



2020-2021 FACULTY SENATE

FULL MINUTES OF DECEMBER 1, 2020

[WebEx Meeting Recording](#)

The special meeting of the 2020-2021 Faculty Senate was held on **Tuesday, December 1, 2020**, at 2:10 as a WebEx meeting.

Agenda Item I. Call to Order

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

Agenda Item II. Approval of Minutes

The [November 3, 2020](#) meeting minutes were approved as presented.

Agenda Item III. Special Order of the Day

A. Roll Call

Senators absent: None

Alternates present: Professor Annette Greer (Medicine)

B. Announcements

Chair Martínez highlighted that Lauren Thorn and LaNika Wright would like to make themselves available to individual units to speak with them about reopening plans.

There is a new website that shows the membership of the colleges' budget committees, so those people will be visible to ask any questions: <https://facultysenate.ecu.edu/coronavirus/college-school-and-program-group-budget-committees/>

The Committee on Committees has revamped the process of committee membership solicitation. An email on this is to come.

Speaking privileges were granted to Beth Bee, Elizabeth Coghill, Wendy Creasey, Mia Zhen Ferry, Virginia Hardy, Beverly King, Sara Thorndike, Ying Zhou, Paul Zigas, and members of the committees reporting today.

Teaching & Research Grants have been funded. Special thanks to Andrew Grodner for his work on this initiative as committee chair for Research & Creativity Awards.

C. Ron Mitchelson, Interim Chancellor

Interim Chancellor Mitchelson said he knows that he can count on us to rally around the new leader of ECU when announced, which should be soon.

Students living in residential dorms must provide a negative COVID-19 test sometime between January 7 and January 14 in order to move in in time for classes to begin on January 19. ECU will provide testing to the students on the drop-off days. There is quarantine housing (College Hill Suites) and isolation housing (Garrett Hall) available for those who test positive. Non-mandatory mass testing will be available for all students two weeks after reopening. Out of 20,000 individuals including employees and students, the goal is to test 1,000/week (upwards of 5 percent/week). The university is currently working toward having a new saliva test available, which Interim Chancellor Mitchelson

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believes would lead to a higher amount of people volunteering to be tested than before. The mass testing events will happen on the main and health campuses on Thursdays. Resident hall students will have required COVID-19 tests at a rate of ten percent of the students to be tested weekly. Interim Chancellor Mitchelson and Chief of Staff Chris Locklear spoke with Pitt County Health Director John Silvernail by phone on Monday to review some of the ECU testing plan together.

Questions

Chair Martínez mentioned the Agenda Committee was interested in learning about the Chancellor Transition Team. She then invited Interim Chief of Staff Chris Locklear to speak about this topic.

Interim Chief of Staff Locklear said during a Board of Trustees meeting that a small working group was formed by Chair Vern Davenport. The team includes Chris Locklear, Scott Shook, Jeannine Hudson, Chris Dyba, Grant Hayes, Michelle Brooks, Christy Daniels, and Megan Ayers. Dr. Locklear has prepared for this effort by speaking with others involved with chancellor transitions at other universities and has consulted with written resources on this topic. They are planning for the announcement, offering recommendations for the first 100 days, and working to support the Chancellor's spouse with onboarding (if applicable). The announcement and the time between arrival on campus are a focus. They will recommend the Chancellor contact Chair Martínez before arrival and a teleconference with Faculty Senate officers, as well. Vice Chancellors will be submitting 3-5 page informational summaries due by December 11. Faculty Senate may do the same by that date, as well. Contacts for the new Chancellor will be recommended, and Dr. Locklear thinks a teleconference with the new Chancellor with Faculty Senate officers will be valuable.

Chair Martínez agreed and looks forward to opportunities to engage and welcome the new Chancellor to campus.

Professor Su (Geography, Planning and Environment) asked Dr. Locklear if the incoming Chancellor knows the outstanding issues on campus or if the meetings with faculty would be designed to get filled in to learn the challenges on campus.

Interim Chief of Staff Locklear said the new Chancellor has completed some research and learned some during the search process and would see assistance in the transition through these transition meetings.

Professor Bauer (English) asked if an installment event to bring about the incoming Chancellor would be modest, considering the current budget circumstances.

Interim Chief of Staff Locklear is taking that feedback into account.

Professor Toney (Medicine) asked about reopening in the spring semester, if there would be a continued virtual learning plan.

Interim Chancellor Mitchelson said about 30-33 percent of undergraduate classes are face-to-face, with the remainder being online this spring, and the schedules have been released.

Professor Bauer (English) thanked Interim Chancellor Mitchelson for his service especially for the year he chaired English. She asked if there is a trigger to go fully online and close the dorms, such as cases and hospitalizations.

