



2020-2021 FACULTY SENATE

FULL MINUTES OF FEBRUARY 23, 2021

[WebEx Meeting Recording](#)

The sixth regular meeting of the 2020-2021 Faculty Senate was held on **Tuesday, February 23, 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 [January 26, 2021](#) meeting minutes were approved as presented.

Agenda Item III. Special Order of the Day

A. Roll Call

Senators absent: Professor Varnell (Engineering and Technology), Professor Thomson (Medicine)
Alternates present: Professor Medina (Foreign Languages and Literatures), Professor Greer (Medicine), Professor Olson Lounsbery (Political Science)

B. [Announcements](#)

Chair Martinez called attention to the announcements, and asked that senators remember the deadline for the Research and Creative Activity Committee award competition, highlighted the campus climate survey that is available until March 12, and emphasized the importance that all senators participate, and share the importance of the survey to colleagues, staff and students. We need to improve response rate compared to previous surveys.

Speaking privileges have been granted to Angela Anderson, Allen Guidry, Virginia Hardy, Eli Hvastkovs, Marianne Montgomery, Lanika Wright, Paul Zigas and any members of the standing Committees reporting today.

C. Ron Mitchelson, Interim Chancellor

Interim Chancellor Mitchelson underscored how important our work on diversity, equity and inclusion is on our campus. He stated that many of us are hard at work at improving our performance, making sure that our outcomes are strong. He thinks that we are far better off in planning those efforts if we get a good response rate to our climate survey. He asked the faculty to go back to their units and emphasize the importance of filling out the survey of campus climate. The Interim Chancellor filled out his survey yesterday. It took him only 10-15 minutes, as advertised. The survey is closing March 12. The Interim Chancellor really wanted to emphasize that we want to be data driven and well informed as we design our future in diversity, equity and inclusion programming.

Dr. Mitchelson stated that COVID numbers are looking quite good statewide, in Pitt County and Vidant Medical Center. We are averaging 6-7 new cases a day and in the last 7 days we tested 1500 people and had only a 2% infection rate. We are in a great trend right now. Concerning isolation and quarantine, we have about 100 students in quarantine and 17 of those are on campus. Tomorrow is an important day for our state as we begin vaccinations for K-12 and childcare workers. The Interim Chancellor is excited about the student recruitment cycle at the graduate and undergraduate levels.

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As of this morning we have over 20,000 applications completed for fall 2021 for our first-year class. Last year we set a record and we are already above that (2600 more year to date), and application and housing deposits are up 15% compared to last year.

At the Board of Governors meeting last week, ECU looks good in term of capital improvements for our campus, we rate high for our renovation/repair priorities. For those of immediate need, there are 7 projects there. A comprehensive redo of Howell Science is also highly rated and a new Medical Education Building is still one of the system priorities. Interim Chancellor Mitchelson was also encouraged by the report on state revenues. State tax revenues is up year to date by 1.7 million dollars. That does include 1.1 million dollars of deferred tax payments into this fiscal year, but that still leaves 600,000 dollars on the plus side today. The Chancellor is hopeful and optimistic and thinks that we may have dodged a bullet there.

There is an ongoing work of making sure that our new chancellor is in a strong position when he arrives on March 15 and Dr. Mitchelson is very thankful for the transition team headed by Chris Locklear.

The Chancellor closed his comments with a statement of gratitude. He will be retiring on June 30th. He mentioned that it has been a wonderful privilege and honor to be a pirate with us, as a faculty member, as a department chair, as a provost and an interim chancellor. The faculty have been really gracious and generous with him and he will be eternally grateful for that. He is thankful for the faculty commitment to the institution and our mission.

The Chancellor reflected on some of the accomplishments that were achieved together with the faculty and mentioned the growth on the Outer Banks, the Miller School of Entrepreneurship, the IC innovation hub, the expansion of the Honors college, the development of a new water resource center, the complete redo of admissions, Pirate promise, the Finish in Four initiative, the institutionalization of meaningful promotion for faculty and the new biotech building. He thanked the faculty for being great pirates, great teammates, and making sure this university does nothing but make progress.

Questions

Professor Bauer (English), after thanking Dr. Mitchelson, asked if we can stop modeling the 10% budget cut now that the budget picture is looking better. Having the budget cut hanging over our head makes it difficult to plan for next year to satisfy student demands.

Dr. Mitchelson answered that there is still some uncertainty out there, but we can hope that the 10% cut is not on the horizon.

Senator Schmidt (College of Education) asked about COVID vaccines. Starting tomorrow teachers K-12 and childcare workers are eligible for the vaccine and everybody else who teaches in other areas is eligible March 10th. Did anybody advocate for us to be included in the February 24th group, since many of us are teaching face to face as well?

Dr. Mitchelson answered that we certainly had advocacy with the North Carolina Department of Health and Human Services. President Hans actually sits on the Higher Education Commission, so we had advocacy there. More importantly, the main problem right now is the supply of the vaccine. This is what we need to watch for.

D. Mark Stacy, Vice Chancellor for Health Sciences and Dean of Brody School of Medicine

Chair Martínez noted that Dr. Stacy and Dr. Hardy are both working on issues relating to the vaccine, with Dr. Stacy managing the vaccines for our outward-facing operations, and Dr. Hardy managing the vaccine for our internal operations. Both are going to speak, and Chair Martínez left it to Dr. Stacy and Dr. Hardy to decide who would go first. Vice Chancellor Stacy provided his report first.

Vice Chancellor Stacy mentioned that he was asked to review the status of the COVID vaccination process for the senate and presented the following report.

ECU Physicians and Student Health expect to resume vaccinations in March pending vaccine supply. ECU Physicians will be focusing on patients 65 and older and phase 1 employees who initially opted out. Student Health will continue focus on faculty and students, including pre-K-12 face to face faculty. Phase 3 is to begin March 10. All divisions have provided information to a database managed by Student Health Services. All vaccination activity will be scheduled and completed by this office. Dr. Lanika Wright and Dr. Virginia Hardy are here to answer questions.

On January 12, ECU Physicians was able to obtain vaccines from Vidant Medical Center to assist with administration to health care workers and faculty/staff 65 years of age and older. In partnership with Student Health, we also provided vaccines for students that have face to face patient care. ECU Physicians quickly developed scheduling system to allow faculty/staff/students in above phases to schedule their vaccine. The scheduling system could not screen to determine if criteria determined by the NC Department of Health and Human Services was met. It was developed based on the honor system.

It is important to note that the phases of administration are determined by NC Department of Health and Human Services, not by ECU.

There have been some questions about a vaccine wait list and why faculty/staff were turned away from the clinic when they had appointment for first dose. Dr. Stacy first addressed the wait list. The expectation set by NC DHHS is that no vaccine is wasted, thus individuals could be placed on wait list that were not in the current phases. Individuals were contacted when they requested to be put on list. If they could not arrive quickly, the next person was contacted. Priority was given to individuals in the state phases who could not access an appointment.

At the time of the Pfizer release there was no vial stability data. Companies usually undergo rigorous testing of compound stability after being removed from storage. This had not been done. For that reason, we initially had to use all 5-6 doses per vial within one hour of opening the vial. This led to some time of mismatch of open vials to number of people in line and usually a less than 10-minute window for 5-10 doses per day. In the past month, we were notified that the vaccine is stable for 6 hours for administration.

I am proud to note that ECU Physicians and Student Health have not wasted a COVID vaccine dose. The second issue was why were faculty/staff that came to the clinic turned away. We were notified by Vidant late in January of major shortage of vaccine. We were told to stop administering first doses and to complete second dose vaccinations only. We attempted to communicate with faculty and staff via email based upon information placed in our Scheduling System. Unfortunately, we were unable to contact everyone and had to turn faculty/staff away at the front door. Yesterday, however, we were

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contacted by Vidant Health, and have been allowed to provide 1st and 2nd vaccinations for faculty >65 years.

Our clinical team with ECU Physicians in partnership with Student Health provided 5063 total doses. We continue to appreciate your support and patience during this pandemic. Please reference the following link <https://covid19.ncdhhs.gov/vaccines/find-your-spot-take-your-shot> to determine when you are eligible for the vaccine.

Questions

Professor Bauer (English) asked If Dr. Stacy could talk about the staff working on campus and their eligibility. Vice Chancellor Stacy answered that it was more of a question for Vice Chancellor Hardy.

Vice Chancellor Hardy said she would address that shortly during her portion of the report.

After waiting to see if there were more questions for Vice Chancellor Stacy, Chair Martínez invited Vice Chancellor Hardy to begin her report, noting that Dr. LaNika Wright would likely provide some of the information as well.

Vice Chancellor Hardy said that she wanted to give an overview of what the process will look like for ECU students, faculty and staff when we are given an allotment. The vaccination site will be located in the Croatan, the site is being set up as we speak. If all goes well, Dr. Wright will give you the timeline. Vaccinations will be by appointment and eligibility. There will be a process to schedule appointments. The Vice Chancellor has been working for Parking services to reserve parking in order for people to park and receive their vaccination.

Dr. Wright added that they are excited and are hoping to receive an allotment and start vaccinations by next week. We will start with vaccinating K-12 and childcare teachers. March 10 is the time when we will start vaccinating faculty and staff who are working face to face. We are working with HR and the registrar to identify people eligible. It will be via appointment and invitation only to make sure we are able to vaccinate those people identified by the university as being eligible at that time.

Dr. Hardy added that in order to not leave any dose unused, we will work the same way as Dr. Stacy mentioned and we will make sure that every drop is put into an arm who wants it.

Questions:

Senator McKinnon (History) thanked Drs. Hardy and Wright for the update and asked for clarification on the process for appointment and invitation only. She asked if there will be invitation via email and then someone makes an appointment, or is the appointment system just open?

Dr. Wright answered that they received a list of faculty and staff that meet the requirements set by the state. They will send an invitation to those staff and faculty members with a link to make an appointment. The link itself does not prevent anyone from making an appointment, but they will police the vaccination site and cancel appointments made by those who do not meet the criteria as identified by the state. Vice Chancellor Hardy noted that students may also be eligible and Student Health is working with departments to identify those who would be eligible.

