



2019-2020 FACULTY SENATE

FULL MINUTES OF APRIL 28, 2020

[WebEx Meeting Recording](#)

The eighth regular meeting of the 2019-2020 Faculty Senate was held on **Tuesday, April 28, 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 [March 31, 2020](#) meeting minutes were approved as presented.

Agenda Item III. Special Order of the Day

A. Roll Call

Senators absent were: Professors Turnage (Allied Health Sciences), Tuttle-Newhall (Medicine)

Alternates present were: Professors Beck (Nursing), Greer (Medicine)

B. [Announcements](#)

Chair Popke noted that this was the final regular meeting of the Faculty Senate for the academic year, and announced the names of the Senators who were finishing out their terms of service and not returning in the fall. They were: Jean-Luc Scemama (Biology), Sharon Justice (Business), Mark Jones (Criminal Justice), Christina Tschida (Education), Steve Baker (Engineering and Technology), Carolyn Dunn (Engineering and Technology), Eric Horsman (Geological Sciences), Roger Russell (Health Sciences Library), Jason Higginson (Medicine), Gail Allen (Medicine), Christine Gustafson (Music), Donna Roberson (Nursing), and Ümit Yalçın (Philosophy and Religious Studies).

Chair Popke then went on to highlight other announcements. The General Education and Instructional Effectiveness Committee made an editorial revision to the Mandatory Statement about Survey of Student Opinion of Instruction (SSOI). The SSOI will be administered for institutional purposes, but faculty will be able to decide whether to include the results in their PADs or Annual Reports for next year.

There is a new [Coronavirus page](#) that was created on the Faculty Senate website that has guidance around personnel matters and technology, official communications from campus offices, as well as articles and editorials from several higher education publications.

Chair Popke then stated that speaking privileges have been granted to Ying Zhou, Paul Zigas, Wendy Creasey, and any members of standing University committees reporting today. He went on to express his congratulations to the recipients of the 2019-2020 Teaching Awards nominees and winners.

C. Ron Mitchelson, Interim Chancellor

Interim Chancellor Mitchelson began by thanking faculty for their service and response to the pandemic. He celebrates the last day of classes with the Senate today and looks forward to celebrating the graduates in the virtual graduation ceremony and doing more to celebrate them in the

fall.

Interim Chancellor Mitchelson has been regularly checking the Johns Hopkins site that tracks COVID cases, and we have now hit 3 million cases worldwide with over 200,000 deaths. We have crested the peak of the curve, and adding numbers at a decelerated rate. We are also making good progress towards flattening the curve in North Carolina. We dodged a significant bullet due to our collective efforts as a state, community and university.

Interim Chancellor Mitchelson began by discussing the budget. He stated that a portion of the budget is state appropriated portion, and the other portion is receipt-based. All receipt-based budgets are suffering. These are things like the practice plan in ECU Physicians, Athletics, and activities in Student Affairs. There will be shortfalls all over the budget. There is some reserve to cover some of these losses but the pandemic has deepened a preexisting problem. ECU has begun issuing partial refunds for dining and residential fees. C.A.R.E.S. federal aid for students and for ECU has been issued, and this funding will help us adjust to losses and additional costs. The state portion of the budget is uncertain and the legislature is currently meeting.

Interim Chancellor Mitchelson says the current fiscal year is “pressured” and guidance from state budget and management told us to rein in spending. This guidance was sent out to units. We must stop expenditures between now and June 30, with some exceptions. He has asked university leadership not to spend down their budgets, unlike in previous years.

The state has a cash flow issue at the end of the year and has lost a lot in sales tax, and the date for income tax has been extended. There is an overall slowdown this fiscal year, and associated with that slowdown in expenditures includes human resource-related decisions. Those can be approved by exception, with the largest frequency coming from Health Sciences. Those are related to public health or COVID related aspects. He noted that next year will be an interesting fiscal year. The estimate heard last week from Speaker Tim Moore was that budgets will be down by 15% and we are expecting a cut of 5-15% next year, on top of the cuts we already made to prepare for next year.

Interim Chancellor Mitchelson then turned to the topic of personnel. He said there is a suspension by system office of all nonessential HR actions. This is similar to guidance we have had all April and will take us through the end of May. These suspensions apply to things like hiring, salary adjustments, and promotions. This does not include funding for tenure and promotion raises; Interim Chancellor Mitchelson is committed to maintaining those.

Interim Chancellor Mitchelson says that pending fixed-term contracts are held up while ECU assesses its financial picture for fall. We need to see what the budgets are like. Fixed-term faculty contracts will include, for the first time, a clause making the contract contingent on “sufficient funding.” He expressed hope that there will be enough faculty resources to meet the demand for classes and serve students.

Interim Chancellor Mitchelson discussed the plans for Fall 2020. He said that if we don’t say we are coming back on campus and prepare for it, then it won’t happen, so we are taking a “positive” posture. We cannot come back if it is not safe. An ECU Public Health Plan will be created.

ECU’s Public Health Plan will potentially involve:

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- Testing and tracing
- Facility use
- Personal Protective Equipment (PPE) for faculty, staff and students
- Vulnerable populations, telework, and other HR considerations
- Travel, visitors to Campus, and other interactions with the outside world
- Modified academic calendar

Some of this work is already happening, including a calendar committee considering how we will stage the academic year bearing the uncertainty around the virus in mind and building in some temporal flexibility. In terms of scheduling, what is being planned for Fall 2020 and Spring 2021 is block scheduling, with two shorter 7.5-8 week terms per semester. Students can take 2-3 classes per block instead of 5, taking a total of 5 across the two 8-week blocks, for example. That work of the calendar committee is not completed.