Interim Chancellor Mitchelson said that Pitt County Health Director John Silvernail is considering what the trigger mechanism may be. Mitchelson believes that most of the university's positive cases

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occurred in a three-week period and does not expect the same for the spring. He said the spring has a lot of capacity for isolation, as well. We do await what the local public health officials recommend.

Professor Su (Geography, Planning and Environment) asked when the campus community will hear from the incoming chancellor to address university plans and challenges.

Interim Chief of Staff Locklear said there is a day-of announcement that they are preparing, but they will be looking to future engagements, such as opportunities for the new chancellor to engage at Faculty Senate. The incoming Chancellor will also be able to determine if timing of such an event like Dr. Mitchelson's State of the University address that was held last year would be appropriate.

D. Sara Thorndike, Vice Chancellor for Administration and Finance

Vice Chancellor Thorndike first spoke about the Enterprise Risk Management (ERM) process. This committee met to discuss top potential risks for the next two years and narrowed them to 23 potential risks. The risks were sent to various university stakeholders. There was a strong consensus with twelve risks which were combined to formulate ten risks. Vice Chancellor Thorndike's slides are linked here: <https://www.ecu.edu/cs-acad/fsonline/customcf/fsagenda/2020/enterpriserisk.pptx>

Funds from the CARES Act have been expended. There is hope for future federal assistance. To prepare just in case of no added funding, the university is currently holding back on spending to aid in purchasing supplies, testing, and contact tracing, so funds for critical needs associated with COVID-19 can be managed. There is a great amount of PPE and testing supplies remaining at this time for the spring, but the savings can cover further expenses if those supplies run low.

If the state completes a reversion (state reducing current year budget), the university is preparing for this while also preparing for further COVID-related expenses and managing with reduced university revenues. There is also an effort to plan in the event the state reduces the university's next fiscal year budget. All areas of the university are planning for a potential ten percent cut as an exercise in preparation for a potential state budget cut. The university is being conservative at this time to maximize options. ECU did not receive enrollment growth funds this past year, while many other System campuses did. State revenues are strong, but it is uncertain how much has been artificially inflated due to assistance from federal and state emergency funds. As a result of this potential budget cut planning effort, the university has not been able to allocate as much effort toward the long-term fiscal sustainability planning.

Questions

Professor Su (Geography, Planning and Environment) asked how much savings we will see operationally overall.

Vice Chancellor Thorndike said the Chancellor had asked divisions to look at remaining unencumbered balances that is not personnel-related and to then reduce that by fifteen percent. They await a number around the end of the month—it could be around two million dollars.

Professor Ticknor (Education) asked for more details on the reversion.

Vice Chancellor Thorndike said that at the prior two meetings with the Board of Governors and President Hans it has been said that it is not uncommon to have a reversion of funds when the state budget gets tight. The System Office asked the university to be prepared for this event. A reversion may not come until later.

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Professor Grodner (Economics) mentioned the legislature holds the power in terms of funding and inquired about the financial priorities of the state, particularly as there is a negative view of universities in general.

Vice Chancellor Thorndike said that North Carolina has one of the highest funded university systems in the nation, and this is why tuition in the state is so low. The state may see opportunity to trim funds, and the university is not permitted to increase tuition, so expenses would have to be reduced if state funds are reduced. The legislature typically completes reductions at the System level, though East Carolina University had been specifically targeted for a reduction a couple of years ago. The System does not want individual universities to advocate for their own university initiatives but rather for those requests to come from the System Office, for items like faculty and staff raises that are consistent with the rest of the state, the NC Promise program, and repairs and renovations. The state may allocate funding toward those priorities but also require offset funds. The state has not cut ECU's budget in the last couple of years, but there have been enrollment decreases. Since the university has not had an increase, any offsetting reduction to match those enrollment increases at other institutions may be more painful for ECU.

Professor Grodner (Economics) reiterated his concerns that the legislature has a negative view of universities. He is interested to learn how the state would allocate funds to aid the faculty in North Carolina. He then shared that he would further follow up with Vice Chancellor Thorndike.

Vice Chancellor Thorndike mentioned that at the November BOG meeting, there was a shared budget meeting with materials that may be helpful for him to view.

Professor Su (Geography, Planning and Environment) asked Vice Chancellor Thorndike about the difference between a travel budget and an operations budget. He then inquired that given all the recent trouble from the university including a lawsuit from a former Chancellor, has the university suffered and is the university insured for the lawsuit.

Vice Chancellor Thorndike said the 15 percent is at the operations level. Travel is one example of an item included in an operating budget, as many units are not currently traveling. The ERM group includes around fifty members. The topic of finance is on a lot of people's minds. Legal liability is a top discussion point, and one that ECU will continue to monitor. She said she does not know that there has been a substantial expense toward lawsuits, but there is some money put aside for this. There is insurance for ECU Physicians and for buildings, but some legal risks are self-funded.

Professor McKinnon (History) asked why we do not have a university budget.