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Senator Thompson (Biology) asked for clarification about faculty who are not teaching face to face in the traditional sense but are required to be on campus for research purposes and are working with students. Will these faculty be prioritized in terms of eligibility?

Dr. Wright answered that they have been working with HR, but if there is a question or concern, the department chair can always reach to them or to HR and they will work through it.

Senator Su (Geography Planning and Environment) asked for a clarification about the K-12 and childcare personnel to know if that refers only of people working on campus.

Dr. Wright answer that yes, it will be those who work on campus but also any students doing internships will be also included. They have been working with the departments to identify those students. There are some faculty and staff working alongside students in those settings and we are trying to identify those individuals.

Senator Su (Geography Planning and Environment) asked about the role/need of the waitlist. If people are eligible, what is the need for a waiting list?

Dr. Wright answered that the waitlist is to prevent dose waste, and they will try to identify people that can get to them quickly in order to use the last doses of vaccine.

Senator Miller (College of Engineering) asked if they had an idea for how long it will take to vaccinate all the faculty.

Dr. Wright answered that they do not have an end date in sight. They will continue to vaccinate and move forward as the state moves forward through the different eligibility groups. We are going to prioritize faculty and staff but then frontline essential workers.

Senator Ticknor (College of Education) asked clarification on how the ECU employees will be added to the waitlist or how it will be advertised so they can be added to the waitlist.

Dr. Wright answered that they are still working the details with HR.

E. Jan Lewis, Director of Academic Library Services

Beth Ketterman, Director of Health Sciences Library

Joseph Thomas, Assistant Director for Collections and Scholarly Communication

Jan Lewis said she would lead with information about the new license agreement with Elsevier and then Beth Ketterman and Joseph Thomas would discuss specifics about access. The new agreement reduces the University spin with Elsevier by 75% from about 1.3 Million to 335,000 dollars. It is a four-year agreement that can be terminated early if we do not have sufficient funds. We negotiated a 1% price decrease for calendar year 2022 followed by 2% increases the next two years. The savings will allow the libraries to balance their existing state budgets and we are going to use relatively small, but meaningful amounts to further our commitment to sustainable scholarship by redirecting funds to information vendors that emphasize open access and financially viable business models. Examples of these include the Public library of Science, directory of online access journals, and journals published by a company of biologists and Frontiers. Our license agreements have attracted the attention of libraries from around the country because we refused to accept Elsevier's standard confidentiality clause. We have been able to share both the text of the agreements and the

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costs we are paying with other libraries and institutions. Colleagues have been particularly interested in the changes we made to add accessibility language and privacy protection for users.

Beth Ketterman stated that the current list of Elsevier titles is available at the library sustainable scholarship website and she will post a link to that list to our chat. Please, note that the 121 titles are only a small part of the access. We continue to subscribe to Clinical Key, Clinical Key for Nursing in Scopus. The 2 Clinical Key databases provide access to more than 500 titles in areas of health sciences, research and professional practice. We also own numerous back years of online journal content from Elsevier. Everything the libraries subscribed to prior to December 31, 2020 is owned by ECU and will remain discoverable and available in full text at the point of need. Articles from Elsevier journals to which we no longer subscribe to can be found using alternative pathways at your desktop or through the ECU libraries loan offices.

Joseph Thomas said that for any articles that you need that we do not currently subscribe to, you are welcome to use the inter library loan request form to retrieve those. There is no cost to the faculty, staff or students who request articles by inter library loan. There are other options as well. One of those that we encourage people to try out is something called Unpaywall (<http://unpaywall.org/>). There is another version, something similar to Unpaywall called the Open Access Button (<https://openaccessbutton.org/>) and these 2 databases are open access copies of published literature. These are legal copies and not pirated copies.

Questions

Professor Pierce (Sociology) asked for clarification about the materials that were owned before 2021. She wanted to know if we still have subscription to those journals or if our subscription for these journals ended at the end of 2020.

Joseph Thomas answered that we purchased journal back files that have an end date of 1994. We own the content for all the older Elsevier journals up to 1994. For some journals we have subscribed access and kept access from 1995 to 2020. There is a list in the link of the subscribed titles (121) that we have access to.

F. Keith Keene, Director of the Center for Health Disparities

Director Keene thanked Chair Martínez on behalf of the Black Faculty Organization for the opportunity to speak to the Faculty Senate. He said that given the disproportionate burden COVID 19 has had on the African American Community, the Black Faculty Organization felt it necessary to draft a statement of their stance regarding the pandemic and vaccinations. He read the statement below:

“To date, there have been more than 26 Million confirmed cases of Coronavirus Disease 2019 (COVID-19), resulting in 440,000+ deaths in the United States (US)¹. This deadly pandemic has impacted all aspects of our lives including how we work, educate, and interact with one another. Predictably, COVID-19 hospitalizations and deaths have disproportionately impacted minority populations². While Blacks/African Americans account for only 12% of the total US population, we account for 18-24% of US COVID-19 deaths³⁻⁴. Approximately 1 in 735 Black Americans has died from COVID-19, corresponding to a death rate nearly 3 times higher than their white counterparts^{2,5}. Persistent inequities in education, financial, legal, and healthcare further compound the observed COVID-19 disparities.

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Public health, healthcare, and research institutions have developed effective preventive measures and treatments which have the potential to reduce the burden of COVID-19 across all communities in the US. The **Black Faculty Organization (BFO)** is committed to doing our part to limit the spread of this virus and alleviate these alarming disparities. As we ALL continue to practice the **3Ws: WEAR** a mask that covers your nose and mouth; **WAIT** by staying at least 6 feet apart; and **WASH** our hands or use hand sanitizer- additional measures are required as the number of COVID-19 cases and deaths continue to increase.

As vaccination efforts ramp up, the BFO is committed to contributing to and disseminating the scientific, educational, and medical care necessary to defeat this pandemic. While COVID-19 deaths disproportionately impact Black/African American persons, Black Americans are less likely to choose getting vaccinated against COVID-19, even if the vaccine was free and determined to be safe according to science⁷. Many of these concerns are rooted in mistrust by black communities, given the history of medical and research abuses coupled with ongoing discriminatory practices present in today's medical settings⁸. COVID-19 outreach efforts to Black/African American communities will need to consider this context and the resulting concerns if those efforts are to be effective.

The BFO affirms that all individuals should have access to accurate, evidence-based information about COVID-19 vaccination so they can make informed choices about receiving the vaccine for themselves and their families. We urge all persons who advise individuals about COVID-19 vaccination to use the principles of the CASE method for providing vaccine information:

Corroborate: Acknowledge the individual's concern and set the tone for a respectful conversation.

About me: Describe what you have done to become knowledgeable about the vaccine.

Science: Describe what the science says, providing accurate, truthful, and evidence-based information.

Explain/advise: Offer advice based on evidence-based knowledge.

The BFO believes that we have an ethical responsibility to address the disproportionate burden of COVID-19 in Black individuals and communities. We are committed to devoting our time and resources to this aim in ways that promote health equity and evidence-based decision making in the prevention and treatment of COVID-19.

Sincerely,

The Black Faculty Organization at East Carolina University"

Questions

Professor Su (Geography Planning and Environment) asked if the focus of the statement was ECU faculty, the Greenville community, or the Pitt County community.

Dr. Keene stated that this is a general statement but they want to make sure that people are aware, especially minority populations, of the opportunities. They want to make sure they are getting the proper information so they can make the appropriate decision that is best for themselves or their

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family regarding vaccination. They are not trying to sway people one way or the other, but hopefully the information on the science will lead them to the appropriate decision

He shared this information with Staff senate, and there will be a COVID panel next week for students and the broader community. They want to start locally and we want to make sure the message is being spread. The ultimate goal is to defeat COVID.

Chair Martínez added that she thinks that there is something all of us can do. She suggested that we can post this letter in our classes for our student to read. That way, we can be part of raising the awareness.

G. Jeni Parker, Faculty Assembly Delegate

Delegate Parker provided a report on the [February 12, 2021](#) UNC Faculty Assembly Meeting. She stated that the meeting was outstanding. It started by meeting with the different committees and followed by a report from these committees. The minutes are not out yet. There were reports from academic affairs as well as the UNC System Racial Equity Task Force, and the Historically Minority Serving Institutions Committee.

Questions

No questions.

H. Approval of Spring 2021 Graduation Roster, including Honors College graduates

Professor Su (Geography Planning and Environment) moved approval of the Spring 2021 Graduation Roster, including Honors College graduates. Senator Quick (College of Business) seconded the motion. There was no discussion and the Spring 2021 Graduation Roster, including Honors College graduates was approved as presented. **RESOLUTION #21-03**

I. Purificación Martínez, Chair of the Faculty

Chair Martínez provided her prepared remarks, which appear below in full:

“I imagine that most of you have marveled at the recent images from Mars. I have read the extraordinary life journeys of 2 of the engineers working on the project: Christina Díaz, of Mexican origin, and Diana Trujillo, from Colombia. It is very powerful to see, in Díaz words: and I quote “these up-and-coming engineers and leaders who have a vision for a more inclusive and transparent future,” end of quote. I love the name of the rover, Perseverance, the “continued effort to do or achieve something despite difficulties, failure, or opposition.” As someone who studies the past, I also love the mission, “the search for ancient life forms.” However, as space journalist Nadia Drake mentioned in an interview on NPR, we need to learn from our colonial past in order to develop an ethical approach to the exploration of space.

This came to my mind as an urgent thought when I read a recent Spanish newspaper article titled “Marte será conquistado por hispanos” (Mars will be conquered by Hispanics). I really disliked that title. A bitter taste of Spanish Imperialism came immediately to my mouth. The article, intended to highlight the profile of these two phenomenal women scientists, had the unintended consequence of reminding me that we still feel very comfortable with the

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narrative of colonialism as a way to advance humanity. We should never forget that the advance and prosperity of a few came from the slavery of millions of Africans and the exploitation of lands and resources that we falsely claimed as ours.

