



## 2019-2020 FACULTY SENATE

### FULL MINUTES OF MARCH 31, 2020

[WebEx Meeting Recording](#)

The seventh regular meeting of the 2019-2020 Faculty Senate was held on **Tuesday, March 31, 2020**, at 2:10 as a WebEx meeting.

#### **Agenda Item I. Call to Order**

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

#### **Agenda Item II. Approval of Minutes**

The [February 25, 2020](#) meeting minutes were approved as presented.

#### **Agenda Item III. Special Order of the Day**

##### **A. Roll Call**

Senators absent were: Professors Toney (Medicine), Tuttle-Newhall (Medicine), Vogelsong (Recreation Sciences).

Alternates present were: Professors Greer (Nursing), Yang (Chemistry).

Chair Popke opened the meeting by welcoming everyone to the Senate's first fully online meeting. He laid out the following rules for conducting the meeting:

- please mute your mics and video until needed
- the meeting will operate under normal parliamentary procedure
- let Rachel Baker know about any tech difficulties AFTER the meeting wraps
- Senators will vote on committee reports using an internal poll that appears in the chat window
- if the poll is too close, we will conduct a roll call vote
- everyone logged into the meeting will receive the poll so please only vote if you are senator or alternate for your senator

Chair Popke then asked if there were any questions. There were no questions.

##### **B. [Announcements](#)**

Chair Popke said that the faculty officers have been in frequent communication over the past few weeks, and have now established a weekly meeting with the Chancellor and Academic Council to share updates and concerns. He noted that there are fewer opportunities these days for faculty interaction and encouraged Senators to e-mail him or one of the other officers directly with issues or concerns that should be on the agenda.

Chair Popke reminded the Senators of the March 19 memo detailing extensions to Spring 2020 personnel deadlines; he said they understand that committees and unit administrators will need to do business virtually, and they are in the process of developing some guidance for the use of technologies for this purpose. Qualtrics has been authorized for voting purposes, and they are investigating the feasibility of using Faculty 180 for the Annual Evaluation Process. They envision that progress toward tenure letters can be developed using Teams or a shared folder in One Drive,

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and are looking to incorporate DocuSign as a means of facilitating electronic signatures. Both WebEx and Teams are available for virtual meetings and deliberations. Stay tuned for more on this.

Chair Popke said they recognize the potential negative impact of the coronavirus outbreak on faculty productivity, and they will be guaranteeing a one-year extension to the promotion and tenure timeline for any probationary faculty who requests it. More details about this should be forthcoming later this week.

Chair Popke called attention to a number of important student-related deadlines that have been extended, including the withdrawal date, the due date for final spring grades, and the deadline for turning in a thesis or dissertation.

The Chancellor Search Committee met last week, and they were informed that the Chancellor Search is on pause until such time as finalists would be able to travel for on-campus interviews. Candidate names have not been disclosed to the Search Committee, and will only be made available when the search resumes. Candidates will remain in the pool unless they indicate otherwise, and nominations can still be made through the search e-mail address.

Search consultant Lynn Duffy said that there are around 60 applications. She said that the quality of the applicant pool was high, but also stressed that they were working to increase the diversity of the candidate pool.

Chair Popke thanked Rachel Baker for her hard work getting this meeting up and running.

**C. Ron Mitchelson, Interim Chancellor**

Interim Chancellor Mitchelson thanked the faculty officers and Rachel Baker for putting this WebEx meeting together. He also thanked all of the senators for their service. Interim Chancellor Mitchelson explained that in 41 years he has never witnessed anything like this pandemic but that he is thankful for the resilience and patience of ECU faculty. He has been bragging about ECU faculty. COVID-19 is a dramatic and costly opponent. It is also difficult for everyone to be apart and still do our jobs and function. Interim Chancellor Mitchelson offered his empathy and gratitude.

Interim Chancellor Mitchelson said that ECU is implementing a multidimensional and multilayered response to pandemic. Administration is looking for potential financial relief from the federal and state legislatures but also the UNC system. There is support on the horizon. ECU plans to be aligned with state and system guidance. Interim Chancellor Mitchelson also thanked the various administrators across campus for their team effort.

Interim Chancellor Mitchelson held up a timeline of all the messages sent out to ECU since the start of crisis. These messages began on Feb 27<sup>th</sup> and ECU has been on this messaging cycle ever since. This first message began with information on travel and spring break and protocols for quarantine, and now ECU has transitioned to being fully online.

Interim Chancellor Mitchelson he said that we need to increase flexibility and ease the burden on faculty, staff and students. Thus, ECU has moved many due dates on personnel actions. Interim Chancellor Mitchelson feels good about this decision making. It may seem conservative but they are trying to be safe.

Interim Chancellor Mitchelson also noted changes in UNC policies. For example, Interim System President Roper said there will be partial refunds for unused dining and living services. The Board of Governors altered the admissions criteria to include *either* GPA *or* minimum scores on standardized exams.

Interim Chancellor Mitchelson concluded his remarks by stating that we have a continuing set of responses and there is still more to do.

### **Questions**

Professor Brimhall (Human Development and Family Science) asked if the Chancellor had made decisions about enrollment for summer school (since some students are likely to drop out).

Interim Chancellor Mitchelson explained that as we migrate online there will be adjustments, but last summer 80% of summer offerings were online so this may be less of an adjustment for ECU than for other schools.

Professor Jones (Criminal Justice) noted that Provost Hayes' memo addressed summer classes but not experiential learning, like internships, etc.

Interim Chancellor Mitchelson responded that there needs to be some level of flexibility on that. That will be a topic during his meetings with upper administration (which happen on Mondays, Wednesdays, and Fridays). He is certainly worried. He doesn't want to see students in harm's way. Interim Chancellor Mitchelson does not have a definitive answer just yet. It will get a lot of attention in future meetings.

Professor Ticknor (Education) appreciates everything that was just said. She noted that faculty have been given a reasonable amount of info; it has not been overwhelming. But what is the status of searches?

