



## 2022-2023 FACULTY SENATE

### FULL MINUTES OF OCTOBER 4, 2022

WebEx Meeting Recording

The second regular meeting of the 2022-2023 Faculty Senate was held on **Tuesday, October 4, 2022**, at 2:10 as a WebEx meeting.

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

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

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

The [September 13, 2022](#) meeting minutes were approved as presented.

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

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

Senators absent were: Professors Kimberly Alford (Medicine), Will Eblin (Allied Health Sciences), Laxmansa Katwa (Medicine), Troy Sluder (Dental Medicine)

Alternates present were: Professors Lisa Barricella (Academic Library Services), Archana Hegde (Human Development and Family Science), Nathan Hudson (Physics), Keith Nelson (Medicine), Adriana Heimann Rios (Geological Sciences), Karen Vail-Smith (Health Education and Promotion).

##### **B. Announcements**

Chair Ticknor highlighted the following from the attachment: The Student Government Association (SGA) is hosting a speaker on campus on November 2<sup>nd</sup> 6:00-7:00 PM at Minges Coliseum to discuss Sexual Assault Prevention. The SGA asks faculty to share this with students and encourage them to attend the event. Additional announcements are in the link above.

Speaking privileges have been granted to Vice Chancellor Stephanie Coleman, Vice Chancellor Virginia Hardy, Associate Vice Chancellor Bill Koch, Acting Chief Research and Engagement Officer Sharon Paynter, University Counsel Paul Zigas, and any members of standing University committees reporting today.

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

Chancellor Rogers thanked Dr. Ticknor and greeted all the faculty senators. He mentioned the speed of the semester with many activities. He discussed working together, collectively to achieve the goals of the University and focused on three items for his remarks.

He mentioned enrollment as an important topic and one the Administration is proactively thinking and preparing for. He reviewed his remarks from the Board of Trustees meeting this past July about demographic changes that are impacting the state, region, and the country and how ECU can act proactively to respond to the challenges and emerging needs that have arisen due to these changes. He stated we need to consider new innovations that meet the emerging needs of today's students and how we can adapt to ensure they are successful.

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He discussed challenges that ECU, as well as other institutions, are facing across the nation that include fewer people attending college and therefore entering the workforce due to declining birth rates. He said that since 2002, the growth of North Carolina high school graduates has slowed and is expected to continue to decline in the future. The urban and rural divide is another consideration. He said ECU's enrollment trends have been consistent with national trends across the country and that we saw an overall decline in fall of 2022 which was expected and occurred almost exactly as anticipated. He said the total market of students enrolling in college declined this year which resulted in fewer in-state students which affected all public and private institutions within North Carolina and our ability to recruit new students.

He stated while the overall enrollment decline of 3% is disappointing, it could have been much higher if units across campus had not retained current students. He thanked faculty and staff for their recruitment work and retention efforts. He acknowledged it takes all entities across campus to set a culture to be able to achieve enrollment goals. He said once comparative data are available from other public institutions in NC, we will likely see similar outcomes throughout the UNC system to what ECU is experiencing.

His second point was regarding the budget and how this 3% enrollment decline could affect it. He stated the data is being reviewed and external factors will impact the result and he wants to review the possible impacts before engaging in budget discussions related to the enrollment decline.

He wants to let the faculty know that ECU is beginning to modernize and mature the enrollment management approaches as well for new student acquisitions. He referenced a recent Gates Foundation survey and encouraged faculty to review it regarding the value proposition of higher education. He mentioned ECU has made some investments to assist in this process by purchasing a new customer relationship manager (CRM) and enhanced digital search optimization tools in enrollment and marketing. He said ECU has engaged in public outreach campaigns and events and made new investments in high demand academic programs.

He stated that he and Provost Coger are focused on innovation and a process to secure talented individuals who will continue to modernize the marketing and branding strategies to reach the Gen-Z student in new and innovative ways.

He said the Vice Chancellors are reviewing ECU's approach to financial aid to determine how we can best leverage existing strategies and that we have a need for more discretionary financial aid dollars to compete on the front end of the enrollment process.

He stated his office is working to refresh the strategic enrollment plan and account for the post-pandemic environment and for demographic shifts as well as to adjust efforts related to unmet demand of programs. He will continue to consider investments in new and innovative ways through the reallocation of resources until new resources become available. He feels these efforts will help to improve ECU's position in a very competitive market.

He said we need to be aware of the demographic realities we are facing and the ongoing national conversation regarding the value of higher education. He again referenced the recent Gates Foundation report that focused on people between the ages of 18 and 30 who graduated from high school and either dropped out of a 2- or 4-year college or never attended college.

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He said while cost and debt remain top concerns, there are other considerations, including the desire for more flexibility in programs, enhancing of student support services such as financial aid, advising, career counseling and more that need to be considered.

He feels one of the ways that we can respond to the value of higher education issue is to highlight points of pride constantly and continuously at ECU. He mentioned almost half of our students major in a STEM or healthcare related field and that ECU is one of the top universities to provide health care professionals to NC. This includes new nurses and allied health professionals.

He said ECU remains a leader in the percentage of graduates choosing a career in family medicine and we continue to remain leaders in providing education professionals in NC. He said ECU has an entrepreneurship school ranked in the top 50 in USA and we are the top 10% of the nation for social mobility. He said almost 90% of our graduates are either employed or have enrolled in an institution of higher education within 6 months of graduating from ECU.

He stated there are many other program rankings, but this was a sampling of the value of a degree from ECU that we need to share. He said ECU has a great story to tell and even though enrollment challenges persist, it's important to be reminded that it takes all of us operating together to overcome these challenging times.

He said we are tasked with providing a safe living and learning environment for all students and have several services available. He stated ECU has worked hard to ensure information regarding these services have been made available to the students. He said ECU seeks to promote and remind the students and community members that services are available through the Center for Counseling and Student Development, the Office of Student Rights and Responsibilities, the Dean of Students Office, Disability Support Services, the PASS Clinic, Navigate Counseling Clinic and many other ECU clinics.

When warnings are issued to campus, he is often asked how people can learn the outcomes of various reviews or conduct investigations that are evolving. He reminded everyone that any time a warning is issued, under the Clery Act, it is to notify the campus community of a serious or continuing threat that is or has occurred. He explained that the alerts allow individuals to make informed decisions about their personal safety as they move throughout campus.

He stated each report is thoroughly reviewed and priority is made to follow up using ECU's policies and procedures. He said it is important to respect the due process rights of the complainant and the respondent while ensuring the campus processes are followed.

He said if it is determined that the individual and/or the organization has violated the student code of conduct, they would be held accountable and sanctioned in accordance with university policies and procedures. He said it is important to understand the limits of authority within the campus community and the institutional leaders and that it is not good practice to remove an organization without due process. He said if a student is sanctioned, it's important to remember that the sanction may never be a matter of public record based on FERPA laws and that any criminal-related investigation and outcome by local agencies are often outside of ECU's authority.