Another team looking at testing. We must have great testing where everybody gets tested. We are lucky to have a medical school and other health-oriented disciplines that can head up this group. Another important aspect will be contact tracing. Interim Chancellor Mitchelson said he feels confident we can put a testing program in place with our resources, as well as contact tracing. He mentioned potentially having students in health-related programs helping with these efforts.

One of the most important parts of this effort will be facility use. We will need to reconfigure or modify the use of classroom, dining, living spaces, and the Student Center to allow for the 6-foot buffer to help prevent the spread of the virus. Faculty should expect class times to be more spread out rather than clumped around peak class times of 10-2 to adhere to spacing guidelines, and there will probably be a cap on group size. Some classes may need to remain online. Our students want their face-to-face classes and we are going to try to make that happen in some form.

Another group will be working on PPE. He does not know exactly what the requirements will be. We may be all be masked, and some may be gloved. Another group will be looking at the interaction of this campus community with the outside world. There will be restrictions on travel and visitors, because we have to be very careful about bringing people physically back to our campus.

Interim Chancellor Mitchelson noted that he is 67 years old. There are employees at ECU who are more vulnerable than others. Our planning needs to incorporate a reconfiguration of what we do, whether it involves teleworking or distance education to protect those workers. We may need more flexibility for those employees in the fall.

Interim Chancellor Mitchelson acknowledged that bringing everyone back to campus would be hard work, and he had given the teams (each of which will have faculty representation) a very tight timeframe of three to four weeks to get this plan together. If there is no feasible health plan, there will be no return to campus.

Questions

Professor Stokes (Allied Health Sciences) said the Division of Health Sciences courses run very differently from other units on campus. Who is on this these subcommittees so if we have concerns we can funnel them to those individuals? That would be helpful to know.

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Interim Chancellor Mitchelson said the first item on the agenda for Wednesday's cabinet meeting is to start to think about that. Chair of the Faculty Jeff Popke will get an email on Wednesday soliciting faculty nominees. He invited Professor Stokes to volunteer for the committee. Those names will be given out and administration is aware and Vice Chancellor Stacy is aware that the Health Sciences division is different and needs different planning. Vice Chancellor Stacy is heading up the committee for testing and tracing.

Professor Bauer (English) asked if faculty should make recommendations to Chair Popke or directly to the Interim Chancellor for faculty who have experience with the the situations that will arise from changing the calendar, like having to reschedule classes and reregister students, faculty workload and scheduling labs and field work and disciplines with clinical components. There are so many different areas that will be impacted and faculty will need to know where to provide names of faculty who have experience with scheduling issues in big departments (like her chair) and the different workloads that go along with that. Also, please describe the faculty representation on these committees a bit more?

Interim Chancellor Mitchelson thinks that as we move through work groups, they will have all faculty members and those faculty members should be the conduit for feedback and concerns from faculty. IPAR will be providing staff support for the planning process. Facilities group will focus on labs. We will have ways to offer suggestions and advice.

Chair Popke encouraged faculty to send him names and suggestions. He said the officers have been discussing what a faculty committee might look like with the same concern that the makeup should reflect the diverse nature of instructional types and programs.

Professor Ticknor (Education) noted that this is a lot of information. Will any of the committees consider faculty burn out due to this new calendar and teaching structure?

Interim Chancellor Mitchelson said that they have not yet focused on that. But one of the working groups is concentrating on HR issues, and would be a good group to consider the potential for burn out. So yes.

Professor Bauer (English) asked if the calendar is changing then when would we build new schedules and complete new registration. And how will this impact student numbers if their schedules have to be redone?

Interim Chancellor Mitchelson said that we have more time now than we did before, after spring break. He is confident we can orchestrate this over the next few months. Because we are committed to fall face to face we are less likely to lose students. But he feels confident that we have the time to figure this out before fall semester begins. You will have the basic parameters of the calendar, which involves having two sessions of approximately 8 weeks instead of 15 weeks. Whether a course is offered in the first 8 weeks or the second 8 weeks will be up to units working that out with the faculty and designing a schedule for that.

Professor Chambers (Education) asked about gateway courses like organic chemistry, physics, and MATH 1065 and putting them into a compressed schedule. Will those be able to be taught in just 8 weeks? That material is really difficult and students need time to unpack that information. What considerations are being made here?

Interim Chancellor Mitchelson said that in some cases having fewer classes to juggle might make it easier for students to manage the material. There is the potential to benefit students. It is not as fast-paced as the summer. Faculty and units (and advisors) should consider the courses carefully. If a student has a difficult gateway course, then the students should be advised to take just two courses in the 8-week block rather than three.

Professor Greer (School of Medicine) asked how is this affecting our SACS accreditation? Have you heard anything from them or any guidance? How do course loads work when there are two 8-week sessions per semester? That doubles our student capacity. How does that map out into course loads and percentage of time and effort?

Interim Chancellor Mitchelson said students will likely still just take a total of 5 classes in a single semester (3 in one 8-week block and 2 in the other 8-week block). Faculty teaching loads will not change; if anything, this approach gives them more flexibility about when to assemble their loads (in coordination with their units, of course). We have seen some of this scheduling in the colleges of Business and Education. There will, of course, be tradeoffs. Block scheduling is part of a public health plan intended to get us through 2020/21 but it may not be a permanent change. Some students and faculty will like 8-week blocks, and some will adopt them longer term. It could be an interesting experiment for us and a demonstration of the flexibility that students and faculty like and is effective.

Professor Johnson (Communications) asked when we would know about budget cuts? Her second question was to request more clarification on fixed-term faculty contracts.