Interim Chancellor Mitchelson said we had a handful of searches that were at their conclusion so those have moved through. As for the others, they have been suspended indefinitely, or at least until the new fiscal year, to provide flexibility. In general, job searches have been suspended.

Professor Bauer (English) asked if summer classes that have been converted to online classes will be funded by Continuing Studies.

Interim Chancellor Mitchelson responded that summer teaching will be formula funded. Distance Education does receive this funding. Summer teaching will not be typical self-funded mechanism.

Professor Su (Geography, Planning and Environment) asked about the recent Provost memo, and if faculty need to prep for everything to be online for remainder of semester?

Interim Chancellor Mitchelson said yes, that is correct.

Professor Parker (Theater and Dance) thanked the Chancellor, and had a follow up question about faculty searches. In cases where students cannot graduate because a new hire would have taught that course—will adjuncts be hired to teach those classes so students can finish their degrees?

Interim Chancellor Mitchelson said yes, and that at this point the suspension of the searches does not mean the unit will lose the position or funding, so the money will be there to hire an adjunct.

#### **D. Jeff Popke, Chair of the Faculty**

It is difficult to know just where to begin, such are the uncharted waters in which we find ourselves. It is, I suppose, trite at this point to suggest that we are living through an unprecedented disruption to our enterprise, and I am reminded, as I think we all are, how quickly our priorities and our daily routines can change.

I have spent the past couple of weeks in a lot of virtual meetings, learning Teams and WebEx and Zoom, addressing various aspects of our response, and that of the UNC System, to the coronavirus crisis. Along with the other officers, and together with the Chancellor and Academic Council, I believe that we have established necessary channels of communication and a good working relationship to continue addressing the many challenges that we confront in the present moment.

Now, I don't want to say that I saw this coming, but some of you may recall that my Convocation remarks the past two years focused on calamities. I described how small farmers were confronting climate change, catastrophic hurricanes or the prospect of seeing their homes collapse into the river because of erosion and flooding.

We might "take inspiration," I said in back in August, "from their ability to make do when circumstances are less than ideal." Well, 'less than ideal' seems a fair way to characterize what we are all going through right now.

My convocation watchwords for coping with a changing environment were adaptation and resilience, and those still seem like pretty good notions as we try to contend with our own dramatically altered climate, but I'd like to add a couple of additional principles that might guide us as we attempt to stay afloat in turbulent times.

The first that comes to mind is the need for compassion. We should, I think, be able to pause and acknowledge the profound disruptions and negative impacts of the coronavirus health crisis on our faculty colleagues, our students, ECU staff, and other members of the Pirate community. I hope that we will show empathy toward those who may have to cope with illness, have fears about loved ones, face economic anxiety, and confront new responsibilities, altered daily routines, and technological limitations and challenges. I hope that we can recalibrate our expectations, to put forth our best effort but with full understanding that we may have to settle for less than perfection, from ourselves and from others. Some of you may have seen that this kind of sentiment is circulating around academia. In my own field, for example, a number of journals have stopped accepting new manuscripts, asking us as scholars to resist the relentless demands for productivity and accountability, to slow down and cultivate practices of mutual aid and support. As the editors of the *Feminist Review* have put it, "COVID-19 is ultimately a crisis of care" and they advise that we should take this time to reflect on what an ethics of care, including self-care, should look like in contemporary higher education.

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Alongside compassion, another principle that comes to mind is gratitude. And in that regard, I want to salute the sometimes heroic efforts being put forth by all of our faculty to help us maneuver through this challenge together, beginning with our colleagues in the Health Sciences, many of whom are on now the front lines of the local and regional response to COVID-19. We thank you for your important work. I am thankful to our Senate Committee members, and an outstanding group of Committee Chairs, who have ensured that the important work of the Senate continues to get done, and that our faculty retain a strong voice in developing the policies and procedures that will guide our response to the coronavirus crisis. Indeed, while we recognize the need for flexibility and in some cases expediency, our institutional approach must always be grounded in a meaningful shared governance in which our faculty remain fully informed, and are actively involved in key decisions.

And, finally, I want to express my gratitude to the scores of ECU instructors who have been forced to pivot to new modes of instruction in order to serve our students. This has taken a tremendous individual and collective effort, a willingness to learn and to share ideas and expertise, and in all of this, our commitment to student success is palpable. It is at moments like this that the value of faculty expertise, experience, and pedagogy become crystal clear. Notwithstanding the feverish efforts of textbook companies and OPMs to use this crisis to expand their market share, there should be no question that true education does not consist of a platform or a technology or 'bundled content', but is rather a deep investment in the transformative potential of human relationships, whether in person, at a safe social distance, or at either ends of a device screen.

And this last point hints at a set of longer-term principles that I think we will also need to keep in mind. Although our first priority must be persisting over these next few weeks and months, I think it likely that this event will pose significant new challenges for a higher education system already experiencing headwinds. We face the prospect of a severe economic downturn, and in the wake of our current 'natural experiment' with alternative course delivery, I think we will see increased pressures to move toward an instrumental model of virtual education inspired by the Southern New Hampshire's and Western Governors of the world. This is a model driven not by the kind of thoughtful distance learning pedagogy that we have developed over time here at ECU, but by efficiencies gained through the deprofessionalization of faculty. In the months ahead, we will need to be guided by principles of advocacy and solidarity if we are to guard against a new austerity regime in higher education. We will need to vigorously defend the institution of tenure, to champion the value of a liberal arts education, and to combat the increasing precarity and contingency of faculty labor.

But that's all well down the road. For now, the good news is that our current crisis provides fertile ground for cultivating exactly the kinds of resources that will be needed to become more adaptable and resilient, not unlike those small farmers in the Caribbean and in Bangladesh. If we will be guided by compassion and ethic of care, by flexibility and reasonable expectations, and by solidarity and mutual support, we can not only see ourselves through our present corona-crisis, but also ensure that ECU is positioned to weather whatever storms may lie ahead.