He stated that recently the administration engaged with the Interfraternity Council Leadership after being made aware of several incidents that compromised the safety and well-being of members of the ECU community. He thanked Vice Chancellor Hardy and her team for working to address these

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matters. He said he is aware they have made productive progress in their initial conversations. He stated he wants to be very clear that individuals and/or student organizations will be held accountable for any proven violations of the Student Code of Conduct if these situations occur moving forward.

He said that the Faculty Senate Officers mentioned several ongoing frustrations with internal processes on campus, including those related to Human Resources procedures related to hiring that directly correlate to those associated with grant proposals.

He recognizes the importance for a discussion regarding specific issues faculty encounter. He said we need to collaboratively work together to solve any systemic issues that exist. He wants to gather data in this area and then engage in an informal conversation about potential solutions that could assist the university community with these issues.

He plans to ask Provost Coger and Vice Chancellor Coleman to follow up with Faculty Senate leadership to collect specific information and then assemble a team to consider what internal process improvements need to be made.

He thanked the Senators for their time.

**Questions for Chancellor Rogers**

**Professor Andrew Vermiglio (Communication Sciences and Disorders)** thanked Chancellor Rogers for his leadership and mentioned a radio announcement about an ECU clinic for gender affirmation. He said the discussion wasn't referring to ECU in a positive way. He said he also read a news story about the possible clinic that had some concerning language. He asked if there is a website faculty can review to locate updated and relevant details about this new clinic and if there is a way faculty can submit questions and receive more information on such items as they arise.

**Chancellor Rogers** said he was aware of the article published in an online periodical and has been working with the appropriate media professionals and local governance partners to ensure that the correct facts and data are shared broadly with the appropriate University stakeholders.

He said there is a national campaign to create misperceptions about care within the ECU community. He said the narrative these articles are creating is to give the perception that hospitals and physicians are driving patients to gender altering surgeries to increase profits. He mentioned other more prominent, national organizations have also been targeted and recently ECU was the focus.

He said many of the referenced accusations are inaccurate. He reminded the Senate that it is important to keep the mission of ECU Health and the Brody School of Medicine front and center when these discussions arise.

ECU Health's mission is to improve the health status of all residents of eastern North Carolina and to provide care to the people in eastern North Carolina. ECU Health provides care to a wide array of communities in whatever manner they seek and will continue to do so. He said the accusations in these articles are inaccurate and that ECU Health does not provide gender affirming surgeries, which was a core part of the article. Even though it was not factual, he said it received a lot of media attention due to the nature of the topic. He said he hopes he cleared misconceptions and will continue to share appropriate facts through the right channels for clarification.

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**Professor Meghan Millea (Economics)** asked about the new funding model and the performance-based metrics. She stated she was not aware of an opportunity for faculty to provide feedback on the metrics and was curious if there would be an opportunity.

**Chancellor Rogers** said the new funding model was a hot topic at the Board of Trustees recently and he reminded the senators of the different components of the funding formula. He stated it is based primarily on a set of five metrics established by the Board of Governors.

A four-year rate, undergraduate degree efficiency, first-time student debt at graduation, transfer-student debt at graduation and education and related expenses. He said each attribute will have a particular metric weight associated to it.

He said the undergraduate student success measures will be weighted at 25%, affordability measures at 25%, the improvement of university productivity at 25%. He stated Dr. Millea's question was referring to the remaining 25% that provides the campuses the opportunity to select one of the system strategic plan metrics to account for a campus-selected metric that will determine the final 25%.

He said we are waiting for the UNC System and Board of Governors to define each of these metrics so the information needed is available such as adult learner enrollment and four-year graduation rates of Pell-grant recipients, as well as health sciences and STEM degree productions.

He said the needed information should be available this month and that there would be a very quick turnaround to determine ECU's selection by the end of October. He said this process is very data intensive and they will work closely with IPAR to ensure the data analysis is reviewed in a way that is understandable.

He said once it's analyzed, we can review the metrics that would drive the highest value and the best outcomes from a funding perspective and they will conduct high-level conversations and hear feedback on it.

**Professor Hong-Bing Su (Geography Planning & Environment)** asked about the faculty salary compression inequity. He mentioned Chancellor Rogers stated previously that he is finally allowed to do something regarding salary this year and he is waiting to get more information regarding this issue. He stated lesser salaries are a huge issue for many faculty. He asked could Chancellor Rogers discuss what his office is doing to alleviate this stress on faculty.

**Chancellor Rogers** thanked Dr. Su for the question. He said he's been saying this along with the university and system-level leadership for some time. He said there is no other priority more important in the recent legislative sessions than compensation support for faculty and staff. This was the top item that was pushed for in Raleigh and he feels they have made some headway.

He shared that the legislature authorized three flexible compensation options for consideration. He discussed the highlights of each and said the first item should have been included in faculty paychecks on June 30; equal to a legislative salary increase at 3.5%.

He said they pushed for above and beyond what was awarded in the long session of the General Assembly and are certainly grateful for that investment. To the point about what will be done in the

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future, he said continued pursuit for additional investments begins in 2023. He said the legislature authorized a state-supported labor market adjustment to address critical labor market needs and to give the opportunity for the institution to better retain talented individuals.

He responded to the point around faculty and said guidance was given that this particular tool needed to be directed to SHRA (staff) level employees. He said they worked through a process to bring SHRA employees to the right levels.

The third component was to have the authority to offer a up to a 5% merit bonus option, which would be applied broadly across the institution. He said the legislature did not provide funds for possible merit bonuses.

Vice Chancellor Coleman and Provost Coger sent out a memo noting we are providing funds equal to 2% of state funded salaries that the merit bonus option investments have given. These merit bonuses will be driven by divisional leadership and respective management levels based on meritorious performance. He said we will continue to push the legislature for more items to put in our toolbox to be able to move forward.

**Professor Beng Fuh (School of Medicine)** spoke regarding gender family care mentioned by the previous speaker. As Chancellor Rogers said, this is a national issue and as a provider it is very critical that we pay particular attention to marginalized groups in eastern North Carolina. Press and other places raise false alarms and not only the care of the patients becomes endangered, those who provide the care can also be endangered. ECU Health needs to be energetic about educating the population and pushing against these false allegations so it does not reach a point where someone gets hurt.

**Professor Hong-Bing Su (Geography Planning & Environment)** asked the Chancellor what he can and will do to address the severe salary compression inequity issue.

**Chancellor Rogers** deferred to Provost Coger.

**Provost Coger** said there are no state dollars available to specifically address the compression of salaries. She said we are cognizant that this is affecting our campus as well as all campuses across the state. The Dean's Council meeting is coming and she wants to ensure the Deans are aware of their options. She reiterated these issues will not be solved this academic year and that specific actions can be made by the individual units, but there is not money allotted for the purpose of merit-based bonuses causing the process to move slow. She said it is an issue that's important to all of administration.

**Professor Jin-Ae Kang (School of Communication)** asked a follow-up question to the salary compression study. She mentioned inflation and salary compressions issues are true for everyone, but regarding distribution, it always is based on merit. She said these issues are affecting everyone. She asked what the priorities are when deciding the distribution of salary when it becomes available.

