



## 2021-2022 FACULTY SENATE

### FULL MINUTES OF OCTOBER 5, 2021

[WebEx Meeting Recording](#)

The second regular meeting of the 2021-2022 Faculty Senate was held on **Tuesday, October 5, 2021**, at 2:10 as a WebEx meeting.

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

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

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

The [September 14, 2021](#) meeting minutes were approved as presented.

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

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

Senators absent were: Professor Vermiglio (Allied Health Sciences), Professor Vogelsong (Recreation Sciences).

Alternates present were: Professors Karen Vail-Smith (Health Education and Promotion), Travis Alford (Music), Laxmansa Katwa (Medicine), and Mikkaka Overstreet (Education).

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

Chair Martínez highlighted the following from the attachment: the Committee on Committees is looking for faculty volunteers for open seats for the UNC Faculty Assembly, an editorial revision has been made to the charge of the Calendar Committee, the Teaching Grant Committee has a pool of at least \$70,000 for funds this year. Chair Martínez also mentioned the Provost Candidate Open Forum that will be taking place on October 7. Faculty representatives from each college will meet with the candidate following this forum.

Speaking privileges have been granted to Vice Chancellor Stephanie Coleman, Vice Chancellor Hardy, University Counsel Paul Zigas, and all standing academic and appellate committee members reporting today.

##### **C. Philip Rogers, Chancellor**

When Chancellor Rogers began work in his current role at ECU, he learned about the various budget reduction scenario planning efforts that were in process at the university. At that time, there were many unknowns in terms of the final student enrollment. Universities everywhere were facing losses due to COVID-19. He evaluated the budget landscape internally and externally over this time. He asked the university leaders for continued evaluation and to lessen the campus planning reduction scenario to decrease from ten percent to 7.5 percent. He also re-opened a third of vacated faculty lines to begin to replenish losses. The overall financial picture appeared not as dire as anticipated due to factors such as federal relief emergency funds. There remained a need to continue to financially plan for this fall. There was an enrollment decline this fall. As of July 1, 2022, there will need to be a plan to reduce the university budget. The exact amount of reduction is currently unknown. ECU is funded on complete student credit hours. Despite the census data, there will be additional information from UNC System on funding for summer school and other aspects of the funding formula. Overall, the student credit hours reduced by about four percent compared to last fall.

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While he does not expect a 7.5 percent reduction as had been anticipated in the spring, he will be asking university leaders to engage in a planning process of a 3.5-5 percent scenario of a permanent reduction while we wait on final enrollment numbers and final guidance from the UNC System. He requests that Provost Hayes and Vice Chancellor Mitchelson discuss with divisional deans plans to ensure appropriate and direct faculty consultations on any reductions that will emerge. There will not be an across-the-board or one-size-fits-all reduction. The university must be strategic and targeted with the look at the financial future. The university will work on growing enrollment and investing in programs with potential for growth. We must grow our retention and recruitment activities in a meaningful way.

The chancellor then spoke about recent employee turnover at the university. Nationally, there are concerns with workload, burnout, and other elements that place growing demands on faculty and staff. Many challenges may have existed pre-pandemic, but they were elevated during the pandemic and associated shutdowns. Faculty, staff, and student mental health and wellbeing are high on concerns nationally. Additionally, enrollment is a concern. Chancellor Rogers said that while he does not have all the answers, he is committed to working with faculty at ECU. Employees are exhausted, particularly over these past two years, and it has been difficult to see a light at the end of the tunnel. Chancellor Rogers said that he is grateful for the faculty, their commitment, and their resilience. He said that he stands alongside the faculty, and he realizes that investment in people is important. ECU is advocating for salary increases until the state budget is finalized. For some positions, ECU has supported flexible work arrangements. Despite hiring restrictions, there have been some approved exceptions to build back capacity. In Academic Affairs, there have been about 35 faculty resignations (not including retirements) since August 2020. There have been recruitments approved for some new fixed-term and tenure-track faculty positions and subsequent fixed-term appointments. In Academic Affairs, there were 79 total approvals for new fixed-term and tenure-track faculty since July 2020. There have been over 60 faculty resignations since August 2020 in the Division of Health Sciences. Two-thirds of the loss was from the medical and dental schools. Since July 2020, around 180 faculty positions were approved for recruitment in this division.

He ended his remarks by mentioning the university's [COVID-19 Dashboard](#) and efforts associated with public health and said he would be happy to talk further on the state budget as well.

### **Questions**

Professor Bowler (Psychology) asked about the status of Brewster A-Wing, and he asked why the faculty and staff have not been moved out of the building.

Chancellor Rogers acknowledged the work done by the faculty especially during the pandemic and with the added fear while working in this building. DHHS, NIOSH, and a consultant have all been assessing the building. The analysis focuses on the facilities and on a case analysis of affected faculty. There is hope to have the reviews complete in the next couple of months. DHHS has so far mentioned no concerns and felt the 2019 assessment had reasonable findings for an office building of that age. Through additional tests, so far there have been no concerns with air or water. The water comes from Greenville Utilities, which completes regular testing. No federal agencies have found any concerns. Dean Danell has been working with chairs and faculty in regard to flexible work arrangements.