**E. Question Period**

There were no questions posed at this time.

**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 reported curriculum and academic matters acted on during the [March 16, 2020](#), Graduate Council meeting minutes, including level I action items from the [February 5, 2020](#), [February 19, 2020](#), and [February 26, 2020](#) Graduate Curriculum Committee meeting minutes which were approved by its delegated authority and are reported here for informational purposes; programmatic action item (GC 20-4) including a request to establish a new academic degree program, PhD in Maritime Archeology from the Department of Maritime Studies within the Thomas Harriot College of Arts and Sciences; programmatic action item (GC 20-5) including level II and level III programmatic action items from the [February 5, 2020](#), [February 19, 2020](#), and [February 26, 2020](#) Graduate Curriculum Committee meeting minutes, which were forwarded to the Educational Policies and Planning Committee (EPPC), including an establishment of a new graduate certificate, Digital Learning for Educational Administrators from the Department of Mathematics, Science, and Instructional Technology within the College of Education; an establishment of a new certificate in Biostatistics from the Department of Biostatistics, a request to discontinue an accelerated program, BS in Exercise Physiology/DPT Physical Therapy from the Department of Physical Therapy, a discontinuation of an existing certificate in Vocational Evaluation from the Department of Addictions and Rehabilitation Sciences within the College of Allied Health Sciences; an establishment of a new accelerated program, Accelerated Bachelor of Science in Industrial Technology/Master of Science in Network Technology from the Department of Technology Systems within the College of Engineering and Technology; an establishment of a new accelerated program, Accelerated Bachelor of Arts in Foreign Languages and Literatures/Master of Arts in Hispanic Studies from the Department of Foreign Languages and Literatures, a revision of two existing degrees, MS in Biology and PhD in Interdisciplinary Doctoral Program in Biology, Biomedicine, and Chemistry from the Department of Biology; and policy action item (GC 20-6) including a Graduate Faculty Criteria policy request from the School of Dental Medicine. The request to establish an MS in Planning and Development is currently at the UNC system level. This item was approved electronically by the Graduate School before the Graduate Council meeting but was discussed during the [March 16, 2020](#) Graduate Council meeting and is being reported here for informational purposes only.

Professor Chambers asked if the Digital Learning for Educational Administrators certificate proposal was vetted with the Department of Educational Leadership.

Professor Preston says yes it was, and that there was some planning done with both groups in the early stages.

There was no further discussion and the curriculum and academic matters acted on and recorded during the Graduate Council's [March 16, 2020](#), Graduate Council meeting minutes, including level I action items from the [February 5, 2020](#), [February 19, 2020](#), and [February 26, 2020](#) Graduate Curriculum Committee meeting minutes which were approved by its delegated authority and are reported here for informational purposes; programmatic action item (GC 20-4) including a request to establish a new academic degree program, PhD in Maritime Archeology from the Department of Maritime Studies within the Thomas Harriot College of Arts and Sciences; programmatic action item (GC 20-5) including level II and level III programmatic action items from the [February 5, 2020](#), [February 19, 2020](#), and [February 26, 2020](#) Graduate Curriculum Committee meeting minutes, which were forwarded to the Educational Policies and Planning Committee (EPPC), including an establishment of a new graduate certificate, Digital Learning for Educational Administrators from the Department of Mathematics, Science, and Instructional Technology within the College of Education;

an establishment of a new certificate in Biostatistics from the Department of Biostatistics, a request to discontinue an accelerated program, BS in Exercise Physiology/DPT Physical Therapy from the Department of Physical Therapy, a discontinuation of an existing certificate in Vocational Evaluation from the Department of Addictions and Rehabilitation Sciences within the College of Allied Health Sciences; an establishment of a new accelerated program, Accelerated Bachelor of Science in Industrial Technology/Master of Science in Network Technology from the Department of Technology Systems within the College of Engineering and Technology; an establishment of a new accelerated program, Accelerated Bachelor of Arts in Foreign Languages and Literatures/Master of Arts in Hispanic Studies from the Department of Foreign Languages and Literatures, a revision of two existing degrees, MS in Biology and PhD in Interdisciplinary Doctoral Program in Biology, Biomedicine, and Chemistry from the Department of Biology; and policy action item (GC 20-6) including a Graduate Faculty Criteria policy request from the School of Dental Medicine were approved as formal faculty advice to the Chancellor. **RESOLUTION #20-25**

## **Agenda Item VI. Report of Committees**

### **A. Undergraduate Curriculum Committee**

Professor Jean Luc Scemama (Biology), Chair of the Committee presented curriculum and academic matters acted on during the [February 13, 2020](#) meeting including curricular actions in the Departments of History, and Criminal Justice within the Harriot College of Arts and Sciences, the Departments of Accounting and Management Information Systems within the College of Business, and the Department of Military Science within the College of Health and Human Performance; the [February 27, 2020](#) meeting including curricular actions in the Department of Elementary Education within the College of Education, the Department of Addiction and Rehabilitation Studies within the College of Allied Health Sciences, and the Department of Philosophy and Religious Studies within the Harriot College of Arts and Sciences; and the [March 5, 2020](#) meeting including curricular actions in the Departments of Mathematics, English, Physics, and Foreign Languages and Literatures within the Harriot College of Arts and Sciences, and the School of Theatre and Dance within the College of Fine Arts and Communication.