Interim Chancellor Mitchelson has told you about the University Council taking a two-day anti-racist training with the Racial Equity Institute. During one of the sessions, our lead, Dr. Christian Douglass, mentioned that, in his opinion, after World War II, the US missed an extraordinary opportunity to move toward an antiracist society. He said that we find ourselves in another one of those rare moments in our history. “I am impatient, why is it taking so long?” asked one of the participants. He did not say it, but his answer could have been summarized with one word: “Perseverance”. Christina Díaz probably would have added: and team work to, and I quote, “being able to pull up others behind you, so we can continue to grow together,” end of quote.

In my opinion, team work around issues of Diversity, Equity and Inclusion is what is happening right now at ECU. I see this coming from Interim Chancellor Mitchelson’s recent recommendation to the Board of Trustees to remove the names of James Fleming, Thomas Jarvis, James Joyner and Sallie Cotten from all ECU buildings. It is my hope that a resolution in support of the recommendation will be accepted as new business later today and will pass, a clear indication that the Faculty Senate rejects white supremacy in all its forms. I see this coming from the group of administrators, staff and faculty who under Associate Provost LaKeshia Forbes’ leadership, approved the launching of the HEDS Diversity and Equity Climate Survey. The survey is the first step in assessing and solving issues related to diversity and equity at ECU. Please take the survey, talk to your students about the importance of taking the survey, only by hearing from those who suffer discrimination we can eliminate it. I see this happening with the Office of Equity and Diversity Teaching and Research Work Group chaired by Dr. Bhibha Das, whose work is instrumental in developing university-wide strategies to promote equity and diversity in teaching, research, and service. I see this with the THRIVE@ECU, a National Science Foundation funded initiative that addresses biases entrenched in faculty recruitment, hiring, and advancement. I see this with the Office of Faculty Excellence workshop series around Developing Fixed-Term faculty positions and the creation of an inclusive faculty culture. I see this in the recommendations from the Faculty Senate Exploratory Committee on Diversity and Inclusion. But, as Chair of the Faculty, where is your effort toward a more diverse and inclusive university, you asked me last month?

My personal life, education and professional development have allowed me to have what I consider a clear understanding and some expertise on issues related to class and gender. I regularly teach and write on those topics in a variety of time periods, authors, countries, media. For the past 12 years or more, I have been very involved at the university, state and national level in issues related to fixed term faculty. And I like to think of myself as an advocate in this topic. My first incursion in the LBGQTQ+ world has only happened this academic year and from a scholarly perspective. I am sorry to say that my real introduction to race happened very late in my life, on May 25th 2020. I have read a lot since that day, I have thought a lot since that day. I give you this brief biography to emphasize that the work at the university level in all aspects of Diversity, Equity and Inclusion is new to me. I share Dr. Douglass believe that at this particular moment in history, we can advance toward an anti-racist society. And as citizens of ECU, we must work toward that goal in our own community. I am deeply committed to this.

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Since July 1st, when my term as Chair started, I met and talked to a lot of people on campus about how to advance the DEI agenda. The conversations with fellow Chairs of Faculty at the UNC system have helped me a lot. But, I will readily admit, because the work is so humongous and I don't have the expertise, I am cautious in my approach. Some might say that I am slow in my approach. The responsibility to make the right decisions, in the right time so they transform the university, is with me all the time. A few months ago, Dr. Crystal Chambers reminded me that it was OK that I was not an expert, that I should let the experts do their work. I think often of her words when I really do not know if a policy or proposal is the right one or the timing correct.

I have been fortunate to be able to have long discussions about all these topics with two true experts in the field, Associate Provost LaKeshia Forbes and Professor Anne Ticknor. When I have doubts, questions, concerns, I always call on them. Their advice and expertise have guided me through these months. So, what recommendations for the Exploratory Committee do I support?

Regarding Faculty Professional Development. I will continue to work with the Office of Equity and Diversity and the Office of Faculty Excellence to help in any way that the Faculty Senate can to address recommendations 1 and 2. If the Faculty Senate approves in March the DEI professional development requirement, the Faculty Senate will start collaboration with the Office of Faculty Excellence about how to implement the requirement, both short and long term. The Faculty Governance committee already has thought of some possibilities.

Regarding the Document review of the Faculty Manual. Thanks to the diligent work of Professors Chambers and Popke, the Faculty Governance Committee has completed the revisions to the Faculty Manual identified in the recommendations. They will be presented to the Faculty Senate on its March meeting. Other recommendations in this section are already in development or have been implemented (such as the Academic Program Review recommendation).

Regarding the Administrative Accountability, the General Education and Instructional Effectiveness committee is looking at recommendations 1 and 2. I have worked with different offices regarding recommendation 5. I have not discussed with Office of Equity and Diversity nor with IPAR the recommendation regarding a dashboard. I will start my discussion in my next meeting with Associate Provost Forbes about the dashboard. Recommendation number 4, the creation of a Postdoctoral program for faculty diversity should be done, in my view, like any other program, through the collaboration of faculty, administrators and the Graduate School and its committees.

The Committee on Committees presents today the first reading of the charge of the new Faculty Senate DEI committee and I know for a fact that they had already received names of volunteers willing to serve. That recommendation is moving forward.

Regarding the adoption of the Land Agreement, the Faculty Officers have met with Aleshia Hunt. We have worked on coordinating the reciting of the Land Agreement with guidelines being developed by the upper administration. Rachel Baker has started preliminary work on how the land agreement could be place in the Faculty Senate webpage. She is considering

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creating an entire tab about DEI. This is an ongoing project, no final decisions have been made.

I have not dealt with the other 3 recommendations on this section.

I think that it is obvious that ECU and the Faculty Senate have done a lot of work this year on issues of Diversity, Equity and Inclusion. Much more is needed. From my personal point of view, I would like to see more security and better benefits for our most vulnerable faculty, I would like to see more robust Student Learning Outcomes for our Diversity Graduation Requirement, I would like to see more students and faculty understanding that learning a Foreign Language is vital in every student development, I would like to see more faculty of color in our classrooms, more diversity in leadership positions. Above all, I would like ECU to sustain this focus on Diversity. If we work every year on a few aspects related to diversity, we will recruit and retain students, faculty and staff that look like North Carolina and who can call this university their home. I am not certain if that is the case right now. The word to continue the huge amount of work in front of us is simple: perseverance. The sky is the limit.”

Questions

Senator McKinnon (History) said her question relates to the process of COVID review for research and travel policies. Now that we have seen a downward turn in cases and faculty and students will be vaccinated, when can we project that update will take place in terms of approval for research travel? And from the local level from the Chancellor, when can we expect that update?

Interim Chancellor Mitchelson answered that the question was well timed and we are all thinking about the decline in COVID cases. If you have pressing travel, we have allowed some exceptions.

Mike Van Scott added that local travel (considered commuting distance) is allowed so that field work can continue. As soon as we get confirmation from the state that we are allowed to travel, we will approve that.

J. Election of Five Members to the Faculty Officers Nominating Committee

Chair Martínez asked for nominations to the Faculty Officers Nominating Committee. The nominees are as follows:

Nominations:

Jennifer McKinnon (History) (nominated by Past Chair and Faculty Assembly Delegate Popke, seconded by Senator Bauer)

Margaret Bauer (English) (nominated by Senator Thomas, seconded by Senator Brimhall)

Stacy Altman (Kinesiology) (nominated by Senator Popke, seconded by Senator Greer)

Hong-Bin Su (Geography, Planning and Environment) (self-nominated, seconded by Faculty Assembly Delegate Parker)

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Beng Fuh (Medicine) (self-nominated, seconded by Faculty Assembly Delegate Parker)

Faculty Assembly Delegate Parker moved to close the nominations, and that motion was seconded by Past Chair and Faculty Assembly Delegate Popke.

Following a call for volunteers by Chair Martínez, Professors McKinnon, Bauer, Altman, Su, and Fuh were elected by acclamation to serve on the Faculty Officers Nominating Committee and charged with providing a slate of 2021/2022 Faculty Officer nominees during the May 4, 2021 organizational meeting.

K. Question Period

No questions.

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

Graduate Council, Ron Preston

Professor Ron Preston (Education), Chair of the Graduate Council presented formal faculty advice on curriculum and academic matters acted on and recorded in the [February 8, 2021](#), Graduate Council meeting minutes, including level I action items from the [January 20, 2021](#) Graduate Curriculum Committee meeting minutes which were approved by its delegated authority and are reported here for informational purposes; programmatic action item (GC 21-01) including level II and level III programmatic action items from the [January 20, 2021](#) Graduate Curriculum Committee meeting, which were forwarded to the Educational Policies and Planning Committee (EPPC), including a request to establish a new certificate (Level II), Environmental Health Foundations Certificate from the Department of Health Education and Promotion within the College of Health and Human Performance; a revision of an existing degree (Level II), Curriculum and Instruction, MAEd from the Department of Literacy Studies, English Education, and History Education, a request to establish a new certificate (Level II), Instructional Design in Adult Education Certificate from the Department of Interdisciplinary Professions within the College of Education; and a revision of an existing degree (Level III), Specialist in School Psychology, SSP from the Department of Psychology, within the Thomas Harriot College of Arts and Sciences; and Graduate policy action item (GC 21-02) approved by the Graduate Council included the new External Member Appointment Process for Thesis and Dissertations, and the Graduate Admission Eligibility for Standard Admission policy.

There was no discussion, and the Faculty Senate approved, as formal faculty advice to the Chancellor, curriculum and academic matters acted on and recorded in the [February 8, 2021](#) Graduate Council meeting minutes. **RESOLUTION #21-04**

Agenda Item VI. Report of Committees

A. Unit Code Screening Committee, Ken Ferguson

Professor Ferguson (Philosophy and Religious Studies), Chair of the Committee, presented the [revised Academic Library Services code](#).

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There was no discussion and the [revised Academic Library Services unit code](#) was approved as presented. **RESOLUTION #21-05**

B. Undergraduate Curriculum Committee, Stacy Weiss

Professor Weiss (Education), Chair of the Committee, presented curriculum and academic matters acted on and recorded in the meeting of [November 12, 2020](#) including curricular matters in the Department of Health Education and Promotion within the College of Health and Human Performance; and the meeting of [January 28, 2021](#) including curricular matters in the Department of Geography, Planning and Environment within the Thomas Harriot College of Arts and Sciences, in the Department of Interdisciplinary Professions within the College of Education, in the School of Communication within the College of Fine Arts and Communication, and in the Department of Kinesiology within the College of Health and Human Performance.

