTH 4916 Art of India, ARTH 4920 Nineteenth-Century Art, COMM 1002 Media Writing, COMM 2210 Writing for the Electronic Mass Media, COMM 2320 Basic Reporting, COMM 3322 Computer Assisted Reporting, COMM 4075 Media Criticism, MUSC 4328 Language of Post-tonal Music, THEA 3036 Theatre History-Literature III, THEA 3075 Developing the Concept, THEA 4036 Playwriting, and MRCH 4209 Directed Study: Research in Merchandising; and curriculum and academic matters acted on and recorded in the [January 13, 2020](#) meeting minutes including writing intensive course designation for RELI 3400 History of the Devil in Jewish and Christian Traditions and RELI 4900 Practicum (Internship) in Religious Studies.

Resolution #20-06

Curriculum and academic program matters acted on and recorded in the Educational Policies and Planning meeting minutes of [December 6, 2019](#) including a request to discontinue the MA in

Education in Birth through Kindergarten Education in the Department of Human Development and Family Science within the College of Health and Human Performance, a request to establish the MS in Planning and Development in the Department of Geography, Planning and Environment within the College of Arts and Sciences, a request to deliver hybrid the MAEd in Mathematics Education (High School Concentration) in the Department of Mathematics, Science, and Instructional Technology Education within the College of Education, a request to deliver online the MM in Music (Music Education Concentration) in the School of Music within the College of Fine Arts and Communication, and Academic Program Review Responses for the Department of Biology within the College of Arts and Sciences, Department of Computer Science within the College of Engineering and Technology, and the Department of Kinesiology within the College of Health and Human Performance; and curriculum and academic matters acted on and recorded in the [January 17, 2020](#) meeting minutes including a revision to the minor in Community and Regional Planning in the Department of Geography, Planning, and Environment within the College of Arts and Sciences, and a reduction in program hours for the BS in Child Life in the Department of Human Development and Family Science within the College of Health and Human Performance.

Resolution #20-07

Curriculum and academic matters acted on and recorded in the Undergraduate Curriculum Committee meeting minutes of [December 12, 2019](#) including curricular actions in the Department of Literacy Studies, English Education and History Education within the College of Education, Department of Human Development and Family Science within the College of Health and Human Performance, Department of Mathematics and Department of Geography, Planning and Environment within the College of Arts and Sciences, School of Hospitality Leadership within the College of Business.