**Chancellor Rogers** said when the legislature provides funding to support us, we consider those items and how best to provide them to the faculty and units. When they give us something such as a merit bonus option but require us to apply institutional funds to fulfil it, we have the option to hold those resources. We have set a priority, at an institutional level, to leverage funds to invest in faculty

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and staff, especially those performing at high levels. As the Provost said, we gave this information to the Units to decide how they preferred to handle the distribution in more creative ways that don't require funding from the legislature since none was provided.

I have full confidence in Provost Coger to understand the need for strategies regarding the inflationary aspects of what we are we are all facing. In addition to salaries, we are confronting these issues in other areas such as in construction contracts, costs of supplies and other items related to growing our campus infrastructure. We realize and acknowledge these challenges trickle all the way down to daily, family life.

**D. Virginia Hardy, Vice Chancellor for Student Affairs**

Vice Chancellor Hardy thanked the Senate for the opportunity to share some information regarding the first few weeks of the semester. She gave remarks about the Red Zone and its effect on campus related to Student Life. The Red Zone is the name of the period from early August through late November where roughly 50% of sexual assaults occur on college campuses within any given year. She said at ECU, the Red Zone is not only viewed to monitor for an increased risk of sexual assaults, but also to determine the students' emotional, social, and physical well-being at the time.

She said these attributes play a significant role in student success and retention at the University. She said last fall, many universities noted the unique situation known as a "double red zone" since the pandemic caused campus to shut down. In addition to normal college-life unfamiliarity, students returning to campus after the pandemic were sophomores, since their first year was completely online.

This occurrence led to an increase in reported cases of sexual assaults and other types of misconduct after a dip during the previous year when campuses were closed and limited activities were available.

She noted this year the campus is back to normal in-person classes and they have resumed many campus activities. She stated Student Affairs is continuing to monitor the Red Zone while educating the students to be aware of the available resources. She said nationwide data is available regarding the impact of sexual assault and mental health challenges, like increased anxiety, increased depression, increased sense of loneliness and sometimes suicidal ideation on college populations, particularly during the Red Zone timeframe.

She said information provided in today's meeting was collected from certain Departmental offices such as the Dean of Students Office and Counseling Center in the Office of Student Rights and Responsibilities. She said 40% to 50% of cases created during the first four months of the semester (Red Zone time frame) are being shared and that the data is not clear as to whether the situation occurred during this timeframe or was simply reported during the Red Zone. She said it should not be assumed that unwanted sexual activity is related to a current issue on campus, as many students utilize the resources to address concerns that they bring with them to ECU from home. She said some students come to campus with unresolved business that ECU offices address to assist the students with mental health issues.

She said last year about 25% of the cases seen in the Counseling Center noted they had considered suicide with about 11% having had a previous suicide attempt during the August to November

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timeframe. In fall 2022, that number has increased to about 35% of cases stating they had considered suicide with 12% considering suicide a second time.

The Red Zone information from the Dean of Student's Office last year resulted in 28 cases that included students who had some suicide ideation. This year, there have been 6 cases, but with increasing complexity. A lot of management and care is required in this year's cases as the complexity requires numerous resources with multiple offices to help the students.

She said other current trends include an increase of reports for unwanted sexual activity as well as an overall inability for the students to manage interpersonal conflict which often leads to more significant concerns like stalking or unwanted sexual advances. A greater number of community conflicts have students struggling to communicate their needs or find solutions when they need to resolve conflict with a peer, a roommate, or a classmate.

She said our safety and security report from the ECU Police Department shows the full year and is not broken down into specific time frames for that particular year. She says as we saw with the Red Zone numbers, the ECU Police Department's overall yearly numbers dropped during the pandemic years.

She stated responding to a concern on campus is just as important as proactively reaching our students about the requirements and policies of ECU and the code of conduct required on campus. The Office of Student Affairs is providing several programmatic updates and innovations to assist in lowering these numbers.

She said for the 2022 academic year, there have been over 100 campus living cases related to mental health, suicidal ideation or significant conduct issues. Over 700 cases from August to September were within the Dean of Students Office and about 1,200 close to 1,300 appointments in the Counseling Center. Over 98 workshops have been delivered to over 8,500 participants.

She confirmed the Division of Student Affairs is committed to providing quality services to students experiencing challenging and difficult life circumstances related to sexual assault and hazing prevention and that the Office continues to encourage Pledge Purple throughout campus. She said the Office just finished the national Hazing Prevention week with numerous programs that highlighted resources available to students regarding bullying and harassment and that the standard intervention program is still in effect and continues to share the 4 Ds of effective intervention. She said the four Ds are: direct, distract, delegate and delay.

She said for the mental health and well-being campaign, the Student Affairs Office continues to promote #YouMatter, which is a collective campaign that shares positive messaging around seeking help and connecting students with services using that tagline. She stated this campaign led to a revamped freshman seminar (COAD 1000) module. She said additional modules have been created to assist students to become aware of various campaigns on campus, including a digital healthy habits app, to assist with eating, sleeping and movement.

She said the UNC system has provided resources to assist with well-being of ECU's students, faculty and staff and Student Affairs now has 18 trained mental health, first-aid responders who are faculty and staff members on campus that can provide virtual and/or in-person training to any ECU



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community member. She said training can be scheduled for Departments or student organizations on campus and are being encouraged to utilize these resources.

She said the Office of Student Affairs needs your help. She said research has shown that empathy, compassion, and positive connection with at least one individual, increases student retention and the feelings of the belonging on campus. She said faculty who interact with students in the classroom, can help a student in trouble.

She reminded faculty to be aware of available referral options and asked senators to encourage students to participate in events on campus and to direct the students to programs and resources available throughout campus.

She said we all have a commitment and responsibility within our roles as faculty and staff to keep our campus community safe. She encouraged senators to visit the ECU Cares website at: <https://ecucares.ecu.edu/> and become familiar with the forms. She said a simple form submission could help a student as they will be contacted by someone in one of the ECU Student Affairs offices. She thanked the senators for their partnership and collaboration and believes working together allows faculty to help students as they acclimate to their college experience.

**Professor Rachel Roper (School of Medicine)** said in the past there was a concern that if students reported a sexual assault and they had been underage drinking or using illegal drugs, that they were afraid to report or might be disciplined. What is the status of that now? Are students informed that they could report without fear of punishment?

**Vice Chancellor Hardy** said the Good Samaritan policy states that a student may report themselves or someone else, even if they have violated a code element and not have an implication. Students are educated on this through trainings in residence halls, email and other various outlets. Students can report any assault anonymously or with their names. They have an app they can download to their phone that goes to the ECU Police through the Office of Equity and Diversity.

**Immediate Past Chair of the Faculty Purificación Martínez (Department of Foreign Languages)** asked how are we educating our students about the available resources.

**Vice Chancellor Hardy** said we educate them through freshman and transfer orientation sessions as well as through programming in our residence halls and throughout other events on campus throughout the year.