There was no discussion, and the curriculum and academic matters acted on and recorded in the Undergraduate Curriculum Committee meeting of [November 12, 2020](#) including curricular matters in the Department of Health Education and Promotion within the College of Health and Human Performance; and the meeting of [January 28, 2021](#) including curricular matters in the Department of Geography, Planning and Environment within the Thomas Harriot College of Arts and Sciences, in the Department of Interdisciplinary Professions within the College of Education, in the School of Communication within the College of Fine Arts and Communication, and in the Department of Kinesiology within the College of Health and Human Performance were approved as presented.

RESOLUTION #21-06

C. Calendar Committee, Mark McCarthy

Professor McCarthy (Business), Chair of the Committee, first presented the proposed 2022-2023 University Academic Calendars.

There was no discussion, and the 2022-2023 University Academic Calendars were approved as presented. **RESOLUTION #21-07**

Professor McCarthy then presented the proposed 2025-2026 Abridged University Academic Calendars.

There was no discussion, and the 2025-2026 Abridged University Academic Calendars were approved as presented. **RESOLUTION #21-08**

Professor McCarthy then presented the proposed 8-week Block Calendars for Fall 2021 and Spring 2022.

Professor Montgomery (English) had a question about how the block scheduling fit in with the regular 15 week scheduling with regard to space and time usage on campus. Classes would be scheduled in nonstandard time slots. How will that work?

Professor McCarthy noted that this question was best answered by Registrar Angela Anderson. Angela Anderson answered that it was a good question. She added that one thing they have considered in the blending of the traditional calendars and 8-week calendar is how to designate spaces for most efficient use. For example, they would not want to designate a class to be used during the 8-week 1 Block and then have it go empty during the 8-week 2 block.

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Senator Thomas (English) stated that she was concerned to see the return of the 8-weeks block in any context. She had a terrible experience when her course was forced to utilize an 8-week block schedule. She did not have a specific question but wanted to mention her concern.

Professor McCarthy said there was demand from some programs. It is by department or program by program decision. If you don't want to do 8-weeks, you don't have to. He invited Allen Guidry to speak on the programs that are considering the 8-week schedule.

Dr. Guidry stated that certain programs work very well with the 8-week calendar. A lot of programs are using it as a recruiting tool. For example, active-duty military service members like the 8 weeks schedule. We want to provide it as an option for certain programs that have a desire to use it. We also have some graduate programs that were in existence before the fall that were using an 8-week schedule. It is only an option.

Faculty Assembly Delegate Bailey (Philosophy and Religious Studies) asked if there was some thought about what will happen when a student who is not in a special program takes 9 hours of face to face classes in a 15 weeks calendar and 6 hours of classes in block 1, for example. If a student does that, they have the equivalent of a 21 credit-hour load under the current requirement. You have to add all the out-of-class study time needed for the student to be successful. For a student to take a 21-hour load, they would have to get permission from an advisor, but because of the contact hours involved in doing 3 courses in a regular block and 6 hours in another, the student has an equivalent 21-hour load. Has the committee taken this into account?

Professor McCarthy Angela Anderson acknowledged there was some of that in the Fall 2020 semester when students were moved to the block schedules after they had already registered, by taking a proactive stance with this initially in that block schedule, that can be reviewed via reports and monitored by the Registrar's office and academic advisors, who can then communicate with the student.

Chair Martínez mentioned that the 8-week block was already in existence before the pandemic but was not designed as a university calendar. Adding the 8-weeks schedule in the official academic calendar is the proper thing to do so faculty assume control of the academic calendar. She also added that some conversations are taking place on this topic between the Chair of the Faculty, the UCC Chair and the EPPC Chair to address the concerns mentioned by Faculty Assembly Delegate Bailey.

Senator Drake (Business) mentioned that he is in favor of the 8-week calendar. It is needed to make their MBA program competitive at the national level.

Senator Greer (Medicine) mentioned that there was a plan before COVID to explore the 8-week calendar. Is this a long-term plan?

Professor Guidry answered that at the University level this was part of the enrollment plan before COVID 19. This is a long-term strategy to increase enrollment.

Professor Bailey (Philosophy and Religious Studies) clarified that he was not speaking against the 8-week calendar, but against any student to mix the 15 weeks and the 8 weeks schedule. If students

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need approval to take over 18 hours, students should need approval to mix the regular 15 weeks block term and the 8 weeks block term.

Previous Chair of the Faculty and Faculty Assembly Delegate Popke suggested that we need to take a vote (and not assume approval by acclamation) because some senators are not in favor.

The 8-week Block Calendars for Fall 2021 and Spring 2022 were approved by a vote from the senators. **RESOLUTION #21-09**

Professor McCarthy then presented the proposed move of the drop/withdrawal date during the Spring 2021 semester to the last day of classes. This came as a joint recommendation from the Admission and Retention Policies Committee to help students who may be struggling with courses due to issues arising from the pandemic without implementing another Pass/Fail option that can have negative impacts on degree programs. Professor McCarthy noted that Professor Eli Hvastkovs, Chair of the Admission and Retention Policies Committee, is present to answer questions about that Committee's recommendation.

Professor Montgomery (English) stated that she thinks this is a good idea in theory but she has some concerns in implementing it. The difficulty is that students will not be able to appropriately progress to the next step in their study. When classes have a level I and level II, the student will have registered for level II and then can withdraw from the level I class.

Professor Hvastkovs commented that his committee considered that. It would be the responsibility of department to do an audit to catch students that withdraw from a class that has two levels.

Professor Su (Geography, Planning, and Environment) suggested the addition of similar dates for the Block schedules.

Chair Martínez asked if there were any undergraduate programs using the block system this spring and Angela Anderson answered that almost all undergraduate courses were on the 15 weeks schedule.

Senator Ticknor (Education) voiced her concern that Pass/Fail was not being offered for students this semester and mentioned emails from students highlighting that COVID problems were still around.

Professor Hvastkovs stated that one of the problems was that students were taking Pass and were not ready for the next course. He mentioned that advisors were not in favor of the Pass/Fail option

After the discussion, faculty voted to approve the move of the drop/withdrawal date during the Spring 2021 semester to the last day of classes. **RESOLUTION #21-10**

D. Writing Across the Curriculum Committee, Lisa Ellison

Professor Ellison (Foreign Languages and Literatures) presented curriculum and academic matters acted on and recorded in the minutes of [January 25, 2021](#), including a notification of changes to co-requisites in MGMT 4842, prerequisites in KINE 4500, 4501, 4502, and majors only access in KINE 4806, and prerequisites in EDUC 3200; writing intensive course designation (WI) for SPAN 3550 Introduction to Cultural Analysis; writing intensive course designation (WI) for CSCI 4230 Software

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Engineering II, and removal of writing intensive course designation (WI) from CSCI 3030 and CSCI 4710.

There was no discussion and the curriculum and academic matters acted on and recorded in the Writing Across the Curriculum Committee minutes of [January 25, 2021](#), including a notification of changes to co-requisites in MGMT 4842, prerequisites in KINE 4500, 4501, 4502, and majors only access in KINE 4806, and prerequisites in EDUC 3200; writing intensive course designation (WI) for SPAN 3550 Introduction to Cultural Analysis; writing intensive course designation (WI) for CSCI 4230 Software Engineering II, and removal of writing intensive course designation (WI) from CSCI 3030 and CSCI 4710 were approved as presented. **RESOLUTION #21-11**

E. Committee on Committees, Melinda Doty

Professor Doty (Engineering and Technology) provided the first reading of the proposed charge for the new Standing University Academic Committee entitled Committee on Diversity, Equity, and Inclusion.

Senator Bowler (Psychology) pointed out that there are 12 elected faculty members and that the quorum is only 4 members present.

Previous Chair of the Faculty and Faculty Senate Delegate Popke stated that they increased the membership at the last meeting and forgot to increase the quorum. They will fix the quorum number before the next reading.

There was no further discussion, and action on the proposed charge will take place after the second reading of the charge during the March 30, 2021 Faculty Senate meeting.

F. Educational Policies and Planning Committee, Mark Bowler

Professor Bowler (Psychology) presented curriculum and academic matters acted on and recorded in the [January 22, 2021](#) meeting including a new concentration for the MA in Communication in the School of Communication within the College of Fine Arts and Communication; discontinuation of the Residential Construction Management Certificate in the Department of Construction Management within the College of Engineering and Technology; new Accelerated BS in Recreation and Park Management/MS in Recreation Sciences and program revision for the Biofeedback graduate certificate in the Department of Recreation Sciences within the College of Health and Human Performance; approval of new delivery mode for the MA in History in the Department of History within the Thomas Harriot College of Arts and Sciences; program revision in the MSN Nursing and the Psychiatric-Mental Health Nurse Practitioner Certificate within the College of Nursing; program revision in the MSOT Occupational Therapy in the Department of Occupational Therapy and MS Physician Assistant in the Department of Physician Assistant Studies within the College of Allied Health Sciences; and a new graduate certificate in Racial Equity Studies in the Department of Special Education, Foundations and Research in the College of Education.