Interim Chancellor Mitchelson said that for the current budget session, as the legislature meets today and tomorrow, the budget requests are all about COVID-19 response. Previous budget items are no longer being considered, and everything is about COVID-19 response and if we receive any of that it will likely be in the form of non-recurring funds. Regular budget will be determined later, likely not until June or July 2020. As for fixed-term faculty, some have received their contract letters. We were waiting to see about the remainder of contracts while we placed contingency language in those letters. They will certainly be issued by end of May.

Professor Bauer (English) asked if furloughs or pay cuts might occur?

Interim Chancellor Mitchelson cannot say for certain. Pay cuts have not come up. Furloughs have come up. We will probably need some flexibility in coping. Interim Chancellor Mitchelson has decided to move forward in a very positive way. The word furlough is more germane when thinking about the receipts-based activities because those have been sorely disrupted. If there is a 5-10% budget cut it is possible there may be furloughs. It would require state and UNC system involvement and would not be unilaterally decided.

Professor Wolf (Physics) asked about a time line for getting graduate students back into the lab and restarting their halted research.

Interim Chancellor Mitchelson said that Interim Vice Chancellor Van Scott is working on that. There are a few categories of student activity, one of which is experiential learning. We'd all like to see this move quickly but he is afraid it will move slowly. There is research occurring. ECU will be in a position to reissue contracts to graduate students in a few weeks. They may still be stuck teleworking for a

while.

Professor Gustafson (Music) asked if we will return to the regular, 15-week semester format in the future?

Interim Chancellor Mitchelson said there may be faculty and students who prefer the 8 week block. We might have options for a variety of semester lengths going forward, like we do with the summer sessions.

Professor Schinasi (Foreign Languages and Literatures) wanted to know what the city's involvement is like in this planning.

Interim Chancellor Mitchelson said ECU has been keeping the city informed. They have an external relations committee that is in contact with the city manager. There is a lot of communication. The city is anxious for our students to return because they are central to the Greenville economy.

Professor Thomas (English) asked if the Interim Chancellor could articulate the benefits of the 8-week block instruction.

Interim Chancellor Mitchelson said that this can give us an organized approach to being nimble. For example, if we start as planned in August and then 8 weeks later the virus is heading back to Greenville as weather cools down, the 8-week block allows us to finish up a course.

Professor Doty (Engineering) also asked about the 8-week semesters, and whether it is possible to do a 2-part class, with 1 part in each 8-week session?

Interim Chancellor Mitchelson said this might create issues for students if you mix up the course too much (start one part face-to-face, the next distance education), but there are certainly lots of possibilities here.

Professor Su (Geography, Planning, and Environment) said that a 2-part class could raise some technical issues because courses are not currently set up that way. In terms of flexibility (which is student-centered), how much do we know about differences between student needs and preferences? If we have more information from students that might help. For example, if 20% of students prefer online, and the rest prefer to come back on-campus, that would make it easier to address the other issues and plan, right?

Interim Chancellor Mitchelson said the next few semesters will be more constrained. Students will likely not have that much in terms of choice. We need to be nimble in the face of uncertainty.

D. Virginia Hardy, Vice Chancellor for Student Affairs

The Vice Chancellor for Student Affairs discussed some impacts of COVID-19 pandemic on ECU students in her written report, which was submitted to the Faculty Senators before the meeting. The Senators were asked to read the report before the meeting to reduce the need for presentations to be made during the virtual meeting, and to reserve the time for questions. The full text of that report can be read [here](#). Vice Chancellor Hardy referred Senators to the report and asked if there were any questions.

Questions

There were no questions for Vice Chancellor Hardy at this time.

E. Stephanie Whaley, Assistant Vice Chancellor and Director of Undergraduate Admissions

Assistant Vice Chancellor and Director Whaley explained that new undergraduate enrollment cannot be projected at this point because the impacts of COVID-19 are still unknown. She provided as much information as she could about the current numbers in her written report, which was submitted to the Faculty Senate before the meeting. Assistant Vice Chancellor Whaley's report can be read [here](#). The Senators were asked to read the report before the meeting and to reserve the time for questions.

Questions

Professor Wolf (Physics) said we have not been doing regular recruitment. How are we helping students register, etc.?

Assistant Vice Chancellor and Director Whaley said lots of yield/transition services have been moved online. High school students are home and answering the phone and responding to texts, which is a good thing. ECU also has a number of virtual services being offered. New freshmen have to complete online orientation before they register for classes.

Professor Su (Geography, Planning, and Environment) asked if 8 week sessions will be up in time for freshmen registration?

Assistant Vice Chancellor and Director Whaley admitted she did not know the answer. Registration opens June 8th and students will register for what is available at that time.

Professor Gustafson (Music) said their recruiting was done before COVID-19, but their classes are hands-on. Should they tell their students we plan to come back? That may prevent student melt.

Assistant Vice Chancellor and Director Whaley said yes, definitely. We are telling them we are planning to coming back in the fall. If things change, we will be flexible. But they should plan on being face to face in Fall 2020.

F. LaKesha Alston Forbes, Associate Provost of Equity and Diversity

Associate Provost Alston Forbes provided a [report](#) on initiatives designed to improve faculty representation in employment and promotion, as well as a [memo](#) to highlight some areas of the report before the meeting. She noted that efforts around recruitment or retention as it relates to representation are investments over time, so it will often take years to see that return on investment. She said they are really pleased to be able to say they have two of the faculty who participated in the Emerging Scholars Symposium returning as either research or teaching faculty at ECU. She thanked Dean Danell for her support of the program.

The floor was opened to questions.