Associate Vice Chancellor Koch said the 2019 investigation went above and beyond in terms of air and water testing due to the pancreatic cancer concerns. 161 chemicals were well below OSHA and EPA limits. DHHS completed a walk-through. Their air quality specialist and their physician looked at the HVAC systems and found no new or different information since the 2019 assessment. All

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chemicals used in housekeeping and pest control have been sent to NIOSH for their review. DHHS and NIOSH have not found anything in the assessments and their reviews that indicate any health concerns. ECU's Dr. Paul Barry is working with NIOSH and DHHS on the case study. No sources have been found to date.

Professor Haberstroh (Health Sciences Library) asked if the incoming Provost will supervise the Deans and Director in the current Division of Health Sciences.

Chancellor Rogers said that the Strong Provost Model recommendation emerged from the fiscal sustainability committee. The decision on this model has not yet been made.

Professor Greer (Medicine) asked if Dr. Paul Barry can provide a report on the Brewster A-Wing after the case analysis is complete.

Chair Martínez agreed this should be able to be included in the agenda for a future Faculty Senate meeting.

Professor Thomas (English) asked if we could chart the amount of salary dollars from faculty members who left ECU before 2020 to visualize the impacts to the units. She is curious where faculty salary raises ranks considering ECU is dealing with a 3-5 percent reduction in overall university budget. The cost of living has been increasing rapidly, so she is curious on the timeline.

Chancellor Rogers said the university can work with the CFO and others on visualizing the data prior to the pandemic to aid in telling the long-term story. System employees are a top priority, and we should have information on this within the next couple of weeks. The state House and Senate have agreed on budget terms. Salary increases are currently two percent this fiscal year and two percent in the next fiscal year. The budget conversations continue with the Governor, and the amount may actually increase. It currently looks like the increases would be realized in November.

Professor Su (Geography, Planning and Environment) works in Brewster, and since the tests are not complete, he wants to know why faculty, staff, and students should not have an option to work somewhere else. He said no one told him about an investigation in terms of a detailed assessment. He said many in the College of Arts of Sciences also were not aware of the details surrounding this assessment.

Chancellor Rogers recommended that he should talk to his Chair and Dean so he can feel comfortable, and to engage with them on flexible work arrangements. He agrees on transparency.

Professor Reid (History) is curious about travel guidelines for conferences, study abroad, and other activities.

Chancellor Rogers said we kept travel guidelines and have study abroad programs. As conditions improve, there will be opportunity to look further into revising the travel guidelines. ECU would look at UNC System for guidance as well.

Professor Bauer (English) asked for an update on ECU's role in the AmeriCorps scandal.

Chancellor Rogers said ECU receives AmeriCorps funding for operating tutoring and mentoring programs for middle and high school students. In 2017, a third-party auditing firm found some irregularities with grant funds. The US government alleged that ECU and UNC Chapel Hill created false certifications for service hours in related to the federal grant funds awarded 2014-2017 as part of a False Claims Act. ECU legal counsel and the NC Attorney General vigorously denied wrongdoing, but ECU opted to settle this case due to how litigation may impact the AmeriCorps program and impact the institution. ECU and UNC Chapel Hill have closed the matter through this

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settlement. ECU remains in compliance with AmeriCorps program and ensure appropriate controls are in place to ensure this program operates the way it should.

Professor Su (Geography, Planning and Environment) asked for the employees who are eligible for the Pfizer vaccine if there is a process to receive the booster shot at the university, or if should employees search for a booster elsewhere.

Vice Chancellor Hardy said ECU Physicians has the Pfizer vaccine as do area pharmacies. Student Health does not have Pfizer booster shots.

**D. Virginia Hardy, Vice Chancellor for Student Affairs and LaKesha Alston Forbes, Associate Vice Provost for Equity and Diversity and Title IX Coordinator**

Associate Provost Forbes shared a slide with [data](#) on reported student sexual assaults that occurred in the first six weeks of fall term for the last five years.

Vice Chancellor Hardy described a variety of preventative programs that go on throughout the academic year.

**Questions**

Professor Su (Geography, Planning and Environment) asked the purpose of sharing the data on student sexual assaults.

Vice Chancellor Hardy said ECU has done a good job in making information accessible. We need to know about the sexual assaults to prevent them as much as possible.

**E. Jon Gilbert, University Athletics Director**

Athletic Director Gilbert said the realignment of conferences was precipitated by two universities leaving the Big 12 for the SEC. Since that time, there has been a big shift to realign. American has lost three teams that could leave as early as 2023. American seeks to add up to four teams. ECU has a television contract with ESPN, which includes five conferences. American Athletic has the best television contract, which guarantees around seven million dollars per school. There are no current plans for ECU to change conferences; rather, there is a goal to stabilize the conference to continue to benefit from the television contract.

