



## 2022-2023 FACULTY SENATE

### FULL MINUTES OF NOVEMBER 1, 2022

[WebEx Meeting Recording](#)

The third regular meeting of the 2022-2023 Faculty Senate was held on **Tuesday, November 1, 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 [October 4, 2022](#) meeting minutes were approved as presented.

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

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

Senators absent were: Professor Martin (Health Education and Promotion)

Alternates present were: Professors Archana Hegde (Human Development and Family Science), Paul Kornegay (Mathematics), Carrie Lee (Education), Sowmya Nagaraj (Medicine), Adriana Heimann Rios (Geological Sciences), Raychl Smith (Music)

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

Chair Ticknor began the meeting with a moment of silence in memory of Professor Ralph Scott. Professor Scott was an active member in shared governance and diligently served on Faculty Senate, its committees, and UNC Faculty Assembly during his 52 years at ECU. He was currently serving as chair of the Appellate Steering Committee and Student Academic Appellate Committee, acting as the Due Process Appellate Chair, and was a UNC Faculty Assembly alternate. Professor Scott's presence and engagement will be missed by many and he will be remembered for his dedication and service to ECU and shared governance.

A moment of silence was observed.

Chair Ticknor stated the Faculty Officers will work with the Agenda Committee to ensure that each of the faculty members who have passed away the past year will be recognized.

She reminded senators the Faculty Senate follows normal parliamentary rules and that senators may be interrupted if these rules are broken.

Speaking privileges have been granted to Vice Chancellor Stephanie Coleman, Interim Associate Vice Chancellor Allen Guidry, Vice Chancellor Virginia Hardy, Director Rob Weatherly, University Counsel Paul Zigas, and all standing academic committee members reporting today.

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

Chancellor Rogers thanked Chair Ticknor for the moment of silence for Professor Scott and for the faculty officers' intention to recognize other faculty upon their passing.

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The first issue Chancellor Rogers discussed was the new performance-based funding model. He reminded faculty that the new funding module consists of a student (resident) credit hour component and a weighted performance metric aligned with the UNC system goals and the strategic refresh. He stated the performance goals are aligned with ECU's (and other institutions') mission of student success related to affordability and productivity. He confirmed each campus will set goals in the respective categories to include four-year graduation rates, undergraduate degree efficiency, student debt at graduation for freshman and transfer students, and then a campus specific goal based on data that will support ECU needs most effectively.

He provided an update from the Board of Governors (BOG) October meeting. He said the committee on Budget and Finance spent significant time discussing the weighting methodology and a vote was not taken. The BOG will continue reviewing the multi-year performance goals in their November meeting. He discussed the importance of these goals and the effect they will have on all universities over multiple years. He stated he agrees with the BOG's approach to this model as it will take time for the updated strategies to have an effect. The proposals will have a minimum and maximum performance range to account for volatility each year and the decision made in November by the BOG will help to inform the university of the legislative funding needs during the next legislative session.

He said the campus based metric selection has numerous options that include adult learner and military affiliated enrollments, underserved country enrollments, four-year graduation rates for students of color, Pell-grant status, master's degree and research and scholarship doctorate degree efficiencies, among many others. He asked Provost Cogger and VC Coleman to work with IPAR to identify the campus-based metric from a data-driven perspective using definitions provided by the UNC system. He said the definitions are being analyzed to narrow down the list of metrics before a final recommendation is made.

He referenced the BOG's discussion on expanding the cap of non-resident, undergraduate enrollment at ECU which currently has a cap of 18%. He stated some UNC system institutions have increased as high as 50%, ECU is being considered for a possible increase to 25%.

Discussion focused on in-state demand and the capacity for campus growth (facilities, etc.) as no additional funding will be provided for facilities based on this possible cap increase, as well as ensuring the quality of education. Chancellor Rogers stated ECU has the capacity to accommodate new growth from out-of-state populations without the requirement of additional infrastructure. He said ECU has grown from 12% to 17% in his tenure at ECU and feels we have room to grow higher.

The results from the employee engagement survey conducted in 2022 (the third in the series from 2018, 2020 and 2022) was reviewed by the BOG and presented to the Board of Trustees at their November meeting. The data will be presented to faculty and staff senates in early December as well as will be available on various ECU websites in mid-November.