Questions

There were no questions for Associate Provost Forbes at this time.

G. George Bailey, Faculty Assembly Delegate

Professor Bailey (Philosophy and Religious Studies) provided a report of the Faculty Assembly's

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activities. He said Chair Green opened the meeting by discussing the impact of the crisis and said it was most important to keep students in mind and that their success is our highest priority. Faculty leaders should be working with their chancellors on preparing for the system to deal with the impact of the virus. Faculty Governance Committee submitted their formal report and highlighted 3 main areas of focus during the academic year: 1. enhancing collaboration on every campus across the system; 2. Improving faculty engagement and collaboration; and 3. a primer on advocacy for faculty to develop so members of the Faculty Assembly can better interact with Board of Governors and the UNC System Office.

They introduced for discussion a new version of a civility statement, introduced by Dr. Popke, chair of the Faculty Assembly Welfare Committee. He noted that the focus shifted away from civility to collegiality as the former could focus on personal differences. Discussion ensued and the collegiality statement passed.

Dr. Roper, System President thanked the Faculty Assembly and all the System faculty and staff for their hard work. Dr. Jim Ptaszynski, Vice President for Digital Learning, announced the successful launch of dli.northcarolina.edu, which is an online resource center for digital learning across the system. Webinars will be offered twice a month now - proctoring being a major issue. A system license is being explored.

Professor Bailey noted that the 2020-2021 elections were held, and read through the list of members of the Faculty Assembly Executive Committee.

Questions

There were no questions for Professor Bailey at this time.

H. Jeff Popke, Chair of the Faculty

Chair Popke's full remarks are below:

"Good afternoon colleagues. My remarks today will carry something of a personal tone. The agenda for next week's organization meeting will be sent out soon, and when you read it you will see that I am not standing for re-election as Chair of the Faculty, and that means that this will be my final opportunity to address this body in such a capacity.

You should know that this was not an easy decision for me. I hope it is clear that I have been motivated to serve by a strong commitment to shared governance and to maintaining an effective Senate. I have been saying for many months now, when asked about my intentions, that I would be willing to serve another year if it appeared that doing so would be in the best interests of this body. But two years is the most common length of service for our Chairs historically, and that feels to me about right, in terms of both the effort and the energy required to do the job well, and the broader benefits of succession and the new voices and ideas that it brings to faculty leadership. Just as importantly, the Officers Nominating Committee did great work will be putting forward a strong slate of nominees. I can tell you I would not willingly step aside in the midst of our present crisis if I did not have full confidence in the candidates for office, *and* in the collective wisdom of the Senate should additional nominations come from the floor next week.

I need to say what a privilege it has been to serve in this position. I'd like to thank Crystal and Amanda, and Puri and before her Don Chaney, for helping to craft what I think has been an effective team during a rather tumultuous period in ECU's history. I have had the unique pleasure of serving under three chancellors in my two years, two of whom were forced to reign in unsavory circumstances, a Board of Trustees scandal leading to two more resignations, and now the coronavirus pandemic. One longs for the quieter times of mere outrage over the athletics program or the chancellor's residence.

You know, one of the most rewarding aspects of my position has been the opportunity that I have had to get to know so many of you. It has been my great fortune to work with a terrific group of Committee Chairs, and hundreds of Senators and committee volunteers. I have been truly impressed by the dedication, the sense of purpose, and collaborative spirit exhibited by all of you in carrying out the work of shared governance. This kind of service is not always given the credit it deserves in our evaluation processes, but the value and impact of this work is clear. So, I want to say thank you—to all of you who have made my job easier and also deeply gratifying.

And you should know, in the context of this extraordinary event that we are living through, that your passion and insight and your willingness to be engaged will be essential in the difficult weeks and months that lie ahead. We cannot predict the full impact of the coronavirus pandemic on public higher education, but the disruption is likely to be profound and long-lasting.

The financial impacts are already reverberating across the nation. Universities are losing revenue, state budgets are being squeezed, and families are facing financial hardship, resulting in dire predictions of cuts to academic programs, and layoffs, furloughs and reductions in pay for faculty and staff. The extended need for social distancing will pose a real challenge to the vibrant and interactive community that lies at the heart of the residential model of college education.

Under the circumstances our faculty have responded with remarkable ingenuity and commitment, inventing new ways to deliver content and to facilitate student engagement. And because we are dedicated to our pedagogy, we will continue striving to meet student learning objectives in new and innovative ways in response to pandemic disruptions. It is almost certainly true that what we are learning and implementing now will result in more and better distance learning as a permanent feature of our future instruction.

But we need to be vigilant, I think, to ensure that we do not become victims of our own success. Already, we see commentators pointing to the need for a massive restructuring of higher education, toward a model that will be streamlined, more efficient, instrumentalist, and less costly for students and their families.

The obvious exemplars for this are the dominant players in the DE space – places like Western Governors, Liberty, Southern New Hampshire, and the like. In the face of severe financial constraints, we are likely to hear calls for more distance learning, more contingent faculty, and a prioritization of programs based around narrow metrics of cost and market demand. The nascent conversation that seems to be emerging around the pandemic does not bode well, in my view, for the liberal arts, for the idea of a general education curriculum, or for

the institutions of tenure and academic freedom, all of which are likely to be characterized by some as costly and archaic notions that we can no longer afford given our new reality.