There was no discussion and the curriculum and academic matters acted on during the Undergraduate Curriculum Committee's [February 13, 2020](#) meeting including curricular actions in the Departments of History and Criminal Justice within the Harriot College of Arts and Sciences, the Departments of Accounting and Management Information Systems within the College of Business, and the Department of Military Science within the College of Health and Human Performance; the [February 27, 2020](#) meeting including curricular actions in the Department of Elementary Education within the College of Education, the Department of Addiction and Rehabilitation Studies within the College of Allied Health Sciences, and the Department of Philosophy and Religious Studies within the Harriot College of Arts and Sciences; and the [March 5, 2020](#) meeting including curricular actions in the Departments of Mathematics, English, Physics, and Foreign Languages and Literatures within the Harriot College of Arts and Sciences, and the School of Theatre and Dance within the College of Fine Arts and Communication were approved as presented. **RESOLUTION #20-26**

### **B. Educational Policies and Planning Committee, Mark Bowler**

Professor Mark Bowler (Psychology), Chair of the Committee presented curriculum and academic matters acted on during the [March 20, 2020](#) meeting including a new Music Education concentration, the removal of the Piano Pedagogy concentration, and a new Keyboard Performance Specialist and Pedagogy concentration in the MM Music in the School of Music within the College of Fine Arts and

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Communication; a new Academically Gifted concentration in the BS Elementary Education within the College of Education; a new undergraduate certificate in Applied Data Analytics, and the discontinuation of the Supply Chain Management concentration in the BSBA Marketing within the College of Business; the change of prefix from RCLS to RCSC in the BS Recreation and Park Management in the Department of Recreation Sciences within the College of Health and Human Performance; and the Request to Establish the PhD in Maritime Archeology in the Department of History within the Harriot College of Arts and Sciences.

There was no discussion and the curriculum and academic matters acted on during the Educational Policies and Planning Committee's [March 20, 2020](#) meeting including a new Music Education concentration, the removal of the Piano Pedagogy concentration, and a new Keyboard Performance Specialist and Pedagogy concentration in the MM Music in the School of Music within the College of Fine Arts and Communication; a new Academically Gifted concentration in the BS Elementary Education within the College of Education; a new undergraduate certificate in Applied Data Analytics, and the discontinuation of the Supply Chain Management concentration in the BSBA Marketing within the College of Business; the change of prefix from RCLS to RCSC in the BS Recreation and Park Management in the Department of Recreation Sciences within the College of Health and Human Performance; and the Request to Establish the PhD in Maritime Archeology in the Department of History within the Harriot College of Arts and Sciences were approved as presented. **RESOLUTION #20-28** (*This report was presented after the first report from Faculty Governance, so the first report from Faculty Governance is Resolution #20-27.*)

**C. Faculty Governance Committee, Jeff Popke**

Professor Jeff Popke (Geography, Planning and Environment), Vice Chair of the Committee presented the second reading of proposed revisions to *ECU Faculty Manual* Part II. East Carolina University Organization and Shared Governance, Section II. Faculty Constitution and By-Laws, subsection By-Laws of the Faculty of East Carolina University, IV. Faculty Senate, Academic and Administrative Committees, Membership, and Structure.

Professor Popke explained that this change was made because there was some concern that striking this sentence would water down the value of tenure. If we feel that tenure is a principle worth defending, then we need to ensure that the majority of committee members are in fact tenure track. They did some revising of this passage to reflect that. The new policy revision removes the previous cap of no more than two fixed term faculty members, but it also guarantees that majority of voting members be probationary or tenured faculty. This is a motion from Faculty Governance to amend the previously approved language, which struck the entire sentence.

The motion was seconded by Aundrea Oliver (Medicine).

Professor Su (Geology) asked for clarification between elected members and voting members on committees.

Chair Popke responded that regular members are elected through the senate. Ex-officio members are appointed by Chair of the Faculty, Chancellor, and others. Ex-officio members do not always have the right to vote. Only regular (elected) members count towards quorum. Ex-officio may vote but are not part of quorum because we cannot have all ex-officio be administrators or nonfaculty and then have them vote for measures in a block. But we want to protect the participation of fixed term faculty on these committees.



After this discussion, the proposed revisions to *ECU Faculty Manual* Part II. East Carolina University Organization and Shared Governance, Section II. Faculty Constitution and By-Laws, subsection By-Laws of the Faculty of East Carolina University, IV. Faculty Senate, Academic and Administrative Committees, Membership, and Structure were approved as presented. **RESOLUTION #20-27**

Chair Popke then presented proposed revisions to the 2020 Administrative Surveys. The change is regarding gender identity. The current options only offer male or female as choices. After consultation with Mark Rasdorf of the Peele Center they have updated this language to be more inclusive.

Professor Drake (Business) is worried that this change may limit anonymity for those who do specify. There are few transgender faculty on campus so wouldn't this identify them?

Chair Popke noted that this particular question was discussed by the committee. The reports from these surveys do not include these details with the results. Also they have the option to select "prefer not to answer." This change is in response to requests from faculty.

Professor Ticknor (Education) suggested a friendly amendment to make the question read: "What is your gender identity?"

Chair Popke replied that there are many different wordings suggested by survey experts around the country. This language has been used in other surveys and was recommended by Mark Rasdorf at the Jesse Peele Center.

Professor Grodner (Economics) motioned to replace the categories for transgender male, transgender female, and and gender variant/non-conforming with "Other" and add a place for filling in whatever the person chooses, and keep the prefer not to answer option.

Professor Greer (Nursing) seconded this.

Chair Popke explained that the idea of "othering" is the problem here and that language does not allow the affirmative identification of one's gender in the same way that having the specific categories does, and he thinks it is important to give people the choice.

Professor Chambers (Education) was recognized, but deferred to Professor Ticknor in the event that Professor Ticknor had been offering a motion before.

Chair Popke asked Professor Ticknor if she wanted her friendly amendment expressed as a motion, and she said yes and restated her motion to make the question read: "What is your gender identity?"

Professor Tschida (Education) seconded this.

Professor Chambers (Education) asked if such an open-ended question would allow for proper accounting that would allow for so much variation that we would not be able to make any meaningful understanding systematically about gender identification. Would the sample sizes would be too small to say anything at an aggregate level?

Chair Popke noted that the motion on the table is not about the categories to choose from, but about the phrasing of the question.

Professor Roberson (Nursing) said she agreed with the changing of the wording, and that the proposed wording is much more coherent.