He said ECU has been asked to submit six-year capital facilities plan to the UNC System Office and that repairs and renovations will be the primary priority as opposed to new facility options. ECU received approximately 80 million of the almost 1 billion awarded to the UNC System from the legislature. A comprehensive list of needs for repairs and renovations of campus facilities is being prepared.

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He said a new policy has been instituted this fall to collect legislative policy proposals internally on campus and that the Deans have been asked to submit ideas and priorities to Provost Coger to be vetted by the Executive Council with an ultimate decision being made by Chancellor Rogers to confirm which proposals will move to the UNC System Office for consideration of allotment of funds.

He stated there have been questions regarding various Dean searches and asked Provost Coger to reference these concerns.

**Robin Coger, Provost and Senior Vice Chancellor for Academic Affairs**

There are five interim deans currently in Academic Affairs. Three Dean searches are being launched this fall to include the Honors College, College of Education and the Graduate School. She stated all will be national searches with exception of the Honors College, which is an internal search. Consideration in the search committee development has ensured that qualified and diverse perspectives were present. Faculty and staff will be notified, through their respective Dean, of the search committee members once the committees are charged, which had not happened at the time of this meeting. Search committee meetings have been scheduled.

Provost Coger stated it is her perspective to notify members of the affected college of the membership of the search committee, but that the information will not be shared until after the search committee is charged. Once the charge has been given to the committee, a memo will be sent through the Dean's Office of the respective college to inform the faculty and staff of the committee membership. The search committee will be tasked with soliciting input from the respective college faculty and staff during the process.

**Questions**

**Professor Reid Parker (School of Theater and Dance)** asked about a plan for "land-locked" units. He stated they have two theaters, with one used only as classroom space.

**Chancellor Rogers** reiterated the six-year facility plan is to renovate and repair existing facilities and suggested Professor Parker share his concerns with his dean who can relay them to Provost Coger. He stated that he, along with Provost Coger and Vice Chancellor Coleman, will work to assess needs of the various units on campus.

**Professor Hong Bing Su (Department of Geography, Planning and Environment)** asked how much of the additional resources from raising the cap on out-of-state students will be invested for faculty needs?

**Chancellor Rogers** said that there will not be a direct tie between the out-of-state student cap and resources for faculty. The policy proposal, as written, is intended to meet target enrollment activities related to the reduction in population in NC. The increase in the out-of-state percentage cap (18% to 25%) would allow ECU to reach a broader group of students to maintain current enrollment numbers. He asked Provost Coger to weigh in with her thoughts on the issue.

**Provost Coger** said the Dean and Chairs will review issues related to salary compression in your college. This change in cap does not translate into new resources for faculty in that way.

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**Professor George Bailey (Department of Philosophy & Religious Studies)** asked what is the status with Project Kitty Hawk?

**Chancellor Rogers** said as a leader on online education in NC, ECU is positioned well for this new venture. He said Project Kitty Hawk has established an intentional plan that organizes their processes, systems, and business model and are acquiring talent and technology solutions currently. He said they have a goal to launch an initial portfolio of programs and services in the fall of 2023. He went on to say, there have not been any institutions whom have signed a letter of intent with Kitty Hawk and that Dr. Allen Guidry is ECU's liaison to determine what programs could fit into this project.

**Professor Margaret Bauer (Department of English)** asked about the new performance metrics in the new funding model and if the funding is based on meeting benchmarks or on the rate of improvement. She said if the latter what happens when we approach natural limits?

**Chancellor Rogers** said there are a set of measured benchmarks with set baselines we are expected to meet and then stretch goals aligned with each metric. There will be a low and high range of targeted metrics that will be reviewed over a multi-year period assessment to assist in preparing baselines and benchmarks for future years.

**Professor Bethany McKissick (College of Education)** stated that several ECU faculty engaged in initiatives like gender-affirming care, K-12 Safe Zone trainings, and combating systemic racism in our ENC schools are under attack. She asked how are we reaffirming our commitment to the region and supporting our faculty who do this work?

**Chancellor Rogers** said ECU remains committed to providing a welcoming and inclusive campus community. At the Board of Trustees meeting, ECU announced the Chancellor's Commission on Diversity, Equity, and Inclusion to ensure the campus environment meets the needs of all our constituents. Allison Danell, Dean of the Harriot College of Arts and Sciences, is the Committee Chair and has been charged with focusing on an inclusive, welcoming, and safe environment. He said our task is to deliver on ECU's mission and in order to do so we need a strong infrastructure for student experiences and need for our students to hear from us related to these issues.