There was no discussion and the curriculum and academic matters acted on and recorded in the [January 22, 2021](#) Educational Policies and Planning Committee meeting including a new concentration for the MA in Communication in the School of Communication within the College of Fine Arts and Communication; discontinuation of the Residential Construction Management Certificate in the Department of Construction Management within the College of Engineering and Technology; new Accelerated BS in Recreation and Park Management/MS in Recreation Sciences

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and program revision for the Biofeedback graduate certificate in the Department of Recreation Sciences within the College of Health and Human Performance; approval of new delivery mode for the MA in History in the Department of History within the Thomas Harriot College of Arts and Sciences; program revision in the MSN Nursing and the Psychiatric-Mental Health Nurse Practitioner Certificate within the College of Nursing; program revision in the MSOT Occupational Therapy in the Department of Occupational Therapy and MS Physician Assistant in the Department of Physician Assistant Studies within the College of Allied Health Sciences; and a new graduate certificate in Racial Equity Studies in the Department of Special Education, Foundations and Research in the College of Education were approved as presented. **RESOLUTION #21-12**

G. General Education and Instructional Effectiveness Committee, George Bailey

Professor Bailey (Philosophy and Religious Studies), Chair of the Committee, presented curriculum and academic matters acted on and recorded in the [January 25, 2021](#) meeting minutes including removal of Domestic Diversity (DD) designation from MUSC 3237 Beginning instruction in Vocal – General Music Education; approval of Domestic Diversity (DD) credit to MIS ~~3603~~ **3063 (amended)** Introduction to Information Management Systems; approval of Domestic Diversity (DD) credit to MGMT 4242 Organizational Behavior; approvals of the following Honors College spring seminars for Domestic Diversity Designation (DD) or Global Diversity (GD) credit:

- DD – HNRS 2011 Section 004 COVID & History of Pandemics
- DD – HNRS 2011 Section 001 Southern Literature in Film
- GD – HNRS 2011 Section 002 Martial Arts in Cinema
- DD – HNRS 2013 Section 002 Disability in Work Organizations

In addition, approval of Global Diversity (GD) Designation for the following transfer courses: REL 120 Judaism, Christianity and Islam from Kirkwood Community College; ANT 225 Cultural Anthropology from California Baptist University; SSC 305 Global Understanding from Gardner Webb University.

There was no discussion, and the curriculum and academic matters acted on and recorded in the [January 25, 2021](#) General Education and Instructional Effectiveness Committee meeting minutes including removal of Domestic Diversity (DD) designation from MUSC 3237 Beginning instruction in Vocal – General Music Education; approval of Domestic Diversity (DD) credit to MIS 3603 Introduction to Information Management Systems; approval of Domestic Diversity (DD) credit to MGMT 4242 Organizational Behavior; approvals of the following Honors College spring seminars for Domestic Diversity Designation (DD) or Global Diversity (GD) credit:

- DD – HNRS 2011 Section 004 COVID & History of Pandemics
- DD – HNRS 2011 Section 001 Southern Literature in Film
- GD – HNRS 2011 Section 002 Martial Arts in Cinema
- DD – HNRS 2013 Section 002 Disability in Work Organizations

And approval of Global Diversity (GD) Designation for the following transfer courses: REL 120 Judaism, Christianity and Islam from Kirkwood Community College; ANT 225 Cultural Anthropology from California Baptist University; SSC 305 Global Understanding from Gardner Webb University were approved as presented. **RESOLUTION #21-13**

Professor Bailey then presented the recommendation regarding the use of the Survey of Student Opinion of Instruction (SSOI) scores for the 2020-2021 Academic Year. The Committee voted to recommend that the Survey of Student Opinion of Instruction (SSOI) results be distributed and used in annual evaluations as required by the *ECU Faculty Manual*. The Committee requests that the Interim Provost send a memo to faculty encouraging them to encourage their students to complete the spring SSOI. The Committee requests that the Interim Provost remind unit administrators to use

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the SSOI results in accord with the requirements of the *ECU Faculty Manual* policy on evaluating teaching (see [Part VIII.I.III Annual Evaluation, subsection 1. Teaching](#)).

Senator Ticknor (Education) pointed out that she received many emails from tenure track and fixed term faculty who are concerned about annual evaluations that might weigh into their teaching performance during this period. She would like to have the SSOI made optional.

Senator Chambers (Education) stated that the difference in overall mean weighting is 1% and there are also a lot of interpretations of the SSOI findings that are not as congruent with the Faculty Manual as we would like them to be. 84% of all faculty scores for the very good to excellent teaching range. Toward that end, it is probably inappropriate that we are interpreting faculty in comparison to some mean scores. It can assist with how we address this in the PAD, but there has to be a cultural understanding of what these scores mean. The primary function of the SSOI is to allow student voice to be heard and there are other more effective measures of how well a faculty member is teaching.

Professor Bailey answered that the General Education and Instructional Effectiveness Committee has insisted repeatedly that people who use these evaluations should not misuse them and use them in conjunction with everything else listed under the teaching evaluation policy and the Faculty Manual.

Senator Greer (Medicine) suggested that the Office of Faculty Excellence could provide sessions on how best utilize SSOI in faculty evaluation. As an example, her department is more interested in how the faculty utilize student feedback to improve their teaching.

Senator Schmidt pointed out that the key is to make sure they are used properly. Senator Bailey stated that he had run some workshops in the past to discuss how to properly use SSOI, but these workshops were poorly attended.

After the discussion, the recommendation from the General Education and Instructional Effectiveness Committee regarding the use of the Survey of Student Opinion of Instruction (SSOI) scores for the 2020-2021 Academic Year was approved as presented. **RESOLUTION #21-14**

H. Faculty Welfare Committee, Gail Ratcliff

Professor Ratcliff (Mathematics), Chair of the Committee, presented the resolution on the Status of Faculty Salaries for the Divisions of Academic Affairs and Health Sciences at ECU. The Faculty Welfare Committee met with Institutional Planning, Assessment, and Research to discuss the 2018-2019 Faculty Salary Compression Study and the changes the Committee would like to see in future studies. The full text of the resolution is as follows:

Whereas, salary compression and inversion is a major factor in low morale among the ECU faculty, which additionally affects productivity and risks the loss of qualified faculty to other institutions.

Whereas, ECU retained Sparlin Law Office, PLLC to conduct a faculty salary equity study 2014 for Academic Affairs (hereafter AA), who adopted a “low-end outliers” definition according to a 0.1 standard deviation, i.e., individuals whose actual salaries were at least 0.1 standard deviation below their predicted salaries. The final report was published in Dec. 2015 and salary adjustments were made according to this threshold in 2016 and 2017 after taking performance into consideration.

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Whereas, Faculty Senate resolution #18-26 recommends that an advisory group or task force be developed, which includes a member of the Faculty Senate Welfare Committee in the interest of shared governance, to “develop salary predictors used in generating data in future faculty salary studies” and recommended the “use of established benchmark expectations for faculty salaries involving years of experience and rank.”

Whereas, IPAR undertook an exhaustive review of tenure-track and tenured AA and Health Sciences (hereafter HS) faculty salaries during the 2018-19 academic year, in consultation with two Advisory Groups (one representing AA and the other representing HS) that oversaw the data analysis and methods for salary predictors, and adopted the following definition for “low-end outliers”: individuals whose actual salaries were at least 0.75 standard deviation below their predicted salaries.

Whereas, IPAR undertook an exhaustive review of AA fixed-term faculty salaries during the 2019-2020 academic year, in consultation with an Advisory Group who approved the final regression models, provided feedback, and unanimously approved the final report. This report adopted the same definition for “low-end outliers” as in the 2018-19 Faculty Salary Compression Study as well as two regression-models for statistical analysis.

Whereas, IPAR presented a summary of meetings, methodologies, and numbers of faculty members who were identified by the studies to the Faculty Senate at the April 2019 and October 2020 meetings.

Whereas, IPAR provided statistical models to predict faculty salaries.

Therefore Be It Resolved, that the Faculty Senate recommends to the Chancellor:

1. Review the salaries of the faculty members (including all full-time fixed-term, tenure-track, and tenured) identified by the IPAR reports and bring their salaries closer to their predicted salary by an increase of 50% of the difference between the predicted and actual salaries.
2. Establish salary studies on a five-year cycle to identify faculty whose salaries fall below predicted values.
3. Define “low-end outliers” as faculty whose actual salaries fall below 0.5 standard deviation below predicted salary.
4. Address the salary inequities that the cyclical studies identify.

Previous Chair of the Faculty and Faculty Assembly Delegate Popke (Geography, Planning, and Environment) stated that in all of the previous salary studies, the first step was to provide the list to the Unit administrators before it is determined who is deserving of salary adjustments. He did not see a step in here and would presume that it would not be automatic.

Professor Ratcliff stated that her committee is not saying how this should be administered.

Senator Wolfe (Physics) stated that he did not see comparison with institutional peers. He made a motion to see that added to the resolution.

Professor Ratcliff mentioned that IPAR seems to have problem accessing data from peer institutions.

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Previous Chair of the Faculty and Faculty Assembly Delegate Popke (Geography, Planning, and Environment) said that there is no problem asking for salary benchmark. The issue that our peer group does not give us a large enough data set to compare across very diverse ranges of disciplinary expertise. Even within departments there is different expertise that would require different national benchmarks for salaries. There is no problem with asking for salary benchmarks, though it would take a lot of money to bump everyone up to the national medians. He went on to propose an amendment (addition in red text):

Suggested amendment: establish salary studies on a 5-year cycle to identify faculty whose salaries fall below predicted values **and compare salaries against national benchmarks.**

Previous Chair and Faculty Assembly Delegate Popke presented the motion and Senator Wolfe seconded it. The amendment passed.

The resolution on the Status of Faculty Salaries for the Divisions of Academic Affairs and Health Sciences at ECU was approved as amended. **RESOLUTION #21-15**

Agenda Item VII. New Business

Professor Popke (Geography, Planning, and Environment) proposed consideration of a resolution entitled Resolution in Support of Removal of Namesakes From University Buildings. Chair Martínez called for a vote to consider the resolution, and because it was not posted on the agenda it required 2/3rds to vote in favor of taking it up as new business. A poll was deployed and the motion passed. Professor Popke presented the resolution, as follows:

Whereas, Interim Chancellor Ron Mitchelson in October 2020 appointed an Ad Hoc Naming Committee to review the namesakes of all buildings on ECU's campus; and

Whereas, the Committee determined that James Fleming, Thomas Jarvis, James Joyner and Sallie Cotten actively advanced and promoted the political and social supremacy of white North Carolinians; and

Whereas, the Committee recommended in its January 28, 2021 report the removal of namesakes James Fleming, Thomas Jarvis, James Joyner and Sallie Cotten from university buildings; and

Whereas, symbols, such as names of buildings, have the power to communicate support for or against racist ideologies; and

Whereas, the first commitment within ECU's Strategic Plan is to embrace an inclusive university community and to recruit and retain faculty and staff with diverse backgrounds; and

Whereas, the ECU community through its "Pledge to ACT Against Racism and Injustice" initiative has committed to working for social, cultural and structural change; and

Whereas, the 2019/20 Faculty Senate Officers sent out a call to action against racism and injustice on June 9, 2020 outlining a series of initiatives for creating a more equitable campus; and

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Whereas, the Faculty Senate and its committees are working toward adopting the recommendations of the 2020 Faculty Senate Exploratory Committee on Diversity and Inclusion to ensure that ECU lives up to its promise to be a diverse, equitable, and inclusive institution; and

Whereas, the Faculty Senate strongly opposes and unequivocally rejects white supremacy in all its forms; therefore, be it

Resolved that the Faculty Senate supports the removal of the names of James Fleming, Thomas Jarvis, James Joyner and Sallie Cotten from all ECU buildings.