After this discussion, a vote was taken and the motion passed.

Discussion resumed for Professor Grodner's motion to change the answer options.

Professor Grodner amended his previous motion, changing the options to male, female, and neither male nor female with the option to specify.

Parliamentarian Martinez raised the question that the modification to the motion may require a separate second.

Professor Greer (Nursing) withdrew her second of the motion and did not wish to affirm the modification, but Professor Johnson (Communication) had seconded the motion before, so it moved forward for discussion.

Professor Su (Geography, Planning, and Environment) noted that we are not going to reinvent this discussion because this is a tricky issue. This is not about our personal views. He said that instead of coming up with a new question format, we should instead treat the gender question the same way that the race and ethnicity question is written.

Chair Popke responded that the committee took it up at the request of a faculty member and the language in this proposal represents best practices.

Professor Johnson (Communications) noted that the race and ethnicity questions list "Other" as an option. Isn't that a form of Othering as well? There is a concern that the list we offer is not exhaustive, so maybe providing an opportunity to specify some category that wasn't recognized is better.

Professor Chambers (Education) requests that we call the question. Professor Popke noted that it would require a 2/3rds vote. The motion did not pass.

Parliamentarian Martinez (Foreign Languages and Literatures) reminded Chair Popke that if there was a lot of disagreement, the proposal could be sent back to the committee for further consideration.

Professor Tschida (Education) made a motion for the proposal to go back to the committee for tweaking. She noted that it mixes up the categories of sex and gender, and that the gender terms should be "cisgender woman" and "cisgender man" instead of the sex terms "female" and "male". Her feedback is based on her own work with the LGBT Center.

Professor McKinnon (History) seconded the motion.

After this discussion, the Senate voted in favor of returning the revisions to the 2020 Administrative Surveys to the Faculty Governance Committee for further discussion and consideration.

**RESOLUTION #20-29**

**D. Unit Code Screening Committee, Melinda Doty**

Professor Doty (Engineering and Technology), Vice Chair of the Committee presented the revised [College of Education Unit Code](#).

There was no discussion and the revised [College of Education Unit Code](#) was approved as presented. **RESOLUTION #20-30**

**E. Admission and Retention Policies Committee, Eli Hvastkovs**

Professor Hvastkovs (Chemistry), Chair of the Committee presented proposed revisions to the *ECU Faculty Manual*, Part VI, Section I., subsection VIII.A. Grades and Grading. He explained that the previous addendum was returned to the committee and this revision was meant to address the concerns expressed about allowing the types of platforms that professors use to teach their courses.

Professor Grodner (Economics) proposed that if amendments to the text were proposed that Senators should type their revision into the Chat window instead of trying to verbalize it alone. Chair Popke agreed that would be preferred.

Professor Drake (Business) asked about autograding that happens through textbook publishers using assignments graded by external companies? Does this need to be approved?

Professor Hvastkovs said this was discussed in committee, and that the information that it was being used would be out there in your syllabus and would be understood as being approved by the unit administrator. That is not the same situation as an ad hoc outsourced company, and the prior approval from the unit administrator would include any homework system that the faculty of the unit agree to use and would be fine.

After this discussion, revisions to the *ECU Faculty Manual*, Part VI, Section I., subsection VIII.A. Grades and Grading were approved as presented. **RESOLUTION #20-31**

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

Professor Puri Martinez (Foreign Languages and Literatures) presented curriculum and academic matters acted on by Committee vote on March 23, 2020, including approval of General Education Humanities credit (GE:HU) for study abroad course Environmental Ethics from the University of Wroclaw in Poland; approval of Domestic Diversity credit (DD) for transfer course SOC 150 Introduction to Sociology from Lehigh Carbon Community College; approval of Global Diversity credit (GD) for transfer course LBST 2102 Global Intercultural Connections from UNC Charlotte; Global Diversity credit (GD) for transfer course REL 231 Religions of the World I from Nova College; General Education Humanities credit (GE:HU) for transfer course ENG 3309 Approaches to Everyday Discourse from McDaniel College; notification of deletion of FREN 2440 Readings in the Culture of France I, FREN 2441 Readings in the Culture of France II, and FREN 2442 Readings in the Francophone Cultures of the Americas; notification of change of title for FREN 3001 Culture and Communication to French Conversation, FREN 3443 Special Topics in the Culture of France to Cultures of France, and FREN 3444 Special Topics in Francophone Cultures of the World to Francophone Cultures of the World; notification of change of title, number, and prerequisite of FREN 3500 Introduction to Literature to FREN 3550 Introduction to Cultural Analysis; notification of prerequisite change for FREN 4560 The Contemporary French and Francophone World; notification of the banking of MATH 2282 Data Analysis and Probability, MATH 2775 Topics in Discrete Mathematics, MATH 3237 Discrete Mathematics, and MATH 3239 Applied Mathematics Via

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Modeling; notification of the deletion of MATH 1067 Algebraic Concepts and Relationships and MATH 2151 Engineering Calculus I; notification of removal of prerequisites for SOCI 2111 Modern Social Problems; and approval of the following courses for expedited Global Diversity credit (GD):