**Professor Keith Nelson (School of Medicine)** asked what the advice is provided to students who have survived sexual assault regarding evidence collection and potential treatment for exposure for sexually transmitted infections, unwanted pregnancy, etc.

**Vice Chancellor Hardy** said we have an area of the Student Health Services Center to review this information. There is a nurse who does all sexual assault exams. The students have access to SHC through their fees and any insurance they may have. Please direct anyone who needs this service to the SHC on campus.

There were no further questions.

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

Athletic Director Gilbert thanked the Senate for allowing him to speak to the body. He briefly discussed sports related regional tournaments, the visibility around them and the national recognition the ECU women's soccer team received by having top AC standings.

He discussed some revenue updates and said that Athletics had a 15% increase in season tickets for football. He stated the NC State game had the most tickets sold in stadium history and held a single game record of 13,100 students in attendance.

He said Athletics is engaged in a capital campaign in conjunction with the University and have had donors investing money now more than ever before. He said two large gifts have been given recently. One from the Bill Clark family which was a seven-figure gift and included a donation to the women's athletic teams. The Sam Warnam family gift was the other large donation. The annual fund, as of August 31 of this past year, has one-million dollars more than the same time last year ago.

He discussed the name, image and likeness (NIL) NCAA legislation that passed in 2021 and how it allows collegiate athletics to use their platform to educate others regarding life skills, collegiate life, taxes, networking, financial issues, etc. He said Athletics has partnered with the ECU Miller School of Entrepreneurship to help educate student athletes and provide necessary resources related to NIL. He said the program is called Saber and has an NIL taskforce that coordinates with many campus departments to gather and provide feedback and help implement new educational initiatives for the student athletes.

He said the health and safety of student athletes is a top priority for Athletics and that all the Athletics department staff have a plan in place for the management of concussions. He said this is mandated and regulated by NCAA rules and is tracked and submitted to NCAA when injuries occur. He said there are fourteen certified athletic trainers that monitor various sports programs and that student athletes complete a baseline concussion testing process as a portion of their physical exam. He said football players wear a guardian cap over their helmet during practices to reduce impact of head trauma during practices.

He said the Athletics department is committed to gender equity and that ECU sponsors 18 sports programs including women's teams and men's teams. He said last December, a gender equity plan was created in partnership with university legal counsel and the Office of Equity and Diversity to ensure an ongoing commitment of maintaining and improving the Title IX athletics compliance. He said an extensive review of programs and opportunities have been assessed to determine opportunities and benefits provided to both male and female student athletes and that the gender equity plan allows for assessing, monitoring, and enhancing gender equity for intercollegiate athletics over the next several years. He said there is a commitment to both women and men's teams to provide championship-level experiences for our student athletes.

He said to ensure ECU is meeting the gender equity plan set in place, Athletics has renovated the women's basketball and tennis locker rooms and are in the process of renovating the women's swim team locker room. He said additional renovations include a new weight room to primarily service the Olympic sports teams. He also said additional storage facilities for the women's soccer and lacrosse teams have been planned as well as new video boards for the softball and soccer/lacrosse stadiums. He said Athletics is working with an architect along with campus partners, to review an expansion of the buildings to assist with the Olympic sports teams.

## **Questions**

**Immediate Past Chair of the Faculty Purificación Martínez (Department of Foreign Languages)** asked for an update on the Athletics Division progress toward fiscal sustainability.

**Director John Gilbert** said things are trending in the right direction. The annual fund is up a million dollars over the previous year and fundraising initiatives and ticket sales provide a big contribution to the financial foundation of the Athletic department. The department is very cognizant of the revenue.

He said he neglected to mention in his remarks that Athletics signed a new multimedia rights agreement that adds significant revenue compared to the previous contract held. He said Athletics is continuing to push an increase for revenue while maintaining expenses.

**Professor Hong-Bing Su (Geography Planning & Environment)** asked about the Title IX lawsuit that the university settled. How was the decision to remove the women's swimming and tennis teams made, and who made the decision?

**Director John Gilbert** said this lawsuit occurred two years ago and obviously was well documented and recommended Dr. Su Google the results and decisions related to the outcome. He said they were looking at fiscal sustainability and at the time in question, ECU supported twenty sports programs and had the lowest budget in the American Athletic Conference (AAC) compared to peers. He said ECU had a larger number of sports with the lowest budget; therefore, the decision to remove the teams was strictly budgetary related.

There were no further questions.

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

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

## **Questions**

There were no questions posed at this time.

## **G. Pam Reis, Faculty Assembly Delegate**

Delegate Reis provided a report on the September 16, 2022 Faculty Assembly meeting. She said this is the 50th anniversary of the UNC Faculty Assembly and a celebration is being planned, but details are not available at this time. She also noted the bottom of the report which lists several priorities for the assembly for this year. She said many of these priorities are discussed in the Senate as well as across the system and encouraged faculty to send questions for the delegates to bring before the assembly.

## **Questions**

There were no questions posed at this time.

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**H. Anne Ticknor, Chair of the Faculty**

Chair Ticknor provided her full remarks, below:

“At Faculty Convocation I closed my remarks by sharing four ways to enact and implement change. Today I would like to begin my remarks by sharing these as a reminder of ways we can make ECU a more inclusive and affirming space for our employees and students.

First, support faculty, staff, and students by recognizing and interrupting biases and misconceptions of identities unlike your own and learn more about these identities;

Second, update policies in your unit that limit faculty, staff, and students by disrupting traditional or mainstream avenues for success to expand and open possibilities for multiple pathways;

Third, mentor faculty, staff, and students by making transparent systems for success, such as annual review, reappointment, tenure, and promotion;

Finally, create a welcoming and inclusive environment for faculty, staff, and students by recognizing brilliance, redefining success, believing experiences, and applauding the labor and expertise added to our ECU community.

Today I want to focus on the first and fourth of these ideas by highlighting two collaborations between the Faculty Senate and our Staff Senate and Student Government Association partners that can contribute to a more inclusive and affirming ECU community.

First, the Staff Senate has invited the Faculty Senate to partner in developing a Bystander Training to positively impact the work environment of our faculty and staff. Based on results from the 2021 Higher Education Data Sharing Consortium (HEDS) Campus Climate Survey presented to the Faculty Senate in December 2021 (<https://www.ecu.edu/cs-acad/fsonline/customcf/fsagenda/2021/1221facultydiversitydata.pdf>) and to the Staff Senate in March 2022 by the Office for Equity and Diversity, results indicate that both faculty and staff have experienced discrimination or harassment in the past year. For faculty, these experiences were primarily focused on gender (at 60%) and for staff these experiences were based on age (57%), gender (53%), and race (52%). The data for both groups indicates that the source of their experience of discrimination or harassment is from the same peer group; in other words, faculty to faculty and staff to staff.

Using this data and research about Bystander interventions, the team of faculty and staff is collaborating to develop a workshop for ECU Faculty and Staff. The session will provide skills for participants to learn how to recognize discrimination and harassment as well as provide tools so they can intervene when they witness a peer experiencing discrimination or harassment from another peer. We plan for this workshop to be offered in early Spring, and this will be in time for faculty who want to participate and meet their DEI professional development requirement for this annual reporting cycle.