Senator Chambers (Education) asked about the status of Heritage Hall and the space to capture what legacies we have moving forward. We want future generations to understand what happened so that they do not repeat the same mistakes.

Chair Martínez stated that the Board of Trustees has placed a hold on the removal of the names and asked for the creation of criteria. They also asked about the creation of Heritage Hall. The space has been identified and a timeline has been set.

Senator Chambers (Education) asked whether Joyner Library is working on the documentation of the history of the name changes, so that it is preserved for future information.

Chair Martinez will inquire about that and get back to Senator Chambers.

Senator Pearce (Sociology) stands strongly in favor of this resolution. She had students who conducted research related to this project.

McKinnon (History) is voicing her support on the resolution and noted that we have a historian, Dr. Tucker, working on the documentation of this issue.

There was no further discussion, and the Resolution in Support of Removal of Namesakes From University Buildings was approved as submitted. **RESOLUTION #21-16**

There being no further business, the meeting adjourned at 4:58 pm.

Submitted by,

Jean-Luc Scemama
Vice Chair of the Faculty
Department of Biology

Rachel Baker
Faculty Senate

FACULTY SENATE RESOLUTIONS APPROVED AT THE FEBRUARY 23, 2021 MEETING

Resolution #21-03

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

Resolution #21-04

Formal faculty advice on curriculum and academic matters acted on and recorded in the [February 8, 2021](#), Graduate Council meeting minutes, including level I action items from the [January 20, 2021](#) Graduate Curriculum Committee meeting minutes which were approved by its delegated authority and are reported here for informational purposes; programmatic action item (GC 21-01) including level II and level III programmatic action items from the [January 20, 2021](#) Graduate Curriculum Committee meeting, which were forwarded to the Educational Policies and Planning Committee (EPPC), including a request to establish a new certificate (Level II), Environmental Health Foundations Certificate from the Department of Health Education and Promotion within the College of Health and Human Performance; a revision of an existing degree (Level II), Curriculum and Instruction, MAEd from the Department of Literacy Studies, English Education, and History Education, a request to establish a new certificate (Level II), Instructional Design in Adult Education Certificate from the Department of Interdisciplinary Professions within the College of Education; and a revision of an existing degree (Level III), Specialist in School Psychology, SSP from the Department of Psychology, within the Thomas Harriot College of Arts and Sciences; and Graduate policy action item (GC 21-02) approved by the Graduate Council included the new External Member Appointment Process for Thesis and Dissertations, and the Graduate Admission Eligibility for Standard Admission policy.

Resolution #21-05

[Revised Academic Library Services unit code.](#)

Resolution #21-06

Curriculum and academic matters acted on and recorded in the Undergraduate Curriculum Committee meeting of [November 12, 2020](#) including curricular matters in the Department of Health Education and Promotion within the College of Health and Human Performance; and the meeting of [January 28, 2021](#) including curricular matters in the Department of Geography, Planning and Environment within the Thomas Harriot College of Arts and Sciences, in the Department of Interdisciplinary Professions within the College of Education, in the School of Communication within the College of Fine Arts and Communication, and in the Department of Kinesiology within the College of Health and Human Performance.

Resolution #21-07

2022-2023 University Academic Calendars, as follows:

University Academic Calendar - Summer Sessions 2022

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March 25, Friday	Early registration for special populations begins at 1:00 pm.
March 28, Monday	Registration for Summer Sessions 2022 begins.

First Summer Session 2022

(5 Mondays, 5 Tuesdays, 5 Wednesdays, 5 Thursdays, 5 Fridays; 1 day for final examinations)

May 13, Friday	Advising, registration and schedule adjustments
May 16, Monday	Classes begin; schedule adjustments.
May 17, Tuesday	Last day for registration and schedule adjustments (drop / add), by 5:00 pm
May 18, Wednesday	Census Day (Official enrollment count taken at 5:00 pm.)
May 30, Monday	State Holiday (no classes)
June 7, Tuesday	Last day for undergraduate and graduate students to withdraw from term-length courses or withdraw from school without grades, by 5:00 pm; block courses may be dropped only during the first 60% of their regularly scheduled class meetings.
June 14, Tuesday	Survey of Student Opinion of Instruction (SSOI) becomes available.
June 20, Monday	Last day for graduate students to submit work for removal of incompletes given during First Summer Session 2021
June 20, Monday	Classes end; last day for Survey of Student Opinion of Instruction (SSOI); last day for submission of grade replacement requests.
June 21, Tuesday	Final Examinations
June 24, Friday	Grades due at 8:00 am

Second Summer Session 2022

(4 Mondays, 5 Tuesdays, 5 Wednesdays, 6 Thursdays, 5 Fridays; 1 day for final examinations)

June 22, Wednesday	Advising, registration and schedule adjustments
June 23, Thursday	Classes begin; schedule adjustments.
June 24, Friday	Last day for registration and schedule adjustments (drop / add), by 5:00 pm
June 27, Monday	Census Day (Official enrollment count taken at 5:00 pm.)
July 4, Monday	State Holiday (no classes)
July 15, Friday	Last day for undergraduate and graduate students to withdraw from term-length courses or withdraw from school without grades, by 5:00 pm; block courses may be dropped only during the first 60% of their regularly scheduled class meetings.
July 22, Friday	Survey of Student Opinion of Instruction (SSOI) becomes available.

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July 28, Thursday	Last day for graduate students to submit work for removal of incompletes given during Second Summer Session 2021
July 28, Thursday	Classes end; last day for Survey of Student Opinion of Instruction (SSOI); last day for submission of grade replacement requests.
July 29, Friday	Final Examinations
August 1, Monday	Grades due at noon

Eleven-Week Summer Session 2022

(9 Mondays, 10 Tuesdays, 10 Wednesdays, 11 Thursdays, 10 Fridays; 1 day for final examinations)

May 13, Friday	Advising, registration and schedule adjustments
May 16, Monday	Classes begin; schedule adjustments.
May 17, Tuesday	Last day for registration and schedule adjustments (drop / add), by 5:00 pm
May 18, Wednesday	Census Day (Official enrollment count taken at 5:00 pm.)
May 30, Monday	State Holiday (no classes)
June 21 - 22, Tuesday - Wednesday	Mid-Summer Break
June 29, Wednesday	Last day for undergraduate and graduate students to withdraw from term-length courses or withdraw from school without grades, by 5:00 pm; block courses may be dropped only during the first 60% of their regularly scheduled class meetings.
July 4, Monday	State Holiday (no classes)
July 22, Friday	Survey of Student Opinion of Instruction (SSOI) becomes available.
July 28, Thursday	Last day for graduate students to submit work for removal of incompletes given during the Eleven-week Summer Session 2021
July 28, Thursday	Classes end; last day for Survey of Student Opinion of Instruction (SSOI); last day for submission of grade replacement requests.
July 29, Friday	Final Examinations
August 1, Monday	Grades due at noon

University Academic Calendar - Fall Semester 2022

(Actual Class Days: 14 Mondays, 14 Tuesdays, 14 Wednesdays, 14 Thursdays, 14 Fridays)

March 25, Friday	Early registration for special populations begins at 1:00 pm.
March 28, Monday	Registration for Fall Semester 2022 begins.

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August 19, Friday	Faculty Convocation at 9:00 am; Faculty Meetings
August 19, Friday	Advising, registration and schedule adjustments
August 22, Monday	Classes begin; schedule adjustments.
August 26, Friday	Last day for registration and schedule adjustments (drop / add), by 5:00 pm
September 2, Friday	Census Day (Official enrollment count taken at 5:00 pm.)
September 5, Monday	State Holiday (no classes)
October 8 - 11, Saturday - Tuesday	Fall Break -- Classes resume at 8:00 am Wednesday, October 12.
October 24 - 28, Monday - Friday	Advising for Spring Semester 2023
October 31, Monday	Last day for undergraduate and graduate students to withdraw from term-length courses or withdraw from school without grades, by 5:00 pm; block courses may be dropped only during the first 60% of their regularly scheduled class meetings.
November 4, Friday	Early registration for special populations begins at 1:00 pm.
November 7, Monday	Registration for Spring Semester 2023 begins.
November 8, Tuesday	Election Day / Civic Engagement Day
November 22, Tuesday	Survey of Student Opinion of Instruction (SSOI) becomes available.
November 22, Tuesday	Last day for undergraduate students to submit work for removal of incompletes given during Spring or Summer Sessions 2022
November 23 - 27, Wednesday - Sunday	Thanksgiving Break -- Classes resume at 8:00 am Monday, November 28.
December 5, Monday	Last day for graduate students to submit work for removal of incompletes given during Fall Semester 2021
December 5, Monday	Classes end; last day for Survey of Student Opinion of Instruction (SSOI); last day for submission of grade replacement requests.
December 6, Tuesday	Reading Day
December 7, Wednesday	Final Examinations begin.
December 14, Wednesday	Exams for Fall Semester end.
December 16, Friday	Commencement
December 16, Friday	Grades due at 4:30 pm

Final Examinations Schedule - Fall Semester 2022

There will be no departure from the posted schedule, except as noted below: All examinations for one credit hour classes will be held during the last regular meeting of the class. Classes meeting more than three times a week will follow the examination schedule for MWF classes. Clinical and

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non-traditional class schedules, including graduate level courses, may also adopt a modified examination schedule as required. A final course meeting during the exam period is required in order to satisfy the 750 contact minutes per credit hour required by the University of North Carolina Office of the President. Department Chairs are responsible for monitoring adherence to scheduled examination requirements.