Vice Chancellor Thorndike does not know the history of why the UNC System universities do not have budgets. ECU is not alone in this circumstance. The university is serving on a Unified Budget Committee to come up with a format for reporting; this would aid the Board of Governors in working with university-level Board of Trustees in terms of allowing universities to have more capability to make decisions and to allow for increased transparency. The university has a comprehensive budget report that was shared with the Board of Trustees and is posted at that website.

E. LaKeshia Alston Forbes, Associate Provost for Equity and Diversity and Title IX Coordinator

The annual report on [Faculty Diversity Data](#) is linked.

Questions

Professor Chambers (Education) asked Associate Provost Forbes to highlight some details from the report, which she then completed.

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Professor Su (Geography, Planning and Environment) asked about the faculty-student ratio and was interested in a bit more nuance as Asian faculty could come from all around the country, but the students could be coming from just one area. He asked if the data Associate Provost Forbes presented has been compared across the UNC System.

Associate Provost Forbes said there is data from across the System that could be shared at her presentation in the spring.

Professor Toney (Medicine) asked if there is a team that is working to recruit minority faculty. Associate Provost Forbes said there are several efforts to recruit diverse faculty, including an Emerging Scholars program. She is also working with Deans to aid them in learning pipelines to ECU. The program has been going on for three years, and three employees have been hired from that program. She would be happy to send Professor Toney more information on recruitment programs.

Professor Grodner (Economics) is further interested in the data as an economist. He would suggest comparing these numbers to benchmarks.

Associate Provost Forbes said ECU is building an equity scorecard, which shows how ECU compares to the region and to the state.

Professor Fuh (Medicine) asked if minority faculty are involved in the recruitment process. Associate Provost Forbes said search committees are recommended to reach out to her unit. She also mentioned there are employee resource groups such as the Black Faculty Organization.

Senator Su (Geography, Planning and Environment) asked if there is data that shows how many positions are open and on the students that apply at ECU.

Associate Provost Forbes said the data on students is at the beginning of her report. In terms of employees, EEO analyses are provided to colleges that show any challenges and opportunities in terms of recruitment and selection. She plans to share with the Faculty Senate in the spring about the programs and initiatives that are in place.

F. Crystal Chambers, Professor and Former Vice Chair of the Faculty

Amanda Ann Klein, Associate Professor and Former Secretary of the Faculty

Professor Chambers and Professor Klein presented [recommendations from the Faculty Senate Exploratory Committee on Diversity and Inclusion](#).

Questions

Professor Su (Geography, Planning and Environment) voiced his support and wanted to ensure there is no duplication of effort.

Professor Chambers (Education) confirmed there is no duplicative effort.

Professor Greer (Medicine) asked if issues with FERPA have been researched regarding student conduct.

Chair Martínez said that the General Education and Effectiveness Committee would need to consider that content.

Professor Chambers said she has also looked into this concern with IPAR.

G. Tucker Robbins, Student Government Association (SGA) President

SGA President Robbins provided the following report of many of the initiatives that were completed

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by the association this fall:

- Funded \$16,500 to the ECU Counseling Center Sponsorship for afterhours crisis hotline. This initiative will support mental health efforts as our students go through this unprecedented era.
- Funded \$3,000 in conjunction with ECU Recreation and Wellness to establish the BetterYou App. This initiative will support student's well-being through spirituality, mindfulness, social, and physical measurements. Students can set their own goals and receive gift cards to their favorite retail stores as incentives to better themselves. We look forward to seeing where this platform takes us and how it benefits our students in the future.
- Funded \$3,000 to the development of MLK week for the spring semester.
- As you can see, we effectively balanced budget cuts and financial challenges posed by the pandemic, while simultaneously continuing the SGA mission through partnerships and advocacy for our fellow pirates.
- We established a Police Liaison with the Greenville Police Department to enhance our relationship amongst students and the police department. Also, our efforts in the SGA and BSU Town Hall further assisted in that same initiative. As mentioned in my platform during my campaign last February, improving relationships amongst students and police officers is at the top of my list. In no way are these relationships perfect yet, but I am confident that our students are more at ease when interacting with law enforcement than before. We also advocated for the presence of ECU Police in off campus student housing areas - for the most part, I believe that is beneficial to our students, as they are more receptive when they see an ECU Police car.
- We hosted two "Tips for Success" events in coordination with the Pirate Academic Success Center to assist students in their transition to fully online courses.
- Advocated and successfully kept the costs of on campus housing down for the spring 2021 semester.
- Improved our community relations with local leaders in the Greenville community through community outreach and the local and state affair's town hall with Mayor Connelly and City Councilman Will Bell.
- Gave students the opportunity to meet with elected SGA officials each and every week to ensure they are being heard and advocated for.
- Brought in 30 highly engaged Freshman Shipmates to be the future leaders of SGA.
- We have almost finalized our pitch to administration on the many benefits of a Lyft partnership here at ECU. As mentioned in my platform, improving the accessibility and parking situation around our campus was one of my main initiatives. We have met with many universities similar to ECU's size on their success, and most importantly, cost savings with a Lyft partnership. Hopefully, I can loop you all into this innovative idea upon our return in the spring.
- Successfully completed the establishment of a concurrent legislation model for the Association of Student Governments. We will be the first school in the UNC system to establish this effort, if successful. This effort would make the impact and reach of ASG exponentially further as each institution will be able to see legislation passed from each Student Government and have the opportunity to adopt, if they see fit.
- Passed legislation on adjusting our appropriation appeal procedure, supplemented pay for our ASG liaison position, individual campus discretion on tobacco policies, transparency from university leadership in regards to the failures and successes of the fall 2020 reopening, and the student's stance on the 2021-2022 tuition and fee proposals.
- Met with North Carolina legislators to advocate for expansion to student emergency funds, Financial Aid, as well as the Association of Student Government President's vote on the board of Governors.