Second, the Student Government Association leadership and Faculty Officers met to discuss student safety and well-being, student debt and success, and SGA visibility within each college. Although our first meeting did not get to all of these topics, we began a conversation about preventative measures to ensure student safety and well-being. Our goal was to both support

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SGA initiatives about prevention of sexual assault and building more awareness about mental health resources as well as to solicit their perspective on how faculty could better support our students in need. SGA also shared an upcoming resolution to request the suspension of the university's Theta Chi chapter, which was signed yesterday.

Earlier in our meeting we heard a report about the first several weeks of fall semester, or the Red Zone, and we also heard about preventative measures Student Affairs has in place to ensure our students' well-being and the resources faculty can access to connect our students with the support they need.

As faculty, we know that we may not always be aware of the services available for our students or how to access these services, and we may also not be confident in our role in our students' lives outside of academics. But I can assure you, we play a significant role in our students' success and their safety and well-being are part of their ability to succeed. Being reminded and updated about the resources we have at ECU and in the Greenville community is important for us because we know we are trusted people in our students' lives.

Whether you notice a student more quiet than usual in discussion, a late arrival when usually punctual, changes in appearance, or something else, start with the Dean of Students' website (<https://deanofstudents.ecu.edu/>) as your first point of contact and click on the ECU CARES (<https://ecucares.ecu.edu/>) tab. Accessing student resources coupled with saying to our students "Let me connect you with some resources..." may be the most important words our students hear that day.

Also be sure to check in with yourself this semester and this year. As we continue to navigate the return to more in-person interactions, we can find ourselves both mentally and physically fatigued and taxed.

Finally, I encourage us to work across our Faculty Senate Committees with our student representatives, and I look forward to adding a Staff Senate representative as an ex-officio member to our Faculty Senate meetings as soon as our Constitution and By-Laws are approved. These efforts will continue to strengthen the connection between SGA, Staff Senate, and Faculty Senate to ensure that our collective voices and perspectives work in tandem to make ECU a more inclusive and affirming place for all of our students, staff, and faculty."

### Questions

There were no questions at this time.

### I. Approval of Fall 2022 Graduation Roster, including Honors College graduates

Professor Powell (Nursing) moved approval of the Fall 2022 Graduation Roster, including Honors College graduates. There was no discussion and the Fall 2022 Graduation Roster, including Honors College graduates was approved as presented. **RESOLUTION #22-46**

### J. Question Period

**Immediate Past Chair of the Faculty Purificación Martínez (Department of Foreign Languages)** asked Provost Coger about the communication with the Deans Council about possible salary raises and if she could explain more about the process of how decisions will be made at the chairs' level.

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**Provost Coger** said she speaks with the Dean's Council monthly and regarding the salary compression study, the biggest issue is there is not a new budget to pull funds from. She said the leaders of the respective colleges and units understand their unit's budget more than anyone. She wants to ensure Faculty Senate is aware that a budget cannot be created if there are no funds available to support it.

She said her goal is to ensure the deans understand that any relief from this compression will need to be funded from within their own unit's budget. She feels they should meet with their leadership teams and decide how to move forward. They should begin by determining why the compression exists within their unit and what is the best way to solve it without any new budgetary funds from the legislature. She plans to discuss this process at the next Dean's Council meeting.

**Professor Hong-Bing Su (Geography, Planning & Environment)** asked is the Administration providing any resources to the Units to address this issue at the local level?

**Provost Coger** thanked Dr. Su for his question and said currently, there are not funds available on the university level. She reminded the Senate that not every year have they been able to give a raise and this year they were able to. She said no new funds were provided this year. Administration is aware that the problem exists but does not have a way to solve it at this time.

**Professor Jonathan Reid (History)** Several colleagues asked for further information regarding a news article dated September 2022 as it relates to universities across the country, including ECU and 6 other campuses in North Carolina, whom have contracted in the past with a company called Social Sentinel to monitor student posts on public social media platforms and in some cases, student emails, "to keep an eye on everything from campus protests to student well-being to drugs." It was noted in the article, no NC institution has been found to have used Sentinel to monitor emails.

In the case of protests, Social Sentinel advertised to universities that their services could be used to "mitigate" and "forestall" protests. It is documented that at least two NC institutions used the service for that purpose. The articles quote legal scholars and some NC politicians concerned about these monitoring activities and how they infringe on privacy and First Amendments rights. These articles provide no information about ECU's engagement on these fronts.

Can you tell us about the nature, extent, and purpose of ECU's past, present, and any planned future monitoring of students, staff, faculty, or community members by the service Social Sentinel or by any other means?

**Associate Vice Chancellor Bill Koch** said ECU uses Social Sentinel to intervene and avoid violent acts that could affect others. This could be a message related to harming themselves or others. We reach out to the student directly to share available resources on campus.

He said we do not monitor emails and we will not monitor emails of anyone on campus. Emails can be accessed (when needed) but requests must funnel through the university attorney's office and that requires reasoning and justification.

The items monitored by this company are publicly available on social media and ECU has no plans to monitor any of the ECU community's emails. Social Sentinel provides an automated search, based on

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keywords chosen that focus on violence towards others or themselves. An alert is sent based on keywords to a limited group on campus. Many times these alerts are found to be non-malicious as the posts are discussing a test, etc., such as “I bombed a test.” Since the VA Tech tragedy, we have reviewed ways to ensure something like that does not happen on this campus, without an invasion of privacy.

There were no further questions.

**Agenda Item IV. Unfinished Business**

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

**Agenda Item V. Report of Graduate Council**

Professor Ron Preston (Education), Chair of the Graduate Council presented formal faculty advice on curriculum and academic matters acted on and recorded in the [September 19, 2022](#), Graduate Council meeting minutes, including Graduate Policy action item (GC 22-08) approved by the Graduate Council which included a catalog revision to the “[Thesis/Dissertation Language](#)” policy to allow students to submit a thesis/dissertation in a language other than English; a revision to the “[Electronic Thesis and Dissertation \(ETD\) Campus Access Restrictions](#)” policy to limit the length of the embargo period that restricts campus and public access; and a [formatting revision to the thesis and dissertation](#) to remove a blank page that currently exists and include the committee member names on the title page of said document.

There was no discussion, and the curriculum and academic matters acted on and recorded in the [September 19, 2022](#) Graduate Council meeting minutes were approved by general consent as formal faculty advice to the Chancellor. **RESOLUTION #22-47**

**Agenda Item VI. Report of Committees**

**A. University Budget Committee, Meghan Millea**

Professor Millea (Economics), Chair of the Committee, provided an update to the Senate about budgetary-related processes and barriers that inhibit faculty from completing tasks related to teaching, research, service and engagement. She said the committee will be discussing budgetary issues that address compensation issues across the board that are related to salary adjustments for fixed term faculty, summer pay and implications and opportunities within the new funding model.

No questions were asked regarding this report.