Classes beginning 6:00 pm or later are considered night classes. Examinations in classes meeting one night a week will be held at 7:30-10:00 pm on the first night of their usual meeting during the examination period (December 7 - 14). Examinations in classes meeting two or more nights a week and beginning before 8:00 pm will be held at 7:30-10:00 pm on the first night of their usual meeting during the examination period (December 7 - 14). Examinations in classes meeting two or more nights a week and beginning at or after 8:00 pm will be held at 7:30-10:00 pm on the second night of their usual meeting during the examination period (December 7 - 14).

Distance education classes should give their final examinations in a timely fashion to allow submitting grades in time. Classes beginning on the half hour or meeting longer than one hour will have their final examination at the time determined by the hour during which the classes begin (e.g., 9:30-11:00 am TTh classes will follow the examination schedule of the 9:00 am TTh classes; 8:00-10:00 am MWF classes will follow the examination schedule of the 8:00 am MWF classes).

Common examinations, including DE sections, will be held according to the following schedule:

FREN 1001, 2003, SPAN 1001, 2004, GERM 1001	5:00 - 7:30 Thursday, December 8
FREN 1002, SPAN 1002, 2003, GERM 1002	5:00 - 7:30 Friday, December 9
MATH 0045, 1064	5:00 - 7:30 Tuesday, December 13

Time and days class regularly meets	Time and day of final examination
8:00 MWF	8:00 - 10:30 Monday, December 12
8:00 TTh	8:00 - 10:30 Tuesday, December 13
9:00 MWF	8:00 - 10:30 Thursday, December 8
9:00 TTh (9:30)	8:00 - 10:30 Wednesday, December 7
10:00 MWF	8:00 - 10:30 Friday, December 9
10:00 TTh	8:00 - 10:30 Wednesday, December 14
11:00 MWF	11:00 - 1:30 Monday, December 12
11:00 TTh	11:00 - 1:30 Tuesday, December 13
12:00 MWF	11:00 - 1:30 Thursday, December 8
12:00 TTh (12:30)	11:00 - 1:30 Wednesday, December 7
1:00 MWF	11:00 - 1:30 Friday, December 9
1:00 TTh	11:00 - 1:30 Wednesday, December 14
2:00 MWF	2:00 - 4:30 Monday, December 12
2:00 TTh	2:00 - 4:30 Tuesday, December 13
3:00 MWF (3:30)	2:00 - 4:30 Thursday, December 8
3:00 TTh (3:30)	2:00 - 4:30 Wednesday, December 7

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4:00 MWF	2:00 - 4:30 Friday, December 9
4:00 TTh	2:00 - 4:30 Wednesday, December 14
5:00 MWF (5:30)	5:00 - 7:30 Monday, December 12
5:00 TTh (5:30)	5:00 - 7:30 Wednesday, December 7

University Academic Calendar - Spring Semester 2023

(Actual Class Days: 14 Mondays, 15 Tuesdays, 14 Wednesdays, 14 Thursdays, 13 Fridays;
Effective Class Days: 14 Mondays, 14 Tuesdays, 14 Wednesdays, 14 Thursdays, 14 Fridays)

November 4, Friday	Early registration for special populations begins at 1:00 pm.
November 7, Monday	Registration for Spring Semester 2023 begins.
January 6, Friday	Advising, registration and schedule adjustments
January 9, Monday	Classes begin; schedule adjustments.
January 13, Friday	Last day for registration and schedule adjustments (drop / add) by 5:00 pm
January 16, Monday	State Holiday (no classes)
January 23, Monday	Census Day (Official enrollment count taken at 5:00 pm.)
March 5 - 12, Sunday - Sunday	Spring Break -- Classes resume at 8:00 am Monday, March 13.
March 13 - 17, Monday - Friday	Advising for Summer Sessions and Fall Semester 2023
March 23, Thursday	Last day for undergraduate and graduate students to withdraw from term-length courses or withdraw from school without grades, by 5:00 pm; block courses may be dropped only during the first 60% of their regularly scheduled class meetings.
March 24, Friday	Early registration for special populations begins at 1:00 pm.
March 27, Monday	Registration for Summer Sessions and Fall Semester 2023 begins.
April 7 - 8, Friday - Saturday	State Holiday (no classes)
April 12, Wednesday	Survey of Student Opinion of Instruction (SSOI) becomes available.
April 13, Thursday	Last day for undergraduate students to submit work for removal of incompletes given during Fall 2022
April 25, Tuesday	Last day for graduate students to submit work for removal of incompletes given during Spring Semester 2022
April 25, Tuesday	State holiday makeup day; classes which would have met on Friday, April 7 will meet on this day so there will be effectively the same

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	number of Fridays and Tuesdays as every other weekday during the semester. Tuesday classes will not meet.
April 25, Tuesday	Classes end; last day for Survey of Student Opinion of Instruction (SSOI); last day for submission of grade replacement requests.
April 26, Wednesday	Reading Day
April 27, Thursday	Final Examinations begin.
May 4, Thursday	Exams for Spring Semester end.
May 5, Friday	Commencement
May 8, Monday	Grades due at 8:00 am

Final Examinations Schedule - Spring Semester 2023

There will be no departure from the posted schedule, except as noted below: All examinations for one credit hour classes will be held during the last regular meeting of the class. Classes meeting more than three times a week will follow the examination schedule for MWF classes. Clinical and non-traditional class schedules, including graduate level courses, may also adopt a modified examination schedule as required. A final course meeting during the exam period is required in order to satisfy the 750 contact minutes per credit hour required by the University of North Carolina Office of the President. Department Chairs are responsible for monitoring adherence to scheduled examination requirements.

Classes beginning 6:00 pm or later are considered night classes. Examinations in classes meeting one night a week will be held at 7:30-10:00 pm on the first night of their usual meeting during the examination period (April 27 - May 4). Examinations in classes meeting two or more nights a week and beginning before 8:00 pm will be held at 7:30-10:00 pm on the first night of their usual meeting during the examination period (April 27 - May 4). Examinations in classes meeting two or more nights a week and beginning at or after 8:00 pm will be held at 7:30-10:00 pm on the second night of their usual meeting during the examination period (April 27 - May 4).

Distance education classes should give their final examinations in a timely fashion to allow submitting grades in time. Classes beginning on the half hour or meeting longer than one hour will have their final examination at the time determined by the hour during which the classes begin (e.g., 9:30-11:00 am TTh classes will follow the examination schedule of the 9:00 am TTh classes; 8:00-10:00 am MWF classes will follow the examination schedule of the 8:00 am MWF classes).

Common examinations, including DE sections, will be held according to the following schedule:

FREN 1001, 2003, SPAN 1001, 2004, GERM 1001	5:00 - 7:30 Tuesday, May 2
FREN 1002, SPAN 1002, 2003, GERM 1002	5:00 - 7:30 Thursday, April 27
MATH 0045, 1064	5:00 - 7:30 Monday, May 1

Time and days class regularly meets	Time and day of final examination
8:00 MWF	8:00 - 10:30 Monday, May 1
8:00 TTh	8:00 - 10:30 Tuesday, May 2
9:00 MWF	8:00 - 10:30 Friday, April 28

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9:00 TTh (9:30)	8:00 - 10:30 Wednesday, May 3
10:00 MWF	8:00 - 10:30 Thursday, April 27
10:00 TTh	8:00 - 10:30 Thursday, May 4
11:00 MWF	11:00 - 1:30 Monday, May 1
11:00 TTh	11:00 - 1:30 Tuesday, May 2
12:00 MWF	11:00 - 1:30 Friday, April 28
12:00 TTh (12:30)	11:00 - 1:30 Wednesday, May 3
1:00 MWF	11:00 - 1:30 Thursday, April 27
1:00 TTh	11:00 - 1:30 Thursday, May 4
2:00 MWF	2:00 - 4:30 Monday, May 1
2:00 TTh	2:00 - 4:30 Tuesday, May 2
3:00 MWF (3:30)	2:00 - 4:30 Friday, April 28
3:00 TTh (3:30)	2:00 - 4:30 Wednesday, May 3
4:00 MWF	2:00 - 4:30 Thursday, April 27
4:00 TTh	2:00 - 4:30 Thursday, May 4
5:00 MWF (5:30)	5:00 - 7:30 Friday, April 28
5:00 TTh (5:30)	5:00 - 7:30 Wednesday, May 3

Resolution #21-08
2025-2026 Abridged University Academic Calendars, as follows:

University Academic Calendar - Academic Year 2024-25

Summer Sessions 2025

First Summer Session		Second Summer Session	
May 19, Monday	Classes begin.	June 26, Thursday	Classes begin.
May 26, Monday	State Holiday (no classes)	July 4, Friday	State Holiday (no classes)
June 23, Monday	Classes end.	July 31, Thursday	Classes end.
June 24, Tuesday	Final Examinations	August 1, Friday	Final Examinations
Eleven-week Summer Session			
May 19, Monday		Classes begin.	
May 26, Monday		State Holiday (no classes)	

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June 24 - 25, Tuesday - Wednesday	Mid-Summer Break
July 4, Friday	State Holiday (no classes)
July 31, Thursday	Classes end.
August 1, Friday	Final Examinations

Fall Semester 2025

August 25, Monday	Classes begin.
September 1, Monday	State Holiday (no classes)
October 4 - 7, Saturday - Tuesday	Fall Break
November 26 – November 30, Wednesday - Sunday	Thanksgiving Break
December 9, Tuesday	Classes end.
December 19, Friday	Commencement

Spring Semester 2026

January 12, Monday	Classes begin.
January 19, Monday	State Holiday (no classes)
March 8 - 15, Sunday - Sunday	Spring Break
April 3 - 4, Friday - Saturday	State Holiday (no classes)
April 28, Tuesday	Classes end.
May 8, Friday	Commencement

Resolution #21-09

8-week Block Calendars for Fall 2021 and Spring 2022, as follows:

ALTERNATE BLOCK SCHEDULING

Fall Semester 2021

	8 WEEK BLOCK 1
August 20, Friday	Advising, registration, and schedule adjustments.
August 23, Monday	Classes begin; schedule adjustments.
August 25, Wednesday	Last day for registration and schedule adjustments (drop/add), by 5:00 p.m.
September 6, Monday	State Holiday.
October 7, Thursday	Classes end.

