



## 2020-2021 FACULTY SENATE

### FULL MINUTES OF MARCH 30, 2021

[WebEx Meeting Recording](#)

The seventh regular meeting of the 2020-2021 Faculty Senate was held on **Tuesday, March 30, 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 [February 23, 2021](#) meeting minutes were approved as presented.

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

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

Senators absent: Professor Tuttle-Newhall (Medicine), Professor Vogelsong (Recreation Sciences)  
Alternates present: Professor Daniels (Social Work), Professor Mazow (Anthropology), Professor Gillone (Dental Medicine),

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

Chair Martinez called attention to the announcements and reminded Senators to refrain from long winded speeches and to make sure that questions are pertaining to the issue at hand. She asked Senators to make sure they keep the Turning Point app open during the entirety of the meeting in case we need to vote electronically. If there are no objections motions will be approved unanimously or by general consent.

The Chancellor has approved the faculty appellate provisions. We have been awaiting approval for two years, so this is wonderful news. This will be presented to the Board of Trustees in the April meeting by Provost Hayes. She also reminded the officers of Faculty Senate committees that the annual reports are due May 15<sup>th</sup> through email to the Faculty Senate office.

Speaking privileges have been granted to Eboni Baugh, Stephanie Coleman, Virginia Hardy, Justin Yeaman, Paul Zigas and any members of the standing Committees reporting today.

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

Chancellor Rogers said that it was an honor to be back with this group. He wanted to thank everybody for the kind welcome he received in the January meeting. He mentioned that it is great to finally be back home in North Carolina for what he certainly hopes will be a long and steady journey to serve ECU and to support our mission alongside all of us as members of the faculty.

He is grateful to the Agenda Committee and the faculty officers who invited him to speak on a couple of topics that he really believes are critical to the future of ECU. The first topic is related to institutional efforts to explore strategies around repopulating the faculty after multiple years of budget challenges. The second topic is related to House Bill 243 that remains at the top of his mind and for many campus constituencies. He will also be happy to share plans that are underway for the fall.

**Faculty Senate Meeting  
March 30, 2021**

The Chancellor began by discussing the importance of maintaining and strengthening the resources that we invest in faculty, which in his mind continue to represent the academic core of this institution, the very heart of our mission that supports our institution in our community, our region, our state and beyond. He said it is important to set the context around the environment in which we have been operating over at least the last decade. We need to put in perspective where we have been and then use that as a foundation to help us incrementally prepare for the future.

It takes time, it takes energy, it takes a lot of work by a number of people to get us back to where we want to be. Much of the context driving today's physical environment revolves around the way we generate revenues for higher education. Chancellor Rogers believes that there is a little hope in the air here. We have seen some modest increases in revenue in recent years, we are starting to build back some of those losses that we saw in the great recession, but the most recent higher education finance data that he uncovered, indicate that education appropriations in 2019 still remain about 9% below pre-recession levels, in 2008. States in general have only recovered about 2/3 of the total decline seen in the great recession. It has taken about a decade to get 2/3 of what we were hoping to recover back, but nonetheless we feel optimistic.

ECU's experience with enrollment growth and with tuition revenue shortfalls has also contributed to a complicated and challenging journey. And then, when you layer on top of that the COVID 19 pandemic, we have an impact that became dramatic very quickly. Looking across the 4000 or more institutions in the US, it can be estimated about \$120 billion in impact as a result of the global health crisis. This pushes campuses to be thinking very carefully about what these budget scenarios look like. Over this time we instituted a wide array of reductions in operating budgets. We have seen furloughs, eliminating vacant positions, hiring freezes, and other sustainability measures. No campus area was immune. While personally the Chancellor was not there for many of the decisions that unfolded over the last few years, he believes that there was a sincere effort to be as intentionally conservative as possible.

Looking to the fall, to a more hopeful state budget picture, the Chancellor believes that the time is right to start thinking about taking some incremental steps to reinvest in those core academic areas that support our mission and our focus around student success. One of those areas is the fact that replenishing faculty goes well beyond simply FTE positions. It requires a comprehensive strategy to build both the capacity within the faculty ranks, but also to connect to that capacity, the support system to thrive in the academic environment, especially in a post covid era when we are not going back to exactly what we saw in this area beforehand. Hence, the reason for our fiscal sustainability work. This is unfolding with the goal of taking an all-inclusive look at the enterprise as a whole over time. The Chancellor thanked Mike Van Scott and all the members of the fiscal sustainability committee. So, what does the future look like in this space? We are not out of the woods, we have to stay vigilant with our financial strategy. We do not want to slide back from the good gains that we have made but the Chancellor feels optimistic, he feels that we are well positioned to begin exploring options for where to invest resources in the most critical priorities when the finances allow us to do so. We need to be thinking about legislative priorities. The Chancellor is encouraged by our system wide budget priorities for the new biennium, and the possibility of finding agreement with our elected officials this year on a state budget that supports this institution within the statewide system is a likely one.

First priority in this space that we are actively pursuing with our colleagues in the legislature is an effort to support the academic growth through an investment in enrollment growth funding for future

**Faculty Senate Meeting  
March 30, 2021**

budget years. It is a request over the biennium for about \$113 million to support high quality education for new students across the state. At this stage of the game, it very well may lead to additional faculty investment in the academic infrastructure of this institution. But we have to see enrollment increase first and therefore, we all have a role to play in our enrollment strategy.

On the legislative side of the house is a request for the state to invest in faculty salaries. The Chancellor thinks that investing in our people which have not had that investment from a salary perspective in many years is vital to our work and he has seen it firsthand in just a couple of weeks on the job. Our faculty, our staff have been working diligently to educate students, to promote our student success mission, and to produce groundbreaking research and the Chancellor assures us that he will continue to be a passionate advocate for investing in our existing faculty as a part of this work. We are staying in close contact with our legislators, the governor's budget was released this past Wednesday, but we need to stay mindful that we are in stage one of a long process to reach a final budget agreement. So, we want to hang tight and stay hopeful as the next few phases of that process evolves.

Number two, the supporting factor for repopulating our financial infrastructure and ultimately our faculty is through the federal stimulus funds that ECU has received and these dollars have been absolutely instrumental in offsetting major losses. They have been instrumental in preventing additional positions from being held or cut and critical for stabilizing our university's overall budget. It has really had a big impact on our ability to recover more quickly and this latest round will bring in about \$55 million or so. Half of it will go to emergency student aid. About 26 million dollars will be available to us too. We need to strategically allocate these one-time dollars. They will allow us to make some investments across the institution to support our mission to enhance the academic core and to think about the future. So, stay tuned as we begin to develop some strategies and have conversations with you around that front.

Third, the Chancellor thinks that the state revenues continue to trend in the right direction. The latest economic outlook forecast from the state of North Carolina expects revenue collection to be much higher than originally anticipated. With that in mind the Chancellor is quite comfortable immediately directing our provost, our chief financial officer to begin exploring the feasibility of releasing approximately a third of the vacant faculty positions that are currently being held under the 10% reduction scenario. It is time to begin producing additional capacity in that space. If our financial conditions will allow it, the Chancellor has instructed Academic Affairs to continue processing all of the fixed term faculty contract recommendations from the colleges. He has asked them to reinvest resources into the faculty ranks for those that are tied to student success and student credit hour production. This is part of the commitment to stay mission aligned around student success. We will continue to monitor the budget situation and will consider additional actions as options become available. We will remain cautious, but the Chancellor hopes that it signals a positive optimistic step forward that we are moving in the right direction to support this work.

The second item we asked the Chancellor to address was the concerns expressed by constituencies across the system related to House Bill 243. The bill unanimously passed the House last week, received affirmative votes from all Republicans and all Democrats across the House of Representatives within North Carolina. The Bill's title describes that it will provide efficiency and flexibility to UNC to address budgetary and other impacts of COVID-19. It was previously approved through the Board of Governors, several months ago, as a part of the Legislative Policy Agenda. In the Chancellor's mind, at the time it was approved, there was a lot of uncertainty. From a financial

**Faculty Senate Meeting  
March 30, 2021**

standpoint, from a pandemic standpoint, the original goal of the legislation was to provide flexibility for managing the constituent institutions in the direst circumstances we potentially could have faced. As the Chancellor takes a look at the situation, the uncertainties of yesterday are much clearer. Today, we have managed through this semester, state revenues are looking better, but nonetheless this bill gives the system and its institutions options only under dire circumstances to manage a crisis. And since it does not appear that a crisis will occur, the Chancellor feels quite hopeful that the provision, even if passed, will not be necessary. He does remain comforted that, at a minimum, we will have the opportunity to control our destiny as a campus as opposed to others controlling it for us.

**Questions**

Professor Haberstroh (Health Sciences Library) thanked Chancellor Rogers for sharing the roster for the Fall 2021 planning team, but she noticed there is not a lot of representation from the Division of Health Sciences. Faculty, staff, and students do tend to have additional needs with regard to reopening, so would he consider adding Vice Chancellor Stacy, or deans from one of the schools or colleges from the division?

Chancellor Rogers said there was still a lot to be worked out and a lot of key goals they want to achieve. One of the things he was intentional about was that we do have a core planning team in place, but he's been very clear with Dr. Mitchelson and Dr. Zhou that it doesn't stop with the planning committee. We have a lot of experts and leaders around campus that will bring value to these discussions. Health Sciences Division has been one of the core units that has stepped up to be good educators and advisors and fighting against Covid-19 in the region. He has asked Dr. Mitchelson to bring people into the planning team at the appropriate times who will add value to that work. If Professor Haberstroh has names to suggest, please send them to him and Dr. Mitchelson.

Professor Bowler (Psychology) said regarding the planning team, the Chancellor described it as having representation of faculty, staff, and students, but out of sixteen members it has only one faculty, one staff, and one student member. How is that fulfilling the idea of representation from faculty, staff, and students?

The Chancellor acknowledged the reaction is similar to the last question. His hope and expectation is that the work of the planning committee doesn't stop at the edge of the people who are members of this group. He is having a lot of conversations with Chair Martínez, Tucker Robbins (SGA President) and Chandler Ward (SGA President-elect). He is continuously encouraging the members to bring their colleagues to the table to advise them informally and also be part of the discussions as issues arise that affect their areas and constituencies. His hope is there will be much broader representation and engagement beyond the planning team and that they act as a funnel for those perspectives.

Professor Ticknor (Education) brought to the attention of everyone that they are having some difficulties with the chat and they are currently testing it. People are not able to send a chat to everyone.

Professor Grodner (Economics) said given your background, have you done any research on how other institutions are dealing with the financial crisis. Is there something we can learn from them? Chancellor Rogers said that they are certainly looking at best practices across institutions. He spent time with campuses all across the country thinking about that conversation. Two takeaways was that there is not a one-size-fits-all approach. He received a call from a president of a small, private institution because he was anticipating losing 40% of their enrollment. The approach to that sort of crisis is very different. He provided other examples of dire situations and noted that we are not facing something as serious. We need to consider sustainability and to think about what revenue generation

**Faculty Senate Meeting  
March 30, 2021**

looks like outside of tuition and state appropriations. The question is more about the long game than the short game when it comes to the budget.

Professor Fuh (Medicine) asked about the status of the new building for the School of Medicine. Chancellor Rogers acknowledged that the Governor's budget did include funding for a new medical education building for the Brody School of Medicine. They need to find the right financing model. The initial budget has 28 million for an initial planning fund to being the process, but he is proposing that the remaining funds be done through a bond, which would require going through a balloting process that must be voted on by the citizens of North Carolina. We have to remember that the Governor's budget is just an opening bid in a process of negotiations to get us to a final budget by June 30<sup>th</sup> of this year. It is rare that the Governor's budget is adopted the same way they propose it and there is a lot of conversation that will unfold between the Senate and House, who will have the budget next. In the end, those three groups have to come together to reconcile differences and come to a final point. Don't count this as an official win yet.

**D. Grant Hayes, Interim Provost and Senior Vice Chancellor for Academic Affairs**

Interim Provost Hayes said mental health must be a priority for all of us. The university recognizes the value of wellness and healthy minds and remains committed to support the employees during these difficult times. The Office for Faculty Excellence (OFE) in collaboration with the Office of Equity and Diversity (OED) have begun building a webpage with general wellness resources for faculty and staff. They welcome suggestions for content as they develop the webpage. Interim Provost Hayes asked ECU Human Resources Director of Learning & Organizational Development Justin Yeaman to speak on additional resources today.