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President Robbins also mentioned that students he has spoken to and informally surveyed seemed to prefer synchronous lectures over asynchronous lectures.

Questions

Professor Su (Geography, Planning and Environment) said that he provided the synchronous lecture format in the fall and plans to offer it again in the spring. He said he records these lectures. He said the percentage of viewing the sessions is very low. He asked how many students were surveyed as he acknowledges students do tend to work a lot.

President Robbins said that he did not conduct a formal survey of all students; however, he queried representatives from each college through Student Assembly. He has also reached out to the Pirate Forum.

Professor Doty (Engineering) serves on the Distance Education and Learning Technology Committee and said Robbins' report was helpful for some data her committee is preparing to present.

H. Jeff Popke, Faculty Assembly Delegate

Professor Popke was present to answer questions about the [November 13, 2020 UNC Faculty Assembly meeting](#). He highlighted two items. The System Office has finalized updated peer institutions for each university. ECU only retained three or four of holdovers and should be receiving a new list. The other item was the Common Course coding initiative for undergraduate courses to allow for seamless transfers between high school and community college and between System institutions. Let Professor Popke know if any would be interested in aiding in this effort. Norma Houston, Chief of Staff, said the System budget request included four items: current funding enrollment growth, NC Promise program, salary increases, and building reserves. Legislative strategies were also discussed. He has slides from various presentations on that topic that he has available to share with anyone interested. The recent Board of Governors meeting focuses primarily on budget issues. System leaders are cautiously optimistic but are planning for the worst, in case. Two Board of Governors ad hoc committees are looking at flexibility and affordability measures including one on tuition and fees and one on the budget model for DE versus face-to-face courses. There was also significant discussion on setting aside the out-of-state student cap for selected campuses. Assembly leadership has also finalized statements on shared governance and requesting that chairs serve as non-voting ex-officio members of the Boards of Trustees. There are also a day-in-the-life and faculty accomplishment videos being developed for legislative audiences to support faculty raises.

Questions

There were no questions at this time.

I. Purificación Martínez, Chair of the Faculty

Chair Martínez provided her prepared remarks. The full remarks were not spoken during the meeting due to time constraints:

“Greetings to all of you Senators and members of the audience. I bring to you the warmest wishes for a restful, relaxing, and healthy winter break. We have survived Fall 2020. During these past 15 weeks, I had moments of terrible exhaustion, both emotionally and physically. I miss interpersonal interactions; I miss moving from one room to another for meetings. I miss restaurants, movie theaters, my family in Spain. To me, the fact that thirty thousand plus students, faculty, and staff, each with their own backpack of worry, uncertainty, hope, and joy walked purposefully to the end line of graduation 2020 is a heroic accomplishment. And when I

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realize that in only 30 days, I will be able to see 2020 in the rearview mirror I understand how Beowulf felt after defeating Grendel.

During the next few weeks, I encourage you to take some mental health days to disconnect from work and to redraw lines that used to be clearer between your professional and personal lives. We need time to recharge our depleted batteries, because Spring 2021 is looking like a challenging semester. I would like to spend a few minutes telling you what things are on the horizon for us.