**Professor Shannon Powell (College of Nursing)** asked about the updated revision of the Academic Integrity policy. She said it was mentioned during a unit meeting that the current Academic Integrity policy was rewritten and has been in the Chancellor's office since last April. She asked for an update on the policy revision.

**Chancellor Rogers** said his office is currently working through a number of resolutions that were waiting for new leadership to engage in the process. He mentioned Provost Coger and Vice Chancellor Hardy have been reviewing this particular resolution and deferred to them to answer.

**Virginia Hardy, Vice Chancellor of Student Affairs** said the policy has been reviewed and that she and Provost Coger are currently discussing ways to make the policy stronger. The policy from last year is currently in effect. She said some items in the new policy appeared confusing to faculty and hard to execute through OSRR, so revisions are being made to provide a more streamlined process.

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**Provost Coger** said this revision to the policy will be done in phases. She feels the first phase will be completed by mid-November and feels the revisions will result in a less complicated policy that will not hinder faculty from submitting integrity violation submissions.

**Chair Anne Ticknor** provided a point of clarification. She stated a Faculty Senate committee revised the academic integrity policy in spring 2022 based on suggestions similar to what VC Hardy stated and that the latest revision is currently in the Chancellor's Office.

**Provost Coger** responded to Chair Ticknor and said it was "asked and answered." She said the mid-November phase she mentioned is the response to the question.

**Immediate Past Chair of the Faculty Purificación Martínez (Department of Foreign Languages)** said the University Budget Committee of the Faculty Senate is charged to review and advise the Chancellor on all budget priorities and policies as they affect the university's mission. She asked him to discuss how he proposes to utilize the University Budget Committee to fulfill their charge.

**Chancellor Rogers** said the requests discussed earlier are different than traditional institutional processes. These requests are specifically for legislative funded items that are within the categories established by the UNC System President and approved by the UNC Board of Governors. He said these categories and initiatives do not align with the University Budget Committee charge.

**Professor Pamela Reis (College of Nursing)** asked how much of the potential revenue from raising the out-of-state cap will be held at ECU versus going into the general budget.

**Chancellor Rogers** deferred to Vice Chancellor Coleman.

**Vice Chancellor for Administration and Finance, Stephanie Coleman** said the out-of-state students are not part of the new funding model; therefore, ECU will keep all tuition from in-state students, plus state appropriations for those students as well as all tuition monies from out-of-state students. In the past, ECU lost state appropriations for out-of-state students and with the new funding model that is not the case.

**Provost Coger** stated while the enrollment funding is not affected by out-of-state students, the performance metrics are counted for both in-state and out-of-state students.

**Professor Michael Daniels (Department of Social Work)** said we are hearing of more incidents of racial graffiti in bathrooms and chalkboards, etc., and while he appreciates the diversity, equity, and inclusion efforts asked if there is there a way to issue a statement to the university community when these events occur.

**Chancellor Rogers** said VC Hardy is continually engaging students in conversations regarding incidents such as these and he continues to be deeply saddened that our students would go against the ECU Creed. He deferred to VC Hardy to see how events such as these are handled quickly after they occur.

**Vice Chancellor Hardy** said Student Affairs works with Housekeeping to immediately remove graffiti as quickly as possible. She said they administer education efforts in resident halls to address timely issues and also send communications out to the campus-wide community depending on the situation.

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She said any individuals found responsible are processed through the Office for Student Rights and Responsibilities for appropriate sanctions.

**Professor Rachel Roper (School of Medicine)** asked Chancellor Rogers and Provost Coger about faculty who do extra work for the university by donating their time and talent for things that aren't required. She stated several faculty have said they are going to stop doing such things as they feel left out of important decisions, undervalued and not respected. She stated it has affected their commitment and loyalty to the university and that she's concerned for the students and the future of ECU. She asked if there are ways to include faculty more in decisions.

**Provost Coger** asked for clarification of what the faculty feel has changed recently.

After some back and forth, Chair Ticknor interjected and recommended the conversation be held offline as it appeared to be a longer conversation than time permitted.

**Professor Jin-Ae Kang (School of Communication)** asked what the Chancellor's strategies are to advocate for salary equity for ECU faculty compared to other institutions in the UNC system.

**Chancellor Rogers** said we must continue to keep this need at the forefront to send to the legislature and ask for funding. He stated ECU leadership needs more time to evaluate the differences in ECU and other sister UNC institutions salary differences. He also said ECU leadership will continue to work with the Deans to help them understand the need to maneuver existing resources within their units to address salary compression issues.