Director Yeaman said that the last year has placed a significant strain in mental health and wellbeing for the faculty and staff. The ComPsych Faculty and Staff Assistance Program provides permanent faculty and staff and their families with phone and online assistance in the areas of work-life balance, legal needs, financial needs, and emotional wellbeing. Employees and their families may also be provided with three in-person counseling sessions with a trained and licensed mental health professional for each mental health related issue per year at no cost to the employee. In addition, webinars and articles are provided to aid employees with maintaining wellbeing during the pandemic. Also, ECU along with the UNC System and the State Office of Human Resources has worked to support faculty and staff work-life balance through making available COVID-19 paid administrative leave for employees subject to quarantine or isolation, the use of both sick and vacation leave for childcare and eldercare needs, and an expansion of community service leave to aid in virtual learning needs and COVID-19 related volunteer efforts. ECU leadership has also asked that university supervisors extend scheduling flexibility to their employees to meet unexpected needs during the pandemic. The UNC System Office has also developed a website on resilience and stress management for faculty and staff. ECU Human Resources and campus partners are working to stay abreast of employees' needs in order to provide adequate resources and support.

**Questions**

Professor Chambers (Education) asked for Director Yeaman to provide the links for those resources, and he agreed to do so. Chair Martínez shared that she would provide the links to Senators in email. The resource links follow below:

UNC System Website: <https://myapps.northcarolina.edu/hr/health-safety/fac-staff-resilience/>

**Faculty Senate Meeting  
March 30, 2021**

ComPsych Guidance Resources COVID-19 Resources Website:  
<https://pages.e2ma.net/pages/1807892/20932>

ComPsych Guidance Resources Online:  
<https://www.guidanceresources.com/groWeb/login/login.xhtml>

**E. LaKesha Alston Forbes, Associate Provost for Equity and Diversity  
Sarah Williams, Director, Office for Faculty Excellence**

Associate Provost Forbes said she presents to the faculty twice a year. Her fall presentations include data relating to faculty diversity. In the spring, she usually talks about campus efforts and initiatives. That report is linked [here](#) and outlines the best practices for racial and gender diversity. It includes practices that are being implemented in each college and area across campus. Highlights for the year are noted in the accompanying [memo](#).

Director Sarah Williams and Associate Provost Forbes have been working on a collaborative initiative for faculty diversity, equity, and inclusion that is between the Office for Equity and Diversity, the Office for Faculty Excellence, and the Office of the Provost with faculty support in the colleges and schools. This collaborative was initiated in 2018. The goal is to coordinate programming and to build diversity, equity, and inclusion capacity (resources, expertise, talent, considerations) into faculty support at ECU. Accomplishments include the institutional membership with the [National Center for Faculty Development and Diversity](#), which includes the Faculty Success Program, the Mentoring Initiative, the Mentoring and Inclusion Steering Committee, and the inclusive Reappointment, Promotion, and Tenure Series.

Some of the challenges and opportunities included diversity in the pipeline, having access to diverse faculty pools, attracting people to Greenville, building our brand, addressing implicit bias in selection and personnel decisions, and the lack of mentoring and sense of community that some feel, especially those in minoritized, underrepresented, and/or marginalized communities. Also, included is how to build a more welcoming and inclusive campus and the lack of support for family and childcare. How to better support parents at ECU is something discussed for years. Additional challenges are opaque tenure and promotion processes and/or insufficient communication surrounding those processes, inequitable workloads, excessive service and mentoring, especially for women and racial and ethnic minorities or underrepresented groups, and negative perceptions of diversity, equity, and inclusion teaching, research, scholarship, service, and creative activities. The collaborative has been intentional in thinking about how to build diversity, equity, and inclusivity throughout the entire faculty career support program from recruitment to retirement.

Director Williams discussed the Faculty-in-Residence for Mentoring and Inclusion program. The first faculty member in that role was Dr. Eboni Baugh. Dr. Baugh developed a Steering Committee for Mentoring and Inclusion with representatives across campus who began meeting this January with the hopes of outcomes on the website this summer. Dr. Williams said the collaborative also is looking at how to share their resources with others and ensuring the collaborative areas are not duplicating efforts but rather are complementing one another. A few ways include making good use of the institutional membership with the National Center for Faculty Development and Diversity, expansion of the Reappointment, Promotion, and Tenure Series, development of ECU's upcoming Inclusion, Diversity, and Equity Ambassadors Academy (IDEAA), and work on centralizing resources for faculty mentoring initiatives.

### **Questions**

Professor Schinasi (Foreign Languages and Literatures) asked if diversity has been looked at the departmental level instead of looking at the level of the University?

Associate Provost Forbes said that each year an EEO Plan is completed, which analyzes availability of women and minorities within the market in comparison with ECU. Data from applicant pools, recruitment, and selection are analyzed to determine where underutilization occurs and how ECU is faring. The analysis is then provided to the deans and chairs with detailed reports. Diversity of the faculty and staff is compared to the students, as well. In the aggregate ECU appears to be a diverse institution, but some areas in the institution are seen to be more diverse than others. The College of Education has done a good job over the past couple of years in continuing to diversify through their new hires. There are areas that have real challenges in relation to diversity, and that data is provided, as well. Questions are asked such as are pipelines built to institutions or from institutions to faculty positions. Her answer to Professor Schinasi's question is yes, diversity at the departmental level is considered.

Professor Su (Geography, Planning and Environment) asked if there is a measure to see if initiatives are effective?

Director Williams said participation in programs is tracked, and participants are surveyed to discover how they learned about the opportunities. Attendance is also tracked by different populations of faculty to learn who is being reached. Feedback is also solicited after sessions regarding effectiveness and to gain comments regarding improvement. The Steering Committee for Mentoring and Inclusion and the OFE's advisory board also provide mechanisms for input as there is representation from all different colleges.

Professor Chambers (Education) asked Associate Provost Forbes what tools she has seen at other institutions that could help ECU with applicant pools and potentially other strategies that ECU could use to encourage diversity and promotion through the ranks and in leadership positions?

Associate Provost Forbes replied that there is some work that needs to happen at the unit level. OED has done a lot to assist units with work on diversifying applicant pools. She believes there is something that happens between the applicant process and the selection process that needs to be further investigated. Colleges and schools should learn more about what OED does. Units and departments can take advantage of existing tools and programs that OED offers. One example is OED supports efforts of colleges and departments to be able to engage and hire faculty who are nearing the end of their terminal degree studies who may seek opportunities to teach or research for a year or a semester. Monitoring can be done, and ECU used to do this activity; however, care must be taken as the institution would want to build faculty diversity in a genuine, authentic, and sincere way, rather than a person being labeled as a "diversity hire".

### **F. Willie Ehling, Director of Campus Recreation and Wellness**

Director Ehling said he will be brief and his associate director for facilities and communications is here with him. Part of the membership with Campus Recreation and Wellness is not what it is at most institutions. We want to increase our membership. At present, only 20% of our total faculty and staff are members and we want to increase that. We did a salary tier look at full-time faculty and staff and we are recommending a two-tier membership system. The number of employees just below the \$45,000 mark is 2,000. We only have 288 that are members, and our percentage is only 14.3%. The two-tier model is aimed at improving equity. We would like to target the first tier and then we also want everyone else to be able to add a spouse at half price, so that we are connecting with the family.

**Faculty Senate Meeting  
March 30, 2021**

For faculty and staff, our percentage is only at 20% while most universities have about 28% and the very successful ones are at 33 or 35%. The majority of our members use payroll deduction. We are also looking into offering membership opportunities to business affiliates such as Aramark or Barnes and Noble bookstore employees.

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

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

“As many of you know, I am a medievalist by training. One of my favorite books of 14<sup>th</sup> century Castile is *El Conde Lucanor* by Don Juan Manuel. In the tradition of oriental story telling (think of One Thousand and One Nights) and mirror for princes (think of Machiavelli’s *The Prince*), in the first part of the book, Don Juan Manuel tells 51 short stories where a wise counselor, Patronio, teaches a powerful noble, Count Lucanor, who is plagued by doubts and problems, how to live according to his station in life with an eye on saving his soul and going to heaven after death. The most important verb in those stories is *entender*, to understand. The characters that populate the stories see, hear, believe, feel and make mistakes, and only when they learn to mistrust their senses do they reach true understanding and become successful.

I come to you today with a dual personality disorder, because for the last month I have constantly felt myself to be Lucanor, but here I intend to finish my remarks as Patronio. Let me begin as Lucanor would, by stating the conundrum: there are a few things coming from the UNC System Office that have puzzled and concerned me. First, was the change in the chancellor search process, from now on the President of the system will be able to include as finalists’ candidates that have not gone through the same interview process as others. The recent news from Fayetteville State University has shown us the consequences of that authority. Second, the revisions to UNC 610 regarding fixed-term contracts. The economic consequences to fixed term faculty members of the language adopted by ECU are already being experienced by some. Lastly, HB 243, particularly section 1, written with the prospect of a catastrophic state economy in mind, but still making the rounds despite the fact that the state coffers are flush with money right now and North Carolina is able to borrow considerable money at a very low interest rate, as the legislative liaison from UNC-Greensboro told the Chairs of Faculty of the UNC system last night. The narrative created by those in power to explain these changes seems at face value, to make sense: we need to tap into our own pool of potential leaders to grow stronger, we need to make explicit what was implied so that faculty members know where they stand with their contracts, leaders need all the tools at their disposal so their institutions can survive storms.

Despite my best efforts to believe this narrative, I understand it in a very different way: Shared governance is rapidly losing ground in the UNC system. Everybody is interested in hearing the faculty perspective, but few are interested in making the faculty co-responsible in decisions. The Chair of the Faculty Assembly reminds us over and over again that the Faculty Assembly is only advisory to the President of the system. And I keep wondering, what does this mean exactly? Last night, in a specially called meeting of the UNC Chairs of Faculty, I learned that this might mean that the Faculty Assembly will take no collective action as our representative body to let President Hans know that the faculty are not in support of section 1 of HB 243. Instead, each one of us needs to write to Phil Berger, the rules committee and our own state senator as individuals, from our respective personal e-mails, preferably without saying that we



**Faculty Senate Meeting  
March 30, 2021**

are faculty members unless we are asked. Perhaps because I became an engaged citizen in another form of democracy, I find that action extremely limited and limiting. By the way, if you wish to write those 3 e-mails, I can forward to you a template of an e-mail and all the pertinent e-mails to politicians. Perhaps because Patronio advises Lucanor and Lucanor always follows his advice, I find the need to hear the voice of the Faculty Assembly so imperative. I believe that as elected representatives of the faculty of the UNC system we should speak collectively as a body.

The voice of this Faculty Senate and its committees has been silent during this past month as well. After long deliberations, much feedback, and data provided by Registrars, the Admissions and Retention Committee decided not to recommend a Pass/Fail option for Spring 2021, but to extend the withdrawal date. Besides attending the deliberations of the committee, I had conversations with many advisors, with various deans, about Pass/Fail. As soon as I knew the decision of the committee, I communicated it to Provost Hayes. I also spoke about it with Vice Chancellor Hardy and the president of the SGA. It was included in the agenda for the Faculty Senate and it passed. I thought all the boxes have been checked. You know by now, that Interim Chancellor Mitchelson did not accept the recommendation of the Faculty Senate and that a limited Pass/Fail option is available to both graduate and undergraduate students for Spring 2021. The day when he communicated his decision to the Faculty Officers was probably the worst day for me since I became Chair of the Faculty because in my view, basic principles of shared governance had been overturned. The more I thought about this episode, and believe me for a couple of weeks I was obsessively thinking about it, the more I realized that the entire episode could have been avoided. Those members of the Admissions and Retention committee representing the Provost and the Chancellor could have made clear that the administration thought that a Pass/Fail option was necessary, the student representative in the committee could have attended the meetings and spoken to them, the Provost and the Chancellor could have spoken during the Faculty Senate meeting, the President of the SGA could have asked to speak in the Senate, a motion from a concerned senator could have been presented at the floor requesting a Pass/Fail option, ... So many lost chances to make something work without arriving at a breaking point.

And the chances lost are not only on that front only. Since the beginning of the pandemic, I have visited with certain regularity the webpages of some other UNC institutions to see what type of programs and support they have for faculty and students. For example, UNC Greensboro's Grading Accommodations page offers students a plethora of information to guide them in their decision to replace a letter grade. NC State has examples and guidance to faculty for putting together Covid 19 statements and recommendations to administrators in how to evaluate faculty this year and in the future. Nothing like that exists at ECU and I keep wondering why. Is it because as we understand shared governance here we think those initiatives need to come from Faculty Senate Committees? No Faculty Senate committee has the time or resources to do that. Yes, we need more faculty, yes, we need better salaries and contracts, but more resources are desperately needed to support the work of the faculty already here. In this shared endeavor, identifying where are the gaps in support and how best to fill them, faculty and administration can work together. I have great hopes that under the Chancellor Roger's leadership reinvestment in the basic needs of the institution will take place.