**B. Committee on Committees, Toyin Babatunde**

Professor Babatunde (Allied Health Sciences), Chair of the Committee, presented the nominees for the two vacated 2024 terms on the Appellate Committee. The nominees were Jennifer McKinnon, Professor in the Department of History, and Randall Etheridge, Associate Professor in the College of Engineering.

No additional nominees were nominated from the floor so the selected nominees were elected by general consent.

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**C. Calendar Committee, Kristen Brooks**

Professor Brooks (Health Education and Promotion), Chair of the Committee, presented the Summer 2022-Spring 2023 Student Application/Processing Dates.

There was no discussion and the Summer 2022-Spring 2023 Student Application/Processing Dates were approved as presented and approved by general consent. **RESOLUTION #22-48**

Professor Brooks then presented the removal of MATH 0045 from Common Final Exam Dates.

There was no discussion, and the removal of MATH 0045 from Common Final Exam Dates was approved as presented and approved by general consent. **RESOLUTION #22-49**

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

Professor Ellison (Foreign Languages and Literatures) presented curriculum and academic matters acted on and recorded in the [September 12, 2022](#) meeting including removal of writing intensive (WI) designation for RCTX 4990, and retention of writing intensive (WI) designation for SOCW 3402 after notification of curricular changes.

There was no discussion and the curriculum and academic matters acted on and recorded in the [September 12, 2022](#) meeting were approved as presented by general consent. **RESOLUTION #22-50**

**E. Educational Policies and Planning Committee, John Collins**

Professor Collins (Philosophy and Religious Studies) presented curriculum and academic matters acted on and recorded in the [September 9, 2022](#) meeting including:

- Request to Deliver Online the BS in Clinical Laboratory Science within the Department of Clinical Laboratory Science within the College of Allied Health Sciences
- APR unit response of Department of Criminal Justice

There was no discussion and the curriculum and academic matters acted on and recorded in the [September 9, 2022](#) meeting were approved as presented by general consent. **RESOLUTION #22-51**

**F. General Education and Instructional Effectiveness Committee, Mary Tucker-McLaughlin**

Professor Tucker-McLaughlin (Communication) presented curriculum and academic matters acted on and recorded in the [September 19, 2022](#) meeting, including the following transfer credit approvals:

- General Education Humanities (GE:HU) credit for English 202IN Children's Literature from Middlesex County Community College, Massachusetts
- Global Diversity (GD) credit for HIS 1320, Comparative History/Gender from Winston-Salem State University
- Global Diversity (GD) credit for IAR 221, History and Theory of Design I from UNC Greensboro
- Global Diversity (GD) credit for 01:790:101, Nature of Politics from Rutgers University
- Global Diversity (GD) credit for GLY 125, Natural Disasters from UNC Wilmington
- General Education Humanities (GE:HU) credit for CLA 210, Mythology from UNC Wilmington
- Global Diversity (GD) credit for ANTH 1510, The Ways of Humankind: An Anthropological Perspective from Northwestern State University of Louisiana
- Global Diversity credit for PHI 210, Comparative Religion from Lehigh Community College



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- Global Diversity (GD) credit for ART 130, Art Appreciation from Elizabeth State University
- Global Diversity (GD) credit for HIST 112 World Civilization since 1650 from American Military University
- Global Diversity (GD) credit for HI 216 Latin America to 1826 from NC State
- Global Diversity (GD) credit for GEOG 1101 Human Geography: People, Places and Cultures from the University of Georgia
- Global Diversity (GD) credit for ENG 2301, World Literature I from Winston-Salem State University.

There was no discussion and the curriculum and academic matters acted on and recorded in the [September 19, 2022](#) meeting were approved as presented by general consent. **RESOLUTION #22-52**

**G. Faculty Governance Committee, Mark Hand**

Professor Hand (School of Medicine), Representative of Faculty Senate, presented revisions to *University Undergraduate Catalog*, Academic Regulations, Grading System, Grade Appeals. He explained that the language in the Faculty Manual was updated in 2021, and the catalog language is out of date.

**Questions**

**Bill Staub (School of Music)** asked how the updated language will be communicated to the students.

**Anne Ticknor (Chair of the Faculty)** responded by clarifying that the resolution is not an update to the language, but only to reflect what is already provided the Faculty Manual. She said this information is to be placed in the *University Undergraduate Catalog* so students and advisors can access the current information when needed. The revision to the language was approved as submitted by general consent. **RESOLUTION #22-53**

**Agenda Item VII. New Business**

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

There being no further business, the meeting adjourned at 4:11pm.

Submitted by,

Melinda Doty  
Secretary of the Faculty  
Engineering and Technology

Rachel Baker  
Faculty Senate

**FACULTY SENATE RESOLUTIONS APPROVED AT THE OCTOBER 4, 2022 MEETING**

Resolution #22-46

Approved by the Faculty Senate: October 4, 2022

Approved by the Chancellor: pending

Approval of the Fall 2022 Graduation Roster, including Honors College graduates

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Resolution #22-47

Approved by the Faculty Senate: October 4, 2022

Received by the Chancellor: pending

Formal faculty advice on curriculum and academic matters acted on and recorded in the [September 19, 2022](#), Graduate Council meeting minutes, including Graduate Policy action item (GC 22-08) approved by the Graduate Council which included a catalog revision to the "[Thesis/Dissertation Language](#)" policy to allow students to submit a thesis/dissertation in a language other than English; a revision to the "[Electronic Thesis and Dissertation \(ETD\) Campus Access Restrictions](#)" policy to limit the length of the embargo period that restricts campus and public access; and a [formatting revision to the thesis and dissertation](#) to remove a blank page that currently exists and include the committee member names on the title page of said document.

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Resolution #22-48

Approved by the Faculty Senate: October 4, 2022

Approved by the Chancellor: pending

Summer 2022-Spring 2023 Student Application/Processing Dates, as follows:

<b>First Summer 2022</b>	
May 1, Sunday	Last day to apply for graduation for Summer
May 1, Sunday	Graduate School application deadline for Summer 1 (please check specific programs for their deadline)
May 11, Wednesday	Last day to pay without a processing fee by 5:00 p.m.
May 11, Wednesday	First schedule cancellation for anyone not paid by 5:00 p.m.
May 17, Tuesday	Second schedule cancellation for anyone not paid by 5:00 p.m.
July 15, Friday	Last day to submit a thesis or dissertation for Summer graduation
<b>Second Summer 2022</b>	
May 1, Sunday	Last day to apply for graduation for Summer
June 15, Wednesday	Graduate School application deadline for Summer 2 (please check specific programs for their deadline)
June 20, Monday	Last day to pay without a processing fee by 5:00 p.m.
June 20, Monday	First schedule cancellation for anyone not paid by 5:00 p.m.