**Provost Coger** said salary allocations were discussed at the last Dean's Council meeting and that the Deans are working to review their respective budgets to determine options and strategies available at this time. She also stated that when new faculty are hired, the UNC system range is used to determine the salaries.

**Professor Mustafa Selim (School of Medicine)** asked does the budget for facilities and infrastructure include funds for equipment for research and clinical work?

**Chancellor Rogers** said the six-year capital and facilities plan is 100% focused on buildings and facilities and that these funds will be released over a period of time in phases. Equipment and other needs would be funded via a different source.

**Professor Kelley Reinsmith-Jones (School of Social Work)** asked about student well-being and if there are plans to address these student issues at the University level other than through the Dean of Students Office?

**Chancellor Rogers** encouraged faculty to review the emails and documentation sent out at the beginning of the semester from the Division of Student Affairs and Vice Chancellor Hardy's office. He then deferred to Vice Chancellor Hardy for additional information on what the University is doing to address this issue.

**Vice Chancellor Hardy** said the Division of Student Affairs held a student mental wellness conference last year that is planned again for this year and that Dr. LaNika Wright will be providing

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resources regarding mental health to students. She said there are mental health first responders trained on campus that can speak with classes or colleges as needed.

**Professor Hong Bing Su (Department of Geography, Planning and Environment)** asked will colleges and units be awarded new faculty lines to adjust for the increased cap in out-of-state enrollment.

**Chancellor Rogers** said he does not anticipate the adjusted cap to require additional faculty as the University is not adding to the total number of students; this adjustment is filling the decrease in students coming from NC.

**Professor Elizabeth Weaver (College of Engineering & Technology)** asked if we should anticipate budget cuts this year and if so, how will they be determined?

**Chancellor Rogers** said they are still analyzing the data but feel hopeful there will not be deductions this year.

**Professor Mark Moss (School of Dental Medicine)** asked Provost Coger how the transition into the role of Strong Provost has been.

**Provost Coger** said she has enjoyed getting to know the different areas of the University and that she didn't see ECU as separate parts [east and west campus], but as one ECU. She came in expecting a whole university and overall it has been a good transition.

**Immediate Past Chair of the Faculty Purificación Martínez (Department of Foreign Languages)** asked how will input be collected from different stakeholders, including the faculty, regarding the new campus-based enrollment metric.

**Chancellor Rogers** said he charged Provost Coger and Vice Chancellor Coleman with overseeing the selection process. He mentioned the compressed timeframe for the campus metric selection and said the ultimate decision would be based on data. He said definitions have recently been received and IPAR is reviewing the data related to the specified metrics. The campus-based metric will be based on the data that will most successfully benefit ECU in the long term.

**Provost Coger** said the data will rule the decision because the system will judge based on the metric chosen and the data determines that.

**Professor Margaret Bauer (Department of English)** asked will there be a search firm for external dean searches and if the committee's charge isn't made until end of the semester, will faculty need to work through the winter break to ensure goals are met?

**Provost Coger** said faculty should always be engaged in dean searches. The timing will occur in the spring semester and not during winter or summer break.

There were no further questions for the Chancellor.

**D. Stephanie Whaley, Assistant Vice Chancellor for Director for Admissions**

Assistant Vice Chancellor Whaley presented on undergraduate enrollment. She said the overall undergraduate enrollment over the past five years has shown a consistent decline since 2019 especially from Fall 2021 to Fall 2022. Undergraduate enrollment dropped by 774 students to a total of 21,689 this past fall. She said Admissions focuses on new student enrollment and that was 300 students less this year than last. She stated this is primarily because of the competitiveness of college admissions and that this year's number of newly admitted students (3,788) was strong. Her presentation went on to discuss GPA numbers for newly admitted freshman.

She said 17% of students this year were from out-of-state and confirmed the majority of the freshman class came from NC. She gave additional statistics on first-generation students and gender which can be found in the meeting agenda.

She discussed the challenge for this past fall was fewer high-school graduates in NC, hence the push to increase the out-of-state gap percentage from 18% to 25%. She said since the pandemic, the competition among colleges and universities for freshman has increased in NC. She said the primary reason for this new competition is the UNC system instituted a test score waiver through Fall 2024 that allows students to be admitted to all colleges/universities they apply to.