My remarks might seem rather gloomy and negative today. But remember, Patronio taught Count Lucanor not to be fooled by appearances. But if you listen carefully you will understand

**Faculty Senate Meeting  
March 30, 2021**

what I really mean. We the faculty leaders at ECU have the responsibility to demonstrate to our new leader that shared governance is the way to move ECU forward. We have the responsibility to reflect with him and others on what ECU's mission truly is and how to align our resources to that mission. Chancellor Rogers, at the end of each story, Count Lucanor always followed Patronio's advice and he was always successful. In Don Juan Manuel's words: "El conde obo éste por buen conseio, et fizolo assí et fallóse dello vien." I began the month as Lucanor. I realized that I feel much more comfortable with the Faculty Senate being Patronio, guiding others to success, because theirs, will also be ours."

**Questions**

Professor Grodner (Economics) ask what did you learn about the role of the Faculty Senate? Some committees have only advisory role, and some other committees have very decisive roles about certain issues. What power do we have? When it comes to calendar, maybe we can block it, but there are only certain things we can do.

Chair Martínez answered that the Faculty Senate is the legislative body of the faculty at ECU and there are standard practices about what are the areas of responsibility of the faculty. For example, in the recruitment and admission of students, anything related to tenure and promotion, or hiring of faculty, those are the type of areas where faculty have responsibilities and the administration should only change the recommendation coming from the faculty with cause and it should only be done very sparingly and should not be a common occurrence. Of course, the faculty always have only recommendations. Everything progresses through administrative levels, but an atmosphere of respect for our respective roles indicates that decisions by the faculty in areas that are within their primary responsibility should be the ones that are respected. In that regard, I view what happened with the pass/fail option as a failure of shared governance and it did not need to be that way. There were many instances in which the communication could have happened, so faculty could be better informed, and there would have been more fruitful discussions and recommendations. So no administrator would have found themselves in a situation in which they had to antagonize the faculty. She noted that she is a member of the Fiscal Sustainability Coordination Committee and said maybe Vice Chancellor Van Scott will not agree with her, but personally she feels that one of the big problems that ECU has is communication as a two-way street and transparency. It is her hope that in the next few months she can continue working with Chancellor Rogers with whom she spoke at length about this need for communication and trust and respect.

**H. Question Period**

Professor Chambers (Education) asked a question for Dr. Sarah Williams. One of the efforts we wanted to do, in conjunction with faculty senators, is that because our meetings get so long as we have issues that require to get really into them, we wanted to bring them to the Office for Faculty Excellence to share. And I believe we have one upcoming that looks at diversity data that was presented back at in January. Can you share that with us, please?

Dr. Sarah Williams requested a few moments to find the data. It is April 8 from 3:00 to 4:30. It is called "another look" and we will revisit that presentation in more depth and more time for questions and dialogue.

Senator Grodner (Economics) asked if we had any statistics about immunizations?

Vice Chancellor Stacy stated that he believes that we have done a wonderful job at ECU at trying to work through this very fluid year of obstacles and challenges and he would like everybody to feel a little more optimistic about the future. Today, we are moving forward, and he saw the headline in the

## **Faculty Senate Meeting March 30, 2021**

paper that our vaccinations in the County have increased and Dr. Hardy has been able to work out a solution using the Vidant infrastructure to offer the vaccine to faculty and students at no charge.

Senator Su (Geography, Planning and Environment) asked about details on HB243.

Chair Martínez explained that it is a bill that allows salary reduction for employees of the UNC system. She will be happy to circulate the bill for the Senators. Some of the faculty chairs have created templates that you can use to email your officials. You need to remember that if you email your official you have to do it from your personal email account and write as a private citizen to express your concern and not use your ECU email account. It is important to know that Bill has an expiration date which is December 2022.

### **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 [March 15, 2021](#), Graduate Council meeting minutes, including level I action items from the [February 3, 2021](#) and [February 17, 2021](#) Graduate Curriculum Committee meeting minutes which were approved by its delegated authority and are reported here for informational purposes; Graduate Policy action items (GC 21-03 and GC 21-05) approved by the Graduate Council and recorded in the [February 8, 2021](#) Graduate Council meeting minutes and [February 25, 2021](#), Graduate Council email discussion meeting minutes including a new External Member Appointment Process for Thesis and Dissertations; the Graduate Admission Eligibility for Standard Admission policy; a revision to the Graduate Academic Calendar to extend the withdrawal date for graduate students for the spring 2021 semester to Tuesday, April 27; revision to the General Requirements for Degrees and Certificates policy; a special Grading Accommodation for Graduate Students due to COVID-19; and Assistantship Offer Letters with Companion Policy; programmatic action item (CG 21-04) recorded in the [March 15, 2021](#), Graduate Council meeting minutes, including level II and level III programmatic action items from the [February 3, 2021](#) and [February 17, 2021](#) Graduate Curriculum Committee meeting minutes, which were forwarded to the Educational Policies and Planning Committee (EPPC), including a revision of an existing certificate, Addictions Prevention and Treatment Studies Certificate (Level III), Rehabilitation Studies Certificate (Level III), Military and Civilian Trauma Studies Certificate (Level III), and a revision of an existing degree Clinical Counseling, MS (level I, revise descriptive text), Rehabilitation Counseling, MS (level III), Counselor Preparation and Research, PhD (level III) from the Department of Addictions and Rehabilitation Studies within the College of Allied Health Sciences; a revision of an existing degree, Security Studies, MS (level 1, revise core requirements) from the Department of Political Science, and a revision of an existing degree program (level I, revise core requirements), Interdisciplinary Doctoral Program in Biology, Biomedicine, and Chemistry from the Department of Biology within the Thomas Harriot College of Arts and Sciences; a revision of an existing degree, Instructional Technology, MAEd (level II), an establishment of a new certificate, Science Education Specialist Certificate (level II), a revision of an existing degree, Science Education, MAEd (level II) ) from the Department of Mathematics, Science, and Instructional Technology Education, and a discontinuation of an existing certificate, Assistive Technology Certificate from the Department of Special Education, Foundations, and Research within the College of Education; a revision of an existing degree (level II), Physical Education, MAEd from the Department of Kinesiology within the College of Health and Human Performance.

**Faculty Senate Meeting  
March 30, 2021**

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 [March 15, 2021](#), [February 8, 2021](#), and [February 25, 2021](#) Graduate Council meeting minutes. **RESOLUTION #21-17**

**Agenda Item VI. Report of Committees**

**A. Writing Across the Curriculum Committee, Lisa Ellison**

Professor Ellison (Foreign Languages and Literature) presented curriculum and academic matters acted on during the [March 8, 2021](#) meeting including notification of renumbering of GBRK 2600, notification of change in prerequisites for SPAN 3210, and notification of change in prerequisites for BIOL 4300 and 4301.

There was no discussion and the curriculum and academic matters acted on during the [March 8, 2021](#) meeting including notification of renumbering of GBRK 2600, notification of change in prerequisites for SPAN 3210, and notification of change in prerequisites for BIOL 4300 and 4301 were approved as presented. **RESOLUTION #21-18**

**B. Undergraduate Curriculum Committee, Stacy Weiss**

Professor Weiss (Education), Chair of the Committee, presented curriculum and academic matters acted on during the [February 11, 2021](#) meeting including curricular actions in the Departments of Kinesiology and Social Work within the College of Health and Human Performance, the Department of Management within the College of Business, and the Departments of Sociology and Foreign Languages and Literatures within the Harriot College of Arts and Sciences; the [February 25, 2021](#) meeting including curricular actions in Interdisciplinary Programs and the Department of Foreign Languages and Literatures within the Harriot College of Arts and Sciences, the Department of Mathematics, Science, and Instructional Technology Education within the College of Education, and the Departments of Health Education and Promotion, Human Development and Family Science, and Kinesiology within the College of Health and Human Performance; and the [March 4, 2021](#) meeting including curricular actions in Interdisciplinary Programs, the Departments of Philosophy and Religious Studies, Chemistry, Political Science, English, and History within the Harriot College of Arts and Sciences, and the Departments of Accounting and Marketing and Supply Chain Management within the College of Business.

There was no discussion, and the curriculum and academic matters acted on during the [February 11, 2021](#) meeting including curricular actions in the Departments of Kinesiology and Social Work within the College of Health and Human Performance, the Department of Management within the College of Business, and the Departments of Sociology and Foreign Languages and Literatures within the Harriot College of Arts and Sciences; the [February 25, 2021](#) meeting including curricular actions in Interdisciplinary Programs and the Department of Foreign Languages and Literatures within the Harriot College of Arts and Sciences, the Department of Mathematics, Science, and Instructional Technology Education within the College of Education, and the Departments of Health Education and Promotion, Human Development and Family Science, and Kinesiology within the College of Health and Human Performance; and the [March 4, 2021](#) meeting including curricular actions in Interdisciplinary Programs, the Departments of Philosophy and Religious Studies, Chemistry, Political Science, English, and History within the Harriot College of Arts and Sciences, and the Departments of Accounting and Marketing and Supply Chain Management within the College of Business were approved as presented.

**RESOLUTION #21-19**

**C. Service-Learning Committee, Sachiyo Shearman**

Professor Shearman (Communication), Chair of the Committee, presented curriculum and academic matters acted on during the [March 9, 2021](#) meeting including Service-Learning (SL\*) designation for BIOL 3010 Scientific Communication.

There was no discussion, and the curriculum and academic matters acted on during the [March 9, 2021](#) meeting including Service-Learning (SL\*) designation for BIOL 3010 Scientific Communication were approved as presented. **RESOLUTION #21-20**

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

Professor Popke stated that there are two distinct issues for consideration. The first seven items constitute a package of proposed revisions that are collectively aimed at promoting, recognizing and rewarding efforts to advance diversity, equity and inclusion (or DEI) throughout the *Faculty Manual*. The suggestions for these changes emerge out of the work of the exploratory committee over the summer and they were then refined through discussions between Crystal Chambers, representing the Exploratory Committee, Puri Martínez as Chair of the Faculty Senate, and himself as Chair of the Faculty Governance Committee. (Note: Professor Popke requested amendment of this passage to include other contributors he did not recognize when first delivering the report: David Wilson-Okamura from the Faculty Governance Committee, and Rachel Roper and Ken Ferguson from the Unit Code Screening Committee). We are going to need to take each of these separately.

Professor Popke (Geography, Planning and Environment) first presented proposed revisions to *ECU Faculty Manual* Part IV.I.II. Organizing as a Code Unit. The section on code units will specify that enhancing DEI is the responsibility of the unit administrator.

Professor Lockerbie (Political Sciences) read some of the global concerns that his colleagues expressed about this package. One of the concerns was about the definition of the terms diversity, equity and inclusion and to how that would be evaluated since it is not clearly specified in the document. The documents state that faculty members will be evaluated under the criteria of DEI with regard to their voting and it is unclear as to voting on what are we going to be evaluated. Voting on issues if there is no debate over something is good or bad, why are we bothering to vote on it? Why are we evaluated for taking a perhaps contrary position? Another concern is that given the pervasiveness of DEI references in the document, it seems to elevate that above anything else at the University, including the production and dissemination of knowledge. The last thing is that there will be a mandatory training session and there is some concern expressed that this is one more burden placed upon faculty that might not be necessary in the sense that we are not required to have professional development for research every year, nor are we expected to have professional development in term of our teaching. We are simply evaluated on our performance. Those are a panoply of concerns that were expressed.

Professor Poke and Chair Martínez said that these concerns are duly noted but all these concerns are not relevant to item one. Therefore, we should go forward with attachment one.

Professor Chambers (Education) explained that to advance the conversation forward, the terms diversity, equity, and inclusion are actually terms defined by the Board of Governors and that we reference their definition in Part V of the *Faculty Manual*.

**Faculty Senate Meeting  
March 30, 2021**

Professor Drake (Business) suggested that given the global concerns, we should vote on every individual item (instead of the process for general consent).

The vote was taken and the the proposed revisions to *ECU Faculty Manual* Part IV.I.II. Organizing as a Code Unit were approved as presented. **RESOLUTION #21-21**

Professor Popke then presented proposed revisions to *ECU Faculty Manual* Part IV.II.IV. Minimal Unit Code Requirements.