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June 24, Friday	Second schedule cancellation for anyone not paid by 5:00 p.m.
July 15, Friday	Last day to submit a thesis or dissertation for Summer graduation
<b>11 Week Summer 2022</b>	
May 1, Sunday	Last day to apply for graduation for Summer
June 1, day	Graduate School application deadline for Summer 11 week (please check specific programs for their deadline)
May 11, Wednesday	Last day to pay without a processing fee by 5:00 p.m.
May 11, Wednesday	First schedule cancellation for anyone not paid by 5:00 p.m.
May 17, Tuesday	Second schedule cancellation for anyone not paid by 5:00 p.m.
July 15, Friday	Last day to submit a thesis or dissertation for Summer graduation
<b>Fall Semester 2022</b>	
August 1, Monday	Graduate School application deadline for Fall (please check specific programs for their deadline)
August 11, Thursday	Last day to pay without a processing fee by 5:00 p.m.
August 11, Thursday	First schedule cancellation for anyone not paid by 5:00 p.m.
August 30, Tuesday	Second schedule cancellation for anyone not paid by 5:00 p.m.
September 15, Thursday	Last day to apply for graduation for Fall
November 25, Friday	Last day to submit a thesis or dissertation for Fall graduation
<b>Spring Semester 2023</b>	
December 15, Thursday	Graduate School application deadline for Spring (please check specific programs for their deadline)
December 15, Thursday	Last day to pay without a processing fee by 5:00 p.m.
December 15, Thursday	First schedule cancellation for anyone not paid by 5:00 p.m.
January 18, Wednesday	Second schedule cancellation for anyone not paid by 5:00 p.m.
February 1, Wednesday	Last day to apply for graduation for Spring
April 21, Friday	Last day to submit a thesis or dissertation for Spring graduation

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Resolution #22-49  
Approved by the Faculty Senate: October 4, 2022  
Approved by the Chancellor: pending

Removal of MATH 0045 from Common Final Exam Dates, as follows:

Deletions in **strikethrough**.

**Final Examinations Schedule - Fall Semester 2022**

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

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

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

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

FREN 1001, 2003, SPAN 1001, 2004, GERM 1001	5:00 - 7:30 Thursday, December 8
FREN 1002, SPAN 1002, 2003, GERM 1002	5:00 - 7:30 Friday, December 9
MATH 0001, <del>0045</del>	5:00 - 7:30 Tuesday, December 13

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

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12:00 TTh (12:30)	11:00 - 1:30 Wednesday, December 7
1:00 MWF	11:00 - 1:30 Friday, December 9
1:00 TTh	11:00 - 1:30 Wednesday, December 14
2:00 MWF	2:00 - 4:30 Monday, December 12
2:00 TTh	2:00 - 4:30 Tuesday, December 13
3:00 MWF (3:30)	2:00 - 4:30 Thursday, December 8
3:00 TTh (3:30)	2:00 - 4:30 Wednesday, December 7
4:00 MWF	2:00 - 4:30 Friday, December 9
4:00 TTh	2:00 - 4:30 Wednesday, December 14
5:00 MWF (5:30)	5:00 - 7:30 Monday, December 12
5:00 TTh (5:30)	5:00 - 7:30 Wednesday, December 7

Faculty Senate Resolution #21-07 (Approved by the Faculty Senate: February 23, 2021; Approved by the Chancellor: March 15, 2021)  
Revised to add MATH 0001 and remove MATH 1065 common exam by FS Resolution #21-56 (Approved by the Faculty Senate:  
November 2, 2021; Approved by the Chancellor: December 14, 2021)

**Final Examinations Schedule - Spring Semester 2023**

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

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

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

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

FREN 1001, 2003, SPAN 1001, 2004, GERM 1001	5:00 - 7:30 Tuesday, May 2
FREN 1002, SPAN 1002, 2003, GERM 1002	5:00 - 7:30 Thursday, April 27
MATH 0001, 0045	5:00 - 7:30 Monday, May 1

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Time and days class regularly meets	Time and day of final examination
8:00 MWF	8:00 - 10:30 Monday, May 1
8:00 TTh	8:00 - 10:30 Tuesday, May 2
9:00 MWF	8:00 - 10:30 Friday, April 28
9:00 TTh (9:30)	8:00 - 10:30 Wednesday, May 3
10:00 MWF	8:00 - 10:30 Thursday, April 27
10:00 TTh	8:00 - 10:30 Thursday, May 4
11:00 MWF	11:00 - 1:30 Monday, May 1
11:00 TTh	11:00 - 1:30 Tuesday, May 2
12:00 MWF	11:00 - 1:30 Friday, April 28
12:00 TTh (12:30)	11:00 - 1:30 Wednesday, May 3
1:00 MWF	11:00 - 1:30 Thursday, April 27
1:00 TTh	11:00 - 1:30 Thursday, May 4
2:00 MWF	2:00 - 4:30 Monday, May 1
2:00 TTh	2:00 - 4:30 Tuesday, May 2
3:00 MWF (3:30)	2:00 - 4:30 Friday, April 28
3:00 TTh (3:30)	2:00 - 4:30 Wednesday, May 3
4:00 MWF	2:00 - 4:30 Thursday, April 27
4:00 TTh	2:00 - 4:30 Thursday, May 4
5:00 MWF (5:30)	5:00 - 7:30 Friday, April 28
5:00 TTh (5:30)	5:00 - 7:30 Wednesday, May 3

Faculty Senate Resolution #21-07 (Approved by the Faculty Senate: February 23, 2021; Approved by the Chancellor: March 15, 2021)  
Revised to add MATH 0001 and remove MATH 1065 common exam by FS Resolution #21-56 (Approved by the Faculty Senate:  
November 2, 2021; Approved by the Chancellor: December 14, 2021)

### **Final Examinations Schedule - Fall Semester 2023**

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

Classes beginning 6:00 pm or later are considered night classes. Examinations in classes meeting one night a week will be held at 7:30-10:00 pm on the first night of their usual meeting during the

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examination period (December 6 - 13). Examinations in classes meeting two or more nights a week and beginning before 8:00 pm will be held at 7:30-10:00 pm on the first night of their usual meeting during the examination period (December 6 - 13). Examinations in classes meeting two or more nights a week and beginning at or after 8:00 pm will be held at 7:30-10:00 pm on the second night of their usual meeting during the examination period (December 6 - 13).