I should say that I do not attribute this dispiriting future vision to anyone here at ECU. I think we can all agree that a model that weakens the in-person experience and the professionalization of our faculty will serve neither our mission nor our students. I applaud Interim Chancellor Mitchelson for his commitment to a face-to-face semester this fall with appropriate safeguards in place. But I do believe that we will need to be able to respond to societal and political pressures with a principled defense of the central role of faculty expertise in higher education, and of the value of the kind of deep engagement and collective learning that take place through affective experiences and interpersonal interactions. And we need to defend as well the lifelong value of a liberal education, and the exposure to new ideas and ways of thinking that come from a broad and diverse education. We cannot allow these experiential and educational opportunities for personal growth and enrichment to become the sole privilege of the elite. We must champion their worth for all students, perhaps especially those for whom access to a college degree was never a foregone conclusion.

At the same time, we cannot avoid the very real challenges—logistical, financial, and pedagogical—that we will need to confront in the near and medium term. We must demand of our administration that faculty be integrally involved in crafting our responses to the pandemic's multifaceted impacts, and then we need to be prepared as faculty to do the difficult work of establishing priorities, assembling options, and crafting solutions.

So, colleagues, my final plea to you, as I come to the end of my tenure as your Chair, is to stay engaged, support one another, and be prepared to lend your talents and expertise toward the work that will be needed ahead. As for me, I can assure you that I will remain deeply involved in these conversations, as a member of the Faculty Assembly Executive Committee, through our local AAUP Chapter, and of course as a noisy ex-officio member of the Senate. So, you will not be rid of me quite yet.

And with that, let me say once again how profoundly grateful I am to all of you for allowing me the opportunity to serve. I look forward to continuing our work together in support of shared governance and to advance the mission of this great institution.”

Questions

There were no questions for Professor Popke at this time.

I. Question Period

Professor Su (Geography, Planning, and Environment) wanted to revisit the question of 8-week blocks. Does this mean a full semester is two sessions? How will this impact tuition costs for students?

Interim Chancellor Mitchelson replied that they would pay half the price for housing and dining. They have not worked out all of these details yet.

Professor Bauer (English) noted that in a large dept like English it takes a year to figure out our schedules. Should departments be thinking about these adjustments now if this is something happening in the fall?

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Interim Chancellor Mitchelson said that departments should think about it but no official announcements have been made. He feels confident that departments will be able to figure this out.

Professor Horsman (Geological Sciences) asked about technology expectations for students going forward. Will we provide students with access to more technology? Some students only have phones to work with, etc.

Vice Chancellor Hardy agreed. They are working with Joyner library to loan out laptops this semester. They also worked with companies who have donated services and hardware. They plan to identify students who will need more tech and broadband access this fall. Once identified we can target and address those needs.

Professor Greer (Medicine) asked if all learning platforms that we use are available on phone apps for students and faculty as well. Could we contact Apple regarding tablets? It also means we as instructional designers need to consider how to alter modalities.

Wendy Creasey answered in the chat that as of last week, the library still have laptops available for check out for students.

Professor Su (Geography, Planning, and Environment) asked if students will get more time to finish their Incompletes?

Interim Chancellor Mitchelson said that new grading accommodations for this semester have extended the period of completion for Incompletes.

Angela Anderson explained in the chat that for any students with an incomplete that needs to be given more time than the Calendar permits, a request from the Faculty member to the Registrar's email account, regis@ecu.edu, can be sent with the student's name, Banner Id, the course, and term. If you give them the date you would like to extend the incomplete to, they are happy to make that notation for you.

Professor Wolf (Physics) asked in the chat: if I have a student who needs a laptop, where should I direct them?

Wendy Creasey replied (in chat) that they should contact the circulation desk at the library or Chris Hodges - hodgesc@ecu.edu and Amanda McClellan responded that any students who need a laptop can email Joyner Library Circulation circulation@ecu.edu.

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 and recorded during the [April 13, 2020](#) Graduate Council meeting minutes, including level I action items from the [March 4, 2020](#), [March 18, 2020](#), and [April 1, 2020](#) Graduate Curriculum Committee meeting minutes which were approved by its delegated authority and are reported here for

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informational purposes, programmatic action item (GC 20-7) including a revision of an existing degree program, EdS, Educational Administration and Supervision from the Department of Educational Leadership within the College of Education, policy action item (GC 20-8) including a Graduate Faculty Criteria policy request from the Department of Mathematics within the Thomas Harriot College of Arts and Sciences; and an emergency temporary revision to the graduate catalog admission requirements policy, which will allow the option for applicants to use the DuoLingo platform to take their language proficiency test.

There was no further discussion and the poll was deployed for Senators to vote. The curriculum and academic matters acted on and recorded during the Graduate Council's [April 13, 2020](#) Graduate Council meeting minutes, including level I action items from the [March 4, 2020](#), [March 18, 2020](#), and [April 1, 2020](#) Graduate Curriculum Committee meeting minutes which were approved by its delegated authority and are reported here for informational purposes, programmatic action item (GC 20-7) including a revision of an existing degree program, EdS, Educational Administration and Supervision from the Department of Educational Leadership within the College of Education, policy action item (GC 20-8) including a Graduate Faculty Criteria policy request from the Department of Mathematics within the Thomas Harriot College of Arts and Sciences; and an emergency temporary revision to the graduate catalog admission requirements policy, which will allow the option for applicants to use the DuoLingo platform to take their language proficiency test were approved as formal faculty advice.

RESOLUTION #20-33

Agenda Item VI. Report of Committees

A. Faculty Welfare Committee, Marlena Rose

Professor Marlena Rose (Health Sciences Library), Chair of the Committee presented the resolution on the Status of Faculty Salaries for the Divisions of Academic Affairs and Health Sciences at ECU. She explained that she had recently attended a meeting and learned additional information relating to this resolution. She made a motion to send the resolution back to the Faculty Welfare Committee to work further on the wording based on additional input from IPAR.