Professor Popke explained that this set of revisions adds an expectation that DEI issues should be addressed by faculty as they develop their unit codes. This is something that the Unit Code Screening Committee has already been suggesting and the Committee considered whether to make it an explicit section within the outline but felt that the issues really are dispersed throughout the codes and will differ from unit to unit. So, they have simply added a blanket statement at the bottom suggesting some of the areas that could and should be addressed. He noted that there is an error there; the second block of text was meant as a replacement during our discussion for the first block of text, therefore the first sentence should be deleted. It is redundant and this may be where the statement of Senator Lockerbie about voting came in because there is a suggestion that voting procedures could be considered under the rubric of DEI. This refers to who is eligible to vote on certain aspects of the life of the unit and to think how that could best be done in an equitable fashion.

There was no discussion and the proposed revisions to *ECU Faculty Manual* Part IV.II.IV. Minimal Unit Code Requirements were approved as amended. **RESOLUTION #21-22**

Next, Professor Popke presented proposed revisions to the Unit Code of Operation Format. He said that this suggested change simply replicate that same text in the unit code template.

Senator Chambers (Education) wanted to clarify about the question that was raised about the text that included voting; 66% of fixed term faculty are women and in some units where you have actually a majority of fixed term faculty, it does become a DEI issue.

There was no further discussion and the proposed revisions to the Unit Code of Operation Format were approved as presented. **RESOLUTION #21-23**

Professor Popke then presented the proposed addition of new Section III. Statement of Diversity, Equity and Inclusion to *ECU Faculty Manual* Part V., renamed from “Academic Freedom and Statement on Professional Ethics” to “Academic Freedom, Professional Ethics, Diversity, Equity, and Inclusion”.

He noted that although the text is not marked in red, this is the new text. This is a brand-new proposed section that affirms ECU’s commitment to the Board of Governors Policy on diversity, equity and inclusion and much of the text there is actually directly quoted from the UNC System code.

There was no discussion and the proposed addition of new Section III. Statement of Diversity, Equity and Inclusion to *ECU Faculty Manual* Part V., renamed from “Academic Freedom and Statement on Professional Ethics” to “Academic Freedom, Professional Ethics, Diversity, Equity, and Inclusion” was approved as presented. **RESOLUTION #21-24**

**Faculty Senate Meeting  
March 30, 2021**

Professor Popke presented for information only the proposed revisions to *ECU Faculty Manual* Part VIII.I.III. Annual Evaluation. He said this is part of the *Faculty Manual* that deals in part with annual evaluations. This is the part that states annual evaluation shall be considered as appropriate and lists a series of possible contributions. These have been suggested to add the possibility of recognizing diversity, equity and inclusion contributions in instruction, scholarship and/or service.

Chair Martinez clarified that this was presented for information only at this time.

Professor Su (Geography, Planning and Environment) commented on the fact while the previous item was more spiritual and did not include how these might be enforced, this is a good example with more specific details.

Professor Chambers (Education) stated that part of the ongoing conversation about institutional accountability is held at the Board of Governors. It is going to allow for an anchor of accountability with unit and administrators. For years the Office for Equity and Diversity has presented each unit with their numbers on who is coming and who is going and this is providing some accountability down the line.

Professor Drake (College of Business) said there is a small difference in terminology between scholarship, service and teaching. Wherein scholarship you mentioned scholarship that advances diversity, equity and inclusion but in teaching you have contribution "toward" which seems very vague. It would be very difficult to assess. Is there a better term that would be more appropriate here?

Professor Popke asked for suggestions but stated that he understands the concern and will consider before bringing back to the faculty senate.

Professor Popke then presented the proposed revisions to *ECU Faculty Manual* Part X.I. Personnel Action Dossier (PAD) (attachment 6). He said that this is an important set of revisions for giving faculty credit for work in DEI. There are two distinct suggested changes to Part X. One is within the PAD, suggesting that tab E for Other Material could be used as an opportunity for a candidate to ask a colleague to provide a contextualizing statement regarding DEI related issues or concerns. Secondly and most substantively of all these suggested revisions is to ensure that candidates have an opportunity in their cumulative report to document their contributions toward DEI activities. These have been addressed separately under instruction teaching, clinical activity and research and creative activity.

Professor Lockerbie (Political Sciences) had a question for Chair Popke in regard to people being allowed to solicit these commentaries for the PAD. Is there anything currently that prohibits that from occurring?

Chair Popke answered that the tab for Other Material is wide open and there is nothing that will prohibit that from happening.

Professor Bailey (Philosophy) asked why it mentioned equity related challenges instead of activities. Why the negative statement?

**Faculty Senate Meeting  
March 30, 2021**

Professor Popke stated that the activities will be in the cumulative report and are not part of the material not included in the cumulative report that go in tab E. It is more the idea that if a candidate has been hampered because of the toxic environment in their unit related to DEI, they can put that kind of contextualizing statement, so it really is meant to be in a negative kind of circumstances because there is no other place to provide that kind of information to committees and other evaluators.

Professor Chambers (Education) stated that one set of faculty who are having challenges are white faculty who teach DEI content. Several of these faculty have come to Senator Chambers across the years with expressions on their student evaluation of teaching as well as expressions from their department chairs. This is very parallel to what you see nationwide with what faculty of color report.

There was no further discussion and the proposed revisions to *ECU Faculty Manual Part X.I. Personnel Action Dossier (PAD)* were approved as presented. **RESOLUTION #21-25**

Professor Popke went on to present the proposed revisions to *ECU Faculty Manual Part XI.IV.* renamed from “Equal Employment Opportunity/Affirmative Action Policy and University Commitment to Diversity” to “Equal Employment Opportunity/Affirmative Action Policy and University Commitment to Diversity, Equity, and Inclusion”. He said that there are two changes here. The first one is simply to update our language for our non-discrimination statement to reflect our current protected classes and the second is an annual requirement for DEI professional development for faculty.

Professor Lockerbie (Political Sciences) reiterated the same concerns expressed before: It seems to elevate DEI above everything else on campus and we are not required to undergo professional development seminars or programming for teaching or research on a yearly basis.

Professor Popke answered that the committee debated this suggestion and decided it need to be elevated in such fashion, like in the first days of DE instruction. It was about creating a structure in what was a new professional activity. Training may not be needed forever.

Professor Drake (Business) asked if there is research to support that training in DEI will make a difference? Does that make a difference in the outcome? Could there be a potential for a backfire effect?

Professor Popke stated that he would like to defer to Professor Chambers who is more of an expert in the field. Professor Chambers said she was happy to share her sources on the efficacy of DEI training. She agreed that if you force people to do things they are less likely to want to do them. The Committee deliberately kept the training options open so that it is not one specified module. Their goal is to steer people away from check-the-box type of modules and instead direct them to Office for Faculty Excellence training as well as training offered through the Office for Equity and Diversity. This work will help us better work with our students, our faculty, our colleagues in ways to be able to understand how people from different perspectives navigate the world. It will make us better teachers because we will understand where our students are coming from and can be more actively engaged.

Professor Doty (Engineering and Technology) asked if specific training will be provided, since this will be a required part of the evaluation.



**Faculty Senate Meeting  
March 30, 2021**

Professor Popke answered that this is not part of the proposal in front of you. The means by which opportunities will be provided have not been specified but he believes that opportunities are already available and they will be flexible. The goal is not to come up with a module that would be disseminated across campus.

Professor Schmidt (Education) commented that when employees see the word “mandatory training,” employees are not motivated to do those. We are already doing a lot of mandatory trainings, and he wished there was a different way to phrase it so it would not produce that negative reaction.

Professor Su (Geography, Planning and Environment) suggested that with such an important issue, a broader input from faculty may be needed.

Professor Doty (Engineering and Technology) said that in the second paragraph, it states that the unit administrator will attest that each faculty members has met the DEI professional development requirements on the faculty evaluation form. Does that mean we will be evaluated on it?

Professor Popke stated that the committee viewed that as a parallel to the process by which DE training is acknowledged and that we need an institutional way of tracking who has done it. It will only be a check mark. It is not a part of the evaluation.

Professor Altman (Kinesiology) stated that it is parallel to the professional ethics statement, just a check box. Her question was related to the legal part of it (risk management), and she asked if Counselor Zigas could address that part of the question?

Counselor Zigas (Office of University Counsel) said he had never considered this from a risk management perspective and it is something he needs to think about more.

Professor Chambers (Education) stated in response to Professor Su’s concern that the recommendation for this professional development training was vetted by the Exploratory Committee, which has representatives of all colleges of the University.

The vote was taken and the proposed revisions to *ECU Faculty Manual* Part XI.IV. renamed from “Equal Employment Opportunity/Affirmative Action Policy and University Commitment to Diversity” to “Equal Employment Opportunity/Affirmative Action Policy and University Commitment to Diversity, Equity, and Inclusion” were approved as presented. **RESOLUTION #21-26**

Professor Popke closed the report from the Committee by presenting the proposed revisions to *ECU Faculty Manual* Part VI.I.VIII.F. Grade Appeal Policy. Professor Popke thanked Drs. Altman, Oliver and Maher who worked as a sub-committee. This was brought to the committee’s attention by Dr. Maher. The appeal process seems to be messy and to drag on for very long time, including sometimes over the summer, and this can cause serious problems for the students who need to graduate or register or get internships. The revisions streamline and shorten deadlines and clarify roles and responsibilities of various parties.

The vote was taken and the proposed revisions to *ECU Faculty Manual* Part VI.I.VIII.F. Grade Appeal Policy were approved as presented. **RESOLUTION #21-27**

**Faculty Senate Meeting  
March 30, 2021**

**E. Committee on Committees, Melinda Doty**

Professor Doty (Engineering and Technology) provided the second reading of the proposed charge for the new Standing University Academic Committee entitled Committee on Diversity, Equity, and Inclusion. The number to achieve quorum was increased from 4 to 7 in response to feedback received during the first reading of the charge.

Senator Wolfe (Physics) asked if there was a reason for the meeting to be held on a Tuesday?

Professor Doty (Engineering and Technology) confirmed that most meetings have a set day and time in their charge, so that was the day that seemed to work best or was opened. The day and time can be adjusted when the committee is formed, but there are guidelines.

Professor Popke suggested a friendly amendment to fix a typo in the statement about the committee meeting day. It reads, "The committee meeting will meet one Tuesday each month" and he suggested removal of "meeting" in that sentence.

There was no further discussion, and the proposed charge for the new Standing University Academic Committee entitled Committee on Diversity, Equity, and Inclusion was approved as amended.

**RESOLUTION #21-28**

**F. Educational Policies and Planning Committee, Mark Bowler**

Professor Bowler (Psychology) presented curriculum and academic matters acted on and recorded in the [March 12, 2021](#) meeting including a new concentration in the BA Foreign Languages and Literatures, removal of concentrations in Classics and Classical Civilization from the BA Multidisciplinary Studies, moving the Classical Studies minor from the Harriot College of Arts and Sciences to the Department of Foreign Languages and Literatures, and program revisions and changing title of the School Psychology, CAS to the Specialist in School Psychology, SSP in the Department of Psychology within the Harriot College of Arts and Sciences; new graduate certificate Foundations in Environment Health in the Department of Health Education and Promotion and new undergraduate minor Promoting Equity in Health and Human Services in the School of Social Work within the College of Health and Human Performance; new graduate certificate Instructional Design in Adult Education in the Department of Interdisciplinary Professions, new undergraduate certificate Instructional Systems Design in Adult Education in the Department of Interdisciplinary Professions, and revision to the MAEd in Curriculum and Instruction in the Department of Literacy Studies, English Education and History Education within the College of Education; and Academic Program Review Responses for the Mathematics, Science, and Instructional Technology Education programs in the Department of Mathematics, Science, and Instructional Technology Education within the College of Education and the University Studies BS in Interdisciplinary Programs within the Harriot College of Arts and Sciences; and in the [January 22, 2021](#) meeting, a program that was erroneously omitted from the report: a new Accelerated BS in Recreational Therapy/MS in Recreation Sciences in the Department of Recreation Sciences within the College of Health and Human Performance.

Professor Mazow (Anthropology) asked what happened to the major in classic and classical civilizations. It seems that it was removed from the BA and the minor was moved to Foreign languages and Literature.