ECU Athletics continues to seek to increase revenue while decreasing expenses. With last year's pandemic-related loss of 4.2 million and a savings in 10 million dollars in expenses, the university saved 1.2 million dollars through furloughs. There were limited operational expenses and fewer competitions. Some staff positions remained unfilled. All of these measures helped manage the loss this past year. In our current fiscal year, expenses are flat. It is expected to see a 1.2 increase in revenue. Student numbers are down, but revenue increases. Three administrative support positions were eliminated. Non-conference games are being played regionally to avoid airline expenditures to create further savings. Pirate Club positions have been filled. The Annual Fund is trending positively. They achieved a season ticket goal for football. There are 4,288 Student Pirate Club memberships. Last year, that number was zero. They are working to improve contracts, including contracts with TowneBank Tower to save operational expenses. They are reviewing the marketing contract and anticipate added revenue due to it. During the first home football game, there were labor shortages for parking, security, and concessions. Athletics is creating added financial incentives for nonprofit groups to improve patron experience. On Thursday October 28, ECU plays a nationally televised game and is working to minimize impacts to normal campus operations.

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**Questions**

Professor Staub (Music) asked if Gilbert could talk about the Adidas contract and how it may play into the fiscal sustainability plan, particularly as Adidas has had supply chain issues in this year. Director Gilbert said we have a ten-year contract in place with Adidas. We have a robust contract and are fortunate in our position as negotiations with apparel deals are declining at this time. There have indeed been a number of supply chain issues as several teams have not been receiving ordered items. ECU continues to work with Adidas on this. This is an issue for all universities and all vendors including Adidas, Nike, and Under Armour.

Professor Bowler (Psychology) asked for an update on the losses due to the Title IX settlement. Director Gilbert said a review is being completed, and a public document on how the division will move forward will be released this December.

**F. Cal Christian, NCAA Faculty Athletics Representative**

Representative Christian provided [the report on the University Athletic Committee's Academic Integrity Subcommittee](#) in advance of the meeting for Faculty Senators to read and did not provide an oral report. He was available for questions.

**Questions**

There were no questions posed at this time.

**G. Chandler Ward, Student Government Associate President**

President Ward provided his full remarks, below:

“Good afternoon everyone, happy Tuesday, and thank you to our Chair, Dr. Martínez for having me this afternoon.

My name is Chandler Ward, and I am the President of the Student Government Association here at ECU. Before reporting on the initiatives of my administration, I wanted to share a quick testimony as to why I feel so passionately about being in this position to serve the students of ECU.

My mother is originally from Greenville, my father was a graduate of ECU in 1980, my older brother in 2019, and as of a couple months ago, my youngest brother Anderson is officially moved into his dorm in Clement Hall. Needless to say, being a Pirate has become somewhat of a family affair in the Ward household. Growing up in Greenville, my mother couldn't wait to leave after high school, and ironically enough, all three of her children kept bringing her back to Greenville. Not that she didn't try to recruit us to her Alma Mater at NC State, in fact she recommended that I apply to at least 5 schools across the Carolinas. I told her I knew where I wanted to go, but if my mom tells you you're going to apply to more than one school, you're gonna apply to more than one school. Upon my acceptance to ECU, I informed my family I would be joining my older brother, father, and a countless number of my peers as a Pirate here at ECU. I think we all had a special reason for choosing ECU, and even from a young age attending football games, I think I always knew in the back of my mind that this was the place I wanted to be during my college years.

Upon my arrival, I immediately dived into social and professional student organizations that I believe are a key element as to what makes this University's student experience so special. But I was always searching for more. With almost thirty thousand students, there's always new people

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to meet, new brains to pick, ideas to be shared, and groups to innovate with. Luckily for me, the Student Government Association works with them all. This made my choice to run for SGA President an easy one.

- Savannah Slade, my Vice President, and I ran on a platform consistent of three main points:
1. Increasing transparency from University officials and its departments
  2. Escalating the performance of our student organization marketing strategies, in particular the Student Government Association
  3. Promoting the safety of ECU students off campus, in particularly strengthening relationships between students and our first responders

In regard to increasing transparency from the University, we hope to work with teams from ITCS, Barnes and Noble, and of course the faculty Senate to attach required textbook costs to syllabi at the time of registration. We hope this additional information will help students navigate their registration process with a higher level of confidence and to mitigate the effect of student class transfers in the first weeks of instruction. Additionally, I plan to deliver regular updates to the SGA Assembly and other leaders across our university about the initiatives and news from Board of Trustee meetings, as students are often out of touch from university decisions at the thirty-thousand-foot level. Students aren't going to go out of their way to read this information, so it's my duty to bring it directly to them.

Savannah and I come from a history of marketing and sales, in particular with our work in Greek life, and we wanted to ensure we tied this into our platform. It's becoming more and more of a digital world every single day, and it's hard to share your message with others if no one is listening. Since our election, we have tripled the following of our ECU SGA Instagram page that updates students on ECU news, events, and initiatives, we have engaged in conversations to put on workshops for our almost 600 student organizations so that they may better market themselves, and lastly, we have brought digital reform to the way we contact students at ECU. 18 to 22-year-old kids are going to delete an email from the Student Government Association pretty fast, so it's our job to pilot programs to present information to students in a more college friendly format. To help individual students, SGA will be appropriating funds for individual student travel for the first time in its history to promote the presentation of student research and conference attendance across the country.