AERO 4400	National Security Affairs. Preparation for Active Duty
ANTH 1001	Aliens, Atlantis and Archeology
ANTH 2000	Archeology Around the World
ANTH 2005	Environmental Anthropology
ANTH 2015	Introduction to Biological Anthropology
ANTH 2016/ BIOL 2016	Biological Anthropology Lab
ANTH 2025	Sexual Behavior from an Anthropological Perspective
ANTH 3009/ RELI 3009	Motherhood of God in Asian Traditions
ANTH 3011	Hunter Gatherer Lifeways
ANTH 3012	Lifeways of Pastoral Nomads
ANTH 3113/ RELI 3113	Archeology of the Old Testament World
ANTH 3114/ RELI 3114	Archeology of the New Testament World
ANTH 3115	Caribbean Archeology
ANTH 3117	Prehistory of the Middle East
ANTH 3118	Pyramids, Pharaohs, and Mummies: The Archeology of Ancient Egypt
ANTH 3252	Medical Anthropology
ANTH 3300	Language and Culture
ANTH 4050	Psychological Anthropology
ANTH 4054	Anthropology of Religion
ANTH 4225	Human Evolution
ART 3515/ HNRS 2012	Directed Field Study in Studio Art
ARTH 4944	Studies in Contemporary Art: Post 1960s Art
COMM 3172	Media Effects
DNCE 4045	History of Dance II
ECON 3353/ ECON 5150	Developmental Economics
ECON 3365	Russian Economic Transition
ECON 3630	Health Economics
ECON 4373	International Trade
FINA 4454	International Finance
FORL 2700	Special Topics in French and Francophone Literature
FREN 3500	Introduction to Literature
GEOG 1000	People, Places and Environments
GEOG 2003	Geography of the Global Economy

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GEOG 2300	Geography of Environmental Resources
GEOG 2350	Climate Change: Science and Society
GEOG 3049	Latin America
GEOG 4325	Resources, Population and Development
GEOG 4330	Agricultural Geography
GEOG 4360	Geography of Global Climate and Environmental Change
GERM 1001	German Level I
GERM 2003	German Level III
GERM 2004	German Level IV
GERM 3001	German Composition and Conversation I
GERM 3002	German Composition and Conversation II
GERM 3700	Special Topics
GERM 4530	The German-Speaking World of the Nineteenth Century
GERM 4550	The Contemporary German Speaking World
GERM 4700	Special Topics in German Studies
GLST 4500	Seminar in Global Studies
HIST 2300	Passion and Sex in Ancient History
HIST 3412	A History of Christianity to 1300
HIST 3413	A History of Christianity 1300-Present
HIST 3415	The Middle Ages
HIST 3420	Early Modern Europe to 1648
HIST 3435	History of Europe since 1914
HIST 3460	Germany 1790-1914
HIST 3461	Germany since 1914
HIST 3480	Britain to 1688
HIST 3482	Britain 1688-1832
HIST 3484	Britain from 1832
HIST 3611	History of East Asia since 1600
HIST 3627	History of Japanese Buddhism
HIST 3629	History of Traditional China
HIST 3635	Samurai History and Cinema
HIST 3669	History of the Middle East, 600-1500
HIST 3670	History of the Middle East since 1500
HIST 3680	Women and Gender in the Middle East
HIST 3710	Introduction to Latin-American History: Colonial Period
HIST 3711	Introduction to Latin-American History since 1808
HIST 3810	History of Africa
HIST 3820	History of South Africa
HIST 3830	Africa and Islam
HIST 3980	Shipwreck Archeology
JUST 5000	Comparative Criminal Justice

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LING 3750	Introductory Linguistics
MKTG 3852	Cultural Environment of International Business
PHIL 1176	Introduction to Social and Political Philosophy
RELI 2350	Religion and Sexuality
RELI 2600	Interfaith Engagement
RELI 2691	Classical Islam
RELI 2694	Indigenous Religions
RELI 3500	Methodology of Religious Studies
RELI 3690	Women and Religion
RELI 3694	Religions of Africa
RUSI 2001	Introduction to Russian Studies: Humanities
RUSI 4000	Senior Seminar in Russian Studies
RUSS 3220	Nineteenth Century Russian Literature in Translation
RUSS 3221	Twentieth Century Russian Literature in Translation
RUSS 3230	Russia and Soviet Film
SOCI 3600	Power and Politics in Society
SOCI 4350	Social Change
SPAN 3550	introduction to Cultural Analysis
THEA 2035	Theatre History-Literature I

Professor Martinez also reported the Committee’s recommendation to Vice Chancellor for Health Sciences to approve request by Department of Physician Assistant Studies to modify the SSOI instrument for their courses to comply with their accreditation body requirements for informational purposes only.

There was no discussion and the curriculum and academic matters acted on by Committee vote on March 23, 2020, including approval of General Education Humanities credit (GE:HU) for study abroad course Environmental Ethics from the University of Wroclaw in Poland; approval of Domestic Diversity credit (DD) for transfer course SOC 150 Introduction to Sociology from Lehigh Carbon Community College; approval of Global Diversity credit (GD) for transfer course LBST 2102 Global Intercultural Connections from UNC Charlotte; Global Diversity credit (GD) for transfer course REL 231 Religions of the World I from Nova College; General Education Humanities credit (GE:HU) for transfer course ENG 3309 Approaches to Everyday Discourse from McDaniel College; notification of deletion of FREN 2440 Readings in the Culture of France I, FREN 2441 Readings in the Culture of France II, and FREN 2442 Readings in the Francophone Cultures of the Americas; notification of change of title for FREN 3001 Culture and Communication to French Conversation, FREN 3443 Special Topics in the Culture of France to Cultures of France, and FREN 3444 Special Topics in Francophone Cultures of the World to Francophone Cultures of the World; notification of change of title, number, and prerequisite of FREN 3500 Introduction to Literature to FREN 3550 Introduction to Cultural Analysis; notification of prerequisite change for FREN 4560 The Contemporary French and Francophone World; notification of the banking of MATH 2282 Data Analysis and Probability, MATH 2775 Topics in Discrete Mathematics, MATH 3237 Discrete Mathematics, and MATH 3239 Applied Mathematics Via Modeling; notification of the deletion of MATH 1067 Algebraic Concepts and Relationships and MATH 2151 Engineering Calculus I; notification of removal of prerequisites for SOCI 2111 Modern Social Problems; and approval of the above courses for expedited Global

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Diversity credit (GD) were approved as presented. **RESOLUTION #20-32**

**Agenda Item VII. New Business**

There was no new business before the body at this time.

There being no further business, the meeting adjourned at 3:50 pm.