**Faculty Senate Meeting  
March 30, 2021**

Professor Bowler answered that a new concentration was created in the BA in Foreign Languages and Literature that represented the classics and classical civilizations from Multidisciplinary studies. In brief, they took these two degrees and created a single concentration in the BA in Foreign Languages and Literature

There was no further discussion and the curriculum and academic matters acted on and recorded in the [March 12, 2021](#) meeting including a new concentration in the BA Foreign Languages and Literatures, removal of concentrations in Classics and Classical Civilization from the BA Multidisciplinary Studies, moving the Classical Studies minor from the Harriot College of Arts and Sciences to the Department of Foreign Languages and Literatures, and program revisions and changing title of the School Psychology, CAS to the Specialist in School Psychology, SSP in the Department of Psychology within the Harriot College of Arts and Sciences; new graduate certificate Foundations in Environment Health in the Department of Health Education and Promotion and new undergraduate minor Promoting Equity in Health and Human Services in the School of Social Work within the College of Health and Human Performance; new graduate certificate Instructional Design in Adult Education in the Department of Interdisciplinary Professions, new undergraduate certificate Instructional Systems Design in Adult Education in the Department of Interdisciplinary Professions, and revision to the MAEd in Curriculum and Instruction in the Department of Literacy Studies, English Education and History Education within the College of Education; and Academic Program Review Responses for the Mathematics, Science, and Instructional Technology Education programs in the Department of Mathematics, Science, and Instructional Technology Education within the College of Education and the University Studies BS in Interdisciplinary Programs within the Harriot College of Arts and Sciences; and in the [January 22, 2021](#) meeting, a program that was erroneously omitted from the report: a new Accelerated BS in Recreational Therapy/MS in Recreation Sciences in the Department of Recreation Sciences within the College of Health and Human Performance were approved as presented. **RESOLUTION #21-29**

**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 in the [February 15, 2021](#) meeting including Domestic Diversity (DD) credit for COMM 3700 Race, Ethnicity, and the Media; Global Diversity (GD) credit for GRBK 3601 Great Books of the 19<sup>th</sup> and 20<sup>th</sup> Centuries; Global Diversity (GD) credit for KINE 4150 Sport for Development; removal of Humanities (GE:HU) credit from GRBK 2600; and Global Diversity (GD) credit for transfer course MUS 2018 Introduction to World Music from Appalachian State University.

There was no discussion, and the curriculum and academic matters acted on in the [February 15, 2021](#) meeting including Domestic Diversity (DD) credit for COMM 3700 Race, Ethnicity, and the Media; Global Diversity (GD) credit for GRBK 3601 Great Books of the 19<sup>th</sup> and 20<sup>th</sup> Centuries; Global Diversity (GD) credit for KINE 4150 Sport for Development; removal of Humanities (GE:HU) credit from GRBK 2600; and Global Diversity (GD) credit for transfer course MUS 2018 Introduction to World Music from Appalachian State University were approved as presented. **RESOLUTION #21-30**

**Agenda Item VII. New Business**

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

There being no further business, the meeting adjourned at 5:12 pm.

**Faculty Senate Meeting  
March 30, 2021**

Submitted by,

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

Marlena Rose  
Secretary of the Faculty  
Health Sciences Library

Rachel Baker  
Faculty Senate

## FACULTY SENATE RESOLUTIONS APPROVED AT THE MARCH 30, 2021 MEETING

### Resolution #21-17

Formal faculty advice on curriculum and academic matters acted on and recorded in the [March 15, 2021](#), Graduate Council meeting minutes, including level I action items from the [February 3, 2021](#) and [February 17, 2021](#) Graduate Curriculum Committee meeting minutes which were approved by its delegated authority and are reported here for informational purposes; Graduate Policy action items (GC 21-03 and GC 21-05) approved by the Graduate Council and recorded in the [February 8, 2021](#) Graduate Council meeting minutes and [February 25, 2021](#), Graduate Council email discussion meeting minutes including a new External Member Appointment Process for Thesis and Dissertations; the Graduate Admission Eligibility for Standard Admission policy; a revision to the Graduate Academic Calendar to extend the withdrawal date for graduate students for the spring 2021 semester to Tuesday, April 27; revision to the General Requirements for Degrees and Certificates policy; a special Grading Accommodation for Graduate Students due to COVID-19; and Assistantship Offer Letters with Companion Policy; programmatic action item (CG 21-04) recorded in the [March 15, 2021](#), Graduate Council meeting minutes, including level II and level III programmatic action items from the [February 3, 2021](#) and [February 17, 2021](#) Graduate Curriculum Committee meeting minutes, which were forwarded to the Educational Policies and Planning Committee (EPPC), including a revision of an existing certificate, Addictions Prevention and Treatment Studies Certificate (Level III), Rehabilitation Studies Certificate (Level III), Military and Civilian Trauma Studies Certificate (Level III), and a revision of an existing degree Clinical Counseling, MS (level I, revise descriptive text), Rehabilitation Counseling, MS (level III), Counselor Preparation and Research, PhD (level III) from the Department of Addictions and Rehabilitation Studies within the College of Allied Health Sciences; a revision of an existing degree, Security Studies, MS (level 1, revise core requirements) from the Department of Political Science, and a revision of an existing degree program (level I, revise core requirements), Interdisciplinary Doctoral Program in Biology, Biomedicine, and Chemistry from the Department of Biology within the Thomas Harriot College of Arts and Sciences; a revision of an existing degree, Instructional Technology, MAEd (level II), an establishment of a new certificate, Science Education Specialist Certificate (level II), a revision of an existing degree, Science Education, MAEd (level II) ) from the Department of Mathematics, Science, and Instructional Technology Education, and a discontinuation of an existing certificate, Assistive Technology Certificate from the Department of Special Education, Foundations, and Research within the College of Education; a revision of an existing degree (level II), Physical Education, MAEd from the Department of Kinesiology within the College of Health and Human Performance.

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### Resolution #21-18

Curriculum and academic matters acted on during the [March 8, 2021](#) Writing Across the Curriculum Committee meeting including notification of renumbering of GBRK 2600, notification of change in prerequisites for SPAN 3210, and notification of change in prerequisites for BIOL 4300 and 4301 were approved as presented.

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### Resolution #21-19

Curriculum and academic matters acted on during the [February 11, 2021](#) Undergraduate Curriculum Committee meeting including curricular actions in the Departments of Kinesiology and Social Work

**Faculty Senate Meeting  
March 30, 2021**

within the College of Health and Human Performance, the Department of Management within the College of Business, and the Departments of Sociology and Foreign Languages and Literatures within the Harriot College of Arts and Sciences; the [February 25, 2021](#) meeting including curricular actions in Interdisciplinary Programs and the Department of Foreign Languages and Literatures within the Harriot College of Arts and Sciences, the Department of Mathematics, Science, and Instructional Technology Education within the College of Education, and the Departments of Health Education and Promotion, Human Development and Family Science, and Kinesiology within the College of Health and Human Performance; and the [March 4, 2021](#) meeting including curricular actions in Interdisciplinary Programs, the Departments of Philosophy and Religious Studies, Chemistry, Political Science, English, and History within the Harriot College of Arts and Sciences, and the Departments of Accounting and Marketing and Supply Chain Management within the College of Business.

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Resolution #21-20

Curriculum and academic matters acted on during the [March 9, 2021](#) Service-Learning Committee meeting including Service-Learning (SL\*) designation for BIOL 3010 Scientific Communication.

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Resolution #21-21

Revisions to *ECU Faculty Manual* Part IV.I.II. Organizing as a Code Unit, as follows:

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

II. Organizing as a Code Unit

Requirements: To be eligible to organize as a Code Unit, a new or existing department, school or college, (or departments, schools or colleges created by splitting or combining existing code units), shall satisfy the following requirements:

1. Code Units shall contain sufficient faculty members to create and sustain one or more degree programs and their associated curricula (excepting the libraries). What suffices in any given case will be decided by the appropriate Provost or Vice Chancellor for Health Sciences in consultation with the tenured and probationary (tenure-track) faculty who will be members of the Code Unit if established, the chairperson(s) or director(s) and the appropriate dean.
2. Code units shall be organized so as to distribute faculty and administrative responsibilities as follows (this list is not exhaustive of the duties of faculty members and administrators).
  - a. Faculty: Faculty members are responsible for providing course instruction in one or more degree programs and in Foundations courses as appropriate, for advising majors, for supervising graduate theses and dissertations and for initiating recommendations on curriculum, degree program requirements, personnel actions, evaluation criteria, the unit's strategic plan, the unit's assessment activities, student, faculty and staff awards and the unit's code of operations.

When the code unit is a college and the college contains departments or schools, some or all of the responsibilities of the code unit's faculty members may separately be performed by the faculty members of each department or school.

**Faculty Senate Meeting  
March 30, 2021**

If the code unit is a school and the school contains departments, some or all of the responsibilities of the code unit may separately be performed by the faculty members of each department or school.

If the code unit is a department and the department contains separate disciplines, some or all of the responsibilities of the code unit may be performed separately by the faculty members of each discipline.

- b. Administration: The **lead unit** administrator is responsible for faculty evaluation, for assigning duties to the unit's faculty members, for recommendations regarding initial faculty salaries and salary increments, for the use of the unit's budget, for fundraising, for maintaining the unit's contracts, records and reports, for managing the unit's support staff, for the unit's compliance with all university policies, rules and regulations and for the unit's compliance with all actions required by higher administration.

**In light of these responsibilities, the unit administrator bears responsibility for cultivating an environment supportive of diversity, equity and inclusion, and for ensuring the allocation of duties and resources on an equal opportunity basis in consideration of unit needs. See UNC Policy Manual 300.8.5 Policy on Diversity and Inclusion within the University of North Carolina.**

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Resolution #21-22

Revisions to *ECU Faculty Manual* Part IV.II.IV. Minimal Unit Code Requirements, as follows:

Additions are in **bold**.

IV. Minimal Unit Code Requirements

To provide consistency, unit codes should be developed following an approved outline that includes at least:

1. a preamble
2. definitions of the unit's faculty, its criteria for serving as a voting faculty member of the unit, and, where appropriate, its approved criteria for appointment to the graduate faculty
3. criteria for emeritus status in the unit
4. the administrative organization of the unit
5. the membership, terms, and duties of standing committees
6. responsibility for program coordination and curriculum oversight
7. current, updated, and approved guidelines, criteria, and weights governing the evaluation of tenured, and tenure-track faculty members annually and otherwise for all personnel actions, including recommendations for raises, merit awards, reappointment, promotion and the award of permanent tenure (*ECU Faculty Manual*, Parts VIII and IX).
8. guidelines, criteria, and weights governing the evaluation of fixed-term faculty members annually and otherwise for all personnel actions, including new or subsequent appointments, performance evaluations and advancement in title
9. standards for post-tenure review
10. procedures for meetings within the unit

**Faculty Senate Meeting  
March 30, 2021**

11. procedures for the unit's voting faculty members to indicate in a timely fashion and by vote their approval or disapproval of the unit's major planning documents, assessment documents, Guidelines for Unit Academic Program Review, and other major reports prior to their submission in final form to person(s) outside the unit
12. procedures for discussing with its unit administrator the unit's annual budget request and annual report
13. amendment procedures. (FS Resolution #19-07, February 2019)

**In furtherance of UNC Policy Manual 300.8.5 (Policy on Diversity and Inclusion within the University of North Carolina), unit codes should address diversity, equity and inclusion throughout the unit code. Areas to be addressed include, but are not limited to: administrator responsibilities, faculty evaluation (teaching, research, service), voting, graduate faculty status, the composition and processes of search and personnel committees, curriculum oversight and program coordination, student enrollment and faculty respect for diverse students.**

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Resolution #21-23

Revisions to the Unit Code of Operation Format, as follows:

Additions are in **bold**.

**UNIT CODE FOR XXXXX**

**Note: In furtherance of UNC Policy Manual 300.8.5 (Policy on Diversity and Inclusion within the University of North Carolina), unit codes should address diversity, equity and inclusion throughout the unit code. Areas to be addressed include, but are not limited to: administrator responsibilities, faculty evaluation (teaching, research, service), voting, graduate faculty status, the composition and processes of search and personnel committees, curriculum oversight and program coordination, student enrollment and faculty respect for diverse students.**

Section I PREAMBLE

This Code allows for faculty participation in and establishes procedures for the XXXXX's internal affairs and is consistent with the East Carolina University (ECU) [Policy Manual](#), the ECU [Faculty Manual](#), and all established university policies.