Lastly, we hope to promote the safety and protection of our students off campus, particularly in the Uptown and Grid districts, in partnership with ECU and Greenville PD. Students often only interact with officers, well, when they're in trouble. So, we also have intentions to strengthen the relationships between students and officers in a more social environment with plans for a first responder community softball game later this spring and more regular meetings with ECU and Greenville PD.

To close, ECU will continue to battle the effects of COVID-19 throughout the semester; however, it is my hope that SGA will serve as an important resource for students, just as it has for the last two years of the pandemic. Even though we're on zoom, seeing all of these faces makes me excited because I know these are the people that are most committed to delivering the student experience that makes this University so special. you are all so much more important than you may believe. As faculty, I'm sure you regularly hear about things outside the classroom from your students like strained relationships, the stress of college life, homework that seems to be piling up

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by the mountains, or maybe students moving through the learning curve of living on their own for the first time. While the effects of Covid have mitigated some of these small personal moments, I am excited for the future ahead. As we move closer towards that future, I wanted to also tell you that it shows when you try to create a personable learning environment. It's hard to build an engaged and collaborative classroom with masks on and an increased number of students that believe they know everything I understand, but only with collaborative classrooms will we truly return to the normalcy of ECU's culture. On my end I promise to try and motivate students to raise more hands and build connections with both the faculty and their peers because after all, it's the people that make this place so special. Thank you all again for everything you do, enjoy the upcoming break which I'm sure many of you are excited for, and I look forward to working with you all throughout the school year."

**H. Purificación Martínez, Chair of the Faculty**

Chair Martínez provided her full remarks, below:

"A couple of weeks ago the Agenda Committee asked me to discuss with you today this question: why should we continue being faculty?"

I became a humanities professor because of this sentence: "La heroica ciudad dormía la siesta" (the heroic city napped). As if in "abracadabra," the sentence, the beginning of Leopoldo Alas Clarín's masterpiece *La regenta*, opened to me the wonders that literature brings to a person. Wonder is an appropriate word, because as if in *Alice in Wonderland*, unaware, that day I went through the rabbit hole that brought me to the crazy world that is 21st century higher education.

Trying to figure out what to do with my degree after graduation is why I packed two suitcases and came to the United States. Trying to figure out how to have a career as part of an academic couple is why I came to and remain at ECU.

With that self-reflection out of the way, let me see if I can offer some perspectives. I think and teach through lists. I will begin with the cons. Basically, these are the reasons why anyone with marketable skills might want to polish their resúmenes and run for the hills.

Anyone reading mainstream news, reports coming from AAUP, articles from *The Chronicle Higher Education* or *Inside Higher Ed* would agree that academia is in the middle of an unprecedented crisis. The expression 'unprecedented crisis' is used too often and too casually, but in this case, it has merit. Besides the basic anti-intellectual distrust that have plagued American higher education since its inception, which I addressed in my 2020 Convocation remarks, the pandemic has not been kind to us.

It causes me physical pain to hear people say 'I have conducted my own research and ...' Nothing good comes after that. How could one of the sacred pillars of our profession be trivialized and dirtied to justify ignorance? On another but similar front, long ago, we lost the war trying to counter the trope of the lazy, overpaid, and underworked professor. Once again, massive moves to online instruction have hurt us in unimaginable ways. It seems that some in the general public are not able to trust our research expertise; however, they demand to see a 'sage on the stage' as one respondent to the Distance Education survey astutely observed. If we are not lecturing, we are not teaching. If we are rigorous, we are uncaring. If we are flexible, we are careless. Damned if we do; damned if we don't.

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Unlike the image that many have of us as unruly and out of control, we the faculty adhere to [strict standards of professional ethics](#). We also have rights, responsibilities, and limitations to both. These are clearly articulated in AAUP's [Statement on the Government of Colleges and Universities](#). The recent announcement of that association on [launching of a special committee](#) 'to prepare a report on a pattern of egregious violations of principles of academic governance and persistent structural racism in the University of North Carolina System' confirms what many of us old timers have been feeling and thinking for a while: this UNC system is no longer [the model for excellence](#) and collaboration in public higher education that Bill Friday and many others envisioned and worked toward. Oh, how the mighty have fallen!

We, the faculty, were the mighty. We used to make a comfortable living having time to teach, think, and write. Now, the most recent [Faculty Compensation Survey by the AAUP](#) shows that 'real wages for full-time faculty decreased for the first time since the Great Recession, and average wage growth for all ranks of full-time faculty was the lowest since the AAUP began tracking annual wage growth in 1972.' Here at ECU, we have a lot of experience with this issue. As far as I know, the inequities identified in our own salary studies ([here](#) and [here](#)) have not been addressed; for example, those in the Academic Affairs full time fixed term faculty study. Our pay has not seen increases, but our responsibilities have been increased.