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	8 WEEK BLOCK 2
October 13, Wednesday	Classes begin; schedule adjustments.
October 15, Friday	Last day for registration and schedule adjustments (drop/add), by 5:00 p.m.
November 24-28 Wednesday-Sunday	Thanksgiving break – Classes resume at 8:00 am Monday, November 29.
December 1, Wednesday	Classes end.

1. Classes meet four days a week, Monday through Thursday (27 class meetings)
2. Class length is one hour and twenty-five minutes (1:25)
3. No final exam period. Final exam is on the last day of class

ALTERNATE BLOCK SCHEDULING

Spring Semester 2022

	8 WEEK BLOCK 1
January 7, Friday	Advising, registration, and schedule adjustments.
January 10, Monday	Classes begin; schedule adjustments.
January 12, Wednesday	Last day for registration and schedule adjustments (drop/add), by 5:00 p.m.
January 17, Monday	State Holiday.
February 24, Thursday	Classes end.
	8 WEEK BLOCK 2
February 28, Monday	Classes begin; schedule adjustments.
March 2, Wednesday	Last day for registration and schedule adjustments (drop/add), by 5:00 p.m.
March 6-13 Wednesday-Sunday	Spring break – Classes resume at 8:00 am Monday, March 14.
April 20, Wednesday	Classes end.

1. Classes meet four days a week, Monday through Thursday (27 class meetings)
2. Class length is one hour and twenty-five minutes (1:25)

3. No final exam period. Final exam is on the last day of class
-

Resolution #21-10

Move of the drop/withdrawal date during the Spring 2021 semester to the last day of classes.

With the ongoing issues related to Covid-19, the Admissions and Retention Policies Committee discussed several options related to offering a P/F option for classes for the Spring 21 semester. Based on feedback from advisors and faculty members, several issues surrounding P/F policies were identified, and the committee voted against offering this option to students for this semester. Instead, the committee voted to extend the withdrawal date for students from the original Thursday, March 25th date to the last day of classes on Tuesday, April 27th. This is designed to extend relief to struggling students who would prefer not to take an unsatisfactory grade, but it also limits an unqualified student from advancing through the curriculum. Additionally, it is in line with guidance from the UNC System Office that suggested offering some relief to students. The W taken during this period will not count against the student's four allotted through their academic progression.

Eli Hvastkovs as Chair of the Admission and Retention Policies Committee presented the proposal to the University Calendar Committee which voted to move the withdrawal date for the Spring 2021 semester to the last of classes as mentioned.

Resolution #21-11

Curriculum and academic matters acted on and recorded in the Writing Across the Curriculum Committee minutes of [January 25, 2021](#), including a notification of changes to co-requisites in MGMT 4842, prerequisites in KINE 4500, 4501, 4502, and majors only access in KINE 4806, and prerequisites in EDUC 3200; writing intensive course designation (WI) for SPAN 3550 Introduction to Cultural Analysis; writing intensive course designation (WI) for CSCI 4230 Software Engineering II, and removal of writing intensive course designation (WI) from CSCI 3030 and CSCI 4710.

Resolution #21-12

Curriculum and academic matters acted on and recorded in the [January 22, 2021](#) Educational Policies and Planning Committee meeting including a new concentration for the MA in Communication in the School of Communication within the College of Fine Arts and Communication; discontinuation of the Residential Construction Management Certificate in the Department of Construction Management within the College of Engineering and Technology; new Accelerated BS in Recreation and Park Management/MS in Recreation Sciences and program revision for the Biofeedback graduate certificate in the Department of Recreation Sciences within the College of Health and Human Performance; approval of new delivery mode for the MA in History in the Department of History within the Thomas Harriot College of Arts and Sciences; program revision in the MSN Nursing and the Psychiatric-Mental Health Nurse Practitioner Certificate within the College of Nursing; program revision in the MSOT Occupational Therapy in the Department of Occupational Therapy and MS Physician Assistant in the Department of Physician Assistant Studies within the College of Allied Health Sciences; and a new graduate certificate in Racial Equity Studies in the Department of Special Education, Foundations and Research in the College of Education.

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Resolution #21-13

Curriculum and academic matters acted on and recorded in the [January 25, 2021](#) General Education and Instructional Effectiveness Committee meeting minutes including removal of Domestic Diversity (DD) designation from MUSC 3237 Beginning instruction in Vocal – General Music Education; approval of Domestic Diversity (DD) credit to MIS 3603 Introduction to Information Management Systems; approval of Domestic Diversity (DD) credit to MGMT 4242 Organizational Behavior; approvals of the following Honors College spring seminars for Domestic Diversity Designation (DD) or Global Diversity (GD) credit:

DD – HNRS 2011 Section 004 COVID & History of Pandemics

DD – HNRS 2011 Section 001 Southern Literature in Film

GD – HNRS 2011 Section 002 Martial Arts in Cinema

DD – HNRS 2013 Section 002 Disability in Work Organizations

And approval of Global Diversity (GD) Designation for the following transfer courses: REL 120 Judaism, Christianity and Islam from Kirkwood Community College; ANT 225 Cultural Anthropology from California Baptist University; SSC 305 Global Understanding from Gardner Webb University.

Resolution #21-14

Recommendation from the General Education and Instructional Effectiveness Committee regarding the use of the Survey of Student Opinion of Instruction (SSOI) scores for the 2020-2021 Academic Year.

The Committee voted to recommend that the Survey of Student Opinion of Instruction (SSOI) results be distributed and used in annual evaluations as required by the *ECU Faculty Manual*. The Committee requests that the Interim Provost send a memo to faculty encouraging them to encourage their students to complete the spring SSOI. The Committee requests that the Interim Provost remind unit administrators to use the SSOI results in accord with the requirements of the *ECU Faculty Manual* policy on evaluating teaching (see [Part VIII.I.III Annual Evaluation, subsection 1. Teaching](#)).

Resolution #21-15

Resolution on the Status of Faculty Salaries for the Divisions of Academic Affairs and Health Sciences at ECU, as follows:

Whereas, salary compression and inversion s a major factor in low morale among the ECU faculty, which additionally affects productivity and risks the loss of qualified faculty to other institutions.

Whereas, ECU retained Sparlin Law Office, PLLC to conduct a faculty salary equity study 2014 for Academic Affairs (hereafter AA), who adopted a “low-end outliers” definition according to a 0.1 standard deviation, i.e., individuals whose actual salaries were at least 0.1 standard deviation below their predicted salaries. The final report was published in Dec. 2015 and salary adjustments were made according to this threshold in 2016 and 2017 after taking performance into consideration.

Whereas, Faculty Senate resolution #18-26 recommends that an advisory group or task force be developed, which includes a member of the Faculty Senate Welfare Committee in the

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interest of shared governance, to “develop salary predictors used in generating data in future faculty salary studies” and recommended the “use of established benchmark expectations for faculty salaries involving years of experience and rank.”

Whereas, IPAR undertook an exhaustive review of tenure-track and tenured AA and Health Sciences (hereafter HS) faculty salaries during the 2018-19 academic year, in consultation with two Advisory Groups (one representing AA and the other representing HS) that oversaw the data analysis and methods for salary predictors, and adopted the following definition for “low-end outliers”: individuals whose actual salaries were at least 0.75 standard deviation below their predicted salaries.

Whereas, IPAR undertook an exhaustive review of AA fixed-term faculty salaries during the 2019-2020 academic year, in consultation with an Advisory Group who approved the final regression models, provided feedback, and unanimously approved the final report. This report adopted the same definition for “low-end outliers” as in the 2018-19 Faculty Salary Compression Study as well as two regression-models for statistical analysis.

Whereas, IPAR presented a summary of meetings, methodologies, and numbers of faculty members who were identified by the studies to the Faculty Senate at the April 2019 and October 2020 meetings.

Whereas, IPAR provided statistical models to predict faculty salaries.

Therefore Be It Resolved, that the Faculty Senate recommends to the Chancellor:

1. Review the salaries of the faculty members (including all full-time fixed-term, tenure-track, and tenured) identified by the IPAR reports and bring their salaries closer to their predicted salary by an increase of 50% of the difference between the predicted and actual salaries.
2. Establish salary studies on a five-year cycle to identify faculty whose salaries fall below predicted values and compare salaries against national benchmarks.
3. Define “low-end outliers” as faculty whose actual salaries fall below 0.5 standard deviation below predicted salary.
4. Address the salary inequities that the cyclical studies identify.

Resolution #21-16

Resolution in Support of Removal of Namesakes From University Buildings, as follows:

Whereas, Interim Chancellor Ron Mitchelson in October 2020 appointed an Ad Hoc Naming Committee to review the namesakes of all buildings on ECU’s campus; and

Whereas, the Committee determined that James Fleming, Thomas Jarvis, James Joyner and Sallie Cotten actively advanced and promoted the political and social supremacy of white North Carolinians; and

Whereas, the Committee recommended in its January 28, 2021 report the removal of namesakes James Fleming, Thomas Jarvis, James Joyner and Sallie Cotten from university buildings; and

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Whereas, symbols, such as names of buildings, have the power to communicate support for or against racist ideologies; and

Whereas, the first commitment within ECU's Strategic Plan is to embrace an inclusive university community and to recruit and retain faculty and staff with diverse backgrounds; and

Whereas, the ECU community through its "Pledge to ACT Against Racism and Injustice" initiative has committed to working for social, cultural and structural change; and

Whereas, the 2019/20 Faculty Senate Officers sent out a call to action against racism and injustice on June 9, 2020 outlining a series of initiatives for creating a more equitable campus; and

Whereas, the Faculty Senate and its committees are working toward adopting the recommendations of the 2020 Faculty Senate Exploratory Committee on Diversity and Inclusion to ensure that ECU lives up to its promise to be a diverse, equitable, and inclusive institution; and

Whereas, the Faculty Senate strongly opposes and unequivocally rejects white supremacy in all its forms; therefore, be it

Resolved that the Faculty Senate supports the removal of the names of James Fleming, Thomas Jarvis, James Joyner and Sallie Cotten from all ECU buildings.