Section II FACULTY

- A. Definitions of the unit's faculty
- B. Criteria for serving as a voting faculty member of the unit (For voting on unit code, refer to ECU *Faculty Manual*, [Part IV](#); for serving on unit personnel-related committees refer to ECU *Faculty Manual*, [Part IX](#))
- C. Where appropriate, approved criteria for appointment to the graduate faculty (Refer to ECU *Faculty Manual*, [Part II](#))
- D. Unit Criteria for emeritus status (Refer to ECU *Faculty Manual*, [Part VIII](#))

Section III ADMINISTRATIVE ORGANIZATION OF THE UNIT

Describe the organizational and administrative structure within the unit; include titles of administrators (ex: Department Chair, Graduate Director, other) and their leadership roles and responsibilities



**Faculty Senate Meeting  
March 30, 2021**

- Section IV CURRICULUM OVERSIGHT AND PROGRAM COORDINATION
- A. Appointment of program coordinator/director to oversee and coordinate curricular content for each degree and certificate offered by the Unit (Refer to SASCOC Principle, 6.2.c)
  - B. Responsibilities of program coordinator/director
  - C. Academic and/or professional qualifications of program coordinator/director
- Section V COMMITTEES OF THE UNIT
- A. Standing Committees  
Include membership, how members are elected or appointed, length of membership terms, and duties or responsibilities of committee members
  - B. Personnel Committee, Tenure Committee, Promotion Committees  
(Refer to ECU *Faculty Manual*, [Part IX](#).)
- Section VI EVALUATION OF FACULTY
- NOTE: If the unit has guidelines, they must follow ECU *Faculty Manual*, [Part IV and must be submitted for review when code is reviewed and posted with the code after approval](#).
- A. Tenured and Probationary- term Faculty  
Current, updated, and approved guidelines, criteria, and weights governing the evaluation of tenured and probationary-term faculty members annually and otherwise for all personnel actions, including recommendations for raises, merit awards, reappointment, promotion and the conferral of permanent tenure (Refer to ECU *Faculty Manual*, [Part VIII](#), [Part IX](#), [Part X](#)).

[NOTE--include the following required university statement with general criteria for evaluations of tenured and probationary-term faculty:  
*ECU is committed to recruiting, retaining, and developing faculty that are highly accomplished in teaching and scholarship, including research and creative activities. Accordingly, research and creative activities that align with the institution's mission, engage students in effective ways, and advance our academic disciplines are an expectation of all tenured and probationary (tenure-track) faculty. Measures of success in these arenas include, but are not limited to, peer-reviewed publications, books, presentations, performances, patents, and national awards, including both honorary awards and competitively awarded external funding as appropriate to the discipline. These measures, and particularly national awards that recognize prominence in the discipline, will be positively reflected in annual evaluations and other personnel action.*
  - B. Fixed Term Faculty  
Guidelines, criteria, and weights governing the evaluation of fixed-term faculty members annually and otherwise for all personnel actions, including new or subsequent appointments, performance evaluations and advancement in title (Refer to ECU *Faculty Manual* Part VIII and [Part IX](#)).
  - C. Performance Review of Permanently Tenured Faculty (Post-Tenure Review)  
Current approved standards for performance review of tenured faculty (Refer to ECU *Faculty Manual*, [Part IX](#)).
- Section VII PROCEDURES FOR MEETINGS WITHIN THE UNIT
- Include requirements and procedures for calling meetings, and by whom, agenda requirements and reference to conduct by *Robert's Rules of Order, Newly Revised*.
- Section VIII VOTING BY FACULTY MEMBERS
- Procedures for the unit's voting faculty members to indicate in a timely fashion and by vote their approval or disapproval of the unit's major planning documents, assessment documents, Unit

**Faculty Senate Meeting  
March 30, 2021**

Academic Program Review (Refer to ECU *Faculty Manual*, [Part IV](#)), and other major reports prior to their submission in final form to person(s) outside the unit

Section IX BUDGET AND ANNUAL REPORT

Procedures for unit administrator to discuss with faculty members the unit's

- A. Annual budget request and subsequent budget allocation to the unit
- B. Annual report

Section X AMENDMENT PROCEDURES

Include procedures for amending code, definition of quorum, and how much prior notice is required. For faculty voting eligibility and minimum requirements for approval, refer to ECU *Faculty Manual*, [Part IV](#). (NOTE: Eligibility to vote and minimum requirements for approval were revised effective April 2019 (FS Resolution #19-37); approval requires at least a two-thirds affirmative vote by those eligible faculty who vote.) Refer also to *Robert's Rules of Order, Newly Revised* "Bylaws," #55, Article IX.

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Resolution #21-24

Addition of new Section III. Statement of Diversity, Equity and Inclusion to *ECU Faculty Manual* Part V., renamed from "Academic Freedom and Statement on Professional Ethics" to "Academic Freedom, Professional Ethics, Diversity, Equity, and Inclusion", as follows:

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

## EAST CAROLINA UNIVERSITY FACULTY MANUAL

### PART V

Academic Freedom, ~~and Statement on~~ Professional Ethics,  
**Diversity, Equity and Inclusion**

### PART V

ACADEMIC FREEDOM, ~~AND STATEMENT ON~~ PROFESSIONAL ETHICS, **DIVERSITY, EQUITY  
AND INCLUSION**

SECTIONS

- I. Academic Freedom
- II. Statement on Professional Ethics
- III. Statement on Diversity, Equity and Inclusion**

...  
...

**PART V – ACADEMIC FREEDOM, PROFESSIONAL ETHICS, DIVERSITY,  
EQUITY AND INCLUSION  
SECTION III**

**Statement on Diversity, Equity and Inclusion**

**The Faculty of East Carolina University affirm the Board of Governor’s Policy on Diversity and Inclusion within the University of North Carolina and its aim to “advance diversity and to foster an inclusive environment that engages, respects, and values all members of the University community.” In recognition that “the University needs the talents and skills of all qualified and available individuals,” the East Carolina University faculty and administration commit “to building a culture and community that actively supports and promotes diversity and inclusion for its students, faculty, and staff, and for members of the general public who access our programs, services, and facilities.” Our commitment to diversity, equity, and inclusion is an extension of our commitments to academic freedom and professional ethics and should not be interpreted contrary to Sections I and II above.**

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Resolution #21-25  
Revisions to *ECU Faculty Manual* Part X.I. Personnel Action Dossier (PAD), as follows:

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

- I. Personnel Action Dossier (PAD)

[Link to Guidelines for Preparing a Cumulative Evaluation.](#)

The Personnel Action Dossier (PAD) is a collection of documents and lists of accomplishments in summary form that provides a record of the accomplishments of a faculty member seeking reappointment, promotion, or tenure. A PAD is compiled in a manner described in Part IX of the *East Carolina University Faculty Manual* each time a personnel action for reappointment, promotion, or

**Faculty Senate Meeting  
March 30, 2021**

tenure takes place. Each PAD becomes part of the faculty member's permanent personnel file and is not returned to the faculty member.

In the review process, attention is paid both to productivity since the date of hire, tenure or last promotion (whichever is more recent) and accomplishments over one's entire career. Within the PAD the candidate should supply dates for all listed activities and accomplishments, making it possible for reviewers to identify clearly the chronology of accomplishments related to the time of hire, tenure or last promotion (whichever is more recent).

The Personnel Action Dossier shall include the following items:

- A. A properly executed *ECU Cumulative Report for Reappointment, Promotion and Tenure* (see Attachment 1) is required for these personnel actions. It is the responsibility of the faculty member to have prima facie evidence of all activity listed in this report available for inspection, if requested, by reviewers at any level of the personnel action process.

Actions involving tenure and promotion also require a properly executed *ECU Personnel Action Summary Form* (see Attachment 2).

B. Recommendations

*(Note: The documents listed here will be added by the appropriate official as the Personnel Action progresses.)*

1. For reappointment:

- a. Unit Tenure Committee's recommendation, signature of the chair of the unit Personnel Committee, and date
- b. Unit administrator's recommendation, signature, and date
- c. Dean's recommendation, signature, and date
- d. Provost/Vice Chancellor's recommendation, signature, date

2. For tenure:

- a. One cumulative evaluation in narrative form of the candidate's teaching, research, service, and any other relevant duties, prepared by the unit Tenure Committee. A draft of this cumulative evaluation, to be completed after the candidate turns in the PAD,

should be available for discussion by the entire Tenure committee before the vote.  
(Faculty Senate Resolution #08-27, May 2008)

- b. A cumulative evaluation in narrative form of the candidate's teaching, research, service, and any other relevant duties, prepared by the unit administrator.
- c. Unit Tenure Committee's recommendation, signature of the chair of the unit Personnel Committee, and date
- d. Unit administrator's recommendation, signature, and date
- e. Dean's recommendation, signature, and date
- f. Provost/Vice Chancellor's recommendation, signature, date

3. For promotion:

- a. One cumulative evaluation in narrative form of the candidate's teaching, research, service, and any other relevant duties, prepared by the unit Promotion Committee. A draft of this cumulative evaluation, to be completed after the candidate turns in the PAD, should be available for discussion by the entire Promotion committee before the vote.  
(Faculty Senate Resolution #08-27, May 2008)

**Faculty Senate Meeting  
March 30, 2021**

- b. A cumulative evaluation in narrative form of the candidate's teaching, research, service, and any other relevant duties, prepared by the unit administrator.
- c. Unit Promotion Committee's recommendation, signature of the chair of the unit Promotion Committee, and date
- d. Unit administrator's recommendation, signature, and date
- e. Dean's recommendation, signature, and date
- f. Provost/Vice Chancellor's recommendation, signature, date

**C. Records of Evaluation**

- 1. For evaluation for reappointment decisions:
  - a. Copies of the criteria for reappointment set forth by the code unit of the faculty member.
  - b. Copies of all written communications with the candidate on progress toward tenure, including all annual evaluations over the period of time appropriate to the decision.
  - c. Records of the discussions on annual evaluation meetings with the unit administrator. See Part VIII, Section I (III.).
  - d. Records of the assigned teaching duties and responsibilities including indication of released time over the period of time appropriate to the decision. See Part VI, Section I (I.).
  - e. Records of the annual discussions on the criteria for evaluating faculty performance.
- 2. For evaluation for tenure decisions:
  - a. Copies of the criteria for tenure set forth by the code unit of the faculty member.
  - b. Copies of all written communications with the candidate on progress toward tenure, including all annual evaluations over the period of time appropriate to the decision.
  - c. Records of the discussions on annual evaluation meetings with the unit administrator. See Part VIII, Section I (III.).
  - d. Records of the assigned teaching duties and responsibilities including indication of released time over the period of time appropriate to the decision. See Part VI, Section I (I.).
  - e. Records of the annual discussions on the criteria for evaluating faculty performance. Part IX, Section I (II.A.3.).
  - f. Copies of all communication with external reviewers, copies of the external reviews, and a listing of the documents reviewed.
- 3. For evaluation for promotion decisions:
  - a. Copies of the criteria for promotion set forth by the code unit of the faculty member.
  - b. Copies of all annual evaluations over the period of time appropriate to the decision.
  - c. A record of the assigned teaching duties and responsibilities including indication of reassigned time over the period of time appropriate to the decision. See Part VI, Section I (I).
  - d. Copies of all communication with external reviewers, copies of the external reviews, and a listing of the documents reviewed.

In cases of application for tenure with simultaneous promotion, items B and C should be combined as appropriate.

**D. Supporting materials**

The faculty member, in consultation with the unit administrator and the chair of the unit personnel committee, may add materials in support of the activities and accomplishments listed in the *ECU*

**Faculty Senate Meeting  
March 30, 2021**

*Cumulative Report for Reappointment, Promotion and Tenure* (subject to size limitations in subsection G. below).

E. Other material

Materials not included in the categories listed in the cumulative report may be added to the dossier by the faculty member providing the unit administrator, in consultation with the Unit Personnel Committee, has an opportunity to include a response to such materials. **For example, a faculty member in an adjacent or related field might comment on the candidate's equity-related challenges.** In the event the unit administrator and Unit Personnel Committee cannot agree on a response, both may include a response.

F. Disagreements as to inclusion or removal of documents

The dossier shall include the required documents and lists relevant to the faculty member's teaching, research/creative activity, and service as described above. If the faculty member disagrees with the unit administrator and/or the unit personnel committee as to the inclusion of relevant documents, the documents will be included and each party may include a statement about the document in the dossier.

The candidate is allowed to review and include a response to the cumulative evaluations (see section B. above).