Modern institutions are bureaucratic, it is the nature of the beast, as Max Weber showed us almost a century ago. But in my opinion, ECU is an unnecessarily bureaucracy-heavy institution. And a lot of that bureaucracy depends on the labor of faculty, unit administrators and poorly compensated low-level employees. 'Send this report, fill out this form, have this meeting.' And more worrisome to me, we often reduce shared governance to that type of busy work. Attending a meeting or watching a presentation where you are informed of a decision is not shared governance, it is the fulfillment of the bare minimum of communication standards. As with our lost war on respect for the academic profession, the pandemic has only exacerbated this problem.

Allow me to present a composite picture of what our job looks like right now: we are teaching face to face and providing pedagogical materials and support to students who are afraid, overwhelmed, and may or may not need isolation or quarantine. We have flexible attendance policies but need to keep attendance records and seating charts. As I mentioned last month, we are enforcing mask mandates and making sure that our students are in compliance with testing protocols in order to be on campus. When we have questions (and we have lots of questions, because ECU is not thriving in its crisis communication strategies), we ask each other, our unit administrator, our poorly compensated low-level employees. And the merry goes round. All this while we worry about our health. For some of you, even the health of the building where your office is. In the background, as in a child's nightmare, the monster: the next budget cut. We have been here before; we are pros at this: not meeting enrollment growth goals means a budget cut. To me, this presents the most difficult conundrum, how much do we have to endure so all of us can keep our jobs? I fear that some might count on our answer being: all of it.

If you came to ECU after the Great Recession, you probably have never known an institution with record enrollments every year, where new positions came to campus with each new, more or less timely, state budget. We wanted to participate in budget decisions so we could have input on where to spend the money. Now, we demand to participate in budget decisions so we can have input on where not to cut any further. I hope some of you ask Vice Chancellor Coleman, present



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here today, for an update on the budget situation. Questions to the Chancellor about how he plans to involve faculty in these difficult conversations are also needed.

Do I have you depressed and/or ready to leave for the hills? Good, let's look at the pros of being a faculty member at ECU. There is only one as far as I can see: our mission.

Yes, ECU's mission, for sure. But also, higher education's mission. During the Provost search process, I learned that many of my colleagues left Research 1 institutions to come back home. I know for a fact that a lot of you can easily find employment in Research 1 institutions but do not even contemplate applying. It is because of you caring for Eastern North Carolina that you stay here and work as hard as you do. However, I do not think any of us, even the humanists in this virtual room, chose to be in academia for the money. Those of you with degrees in high demand areas could be making hundreds of thousands of dollars more in the private sector. Nevertheless, here we are, juggling all the balls in the air. And we do it because we believe in higher education as the key instrument to advance the needs of our communities, on the local and world stage.

There are days when I feel like Sisyphus, and I long to give up and spend my efforts excavating a cave into that huge rock in order to become a hermit in it. But who will teach my students why "heroic" is the adjective chosen by Clarín to describe the not so imaginary city of Vetusta? There is no other world where I would get to learn that I must know about Clarín but also about Joss Jaycoff to be an instrument of social change. Our work is important: we teach others how to conduct culturally responsible instruction, we research the impact of land management systems on microbial environments, we immerse future nurses in primary care settings in rural or underserved communities in Eastern North Carolina. Before any of you begin polishing that resumé, please remember each time a student has reached out to say: you changed my life. That is why we must remain faculty members: the opportunity to be and to train others to be agents of meaningful change.

If you are someone with voting rights today, it is because you not only believe in this mission of ours but also because you understand that academic freedom and shared governance can only survive if we fight for them one inch at a time, no matter how hard it gets, or repetitive, or thankless. We are the elected defenders of those principles here and now. Last month, I asked you to do five things. This month, I ask you to do two, they are big, so it might take you more than a month to accomplish them. First, reflect and talk with your colleagues about why you chose this profession and this university. Second, think about what you are going to do to prevent the erosion of faculty rights at ECU.

We are Sisyphus, bring it on!"

**Questions**

Senator Su (Geography, Planning and Environment) asked about faculty input into financial issues. Chancellor Rogers requests we prepare to work with Provost Hayes and Interim Chancellor Interim Vice Chancellor Mitchelson to work with deans for communications channels for faculty input into reduction scenarios.

Chair Martínez said that last year Dean Danell involved Senators in budget planning discussions.

**I. Approval of Fall 2021 Graduation Roster, including Honors College graduates.**

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Professor Greer (Medicine) moved approval of the Fall 2021 Graduation Roster, including Honors College graduates. There was no discussion and the Fall 2021 Graduation Roster, including Honors College graduates was approved as presented. **RESOLUTION #21-50**

**J. Question Period**

Vice Chancellor Hardy entered the following content into the comment box:

“Related to Pfizer booster shots, Campus Partners have worked diligently on creating FluFest! FluFest is a campus wide initiative for our community to receive their flu shot! On October 19th FluFest will be occurring on the Main Student Center Lawn, this event is open and free to the entire ECU Community. During the day are a set of raffle prizes, Chic Fil-A vouchers, and your chance to win a pair of Ray Bans! Starting at 10:30am Jimmy Johns subs are also available for those who participate. All individuals wanting their flu shot must bring their insurance card. COVID Vaccines as well as the COVID Booster shot are also available at this event. To be eligible for the booster shot, you must have had your full series of COVID-19 Pfizer shots, have had your 2nd dose at least six months prior to the booster, and must bring your vaccine card with you.