There was no discussion and the poll was deployed for the Senators to vote. The Senate voted to return the Resolution on the Status of Faculty Salaries for the Divisions of Academic Affairs and Health Sciences at ECU to the Faculty Welfare Committee for further discussion and review.

RESOLUTION #20-34

Professor Rose then presented a report on the current status of fixed-term faculty initiatives that had been taken up by the Committee. She noted the three recommendations that the Faculty Welfare Committee were proposing:

Recommendation #1. The committee would like to recommend that Faculty Governance look at the data and sample unit code wording on contract length and potentially recommendation for all departments that hold fixed-term faculty positions to include in their unit codes a path for fixed-term faculty to attain multiyear contracts.

Recommendation #2. Request that the University Budget Committee consider recommending a potential standardized salary increase for when a fixed-term faculty member advances in title similar to the university's standardized salary increases for tenure promotions.

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Recommendation #3: Request that the Faculty Welfare Committee explore the possibility of renaming the category of faculty with fixed-term contracts as 'Professional Faculty'.

There was no discussion and the poll was deployed for Senators to vote. The Senators voted to approve the following recommendations from the Faculty Welfare Committee report on the current status of fixed-term faculty initiatives:

Recommendation #1. The committee would like to recommend that Faculty Governance look at the data and sample unit code wording on contract length and potentially recommendation for all departments that hold fixed-term faculty positions to include in their unit codes a path for fixed-term faculty to attain multiyear contracts.

Recommendation #2. Request that the University Budget Committee consider recommending a potential standardized salary increase for when a fixed-term faculty member advances in title similar to the university's standardized salary increases for tenure promotions.

Recommendation #3: Request that the Faculty Welfare Committee explore the possibility of renaming the category of faculty with fixed-term contracts as 'Professional Faculty'. **RESOLUTION #20-35**

B. Distance Education and Learning Technology Committee, Timm Hackett

Professor Hackett provided an overview of the [Continuity and Contingency Plan Best Practices website](#). This overview was provided for information only, to help educate faculty about available resources and guidance during this time of remote learning during the COVID-19 outbreak. Professor Hackett provided the website address and his email address in the chat window. He thanked Wendy Creasey and members of ITCS for putting the site together. He explained that the Distance Education and Learning Technology Committee had already provided their feedback about the site, and requested that faculty send any feedback to improve the site to him, or to Wendy Creasey. He said this is normally used for hurricanes or natural disasters, but is of course being utilized with the current outbreak as well. Professor Hackett also said that the Committee would continue to meet over the summer to address any emerging issues that would normally be considered.

Professor Bauer (English) asked if faculty should be prepping hybrid courses? Is that part of this website?

Professor Hackett said that one part of the website that is not there is how to prep an 8-week schedule. That is information that they did not know before this meeting, and that information should be there. He said that we all should all be as flexible as possible since no one knows what the fall will look like. All faculty now know that some sort of online presence is needed, even if it is just for a week if there is a hurricane. So it's always a good idea to flexible and have that adaptability with any course being taught.

Chair Popke noted that the administrative calendar committee was considering some of the same issues.

C. Writing Across the Curriculum, Lisa Ellison

Professor Ellison (Foreign Languages and Literatures) presented proposed revisions to the *University Undergraduate Catalog*, Academic Advisement, Progression and Support Services, Additional Requirements for Degrees, Writing Intensive Requirement. She explained that the revision changes the 12 credit hour requirement to a 4 course requirement without specifying the number of credit hours. It clarifies policies pertaining to transfer and placement courses and for students with more than one major. The framework has not changed—ENGL 1100 and 2201 for their transfer equivalencies will still be 2 of the courses required, with a major course and elective fulfilling the rest of the requirement. These changes will benefit students, especially transfer students. It will also give departments more flexibility in their writing intensive course offerings, especially benefitting disciplines with labs or studios with writing components. This will make it easier for students and advisors to understand how many courses they will need to take to fulfill the requirement.

There was no discussion and the poll was deployed for Senators to vote. The proposed revisions to the *University Undergraduate Catalog*, Academic Advisement, Progression and Support Services, Additional Requirements for Degrees, Writing Intensive Requirement were approved as presented.

RESOLUTION #20-36

D. Unit Code Screening Committee, Melinda Doty

Professor Doty (Engineering and Technology), Vice Chair of the Committee presented the revised [Department of Political Science Unit Code of Operations](#).

There was no discussion and the poll was deployed. The revised Department of Political Science Unit Code of Operations was approved as presented. **RESOLUTION #20-37**

Chair Popke asked about the number of codes that were approved this year, and Professor Doty estimated 8-9 codes, because they approved approximately one code per month. Chair Popke commended Professor Ferguson and the entire Committee for their excellent work this year to revise outdated codes.