Submitted by,

Amanda Ann Klein  
Secretary of the Faculty  
Department of English

Rachel Baker  
Faculty Senate

## FACULTY SENATE RESOLUTIONS APPROVED AT THE MARCH 31, 2020 MEETING

### Resolution #20-25

Approval as formal faculty advice on curriculum and academic matters acted on and recorded during the Graduate Council's [March 16, 2020](#), Graduate Council meeting minutes, including level I action items from the [February 5, 2020](#), [February 19, 2020](#), and [February 26, 2020](#) Graduate Curriculum Committee meeting minutes which were approved by its delegated authority and are reported here for informational purposes; programmatic action item (GC 20-4) including a request to establish a new academic degree program, PhD in Maritime Archeology from the Department of Maritime Studies within the Thomas Harriot College of Arts and Sciences; programmatic action item (GC 20-5) including level II and level III programmatic action items from the [February 5, 2020](#), [February 19, 2020](#), and [February 26, 2020](#) Graduate Curriculum Committee meeting minutes, which were forwarded to the Educational Policies and Planning Committee (EPPC), including an establishment of a new graduate certificate, Digital Learning for Educational Administrators from the Department of Mathematics, Science, and Instructional Technology within the College of Education; an establishment of a new certificate in Biostatistics from the Department of Biostatistics, a request to discontinue an accelerated program, BS in Exercise Physiology/DPT Physical Therapy from the Department of Physical Therapy, a discontinuation of an existing certificate in Vocational Evaluation from the Department of Addictions and Rehabilitation Sciences within the College of Allied Health Sciences; an establishment of a new accelerated program, Accelerated Bachelor of Science in Industrial Technology/Master of Science in Network Technology from the Department of Technology Systems within the College of Engineering and Technology; an establishment of a new accelerated program, Accelerated Bachelor of Arts in Foreign Languages and Literatures/Master of Arts in Hispanic Studies from the Department of Foreign Languages and Literatures, a revision of two existing degrees, MS in Biology and PhD in Interdisciplinary Doctoral Program in Biology, Biomedicine, and Chemistry from the Department of Biology; and policy action item (GC 20-6) including a Graduate Faculty Criteria policy request from the School of Dental Medicine.

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### Resolution #20-26

Curriculum and academic matters acted on during the Undergraduate Curriculum Committee's [February 13, 2020](#) meeting including curricular actions in the Departments of History and Criminal Justice within the Harriot College of Arts and Sciences, the Departments of Accounting and Management Information Systems within the College of Business, and the Department of Military Science within the College of Health and Human Performance; the [February 27, 2020](#) meeting including curricular actions in the Department of Elementary Education within the College of Education, the Department of Addiction and Rehabilitation Studies within the College of Allied Health Sciences, and the Department of Philosophy and Religious Studies within the Harriot College of Arts and Sciences; and the [March 5, 2020](#) meeting including curricular actions in the Departments of Mathematics, English, Physics, and Foreign Languages and Literatures within the Harriot College of Arts and Sciences, and the School of Theatre and Dance within the College of Fine Arts and Communication.

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### Resolution #20-27

Revisions to *ECU Faculty Manual* Part II. East Carolina University Organization and Shared Governance, Section II. Faculty Constitution and By-Laws, subsection By-Laws of the Faculty of East



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Carolina University, IV. Faculty Senate, Academic and Administrative Committees, Membership, and Structure.

IV. Faculty Senate, Academic and Administrative Committees, Membership, and Structure  
Membership

~~Membership of Faculty Senate Committees and Academic Committees shall consist of~~ **Unless otherwise specified in a Committee's charge, all** faculty members in at least their second consecutive year of full-time employment at East Carolina University **are eligible to serve on Faculty Senate Committees and Academic Committees.** A majority of the **voting** members of all **Committees must be faculty members, and a majority of the elected members of all Committees must be** tenured or **probationary (tenure-track)** faculty. ~~members, and in no case shall more than two elected members of each committee be fixed term faculty members.~~ The Chancellor and the Chair of the Faculty are ex-officio members of all committees. **(Faculty Senate Resolution #14-88)**

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Resolution #20-28

Curriculum and academic matters acted on during the Educational Policies and Planning Committee's [March 20, 2020](#) meeting including a new Music Education concentration, the removal of the Piano Pedagogy concentration, and a new Keyboard Performance Specialist and Pedagogy concentration in the MM Music in the School of Music within the College of Fine Arts and Communication; a new Academically Gifted concentration in the BS Elementary Education within the College of Education; a new undergraduate certificate in Applied Data Analytics, and the discontinuation of the Supply Chain Management concentration in the BSBA Marketing within the College of Business; the change of prefix from RCLS to RCSC in the BS Recreation and Park Management in the Department of Recreation Sciences within the College of Health and Human Performance; and the Request to Establish the PhD in Maritime Archeology in the Department of History within the Harriot College of Arts and Sciences.

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Resolution #20-29

Return proposed revisions to the 2020 Administrative Surveys to the Faculty Governance Committee for further discussion and review.

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Resolution #20-30

Revisions to the [College of Education Unit Code](#).

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Resolution #20-31

Revisions to the *ECU Faculty Manual*, Part VI. Teaching and Curriculum Regulations, Procedures and Academic Program Development, Section I. Teaching Regulations and Guidelines Related to Faculty, Subsection VIII.A. Grades and Grading

*In October 2019, Jeff Popke, Chair of the Faculty, charged the Committee with consideration of the use of external grading systems, in response to the appearance of advertisements in faculty email inboxes from a service called "Gradify." The Committee was asked to consider whether such services*

*should be allowed and to propose revisions to the ECU Faculty Manual based on their deliberations. The Committee first proposed the addition of the sentence, "Instructors shall not use paid, non-ECU personnel to grade materials assigned in a course." The Faculty Senate voted to return the report back to the Committee for further discussion and review, and the Committee decided that the below language should be added to the ECU Faculty Manual.*

(Additions are noted in **bold** text.)