Also, please know that eligible faculty can visit ECU Family Medicine Pharmacy on Heart Drive without an appointment to get the Pfizer booster. ECU Pharmacy is located along the hallway between the Monk Geriatric Center and the Family Medicine Building. Please note that the Moye Blvd. pharmacy is not providing boosters. <https://ecuphysicians.ecu.edu/pharmacy/locations/>”

Professor Altman (Kinesiology) asked what factors are considered for recruitment of tenure-track and tenured faculty versus fixed-term faculty recruitment if those decisions are made at the university level.

Chancellor Rogers said they receive requests each week and try to maintain as much flexibility as possible without knowing how much the university will be impacted by budget reductions. ECU is trying to consider a mix of opportunities. Sometimes a Dean will come back with compelling information. These are a back-and-forth dialogue. This morning, two tenure track positions in the College of Arts and Sciences were approved.

Professor Wolf (Physics) asked the following via the chat box: “Chancellor Rogers, earlier in your remarks, you suggested that you'd be willing to discuss the state budget negotiations with us at more length. I'll take you up on that. You previously mentioned that Faculty Salaries are the top priority for budget negotiations. I know that is a key item of importance for this body and thank you for making that a priority. I'm wondering what the next few budget negotiation priorities are, how you chose those priorities, and the outlook on getting some of those items funded.”

Chancellor Rogers said the legislature has come to an agreement and is working with the governor on the budget, which includes salary increases for UNC System faculty. The Board of Governors previously identified budget priorities and have been working with the UNC System to advocate for those priorities. There has been a massive push to focus on faculty and staff salaries. There have been significant requests for facilities improvements and capital requests for new facilities, such as a new medical education building.

Professor Doty (Engineering and Technology) mentioned the recent compression study and asked how salary increases may rectify the findings from that study.

Provost Hayes said that making these adjustments identified through the study remains a priority at the university level. These adjustments may be made at the unit level based on the findings from those studies.

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Interim Vice Chancellor Mitchelson said that ECU is waiting to hear from the UNC System to see how they may be permitted to make these adjustments and will look for more clarity over this next month.

Professor Haberstroh (Health Sciences Library) asked since the Strong Provost Model is still under consideration when can we anticipate a decision on this and what factors go into deciding the Strong Provost Model.

Chancellor Rogers said ECU is still in the process of vetting fiscal sustainability recommendations. Currently they are implementing the easier recommendations, some recommendations require more shared governance, and others will be put off. Rogers wants to spend intentional time to hear from the health sciences deans and get on-the-ground perspectives to see the directions to go in this space. Hopefully, in the next month or sooner, there will be more specific information.

Professor Chambers (Education) asked what are the implications of delineating processes for tenure/tenure-track faculty and not fixed-term faculty, and would the Faculty Senate be willing to take action on this.

Chair Martínez said the Faculty Senate worked to revise Part VIII last year. Comments on this came back in the summer. This is now with the Faculty Governance Committee. Revisions to Part IX regarding subsequent appointment and tenure-track promotion were proposed, but additional reorganization continues and is also in the hands of the Faculty Governance Committee.

Professor Su (Geography, Planning and Environment) asked how our university's enrollment decline compares with other universities in the UNC System. He is curious if maybe this is a short-term decline due to the pandemic.

Chancellor Rogers said the four percent decline is in student credit hours. ECU had a 2.8 percent decline in actual enrollment. There were other declines in the other state universities' enrollment numbers. The UNC System as a whole saw an enrollment increase. ECU seeks to engage in strategies to increase our enrollment figures.

**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**

The Graduate Council had no actions to report from their September 20, 2021 Graduate Council meeting.

**Agenda Item VI. Report of Committees**

**A. Appellate Committee, Jeni Parker**

Professor Parker (Theatre and Dance), Chair of the Faculty Grievance Appellate Chair, presented the overview of 2020-2021 Faculty Grievance Committee activities. She explained that this is the last time this report will be delivered to the Faculty Senate, because there is a new appellate structure and process for the reports. In the future, the Appellate Committee will present a report summarizing all appellate activities (not just from Faculty Grievance) to the Faculty Governance Committee.

There was no discussion, and the report was received by the Faculty Senate.

**B. Distance Education and Learning Technology Committee, Melinda Doty**

## **Faculty Senate Meeting October 5, 2021**

Professor Doty (Engineering and Technology)), Chair of the Committee, presented a report on findings from the Distance Education and Online Instructional Support Feedback and Needs survey, which was distributed to faculty in Spring 2021. This report was presented for information only. She asked if another survey was needed, they could do one.

Professor Bauer (English) asked how it will be determined faculty need another survey. Professor Doty replied she would be able to get some input today and then consider a poll to solicit further faculty feedback.