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

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

FREN 1001, 2003, SPAN 1001, 2004, GERM 1001	5:00 - 7:30 Monday, December 11
FREN 1002, SPAN 1002, 2003, GERM 1002	5:00 - 7:30 Wednesday, December 6
MATH 0001, 0045	5:00 - 7:30 Friday, December 8

Time and days class regularly meets	Time and day of final examination
8:00 MWF	8:00 - 10:30 Friday, December 8
8:00 TTh	8:00 - 10:30 Monday, December 11
9:00 MWF	8:00 - 10:30 Thursday, December 7
9:00 TTh (9:30)	8:00 - 10:30 Tuesday, December 12
10:00 MWF	8:00 - 10:30 Wednesday, December 6
10:00 TTh	8:00 - 10:30 Wednesday, December 13
11:00 MWF	11:00 - 1:30 Friday, December 8
11:00 TTh	11:00 - 1:30 Monday, December 11
12:00 MWF	11:00 - 1:30 Thursday, December 7
12:00 TTh (12:30)	11:00 - 1:30 Tuesday, December 12
1:00 MWF	11:00 - 1:30 Wednesday, December 6
1:00 TTh	11:00 - 1:30 Wednesday, December 13
2:00 MWF	2:00 - 4:30 Friday, December 8
2:00 TTh	2:00 - 4:30 Monday, December 11
3:00 MWF (3:30)	2:00 - 4:30 Thursday, December 7
3:00 TTh (3:30)	2:00 - 4:30 Tuesday, December 12
4:00 MWF	2:00 - 4:30 Wednesday, December 6
4:00 TTh	2:00 - 4:30 Wednesday, December 13
5:00 MWF (5:30)	5:00 - 7:30 Thursday, December 7
5:00 TTh (5:30)	5:00 - 7:30 Tuesday, December 12

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Faculty Senate Resolution #22-11; Approved by the Faculty Senate: February 22, 2022; Approved by the Chancellor: March 29, 2022

**Final Examinations Schedule - Spring Semester 2024**

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

Classes beginning 6:00 pm or later are considered night classes. Examinations in classes meeting one night a week will be held at 7:30-10:00 pm on the first night of their usual meeting during the examination period (April 25 - May 2). Examinations in classes meeting two or more nights a week and beginning before 8:00 pm will be held at 7:30-10:00 pm on the first night of their usual meeting during the examination period (April 25 - May 2). Examinations in classes meeting two or more nights a week and beginning at or after 8:00 pm will be held at 7:30-10:00 pm on the second night of their usual meeting during the examination period (April 25 - May 2).

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

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

FREN 1001, 2003, SPAN 1001, 2004, GERM 1001	5:00 - 7:30 Friday, April 26
FREN 1002, SPAN 1002, 2003, GERM 1002	5:00 - 7:30 Monday, April 29
MATH 0001, 0045	5:00 - 7:30 Wednesday, May 1

Time and days class regularly meets	Time and day of final examination
8:00 MWF	8:00 - 10:30 Tuesday, April 30
8:00 TTh	8:00 - 10:30 Wednesday, May 1
9:00 MWF	8:00 - 10:30 Friday, April 26
9:00 TTh (9:30)	8:00 - 10:30 Thursday, April 25
10:00 MWF	8:00 - 10:30 Monday, April 29
10:00 TTh	8:00 - 10:30 Thursday, May 2
11:00 MWF	11:00 - 1:30 Tuesday, April 30
11:00 TTh	11:00 - 1:30 Wednesday, May 1
12:00 MWF	11:00 - 1:30 Friday, April 26
12:00 TTh (12:30)	11:00 - 1:30 Thursday, April 25



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1:00 MWF	11:00 - 1:30 Monday, April 29
1:00 TTh	11:00 - 1:30 Thursday, May 2
2:00 MWF	2:00 - 4:30 Tuesday, April 30
2:00 TTh	2:00 - 4:30 Wednesday, May 1
3:00 MWF (3:30)	2:00 - 4:30 Friday, April 26
3:00 TTh (3:30)	2:00 - 4:30 Thursday, April 25
4:00 MWF	2:00 - 4:30 Monday, April 29
4:00 TTh	2:00 - 4:30 Thursday, May 2
5:00 MWF (5:30)	5:00 - 7:30 Tuesday, April 30
5:00 TTh (5:30)	5:00 - 7:30 Thursday, April 25

Faculty Senate Resolution #22-11; Approved by the Faculty Senate: February 22, 2022; Approved by the Chancellor: March 29, 2022

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Resolution #22-50

Approved by the Faculty Senate: October 4, 2022

Approved by the Chancellor: pending

Curriculum and academic matters acted on and recorded in the [September 12, 2022](#) Writing Across the Curriculum Committee meeting including removal of writing intensive (WI) designation for RCTX 4990, and retention of writing intensive (WI) designation for SOCW 3402 after notification of curricular changes.

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Resolution #22-51

Approved by the Faculty Senate: October 4, 2022

Approved by the Chancellor: pending

Curriculum and academic matters acted on and recorded in the [September 9, 2022](#) Educational Policies and Planning Committee meeting including:

- Request to Deliver Online the BS in Clinical Laboratory Science within the Department of Clinical Laboratory Science within the College of Allied Health Sciences
  - APR unit response of Department of Criminal Justice
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Resolution #22-52

Approved by the Faculty Senate: October 4, 2022

Approved by the Chancellor: pending

Curriculum and academic matters acted on and recorded in the [September 19, 2022](#) General Education and Instructional Effectiveness Committee meeting, including the following transfer credit approvals:

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- General Education Humanities (GE:HU) credit for English 202IN Children’s Literature from Middlesex County Community College, Massachusetts
  - Global Diversity (GD) credit for HIS 1320, Comparative History/Gender from Winston-Salem State University
  - Global Diversity (GD) credit for IAR 221, History and Theory of Design I from UNC Greensboro
  - Global Diversity (GD) credit for 01:790:101, Nature of Politics from Rutgers University
  - Global Diversity (GD) credit for GLY 125, Natural Disasters from UNC Wilmington
  - General Education Humanities (GE:HU) credit for CLA 210, Mythology from UNC Wilmington
  - Global Diversity (GD) credit for ANTH 1510, The Ways of Humankind: An Anthropological Perspective from Northwestern State University of Louisiana
  - Global Diversity credit for PHI 210, Comparative Religion from Lehigh Community College
  - Global Diversity (GD) credit for ART 130, Art Appreciation from Elizabeth State University
  - Global Diversity (GD) credit for HIST 112 World Civilization since 1650 from American Military University
  - Global Diversity (GD) credit for HI 216 Latin America to 1826 from NC State
  - Global Diversity (GD) credit for GEOG 1101 Human Geography: People, Places and Cultures from the University of Georgia
  - Global Diversity (GD) credit for ENG 2301, World Literature I from Winston-Salem State University.
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Resolution #22-53

Approved by the Faculty Senate: October 4, 2022

Approved by the Chancellor: pending

Revisions to *University Undergraduate Catalog*, Academic Regulations, Grading System, Grade Appeals, as follows:

In March 2021 the Faculty Senate approved Resolution #21-27, which revised the Grade Appeal Policy in [Part VI.I.VIII.F.](#) of the *ECU Faculty Manual*. The catalog language about grade appeals is now out of date. This revision is intended to make the procedures the same between the *ECU Faculty Manual* and the *University Undergraduate Catalog* by replacing the language currently in the *Catalog* with the language from the *Faculty Manual*. These changes will also require the Registrar’s Office to screen and update the websites where this information appears for the Undergraduate Grade Appeal Process. Those sites are:

<https://registrar.ecu.edu/grade-appeal-policy-and-process/>

<https://registrar.ecu.edu/appeals-procedure/>

The clean copy is presented below, and will replace the current language in the [University Undergraduate Catalog, Academic Regulations, Grading System, Grade Appeals](#).

Grade Appeals

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

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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 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.

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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 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 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.

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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.

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)

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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