I intend to take Interim Chancellor Mitchelson's advice and watch the live connection to the UNC Board of Governors on December 17th. There is a good chance that the name of our next chancellor will be announced during that meeting. I will be relieved when all the secrecy surrounding the search is removed and we, the faculty, finally can get to know the new leader of this institution. If I am not mistaken, in the air one can feel both trepidation and excitement. We are ready for permanence, for stability in the midst of so much provisionality, but we are aware of what is at stake, this institution cannot afford another wrong turn in the road. We, the faculty, will not stand for a leader who is not a match for our hard work and accomplishments. But before December 17th, a few of us, working on your behalf and as your elected representatives will be spending significant amounts of time working on the [Fiscal Sustainability Coordination Committee](#). Since I last addressed you, the Committee has met one more time, to draw up a work plan. We have determined that the best path forward is to take an in-depth look at the recommendations from the [2014 Fiscal Sustainability Report](#) to evaluate what recommendations were adopted, which ones abandoned, which ones are still valid. Paired with that evaluation, we will also examine all comments submitted to the website. Thank you to all of you who already have submitted comments. If you indicated your willingness to be contacted, this will happen very soon after we review all feedback. The committee still does not have access to a recently issued report about pre- and post-award structures in colleges and REDE, nor about another report that took a deep look at the IT (Information Technology) support at ECU, but after they are presented to deans and the Cabinet, they will also become part of our documentation. We are also expecting a cash flow analysis from Vice Chancellor Thorndike's office. Shortly after December 10th, specific areas of focus will be identified, working groups will be formed and the website will be redesigned to focus feedback. It is then that the work will begin in earnest. Keep in mind our tight deadline: we present our report to the Chancellor in June 2020, but before that, the campus community will have access to drafts of our recommendations and will have the opportunity to give feedback.

Following a conversation with Drs. Hayes, Stacy, and Van Scott regarding faculty involvement in the planning for budget cuts for next academic year, I sent to them and to Chancellor Mitchelson a list of recommendations about how to involve faculty in decision making processes. You will see those recommendations as part of new business later today. Shortly after those recommendations, the Faculty Senate started to receive confirmation of the creation of [Budget Committees](#) on colleges. As indicated in the announcements, you can find them in the Faculty Senate Coronavirus section of our website. Shortly after taking office, President Peter Hans informed the Chancellors of the UNC system that any budget planning for next academic year had to involve faculty. Our request to have faculty representation in budget decision is not unique, it is expected. It is imperative that we make sure that ECU, a model of shared governance in the UNC system, demonstrates with actions that budget planning, when all

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affected are at the table, can prove effective and beneficial. In the past, planning for cuts has fostered distrust and insecurity. We must not repeat that mistake.

I ask you today, as I did last month, to continue requesting information, to become part of the discussion. If the feared 10% cut does not come to be true, and ECU can meet the expected cut with vacant positions and retirements, we will all exhale a sigh of relief. But it is quite likely that we will not know the percentage of cut until sometime next year. We must prepare now for the worse. We must do it together and with an eye on protecting the academic core of the institution. No matter how fun they are, students do not come here to attend football games, they come to get a degree. A winning or losing a season will not get them jobs, only their education will. I am certain I speak for everybody in this virtual room when I say that a 10% cut could prove devastating to ECU. I know that senior administrators are studying spread sheets with intensity, looking for ways to save money without sacrificing jobs. To some, it might seem counterintuitive to think about multi-year contracts for deserving fixed-term faculty. I know that one concern is creating an atmosphere of competition or inequity among peers. However, we do exactly that every time we give a merit raise or vote against or in favor of recommending tenure and promotion. Much has been written about the falsehood of higher education as a meritocracy. We see how flawed this concept is when we realize that most fixed-term faculty members are women, or that the majority of faculty at ECU is overwhelmingly white. We must commit to the protection of those among us who are most vulnerable to the best of our ability. Please become an advocate for your fixed-term colleagues. If your unit administrator or your dean is on the fence about multi-year contracts for next year, engage in a conversation about a transparent process for selection of deserving individuals.

On December 16th, the [UNC System Racial Equity Task Force](#) will submit its final recommendations to the Chair of the Board of Governors. From February 8th to March 12th, ECU will be administering the Higher Education Data Sharing Consortium (HEDS) diversity and inclusion survey to collect information about the climate on campus. This ECU initiative is much broader in scope than the UNC Racial Equity Task Force, since it will also cover issues related to gender discrimination, sexual orientation, religious background, and national origin, among others. You should expect in the coming weeks a stream of communications regarding the survey. It is imperative to complete the survey to ensure that the report we receive accurately reflects the campus climate. Many of you are involved at the college level in work related to Equity and Diversity. Some of you have been instrumental in producing the recommendations from the Faculty Senate Exploratory Committee on Diversity and Inclusion. I recently attended a 2-day anti-racism workshop facilitated by the Racial Equity Institute. In there, I learned that the US has already missed a once in a lifetime opportunity to erase centuries of systemic racism. We have now another one. As an institution of higher education, it is incumbent upon us to start with our own house and continue transforming our country and our region one student at a time.

So much to do! Fiscal Sustainability work, College Budget Committee work, Faculty Senate diversity and inclusion work, ... It can be overwhelming, but somehow it feels different to me. If Fall 2020 was about coping with devastating pandemic, Spring 2021 might be, may the gods be willing, an opportunity to build. I hope that I am not mistaken, and I don't end up the semester feeling like Sisyphus.