ECU received the most out-of-state applications in ECU's history in Fall 2022 and increased enrollment of out-of-state students by 10% compared to Fall 2021. She said ECU also maintained a constant yield rate for transfers after several years in decline. She credited this to faculty and staff engaging the students.

She said community college enrollments have been declining, but ECU's transfer enrollments are steady. She said most transfer students are from NC, but there was a slight increase from out-of-state students this year. She discussed the ENGL 1100 requirement, which applies to all transfer students, being a challenge for our military students and causing a number of military students to be denied admission.

She expects that we will have 7,000 more high school graduates this year from NC and that nationally we will see more high school graduates in 2023 than the past few years. She discussed the need to diversify undergraduate recruitment to become more intentional for adult learners, military, and online students. The complete presentation can be found in the agenda for additional details.

**Dr. Allen Guidry, Interim Associate Vice Chancellor for Academic Operations** presented additional information related to undergraduate admissions. He said that NC's decline mentioned previously was not characteristic for the nation and that in coming years ECU will greatly see the impact of freshman students eligible to enroll which is why Admissions is directing focus to out-of-state students.

He discussed enrollment at ECU being multi-faceted and includes recruitment, retention, persistence, and enrollment. He said we need to continue as faculty to help recruit and retain the students that come to ECU. He noted a gap between students applying, being admitted and then actually enrolling in the University and stated we need to focus efforts on students once they apply. He said research shows the more students are engaged with faculty and staff after their initial application, the more likely they are to enroll.



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He discussed census day numbers and various entities on campus that worked together to 'save' some students whose schedules could have been dropped and were not. He noted had these schedules been dropped, ECU would likely not get them re-enrolled.

He shared statistics from the past ten years and reiterated multiple times that ECU needs an "all hands-on deck" mentality as we prepare to face an enrollment drop. He shared some things Admissions is currently implementing to prepare for the enrollment cliff such as targeted marketing and recruitment efforts by holding "Pirates in your Town" events in NC and VA and counselor receptions throughout NC. He mentioned engaging more faculty and staff in recruitment events and reiterated that these strategies work toward ECU's commitment to student success.

**Questions**

**Professor Jin-Ae Kang (School of Communication)** asked why Asian students are listed with white students in the statistical data.

**Associate VC Whaley** said the information was given from IPAR and would need to research more for details as to why those data are listed together.

**Interim Associate VC Guidry** stated he could provide Professor Kang a way to view the data on a more granular level offline.

**Professor David Loy (Department of Recreation Sciences)** asked what influences the pandemic (Covid) had on these numbers and when can we stop blaming Covid and other systematic issues for our enrollment deficits.

**Interim Associate VC Guidry** said he agrees we are past the "Covid blame game" and feels the test score waiver policy has affected the numbers and caused a ripple effect. He feels Covid has had an effect on higher education, in general.

**Associate VC Whaley** said ECU is returning to traditional recruitment strategies and numbers should be compared with 2019 over the last two years.

**Provost Cogger** said all faculty should be "ambassadors" for ECU to share what is happening on campus to increase recruitment.

**Professor Hong Bing Su (Department of Geography, Planning and Environment)** asked if there is a way to evaluate the effectiveness of the things being done for recruitment.

**Assistant VC Whaley** said they track the methods most effective by asking how they found out about ECU and then relating it back to the department level, then she deferred to Dr. Guidry.

**Interim Associate VC Guidry** said they have completed student journey mapping along with other approaches to see what strategies worked and didn't and are reviewing data to see how they can revise future plans.

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**Provost Cogger** said that deans should work with department chairs and faculty to retain and recruit students. She shared the IPAR Business Intelligence App to leverage the data currently available for each unit.

**Professor William Staub (School of Music)** asked what strategies are being implemented to reduce hurdles for students who decide late to attend ECU.

**Provost Cogger** said ECU follows the published deadlines of admission dates.

**Professor Jonathan Reid (Department of History)** asked for a list of action items faculty should complete in addition to teaching, research and service.

**Provost Cogger** said she feels Faculty Senate is important to help determine student success opportunities and would like to see a subcommittee formed to share intel from personal experiences in individual classes with the faculty majority.

**Professor Jin-Ae Kang (School of Communication)** asked what strategic enrollment strategies are specifically focused on diversity issues.