Professor Reid (History) does not know what the students get on their end regarding technology. He is curious about a student-specific survey to determine their technological needs. Chair Martínez will talk to the SGA President about this idea.

The report was received by the Faculty Senate.

### **C. General Education and Instructional Effectiveness Committee, George Bailey**

Professor Bailey (General Education and Instructional Effectiveness Committee), Chair of the Committee, presented curriculum and academic matters acted on and recorded during the [September 20, 2021](#) meeting including:

- removal of General Education Fine Arts (GE:FA) credit from ARTH 3975 African American Art;
- retention of Domestic Diversity (DD) credit for renumbered course MGMT 3362 Organizational Behavior (formerly MGMT 4242);
- special case course approval of Global Diversity (GD) credit for PSYC 2250 Selected Topics, Global Understanding: Psychological Perspectives taken in Spring 2009;
- retention of credit after removal of prerequisites for ANTH 2015 (GD and GE:SO), ANTH 3003 (GD and GE:SO), ANTH 3004 (GD and GE:SO), ANTH 3005 (DD and GE:SO), ANTH 3016 (DD and GE:SO), ANTH 3017 (GD and GE:SO), ANTH 3018 (GD and GE:SO), ANTH 3115 (GE:SO), ANTH 3252 (GD and GE:SO), ANTH 3300 (GD and GE:SO);
- approval of the following Spring 2022 Honors College Seminars:
  - HNRS 2011 Southern Literature Into Film for General Education Humanities (GE:HU) and Domestic Diversity (DD) credit
  - HNRS 2011 Going Viral: Folklore and Contagion for General Education Humanities (GE:HU) and Domestic Diversity (DD) credit
  - HNRS 2011 Great Books of Science for General Education Humanities (GE:HU) credit
  - HNRS 2012 Thinking Through Making for General Education Fine Arts (GE:FA) credit
  - HNRS 2013 Discourse in Sport for General Education Social Sciences (GE:SO) credit
  - HNRS 2013 Economics of Health and Health Care for General Education Social Sciences (GE:SO) and Global Diversity (GD) credit
  - HNRS 2013 Sport for Development: Community and Social Change for General Education Social Sciences (GE:SO) credit
  - HNRS 2014 Science Communication and Environmental Justice for General Education Natural Sciences (GE:SC) and Domestic Diversity (DD) credit
  - HNRS 2014 The Molecules That Made US: Chemistry and the History of the World for General Education Natural Sciences (GE:SC) and Global Diversity (GD) credit
  - HNRS 2014 From barriers to agency: Stakeholder conversations and field experience exploring impacts of climate change on North Carolina barrier islands for General Education Natural Sciences (GE: SC) and Global Diversity (GD) credit
- the following transfer credit approvals for Global Diversity (GD) credit:
  - PLS 230 Introduction to Comparative Government and Politics from UNC Wilmington,
  - FINA H100 Art Appreciation from Indiana University South Bend,
  - ANT 160 Cultural Diversity in the Modern World from University of Kentucky,

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- HUM 180 International Cultural Exploration from Nash Community College,
- REL 205 World Religions from University of Tampa,
- GEOG 101 World Geography from Northampton Community College,
- SOCI 215 Cultural Anthropology from Randolph-Macon College,
- HIST 1311 History of World Civilizations to 1500 from University of Mary Hardin-Baylor,
- GPS 120 Global Perspectives in World Cultures from Wingate University;
- The following transfer credit approvals for Domestic Diversity (DD) credit:
  - HIST 0829 The History and Significance of Race in America from Temple University,
  - SOCS-2161 Principles of Sociology from Indiana University South Bend,
  - HIST 1311 History of the United States to 1865 from the University of Texas at Tyler,
  - SOCI 131 Intro to Sociology, University of Mary Hardin-Baylor,
  - SOC 101 Introduction to Sociology from York Technical College,
  - HIST 131 United States History I from Colorado Mesa University;
- and the following transfer credit approvals for General Education Humanities (GE:HU) credit:
  - CTEXT 121 Visual Culture in Context: Pre-Modern Global Perspectives from Savannah College of Art and Design,
  - IDS 201 Environmental Ethics from NC State.

There was no discussion, and the curriculum and academic matters acted on and recorded during the [September 20, 2021](#) meeting were approved as presented, which included:

- removal of General Education Fine Arts (GE:FA) credit from ARTH 3975 African American Art;
- retention of Domestic Diversity (DD) credit for renumbered course MGMT 3362 Organizational Behavior (formerly MGMT 4242);
- special case course approval of Global Diversity (GD) credit for PSYC 2250 Selected Topics, Global Understanding: Psychological Perspectives taken in Spring 2009;
- retention of credit after removal of prerequisites for ANTH 2015 (GD and GE:SO), ANTH 3003 (GD and GE:SO), ANTH 3004 (GD and GE:SO), ANTH 3005 (DD and GE:SO), ANTH 3016 (DD and GE:SO), ANTH 3017 (GD and GE:SO), ANTH 3018 (GD and GE:SO), ANTH 3115 (GE:SO), ANTH 3252 (GD and GE:SO), ANTH 3300 (GD and GE:SO);
- approval of the following Spring 2022 Honors College Seminars:
  - HNRS 2011 Southern Literature Into Film for General Education Humanities (GE:HU) and Domestic Diversity (DD) credit
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  - HNRS 2011 Great Books of Science for General Education Humanities (GE:HU) credit
  - HNRS 2012 Thinking Through Making for General Education Fine Arts (GE:FA) credit
  - HNRS 2013 Discourse in Sport for General Education Social Sciences (GE:SO) credit
  - HNRS 2013 Economics of Health and Health Care for General Education Social Sciences (GE:SO) and Global Diversity (GD) credit
  - HNRS 2013 Sport for Development: Community and Social Change for General Education Social Sciences (GE:SO) credit
  - HNRS 2014 Science Communication and Environmental Justice for General Education Natural Sciences (GE:SC) and Domestic Diversity (DD) credit
  - HNRS 2014 The Molecules That Made US: Chemistry and the History of the World for General Education Natural Sciences (GE:SC) and Global Diversity (GD) credit
  - HNRS 2014 From barriers to agency: Stakeholder conversations and field experience exploring impacts of climate change on North Carolina barrier islands for General Education Natural Sciences (GE: SC) and Global Diversity (GD) credit
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  - SOCI 131 Intro to Sociology, University of Mary Hardin-Baylor,
  - SOC 101 Introduction to Sociology from York Technical College,
  - HIST 131 United States History I from Colorado Mesa University;
- and the following transfer credit approvals for General Education Humanities (GE:HU) credit:
  - CTXT 121 Visual Culture in Context: Pre-Modern Global Perspectives from Savannah College of Art and Design,
  - IDS 201 Environmental Ethics from NC State.

**RESOLUTION #21-51**

**Agenda Item VII. New Business**

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

There being no further business, the meeting adjourned at 4:23 pm.

Submitted by,

Marlena Rose  
Secretary of the Faculty  
Health Sciences Library

Rachel Baker  
Faculty Senate

## FACULTY SENATE RESOLUTIONS APPROVED AT THE OCTOBER 5, 2021 MEETING

### Resolution #21-50

Approval of the Fall 2021 Graduation Roster, including Honors College graduates.

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### Resolution #21-51

Curriculum and academic matters acted on and recorded during the [September 20, 2021](#) General Education and Instructional Effectiveness Committee meeting, including:

- removal of General Education Fine Arts (GE:FA) credit from ARTH 3975 African American Art;
- retention of Domestic Diversity (DD) credit for renumbered course MGMT 3362 Organizational Behavior (formerly MGMT 4242);
- special case course approval of Global Diversity (GD) credit for PSYC 2250 Selected Topics, Global Understanding: Psychological Perspectives taken in Spring 2009;
- retention of credit after removal of prerequisites for ANTH 2015 (GD and GE:SO), ANTH 3003 (GD and GE:SO), ANTH 3004 (GD and GE:SO), ANTH 3005 (DD and GE:SO), ANTH 3016 (DD and GE:SO), ANTH 3017 (GD and GE:SO), ANTH 3018 (GD and GE:SO), ANTH 3115 (GE:SO), ANTH 3252 (GD and GE:SO), ANTH 3300 (GD and GE:SO);
- approval of the following Spring 2022 Honors College Seminars:
  - HNRS 2011 Southern Literature Into Film for General Education Humanities (GE:HU) and Domestic Diversity (DD) credit
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  - HNRS 2013 Discourse in Sport for General Education Social Sciences (GE:SO) credit
  - HNRS 2013 Economics of Health and Health Care for General Education Social Sciences (GE:SO) and Global Diversity (GD) credit
  - HNRS 2013 Sport for Development: Community and Social Change for General Education Social Sciences (GE:SO) credit
  - HNRS 2014 Science Communication and Environmental Justice for General Education Natural Sciences (GE:SC) and Domestic Diversity (DD) credit
  - HNRS 2014 The Molecules That Made US: Chemistry and the History of the World for General Education Natural Sciences (GE:SC) and Global Diversity (GD) credit
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  - GEOG 101 World Geography from Northampton Community College,
  - SOCI 215 Cultural Anthropology from Randolph-Macon College,
  - HIST 1311 History of World Civilizations to 1500 from University of Mary Hardin-Baylor,
  - GPS 120 Global Perspectives in World Cultures from Wingate University;
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- SOCS-2161 Principles of Sociology from Indiana University South Bend,
- HIST 1311 History of the United States to 1865 from the University of Texas at Tyler,
- SOCI 131 Intro to Sociology, University of Mary Hardin-Baylor,
- SOC 101 Introduction to Sociology from York Technical College,
- HIST 131 United States History I from Colorado Mesa University;
- and the following transfer credit approvals for General Education Humanities (GE:HU) credit:
  - CTXT 121 Visual Culture in Context: Pre-Modern Global Perspectives from Savannah College of Art and Design,
  - IDS 201 Environmental Ethics from NC State.

Individual votes are not reported for this meeting because both resolutions were approved by general consent.