## VIII. Grades

### A. Grades and Grading

Instructors assign grades on the basis of their evaluation of the academic performance of each student enrolled in their courses. Course grades are based on the quality of the student's performance as evaluated by the performance criteria stated in the course syllabus. **Instructors for a course shall not use ad hoc contracted or outsourced companies or personnel to grade materials assigned in a course unless obtaining prior approval from the unit administrator.** (FS Resolution #10-08, February 2010)

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### Resolution #20-32

Curriculum and academic matters acted on by the General Education and Instructional Effectiveness Committee vote on March 23, 2020, including approval of General Education Humanities credit (GE:HU) for study abroad course Environmental Ethics from the University of Wroclaw in Poland; approval of Domestic Diversity credit (DD) for transfer course SOC 150 Introduction to Sociology from Lehigh Carbon Community College; approval of Global Diversity credit (GD) for transfer course LBST 2102 Global Intercultural Connections from UNC Charlotte; Global Diversity credit (GD) for transfer course REL 231 Religions of the World I from Nova College; General Education Humanities credit (GE:HU) for transfer course ENG 3309 Approaches to Everyday Discourse from McDaniel College; notification of deletion of FREN 2440 Readings in the Culture of France I, FREN 2441 Readings in the Culture of France II, and FREN 2442 Readings in the Francophone Cultures of the Americas; notification of change of title for FREN 3001 Culture and Communication to French Conversation, FREN 3443 Special Topics in the Culture of France to Cultures of France, and FREN 3444 Special Topics in Francophone Cultures of the World to Francophone Cultures of the World; notification of change of title, number, and prerequisite of FREN 3500 Introduction to Literature to FREN 3550 Introduction to Cultural Analysis; notification of prerequisite change for FREN 4560 The Contemporary French and Francophone World; notification of the banking of MATH 2282 Data Analysis and Probability, MATH 2775 Topics in Discrete Mathematics, MATH 3237 Discrete Mathematics, and MATH 3239 Applied Mathematics Via Modeling; notification of the deletion of MATH 1067 Algebraic Concepts and Relationships and MATH 2151 Engineering Calculus I; notification of removal of prerequisites for SOCI 2111 Modern Social Problems; and approval of the following courses for expedited Global Diversity credit (GD):

AERO 4400	National Security Affairs. Preparation for Active Duty
ANTH 1001	Aliens, Atlantis and Archeology
ANTH 2000	Archeology Around the World
ANTH 2005	Environmental Anthropology
ANTH 2015	Introduction to Biological Anthropology

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ANTH 2016/ BIOL 2016	Biological Anthropology Lab
ANTH 2025	Sexual Behavior from an Anthropological Perspective
ANTH 3009/ RELI 3009	Motherhood of God in Asian Traditions
ANTH 3011	Hunter Gatherer Lifeways
ANTH 3012	Lifeways of Pastoral Nomads
ANTH 3113/ RELI 3113	Archeology of the Old Testament World
ANTH 3114/ RELI 3114	Archeology of the New Testament World
ANTH 3115	Caribbean Archeology
ANTH 3117	Prehistory of the Middle East
ANTH 3118	Pyramids, Pharaohs, and Mummies: The Archeology of Ancient Egypt
ANTH 3252	Medical Anthropology
ANTH 3300	Language and Culture
ANTH 4050	Psychological Anthropology
ANTH 4054	Anthropology of Religion
ANTH 4225	Human Evolution
ART 3515/ HNRS 2012	Directed Field Study in Studio Art
ARTH 4944	Studies in Contemporary Art: Post 1960s Art
COMM 3172	Media Effects
DNCE 4045	History of Dance II
ECON 3353/ ECON 5150	Developmental Economics
ECON 3365	Russian Economic Transition
ECON 3630	Health Economics
ECON 4373	International Trade
FINA 4454	International Finance
FORL 2700	Special Topics in French and Francophone Literature
FREN 3500	Introduction to Literature
GEOG 1000	People, Places and Environments
GEOG 2003	Geography of the Global Economy
GEOG 2300	Geography of Environmental Resources
GEOG 2350	Climate Change: Science and Society
GEOG 3049	Latin America
GEOG 4325	Resources, Population and Development
GEOG 4330	Agricultural Geography
GEOG 4360	Geography of Global Climate and Environmental Change
GERM 1001	German Level I
GERM 2003	German Level III
GERM 2004	German Level IV

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GERM 3001	German Composition and Conversation I
GERM 3002	German Composition and Conversation II
GERM 3700	Special Topics
GERM 4530	The German-Speaking World of the Nineteenth Century
GERM 4550	The Contemporary German Speaking World
GERM 4700	Special Topics in German Studies
GLST 4500	Seminar in Global Studies
HIST 2300	Passion and Sex in Ancient History
HIST 3412	A History of Christianity to 1300
HIST 3413	A History of Christianity 1300-Present
HIST 3415	The Middle Ages
HIST 3420	Early Modern Europe to 1648
HIST 3435	History of Europe since 1914
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HIST 3484	Britain from 1832
HIST 3611	History of East Asia since 1600
HIST 3627	History of Japanese Buddhism
HIST 3629	History of Traditional China
HIST 3635	Samurai History and Cinema
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MKTG 3852	Cultural Environment of International Business
PHIL 1176	Introduction to Social and Political Philosophy
RELI 2350	Religion and Sexuality
RELI 2600	Interfaith Engagement
RELI 2691	Classical Islam
RELI 2694	Indigenous Religions
RELI 3500	Methodology of Religious Studies
RELI 3690	Women and Religion

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RELI 3694	Religions of Africa
RUSI 2001	Introduction to Russian Studies: Humanities
RUSI 4000	Senior Seminar in Russian Studies
RUSS 3220	Nineteenth Century Russian Literature in Translation
RUSS 3221	Twentieth Century Russian Literature in Translation
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SOCI 3600	Power and Politics in Society
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