But for now, rest, take those few mental health days off, bask in the sweet feeling of having finished a grueling year."

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J. Question Period

Professor Grodner (Economics) asked what ECU faculty departments can do to help Professor Popke with his efforts in making ECU more visible to legislators through the videos.

Professor Popke said the initiative he mentioned comes from the UNC Faculty Assembly Communications Committee. He will pass on Professor Grodner's question and put him in touch with the committee's chair and with the Executive Committee and will be back in touch with him.

Chair Martínez shared that this has also been discussed with the faculty chairs in the assembly and had learned that each institution could put forward one faculty member's name.

Professor Wolf (Physics) asked that since some UNC System institutions are requiring non-resident students to take COVID-19 tests prior to attending face-to-face instruction, why is ECU not doing this? And, is this information on the Return to Pirate Nation website?

Chair Martínez said that she believes ECU is not requiring this effort, but she will follow up with Vice Chancellor Hardy.

Professor Quick (Business) asked if SSOI would not be included in fall evaluations as they were not included in the spring, since there was also a pivot to online only in the fall and some students may have taken out frustrations on the instructors as part of this process.

Professor Bailey (Chair of General Education Committee) said the committee discussed the potential of not including SSOI within faculty evaluations, but the majority of the committee agreed this would not need to be the case for this fall due to existing processes, such as the revised teaching policy. A student opinion survey is one of four parts of a subsection of evaluative measures. As such, no faculty member should see a major determinant to their evaluation if students were evaluating them negatively. He does not believe students provided negative reviews on faculty based on the pivot. Chair Martínez has had multiple discussions with Provost Hayes on this topic. She conveyed that he supports ensuring that evaluators consider wise use of student evaluations in light of this year.

Agenda Item IV. Unfinished Business

There was no unfinished business to come before the body at this time.

Agenda Item V. Report of Graduate Council

Professor Ron Preston (Education), Chair of the Graduate Council provided curriculum and academic matters acted on and recorded in the [November 23, 2020](#) Graduate Council meeting minutes including formal faculty advice to the Chancellor regarding 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 within 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

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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..

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 [November 23, 2020](#)
Graduate Council meeting minutes.

RESOLUTION #20-76

Agenda Item VI. Report of Committees

A. Writing Across the Curriculum Committee, Lisa Ellison

Professor Morse (English), member of the Committee, presented on behalf of Chair Lisa Ellison, and
the committee on the 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.

There was no discussion, and the curriculum and academic matters acted on and recorded in the
Writing Across the Curriculum Committee's [November 9, 2020](#) meeting including notification of
change in learning outcomes for Health 3030: Health Behavior were received.

Professor Morse then presented the recommendation for units to opt in to adding ENGL 2201 as a
co/prerequisite for their 3000-level WI courses.

There was no discussion, and the notification of change in learning outcomes and recommendation
for units to opt in to adding ENGL 2201 as a co/prerequisite for their 3000-level WI courses was
received by Faculty Senate.

B. Undergraduate Curriculum Committee, Stacy Weiss

Professor Weiss (Education) presented 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.

There was no discussion and the curriculum and academic matters acted on and recorded in the
Undergraduate Curriculum Committee 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. **RESOLUTION #20-77**

C. Unit Code Screening Committee, Ken Ferguson

Professor Ferguson (Philosophy and Religious Studies) presented the revised [Department of
Mathematics Unit Code of Operations.](#)

There was no discussion and the revised [Department of Mathematics Unit Code of Operations](#)
was approved as submitted. **RESOLUTION #20-78**

D. General Education and Instructional Effectiveness Committee, George Bailey

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Professor Bailey (Philosophy and Religious Studies), Chair of the Committee, presented 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

There was no discussion, and the curriculum and academic matters acted on and recorded in the General Education and Instructional Effectiveness meeting of [November 16, 2020](#) were approved as presented, 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

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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

RESOLUTION #20-79

E. Committee on Committees, Melinda Doty

Professor Doty (Engineering and Technology), Chair of the Committee, provided information about the call for faculty volunteers and encouraged everyone to volunteer for committee work.

Professor Doty then presented the second reading of the proposed revisions to the Distance Education and Learning Technology Committee charge.

Professor Wolf (Physics) was curious on why a name had changed within the DELT charge. Professor Doty said it is because Director Wendy Creasey serves in this role and is in an interim role, and they needed this to be generic for future participation on this committee. Professor Popke (UNC Assembly/Past Chair of the Faculty) mentioned that a role with a vote is being changed to one without a vote.

There was no further discussion, and the revision to the Distance Education and Learning Technology Committee charge was approved as submitted. **RESOLUTION #20-80**

F. Distance Education and Learning Technology Committee, Melinda Doty

Professor Doty (Engineering and Technology), Vice Chair of the Committee, presented the recommendation of one learning management system (LMS).

Professor Leorri (Geological Sciences) requested clarity on the definition of an LMS.