G. Size of Dossier

The total dossier must be assembled electronically and uploaded to folders according to the process described in the [Workflow for Assembling and Reviewing the PAD](#) contained in a single three ring binder (10 in. x 12 in.) with a thickness of no more than four inches (approximately 10 cm). *(Previous sentence was editorially revised by action of the [joint memorandum](#) released by the Provost and the Chair of the Faculty on August 17, 2020.)*

Attachment 1.

## CUMULATIVE REPORT FOR REAPPOINTMENT, PROMOTION, AND TENURE

[Link to Guidelines for Preparing a Cumulative Evaluation.](#)

A. General Information

1. Name
2. College or Professional School and Department
3. Date of first appointment to ECU
4. Present rank and date at which present rank was established
5. Educational background: degrees, dates conferred, and institutions. Indicate the status of any degree program in process.

Include the following where applicable:

- a. Postgraduate Training Fellowships
- b. Residencies

**Faculty Senate Meeting  
March 30, 2021**

c. Traineeships

6. Administrative appointments or special assignments (list positions and dates in reverse chronological order with percentage of time assigned)
7. Professional credentials (certifications and licensures)
8. Professional employment history (list positions, ranks and dates of appointments in reverse chronological order)
9. Formal continuing education for professional development (courses, seminars, institutes, etc. and dates in reverse chronological order) School of Medicine (clinical staff): List all postgraduate Continuing Medical Education completed in the last 3 years (in reverse chronological order).

B. Teaching (Didactic and Clinical) and Advising [narrative or bulleted list and relevant date(s)]

1. Teaching experience
  - a. Chronological list of all courses taught including year, semester, section, and enrollments.
  - b. Chronological list of all peer reviews including year, semester, and reviewer name.
2. Noteworthy accomplishments and practices in teaching
3. Noteworthy accomplishments and practices in advising and retention
4. **Noteworthy accomplishments in the promotion of diversity, equity and/or inclusion**
- 4.5. Extraordinary duties assigned or elected in advising
- 5.6. Direction of student research and performances:
  - a. List undergraduate students and projects.
  - b. List graduate students and projects.
  - c. List memberships in graduate student's thesis/dissertation committees
- 6.7. Grants (listed by year in reverse chronological order) in support of teaching and advising. Provide a list of all grants applied for, listing for each the source, amount requested, title, and co-investigators. Designate status: awarded (including amount awarded if different from request), pending, rejected.
  - a. Grants/proposals through Office of Sponsored Programs
  - b. Grants/proposals through the Division of Institutional Advancement
  - c. University Grants
  - d. Reports to granting agencies: list agency(ies)
- 7.8. Medical Education:
  - a. Undergraduate medical student teaching, including didactic lectures, clinical teaching, conferences, laboratories, student advising, and student preceptorships.
  - b. Postgraduate medical teaching including clinical teaching and continuing medical education.
  - c. Curriculum development in medical education.

Note: Evidence of Teaching Effectiveness shall be included in Section D, *Supporting Materials*, to include:

- a. (Required) Reports from university approved student evaluations. Data should not be condensed or summarized, but included as it appears in the original survey reports. Student comments may be included at the discretion of the candidate but are not required. If student comments for a class are included, all comments from the original survey report for that class must be included.
- b. (Required) Reports from all peer reviews of instruction.
- c. (Optional) Instructional materials or other evidence of pedagogical innovation or impact (see *Faculty Manual*, Part VIII, Section I, Subsection III.).

C. Research/Creative Activity:

1. A brief statement of research activities and interests.
2. A complete list of publications in print, in reverse chronological order, beginning with the most recent publications (Note: School of Medicine should use the AMA format for publications):
  - a. Books and monographs

**Faculty Senate Meeting  
March 30, 2021**

- b. Journal articles
  - c. Chapters in books
  - d. Book reviews in professional journals
  - e. Abstracts (including those published in proceedings)
  - f. Microforms
  - g. Sound/video recordings musical scores
  - h. Art exhibitions, pictures in books, applied art
  - i. Articles in proceedings
  - j. Patents
  - k. Editorships of professional journals or books
  - l. Musical performances & productions
  - m. Theatrical performances & productions
  - n. Software development
  - o. Electronic publications
  - p. Clinical trials
  - q. Other (e.g., entries in encyclopedias)
3. Papers, creative works, etc. accepted for publication but not yet in print (attach a copy of letter of acceptance)
  4. Other research publications: list title(s) and publication dates and publisher
  5. Research presentations and posters: list organization, date, and title of presentation(s)
  6. Participation in expert panels (include topics, meeting, date(s)).
  7. Visiting professorships or lectureships (include titles, place, date(s)).
  8. Pedagogical materials: list title(s) and publication dates and publisher
  - 9. Scholarly activities that advance ECU's commitment to equity, diversity and inclusion**
  - 9.10.** Grants (listed by year in reverse chronological order) in support of research/creative activity. Provide a list of all grants applied for, listing for each the source, amount requested, title, Principal investigator and co-investigators. Designate status: awarded (including amount awarded if different from request), pending, rejected.
    - a. Grants/proposals through Office of Sponsored Programs
    - b. Grants/proposals through the Division of Institutional Advancement
    - c. University Grants
    - d. Reports to granting agencies: list agency(ies)
- D. Clinical Practice: For those faculty who provide patient care as a part of their duties, a patient care portfolio should be included to document their clinical practice activities. The patient care portfolio should include the following information:
1. Summary of relevant activities in clinical practice and evaluations of patient care quality.
  2. Noteworthy accomplishments and practices, **including those that promote diversity, equity and/or inclusion**
  3. Extraordinary duties assigned or elected in clinical practice
  4. Development and/or evaluation of clinical services and programs
  5. Community service and outreach
- E. Professional and University Service (list by year, in reverse chronological order)
1. University: Committee and special assignments



**Faculty Senate Meeting  
March 30, 2021**

- a. Unit: name of committee(s), role on committee(s) (member, chair, etc.), inclusive dates of service
  - b. Division: name of committee(s), role on committee(s) (member, chair, etc.), inclusive dates of service
  - c. University-wide: name of committee(s), role on committee(s), inclusive dates of service
  - d. UNC system: name of committee(s), role on committee(s), inclusive dates of service
  - e. Special assignments: title or role, brief description of assignment, inclusive dates of service
2. Non-university committees and service:
- a. Local
  - b. Regional
  - c. State
  - d. Other
  - e. Clinical Agency Committees and/or Hospital committees (Health Sciences Division)
3. Professional Organizations (list by year in reverse chronological order)
- a. Memberships in professional organizations: list memberships
  - b. Offices held or other official functions  
    President/Chair: list organization(s)  
    Other office(s): list office and organization(s)
  - c. Organization of meetings, workshops, and symposia: list organization(s)
  - d. Presentations (other than research) at meetings, workshops, and symposia: list organization, date, and title of presentation(s)
  - e. Service as editor or editorial board member: list board(s), list role(s)
  - f. Items reviewed, refereed, or juried for scholarly publications: list publication(s)
  - g. Items reviewed, refereed, or juried for granting agencies: list agency (ies)
  - h. Evaluation of faculty for other universities (peer review): list institution(s)
  - i. Consultantships: list client, specify whether paid or unpaid, briefly define activity
- 4. Service in support of equity, diversity and inclusion**
- 4.5.** Other professional service
- 5.6.** Grants (listed by year in reverse chronological order) in support of professional service. Provide a list of all grants applied for, listing for each the source, amount requested, title, and co-investigators. Designate status: awarded (including amount awarded if different from request), pending, rejected.
- a. Grants/proposals through Office of Sponsored Programs
  - b. Grants/proposals through the Division of Institutional Advancement
  - c. University Grants
  - d. Reports to granting agencies: list agency(ies)
- F. Honors and other noteworthy activity not covered above
- G. Administrative Activities
1. Noteworthy accomplishments and practices in administration
  2. Extraordinary duties assigned or elected

**Faculty Senate Meeting  
March 30, 2021**

- 3. Summary of administrative evaluations
  - H. Community service: Include organization, dates, offices held.
  - I. Other: Include additional information deemed pertinent to this cumulative report.
  - J. Date this cumulative report was completed.
- 

Resolution #21-26

Revisions to *ECU Faculty Manual* Part XI.IV. renamed from “Equal Employment Opportunity/Affirmative Action Policy and University Commitment to Diversity” to “Equal Employment Opportunity/Affirmative Action Policy and University Commitment to Diversity, Equity, and Inclusion”, as follows:

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

PART XI

GENERAL FACULTY EMPLOYMENT GUIDELINES AND BENEFITS

SECTIONS

- I. Employment Policies
- II. Benefits and Leave
- III. Institutional Services Available to Faculty
- IV. Equal Employment Opportunity/Affirmative Action Policy and University Commitment to Diversity, **Equity and Inclusion**
- V. Substance Abuse and Weapons Policy

PART XI – GENERAL FACULTY EMPLOYMENT GUIDELINES AND BENEFITS

SECTION IV

Equal Employment Opportunity/ Affirmative Action Policy and University Commitment to Diversity, **Equity and Inclusion**

*(Text moved from former Part VI)*

**I. General Provisions**

**East Carolina University prohibits unlawful discrimination based on the following protected classes: race/ethnicity, color, genetic information, national origin, religion, sex**

**(including pregnancy and pregnancy related conditions), sexual orientation, gender identity, age, disability, political affiliation, and veteran status (including relationship or association with a protected veteran; or Active Duty or National Guard service) (“Protected Class”).**

East Carolina University celebrates diversity among its faculty, staff, and students, and is committed to fostering respect for human difference and equal opportunities for all, ~~regardless of membership in a University protected class.~~ To that end, the Office ~~of for Equity and, Diversity and Community Relations~~ develops and implements equal employment opportunity policies and diversity programs. Information about the Office ~~of for Equity and, Diversity’s and Community Relations~~ programs and policies, the University’s protected classes and related non-discrimination policies and procedures may be found by visiting the Office’s Web site ~~at [www.ecu.edu/ede](http://www.ecu.edu/ede).~~ (FS Resolution #10-86, November 2010)

## **II. Professional Development**

**To foster an environment supportive of diversity, and to promote equity and inclusion, all ECU faculty members will engage in at least one approved professional development activity each academic year that addresses diversity, equity, and/or inclusion. The professional development activity may focus on diversity, equity and inclusion issues in the context of ECU, higher education writ large, or the faculty member’s academic field.**

**Unit administrators are responsible for approving appropriate diversity, equity and inclusion professional development activities. Professional development is documented in the annual report of each faculty member. The unit administrator will attest that each faculty member has met the diversity, equity and inclusion professional development requirements on the Annual Faculty Evaluation Form.**

**The University shall provide appropriate equipment, software, and communications access to faculty necessary to provide effective professional development. The University will ensure the availability of continuing faculty education and training to enhance faculty intercultural competence.**

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Resolution #21-27

Revisions to *ECU Faculty Manual* Part VI.I.VIII.F. Grade Appeal Policy, as follows:

The proposed revisions are substantial, so a clean copy appears below and the marked copy detailing the revisions appears [here](#).

### **F. Grade Appeal Policy**

#### **I. Purpose**

This grade appeal policy establishes a process by which undergraduate students can contest a course grade that they believe has been awarded in a manner inconsistent with university policies or that has resulted from calculation errors on the part of the instructor. All parties involved in a disagreement over the assignment of grades are expected to engage the process in good faith.

It is critical that students, faculty members, and administrators diligently monitor the grade entry deadline each academic period and be prepared to resolve issues related thereto swiftly since graduation, participation in internships, eligibility for scholarships, and the like, may be at

**Faculty Senate Meeting  
March 30, 2021**

stake. Through careful attention and organization on the part of all parties, ECU's mechanism for processing grade appeals can facilitate timely resolution while respecting rights and interests of faculty and students. Timeliness not only better prevents negative impacts of alleged grading errors but also allows faculty members to satisfy their responsibility and retain, if they wish, purview throughout the appeal process.

Accurate and appropriate record keeping is also critical to fair and swift resolution of disputes involving grades. According to the Records Retention and Disposition Schedule for the Institutions of the University of North Carolina System, Standard 12.21, academic materials and record documenting examinations, tests, term papers, and other course work completed by but not returned to the student are to be retained for at least one year, or until challenges are resolved. Standard 12.16 applies to "Records documenting grades assigned by instructors to students enrolled in courses." Such records are to be destroyed in office "3 years after recorded on student's permanent transcript record."

**II. Statement of Grade Appeal; Jurisdiction for Grade Appeals**

The evaluation of student performance is based upon the professional judgment of instructors. The grade assigned by the instructor is assumed to be correct and the student appealing the grade must justify the need for a change of the grade assigned.