E. Educational Policies and Planning Committee, Mark Bowler

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

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

There was no discussion and the poll was deployed for Senators to vote. The curriculum and academic matters acted on and recorded during the Educational Policies and Planning Committee's [April 17, 2020](#) meeting minutes which include the discontinuation of the Vocational Evaluation certificate in the Department of Addiction and Rehabilitation Studies; a reduction in hours of the MS in Biology in the Department of Biology; renaming the Interdisciplinary Doctoral Program in Biological Sciences to the Interdisciplinary Doctoral Program in Biology, Biomedicine, and Chemistry and moving it from the Office of Research and Graduate Studies within the Brody School of Medicine to the Harriot College of Arts and Sciences; a new graduate certificate in Biostatistics in the Department of Biostatistics; a new BA in Foreign Languages and Literatures/MA in Hispanic Studies accelerated degree program in the Department of Foreign Languages and Literatures; the discontinuation of the Integrated Physical Therapy/Exercise Physiology accelerated degree program in the Department of Physical Therapy and the Department of Kinesiology; a new BS in Industrial Technology/MS in Network Technology accelerated degree program in the Department of Technology Systems; a revision to the BS in Information and Computer Technology/MS in Network Technology accelerated degree program in the Department of Technology Systems; a reduction in hours of the Health Information and Management Certificate in the Department of Health Services and Information Management; a reduction in hours of the Gerontology Certificate in the School of Social Work; a request to deliver offsite the BS in Industrial Technology in the Department of Technology Systems; the removal of a concentration in the BFA Dance and removal of concentrations in the BA in Theatre Arts in the School of Theatre and Dance; the Academic Program Review Unit Response from the Department of Geological Sciences; a change to an existing code unit for the College of Business to add a new Graduate School of Business; a revision to the BS in Computer Science degree in the Department of Computer Science; a revision to the catalog entry for the BA in Mathematics /MA in Mathematics accelerated degree program in the Department of Mathematics; a revision to the EdS in Educational Administration and Supervision in the Department of Educational Leadership; and a new graduate certificate in Digital Learning for Educational Leaders in the Department of Mathematics, Science, and Instructional Technology Education were approved as presented.

RESOLUTION #20-38

F. General Education and Instructional Effectiveness Committee, Puri Martinez

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

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Seminar in Literature from UNC Greensboro; and General Education Social Sciences credit (GE:SO) for BHS 204 Anthropology from Dutchess Community College.

There was no discussion and the poll was deployed for Senators to vote. The curriculum and academic matters acted on and recorded during the General Education and Instructional Effectiveness Committee's April 20, 2020 meeting including Domestic Diversity (DD) credit for SOCI 1010 Intro to Sociology from Jefferson Community College; Global Diversity (GD) credit for ATY 213 Introduction to Cultural Anthropology from UNC Greensboro, BHS 204 Anthropology from Dutchess Community College, CLAS 220 Introduction to Classical Mythology from the University of South Carolina, HIST 1320 World Societies from North Carolina Central University, HIST 278 The Trans-Atlantic Slave Trade from UNC Chapel Hill, LBST 2213 Science, Technology and Society from UNC Charlotte; General Humanities credit (GE:HU) for FMS 120 Freshman Seminar in Literature from UNC Greensboro; and General Education Social Sciences credit (GE:SO) for BHS 204 Anthropology from Dutchess Community College were approved as presented. **RESOLUTION #20-39**

G. Admission and Retention Policies Committee, Eli Hvastkovs

Professor Hvastkovs (Chemistry), Chair of the Committee presented proposed revisions to the *University Undergraduate Catalog*, Admission and Readmission, Admission Requirements, Transfer Students. He explained that the Committee recommends adjusting the GPA for transfer students. The Committee requested data from IPAR to look at transfer students with GPAs less than 2.5 and their success. ECU is already admitting a significant number of students with GPAs under 2.5. They recommend that the transfer GPA be dropped to 2.0.

There was no discussion and the poll was deployed for Senators to vote. The revisions to the *University Undergraduate Catalog*, Admission and Readmission, Admission Requirements, Transfer Students were approved as presented. **RESOLUTION #20-40**

Professor Hvastkovs then presented proposed revisions to the *University Undergraduate Catalog*, Admission and Readmission, Admission Requirements, International Students. He noted that the Graduate Council report included the same change for the Graduate Catalog, and they were making the same request for the Undergraduate Catalog.

There was no discussion and the poll was deployed for Senators to vote. The proposed revisions to the *University Undergraduate Catalog*, Admission and Readmission, Admission Requirements, International Students were approved as presented. **RESOLUTION #20-41**

Undergraduate Curriculum Committee, Jean-Luc Scemama

Professor Jean Luc Scemama (Biology), Chair of the Committee presented curriculum and academic matters acted on during the [March 26, 2020](#) meeting, including curricular actions in the School of Music within the College of Fine Arts and Communication, the Departments of Sociology and Geography, Planning and Environment, within the Harriot College of Arts and Sciences, and the Department of Computer Science within the College of Engineering and Technology. Professor Scemama thanked Karen Traynor, Rex Rose, and Cyndi Bellacero from IPAR for their work on the Committee, as well as the Committee members with whom he had the privilege to work for several years, and the student representative. He noted that the student representative on the Committee made valuable contributions to the work of the committee.

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There was no discussion and the poll was deployed for Senators to vote. The curriculum and academic matters acted on during the Undergraduate Curriculum Committee's [March 26, 2020](#) meeting, including curricular actions in the School of Music within the College of Fine Arts and Communication, the Departments of Sociology and Geography, Planning and Environment, within the Harriot College of Arts and Sciences, and the Department of Computer Science within the College of Engineering and Technology were approved as presented. **RESOLUTION #20-42**

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 4:23 pm.

Submitted by,

Amanda Ann Klein
Secretary of the Faculty
Department of English

Rachel Baker
Faculty Senate

FACULTY SENATE RESOLUTIONS APPROVED AT THE APRIL 28, 2020 MEETING

Resolution #20-33

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

Resolution #20-34

Return the Resolution on the Status of Faculty Salaries for the Divisions of Academic Affairs and Health Sciences at ECU to the Faculty Welfare Committee for further discussion and review.

Resolution #20-35

Approval of the following recommendations from the Faculty Welfare Committee report on the current status of fixed-term faculty initiatives:

Recommendation #1. The committee would like to recommend that Faculty Governance look at the data and sample unit code wording on contract length and potentially recommendation for all departments that hold fixed-term faculty positions to include in their unit codes a path for fixed-term faculty to attain multiyear contracts.