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Professor Doty said that some professors may prefer to use some systems other than Canvas. Director Creasey said this measure would not include publisher tools, such as features from McGraw-Hill or Pearson. This measure would aid, for example, in a case to prevent an instance where several faculty members might work to adopt a new system that may already be free.

The recommendation of one learning management system (LMS) was approved as presented.

RESOLUTION #20-81

Professor Doty then presented proposed revisions to *ECU Faculty Manual Part VI, Section I, Subsection V. Course Expectations and Requirements*. The proposed change would make the inclusion of a continuity and contingency plan in a syllabus required instead of just recommended.

There was no discussion, and the proposed revisions to *ECU Faculty Manual Part VI, Section I, Subsection V. Course Expectations and Requirements* were approved as submitted. **RESOLUTION #20-82**

Professor Doty then presented proposed revisions to update the Standard Operating Procedures for Access to Blackboard ([FS Resolution #16-24](#)) for Canvas.

Professor Wolf (Physics) said that since Canvas may change to something new at some point, this edit may become obsolete within the Faculty Manual. Director Creasey said the reason for this change to be included in the Faculty Manual is primarily for the chair and the administrator. She suggested to keep the provider neutral within the Faculty Manual that we could link out to another website from the Faculty Manual.

Professor Chambers (Education) recommended this goes back to the committee, and her motion was seconded.

Director Creasey said that she would like to share this information prior to the Faculty Manual update. Professor Doty said that she wanted to try to get this out to faculty prior to the spring.

Professor Popke (UNC Assembly/Past Chair) conveyed to update the Faculty Manual for this type of circumstance should not be an onerous circumstance if needed.

Professor Doty said they can make that change to link out to a webpage, so it is easily editable.

The motion to send the revisions back to the committee to make edits failed.

The proposed revisions to update the Standard Operating Procedures for Access to Blackboard ([FS Resolution #16-24](#)) for Canvas were approved as submitted.

RESOLUTION #20-83

G. University Environment Committee, Susan Pearce

Professor Pearce (Sociology) introduced ECU student Mia Ferry who shared background on the Student Government Association Resolution on UNC Tobacco Policy De-Regulation for endorsement by the Faculty Senate.

Professor Grodner (Economics) asked if the University Attorney is present, and, if so, if he could explain some of the legal concerns around this resolution. He asked as well if by adopting this resolution, the university would be able to eliminate or add tobacco use throughout the campus. He believes that the law might be in place for a purpose to prevent some situations such as this.

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Ms. Ferry said they would look into this circumstance.

Professor Pearce said that the resolution would primarily be for the academic campus as health sciences campuses appeared to have an exemption.

Professor Grodner (Economics) said he does not feel confident to vote in favor of this regulation until learning the implications from the University Attorney and made a motion to send this resolution back to committee.

Dean Gemperline spoke against the motion on the floor as the Faculty Senate endorsing this resolution would not change state law.

Professor Chambers (Education) agreed with Dean Gemperline and said that any legal issue could be resolved after this resolution is passed.

Professor Grodner (Economics) said that he supports the ideas of the resolution but could not vote without additional information.

The motion to send the resolution back to the University Environment Committee failed.

The Student Government Association Resolution on UNC Tobacco Policy De-Regulation was endorsed by the Faculty Senate. **RESOLUTION #20-84**

H. Agenda Committee, Margaret Bauer

Professor Bauer (English) presented the proposed 2021-2022 Faculty Senate and Agenda Committee Meeting Dates.

There was no discussion and the proposed 2021-2022 Faculty Senate and Agenda Committee Meeting Dates were approved as submitted. **RESOLUTION #20-85**

Agenda Item VII. New Business

A. Resolution in opposition to changing the name of the Black Lives Matter Mural in downtown Greenville.

Professor Ticknor (Education) presented the resolution, as follows:

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;"

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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;

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.

Questions:

There was no discussion and the resolution was approved as submitted. **RESOLUTION #20-86**

Chair Martínez then delegated leadership to Vice Chair Scemama.

B. Resolution on Budget Committees at the college level

Professor Puri Martínez (Chair of the Faculty) presented the resolution, as follows:

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

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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.

Questions:

There was no discussion and the resolution was approved as submitted. **RESOLUTION #20-87**

C. Resolution on multi-year contracts for AY 2021-2022.

Professor Martínez (Chair of the Faculty) presented the resolution, as follows:

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”;

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.

Questions:

Professor Su (Geography, Planning and Environment) asked at what level would this 33% resolution apply.

Professor Martínez said it applies at the college level.

Professor DiMartino (Music) said that while this seems like a great idea at heart, he worries that it may lead to fewer fixed-term full time faculty in a unit especially amid budget cuts. He asked if Professor Martínez received any concerns from the Deans on this aspect.