To prevail in a grade appeal under this policy, the student has the burden of showing at least one of the following:

1. An error was made in grade computation;
2. Standards different from those established in written department, school, college, or university policies, if specific policies exist, were used in assigning the grade;
3. The instructor departed substantially from instructor's previously articulated, written standards, without notifying students, in determining the grade; or
4. Grade assigned was arbitrary or capricious based on the information in the record.

If a student's concern does not relate to the assignment of grades under any of the above claims, other policies collected [here](#) may provide an opportunity for addressing student concerns.

**III. Grade Appeal Process (Steps 1-4):**

A grade appeal must be initiated within 48 hours following the "Grades Due" deadline in the academic calendar. A grade appeal is initiated when the student requests that the faculty member review the assigned grade by sending a request in writing by email from their university email account to the university email account of the faculty member and the unit administrator (i.e., department chair, school director) of the unit offering the course. Failure to do so will be considered a forfeiture of the student's right to pursue a grade appeal.

The grade appeal policy is structured so that the instructor will make a determination as to whether they will meet the timeline for responses and actively participate in the grade appeal resolution processes specified below. If the instructor determines they will not participate, because of travel plans, the conclusion of their contract, or other reasons, their unit administrator will act on their behalf. Instructors that determine that they will not be available to address the grade appeal per this policy must inform their unit administrator within 24 hours of receiving the student's appeal so the unit

**Faculty Senate Meeting  
March 30, 2021**

administrator can perform the role of instructor. To be considered, relevant material should be provided to the unit administrator as close to that 24 hour window as possible.

If the instructor is nonresponsive, the unit administrator will act in lieu of the instructor of record for the purpose of grade appeals.

In any case that the unit administrator is acting in lieu of the instructor, access to the grade book will be granted for the appeal in accordance with [Senate Resolution #20-83](#) and the unit administrator will apprise all parties of the final resolution to the appeal.

**Step 1. Meeting between Student and Instructor**

The first step to resolve differences between an instructor and student concerning a grade involves a virtual or face-to-face meeting between the parties not later than 96 hours after the “Grades Due” deadline. During the meeting, the student shall be provided the opportunity to state their position and provide evidence to support the grade appeal. Many cases can be resolved at this stage by mutual listening.

When the unit administrator is acting in lieu of the instructor, it may take some time to become acquainted with the record, thus, the initial meeting with the student may occur at any time within the first seven days following the “Grades Due” deadline. In these cases, the unit administrator will designate a member of the unit with an administrative role to serve as unit administrator for the purpose of the grade appeal. In these cases, the unit administrator will designate a member of the unit with an administrative role to serve as unit administrator for the purpose of the grade appeal.

If the unit administrator is the originally assigned instructor for the course, the dean’s designee (i.e., a member of the dean’s staff assigned to grade appeals) will appoint an individual with administrative role (program director, assistant/associate dean, etc.) to act in lieu of the unit administrator for purposes of these procedures.

**Step 2. Consultation with Unit Administrator**

**A. Written Statement of Appeal.**

If the instructor and student cannot resolve the appeal, and the student wishes to pursue the matter further, a written appeal must be presented to the unit administrator (or the person serving in lieu of the unit administrator) in which the course is offered by the end of ten days (240 hours) from the time of the “Grades Due” deadline. The written grade appeal must include the following:

- a. A statement addressing how the appeal meets one or more of the four standards necessary for a grade appeal.
- b. A description of the outcome of the initial discussion with the instructor, and a statement of what the student considers a fair resolution.
- c. Any relevant materials the student would like to be reviewed as part of the appeal process.
- d. A copy of the course syllabus and assignment descriptions.

**B. Review of Appeal Materials.** Following submission of the grade appeal by the student, the unit administrator (or the person serving in lieu of the unit administrator) may request additional materials from the student or instructor. The unit administrator (or the person serving in lieu of the unit administrator) shall share all materials with the instructor immediately upon receipt to provide the

**Faculty Senate Meeting  
March 30, 2021**

instructor the opportunity to evaluate and respond. Additional grading information may be requested from the instructor as part of the record of the grade appeal.

C. Instructor's Decision. After receiving a copy of the appeal materials from the unit administrator (or the person serving in lieu of the unit administrator), the instructor must convey their decision in writing to the unit administrator (or the person serving in lieu of the unit administrator) within seven calendar days. The unit administrator (or the person serving in lieu of the unit administrator) will discuss this response with the instructor and will provide the student with written notification of the outcome of this step within 48 hours of receiving the instructor's response.

In the event that the instructor does not submit a response to the unit administrator (or the person serving in lieu of the unit administrator), does not provide grades or other material relevant to the appeal, or otherwise declines to participate at any point in the process, the appeal will be presented to the Grade Appeal Committee for resolution.

**Step. 3. Appeal to Grade Appeal Committee**

A. Statement of Appeal. If after the review of the written notification of the outcome from the unit administrator (or the person serving in lieu of the unit administrator) the student wishes to pursue the matter further, the student must submit the appeal record to the dean's designee within seven calendar days so it can be conveyed to the committee.

B. The dean's designee will form a three-member hearing committee that shall include three faculty members from the college: one selected by the student, one selected by the instructor of record (or the unit administrator acting in lieu of the instructor of record), and one appointed by the college dean. In order to adhere to the required timeline, colleges will need to establish or maintain a list of faculty members willing to make themselves available for the process. A hearing will be held within one week. Prior to the hearing, the members of the committee will meet and elect a hearing committee chair who will preside over the hearing and facilitate the drafting and submission of the recommendation. The dean's designee will be available to the hearing committee as a resource.

C. Grade Appeal Committee Hearing. The committee members shall be furnished with all relevant materials in the case under consideration as soon as the committee is formed. The hearing, which may be virtual or face-to-face, will be attended by the student, the instructor, the committee, and the dean's designee. The student and the faculty member will each state their view of the situation, provide documentation, and respond to questions from the committee, the dean's designee, and each other, as appropriate.

D. Deliberation of the Committee. The function of the Grade Appeal Committee shall be to evaluate the appeal in terms of the stated grounds for the appeal. A majority shall prevail in the committee. The dean's designee does not have a vote.

E. Committee Recommendation. The committee shall present a written recommendation to the dean (or substitute, different from the dean's designee). The committee's recommendation may be to make no change to the assigned grade or to raise the assigned grade, but in no case shall the committee recommend a reduction in the student's grade. The committee shall provide a written justification of its recommendation to the college dean, including minority opinions (when they exist), no later than seven calendar days after the committee's hearing.

**Faculty Senate Meeting  
March 30, 2021**

F. Final Decision by Dean. The college dean shall make the final decision on the grade appeal following receipt of the recommendation from the Grade Appeal Committee.

The dean shall inform both the student and the instructor of the decision, in writing, within seven calendar days. The dean shall also inform the student and instructor of the committee's recommendation and provide both parties with copies of the committee report.

G. Updating the Academic Record (if applicable). In the case of a change of grade, the dean shall implement the change of grade on the student's official transcript through the change of grade procedure within 3 days of receiving the Grade Appeal Committee's Recommendation.

H. Notification to Other Parties. The college dean shall forward a written record of the results of all grade appeals to the appropriate Vice Chancellor within fourteen calendar days. College deans shall also provide an annual summary to the Faculty Senate of the number of cases heard and the aggregate result of the process.

Hours/days of Grades Due Deadline	Description
48 hours (2 days) of Grades Due deadline	Deadline for student to appeal to instructor in writing, copying unit administrator
24 hours (1 day) of instructor's receipt of appeal	Optional: Deadline for the instructor to notify unit administrator (or the person serving in lieu of the unit administrator) if the instructor will be unavailable to address the grade appeal and turn over relevant material
96 hours (4 days) of Grades Due deadline	Deadline for meeting between student and instructor/person acting in lieu of instructor
168 hours (7 days) of Grades Due deadline	Optional: Deadline for student and unit administrator to meet if the unit administrator acts in lieu of the instructor
240 hours (10 days) of Grades due deadline	Deadline for student to decide if they will continue the appeal
408 hours (17 days) of Grades due deadline	Deadline for instructor to render decision to unit administrator (or the person serving in lieu of the unit administrator)
456 hours (19 days) of Grades Due deadline	Deadline for unit administrator (or the person serving in lieu of the unit administrator) to discuss response with instructor and to convey the instructor's response to the student.
168 hours (7 days) from receipt of instructor's decision	Deadline for student to submit an appeal of the instructor's decision to the unit administrator (or the person serving in lieu of the unit administrator)
168 hours (7 days) from receipt of student's appeal	Deadline for hearing
168 hours (7 days) from hearing	Deadline for submission of committee's recommendation
168 hours (7 days) from receipt of recommendation	Deadline for dean to notify the student and instructor of final decision

Resolution #21-28

Charge for the new Standing University Academic Committee entitled Committee on Diversity, Equity, and Inclusion, as follows:

In response to feedback during the first reading of the charge, the Committee on Committees voted to change the quorum from 4 to 7 members.

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

1. Name: Committee on Diversity, Equity, and Inclusion
2. Membership:  
12 elected faculty members. Ex-officio member (with vote): the Chancellor or appointed representative, the Associate Provost for Equity and Diversity or appointed representative, the Vice Chancellor for Student Life or appointed representative, the Executive Director of the Office for Faculty Excellence or appointed representative, the Chair of the Faculty, one faculty senator selected by the Chair of the Faculty, and one student member from the Student Government Association.
3. Quorum: ~~4~~ **7** elected members exclusive of ex-officio.
4. Committee Responsibilities:
  - A. The committee reviews and recommends policies and procedures to promote diversity, equity and inclusion within the University.
  - B. The committee promotes and works to enhance the effectiveness of existing DEI policies and programs.
  - C. The committee works with the Office of Faculty Excellence to identify and develop appropriate professional development opportunities related to DEI.
  - D. The committee works with other Faculty Senate Committees to incorporate DEI principles and practices in all areas of Shared Governance.
5. To Whom the Committee Reports:  
The committee makes its recommendations to the Faculty Senate.
6. How Often the Committee Reports:  
The committee reports to the Faculty Senate each year at the organizational meeting and at other times as necessary.
7. Power Of the Committee To Act Without Faculty Senate Approval: None
8. Standard Meeting Time:  
The committee will meet one Tuesday each month.



**Faculty Senate Meeting  
March 30, 2021**

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Resolution #21-29

Curriculum and academic matters acted on and recorded in the [March 12, 2021](#) Educational Policies and Planning Committee meeting including a new concentration in the BA Foreign Languages and Literatures, removal of concentrations in Classics and Classical Civilization from the BA Multidisciplinary Studies, moving the Classical Studies minor from the Harriot College of Arts and Sciences to the Department of Foreign Languages and Literatures, and program revisions and changing title of the School Psychology, CAS to the Specialist in School Psychology, SSP in the Department of Psychology within the Harriot College of Arts and Sciences; new graduate certificate Foundations in Environment Health in the Department of Health Education and Promotion and new undergraduate minor Promoting Equity in Health and Human Services in the School of Social Work within the College of Health and Human Performance; new graduate certificate Instructional Design in Adult Education in the Department of Interdisciplinary Professions, new undergraduate certificate Instructional Systems Design in Adult Education in the Department of Interdisciplinary Professions, and revision to the MAEd in Curriculum and Instruction in the Department of Literacy Studies, English Education and History Education within the College of Education; and Academic Program Review Responses for the Mathematics, Science, and Instructional Technology Education programs in the Department of Mathematics, Science, and Instructional Technology Education within the College of Education and the University Studies BS in Interdisciplinary Programs within the Harriot College of Arts and Sciences; and in the [January 22, 2021](#) meeting, a program that was erroneously omitted from the report: a new Accelerated BS in Recreational Therapy/MS in Recreation Sciences in the Department of Recreation Sciences within the College of Health and Human Performance.

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Resolution #21-30

Curriculum and academic matters acted on in the [February 15, 2021](#) General Education and Instructional Effectiveness Committee meeting including Domestic Diversity (DD) credit for COMM 3700 Race, Ethnicity, and the Media; Global Diversity (GD) credit for GRBK 3601 Great Books of the 19<sup>th</sup> and 20<sup>th</sup> Centuries; Global Diversity (GD) credit for KINE 4150 Sport for Development; removal of Humanities (GE:HU) credit from GRBK 2600; and Global Diversity (GD) credit for transfer course MUS 2018 Introduction to World Music from Appalachian State University.