Recommendation #2. Request that the University Budget Committee consider recommending a potential standardized salary increase for when a fixed-term faculty member advances in title similar to the university's standardized salary increases for tenure promotions.

Recommendation #3: Request that the Faculty Welfare Committee explore the possibility of renaming the category of faculty with fixed-term contracts as 'Professional Faculty'.

Resolution #20-36

Revisions to the *University Undergraduate Catalog*, Academic Advisement, Progression and Support Services, Additional Requirements for Degrees, Writing Intensive Requirement, as follows:

Additions are in **bold** and deletions are in ~~strike through~~.

Students enrolling at East Carolina University must fulfill the writing across the curriculum requirement prior to graduation. **Writing Intensive courses at ECU help student writers meet the University Writing Outcomes, which involve communicating effectively with diverse audiences about complex and significant issues.** ~~To do so, each student must complete a minimum of 12 semester hours of writing intensive courses~~ **To fulfill this requirement, each student must complete a minimum of four writing intensive courses**, typically including ENGL 1100 and ENGL 2201; ~~at least 3 semester hours of writing intensive courses in the major; and any other 3 semester hours writing intensive course of the student's choice.~~ **at least one writing intensive course in the major; and any other writing intensive course of the student's choice. WI courses that are 6 or more credit hours count for two WI courses. Students enrolled in multiple majors are required to take a WI course in only one of their majors, while dual degree students are required to complete one writing intensive course in each major. A course will transfer into ECU as WI if the course is a writing intensive course in a writing across the curriculum program at the university or college where it was taken, or transfers as equivalent to ENGL 1100 or 2201. Students transferring credit for only ENGL 2201 are not required to take ENGL 1100, but must still fulfill the WI course requirement. Similarly, students who receive placement credit for a course have not satisfied the WI requirement for that course. Courses that do not meet the above criteria must be approved by the director of the University Writing Program.** ~~Students entering the university with transfer credit for ENGL 2201 have satisfied the general education written communication competency requirement. Such students are still required to complete a total of 12 semester hours of credit in writing intensive courses. All dual degree students will be required to complete at least three semester hours of writing intensive course work in each major. Writing intensive courses/sections of courses are identified each semester in the course schedule listing and will be designated WI on the student's transcript. A course will transfer into ECU as WI under two conditions. The course must either be a writing intensive course in a writing across the curriculum program at the university or college where it was taken, and/or the course must have the words "writing" or "communication" (e.g., "Writing for Business and Industry" or "Business Communications") in the course title. Courses meeting either of these two criteria will be accepted as WI, and count as writing intensive for ECU degree requirements.~~

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

Resolution #20-37

Revisions to the [Department of Political Science Unit Code of Operations](#).

Resolution #20-38

Curriculum and academic matters acted on and recorded during the Educational Policies and Planning Committee's [April 17, 2020](#) meeting minutes which include the discontinuation of the Vocational Evaluation certificate in the Department of Addiction and Rehabilitation Studies; a reduction in hours of the MS in Biology in the Department of Biology; renaming the Interdisciplinary Doctoral Program in Biological Sciences to the Interdisciplinary Doctoral Program in Biology, Biomedicine, and Chemistry and moving it from the Office of Research and Graduate Studies within the Brody School of Medicine to the Harriot College of Arts and Sciences; a new graduate certificate in Biostatistics in the Department of Biostatistics; a new BA in Foreign Languages and Literatures/MA

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in Hispanic Studies accelerated degree program in the Department of Foreign Languages and Literatures; the discontinuation of the Integrated Physical Therapy/Exercise Physiology accelerated degree program in the Department of Physical Therapy and the Department of Kinesiology; a new BS in Industrial Technology/MS in Network Technology accelerated degree program in the Department of Technology Systems; a revision to the BS in Information and Computer Technology/MS in Network Technology accelerated degree program in the Department of Technology Systems; a reduction in hours of the Health Information and Management Certificate in the Department of Health Services and Information Management; a reduction in hours of the Gerontology Certificate in the School of Social Work; a request to deliver offsite the BS in Industrial Technology in the Department of Technology Systems; the removal of a concentration in the BFA Dance and removal of concentrations in the BA in Theatre Arts in the School of Theatre and Dance; the Academic Program Review Unit Response from the Department of Geological Sciences; a change to an existing code unit for the College of Business to add a new Graduate School of Business; a revision to the BS in Computer Science degree in the Department of Computer Science; a revision to the catalog entry for the BA in Mathematics /MA in Mathematics accelerated degree program in the Department of Mathematics; a revision to the EdS in Educational Administration and Supervision in the Department of Educational Leadership; and a new graduate certificate in Digital Learning for Educational Leaders in the Department of Mathematics, Science, and Instructional Technology Education.

Resolution #20-39

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

Resolution #20-40

Revisions to the *University Undergraduate Catalog*, Admission and Readmission, Admission Requirements, Transfer Students.

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

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

General Transfer

General admission requirements for transfer students are listed below:

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

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

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

A.

B. Applicants Who May Require Special Consideration or Exceptions to Policies

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

Revisions to the *University Undergraduate Catalog*, Admission and Readmission, Admission Requirements, International Students.

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

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

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

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

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

In order to have an I-20 (Certificate of Eligibility for Nonimmigrant (F-1) Student status issued, international students are also required to submit the Confidential Financial Information Form together

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with documents showing that they have sufficient financial resources to fund their education in the US.

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

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

Resolution #20-42

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