Professor Martínez said the primary concerns she heard from Deans was regarding decision-making toward who is worthy of multi-year contracts during the time of cuts as it might create a sense of

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inequity. However, there are decisions made all the time regarding tenure, grants, awards, and more, and sees this as an encouragement for Deans to look at their faculty portfolios and offer multi-year contracts. When people are in one-year contract, an opportunity for more stability is desirable.

Professor Chambers shared that she is in favor in general of multi-year contracts, but she is concerned with the language on multi-year contracts being offered for all faculty who are qualified for reasons such as those shared by Professor DiMartino and otherwise. She asked if this initiative may be able to be discussed through a committee.

Professor Martínez has been discussing with various committee chairs, but she would like to proceed with putting it forward due to timing of contract renewals and to offer stability at this time.

Professor Greer (Medicine) said a third of the faculty in her School are on multi-year and is aware that the College of Nursing relies heavily on adjuncts and is not sure their length of contracts. She said that stability is important and shared that a contract could mention funding contingencies.

Professor Martínez said that funding contingencies are already included in fixed-term contracts regardless of length of contract.

Professor Su (Geography, Planning and Environment) said the total number of fixed-term faculty could increase and decrease affecting percentages, so there are more factors to consider when looking at multi-year contracts.

Professor Martínez reiterated this measure would offer stability to our colleagues.

Professor Chambers (Education) said the language of “must do this” should be softened to something like “endeavor to”, et cetera and aid the committees in doing their work. She feels the resolution is too stringent and cannot see this being implemented at a higher level.

Professor Martínez mentioned she had primarily incorporated the language from the Faculty Manual.

Professor Popke said the faculty does not have the power to require and made a motion in the resolution to substitute the word in the last paragraph from “require” to “encourage”.

Professor Martínez said Academic Affairs requires a portfolio of a maximum of 33 percent of faculty in a one-year contract, with the rest in two-year contracts. She said that the deans in Academic Affairs had indicated they would be open to a measure of 33% of faculty in one-year contracts with the rest being in two or three year contracts. She also indicated she would be amenable to change that language from “be required” to “be encouraged”.

The motion to change the language from “be required” to “be encouraged” was approved.

The resolution was approved as amended with the wording change. **RESOLUTION #20-88**

There being no further business, Professor Martínez resumed her role as chair, and the meeting adjourned at 5:43 pm.

Submitted by,

Marlena Rose
Secretary of the Faculty
Health Sciences Library

Rachel Baker
Faculty Senate

FACULTY SENATE RESOLUTIONS APPROVED AT THE DECEMBER 1, 2020 MEETING

Resolution #20-76

Formal faculty advice to the Chancellor regarding curriculum and academic matters acted on and recorded in the [November 23, 2020](#) Graduate Council meeting minutes, including formal faculty advice to the Chancellor regarding 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 within 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.

Resolution #20-77

Curriculum and academic matters acted on and recorded in the Undergraduate Curriculum Committee 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.

Resolution #20-78

Revised [Department of Mathematics Unit Code of Operations](#).

Resolution #20-79

Curriculum and academic matters acted on and recorded in the General Education and Instructional Effectiveness 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

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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

Resolution #20-80

Revisions to the Distance Education and Learning Technology Committee charge, as follows:

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

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.**
 - HI.** 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.**

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IJ. 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.
-

Resolution #20-81

Recommendation of one learning management system (LMS), as follows:

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.

Resolution #20-82

Revisions to *ECU Faculty Manual Part VI, Section I, Subsection V. Course Expectations and Requirements*, as follows:

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

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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).

Resolution #20-83

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

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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*)
 - Purpose: The person teaching or facilitating the class.
 - Process: Instructor of Record is assigned in Canvas through the Banner Enrollment feeds.
 - 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.

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- Course Role: *Teaching Assistant (In Canvas = TA)*
 - Purpose: To assist Instructor with developing, teaching or facilitating the class.
 - 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: 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.

- 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 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)*
 - Purpose: This course role is assigned to students enrolled in a class.
 - Process: Students are enrolled in a Canvas class through the Banner Enrollment feeds.
 - 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)*

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- 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.

Resolution #20-84

Endorsement of the Student Government Association Resolution on UNC Tobacco Policy De-Regulation, as follows:

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: _____
Referred to: _____
Second 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.

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- 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,

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X
Matthew Miller, Secretary of the Student Assembly

WI *Danielle Maurice*

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*
Tucker Robbins, Student Body President

Resolution #20-85
2021-2022 Faculty Senate and Agenda Committee Meeting Dates, as follows:

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

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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.)

Resolution #20-86

Resolution in opposition to changing the name of the Black Lives Matter Mural in downtown Greenville, as follows:

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;

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;

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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.

Resolution #20-87

Resolution on Budget Committees at the college level, as follows:

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

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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.
-

Resolution #20-88

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”;

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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.