**Interim Associate VC Guidry** said they are working to unite diversity, equity, and inclusion and university initiatives together. An example provided was the targeted recruitment of Hispanic students. He said they are trying to show the campus that diversity, equity, and inclusion, enrollment, and student success work are all merged together.

**E. Karson Nelson, Director of Strategic Initiatives and Legislative Liaison**

Director Nelson's report was postponed to a future meeting.

**F. Jeff Popke, Faculty Assembly Delegate**

Faculty Assembly Delegate Popke presented a report on the October 14, 2022 UNC Faculty Assembly meeting. He presented the report and provided his email for questions.

**Questions**

There were no questions posed at this time.

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

Professor Ticknor provided her full remarks, below:

"This past July, Inside Higher Ed, published a news article about faculty leaving their jobs, including moving to another institution or leaving academia altogether (<https://www.insidehighered.com/news/2022/07/05/professors-are-leaving-academe-during-great-resignation>). Many of us here today have read this article, most of us have colleagues who have left the institution, and almost all of us have read on social media or heard from our colleagues at other institutions similar stories. Beyond anecdotes, the author notes several data sources, including surveys conducted by Inside Higher Ed, AAUP, & Bureau of Labor Statistics as well as interviews, which signal that faculty are changing jobs because their current work culture does not value their work, compensation is too low, and there is a genuine lack of support. As one interviewee said, "You get the culture right, you will see an improvement in retention and... when you have that kind of healthy, welcoming culture, when things get a little bumpy, people don't run for the exits. They sign up to help solve the problem."

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At the October Board of Governors meeting, the Committee on University Personnel was presented an initial summary of the 2022 UNC System-Wide Employee Engagement Survey results (<https://www.northcarolina.edu/apps/bog/doc.php?id=67025&code=bog>). The summary included UNC System Institution response rates, demographics of respondents, a heatmap of the survey dimensions, and institution comparisons for four dimensions: Faculty and Staff Well-Being, Diversity, Inclusion and Belonging, Job Satisfaction/Support, and Confidence in Senior Leadership.

The heatmap slide provided average positive responses on all 9 dimensions for each institution, including the UNC System Office, and the UNC System Aggregate. Using this information, we can consider ECU's responses in comparison to the system aggregate. In that regard, ECU was higher on the dimensions of Communication/Collaboration, Diversity, Inclusion, and Belonging, and COVID-19 Response; tied with the system aggregate for Job Satisfaction/Support, Faculty and Staff Well-Being, and Performance Management; and below the system aggregate on Supervisor/Chair Effectiveness, Mission/Pride, and Confidence in Senior Leadership.

Looking at ECU employee participation rate over the three survey years the survey has been used (<https://employee-engagement.ecu.edu/employee-engagement-faq/>), we can see it has fluctuated. The first year it was implemented was 2018 and our participation rate was 38%. The second time, which was 2020, our participation rate rose to 53%. 2022 is the third iteration and our participation rate has dropped to 43%. The initial results do not explain why our participation rate dropped, but burn out may have contributed. As the Inside Higher Ed article notes, 2022 is part of the COVID-19—era Great Resignation, and, “many faculty members are suffering from burnout, which tends to affect once highly engaged employees, and which is a leading driver of resignations across sectors”

Looking closer at the individual questions within each dimension, we can see that revisions have occurred and 2 new questions have been added to the Job Satisfaction/Support dimension. One of the new questions related to my remarks today is: The work I do is meaningful to me. For ECU employees who responded to this question, they indicated a 82% positive response.

What this response signals to me and is corroborated by my daily interactions with faculty and noted in the Inside Higher Ed article, is that faculty undertake meaningful work when their work environment supports, values, and appreciates them, even when they feel burnt out or overworked. Meaning comes from participation in activities that are deemed worthwhile and impact our lives in ways that matter to us. As I said in my remarks to this body in September, our faculty is exceptional, knowledgeable, and talented; we are involved and committed to making ECU a more affirming space through shared governance and leveraging our expertise to make informed decisions. I see faculty commitment across campus and specifically in the Faculty Senate and its committees on a daily basis. ECU has a long history of shared governance where faculty and administration work together to share the governing of our university, make decisions together, build a sense of belonging, reaffirm commitments, and strengthen trust across the university as we embody the mission of ECU.

We must reframe the language and perceptions surrounding faculty burnout and effort so that our engagement continues to be sought, valued, supported, and seen as integral to the university mission by administration and the broader university community. As a university we need to prioritize the ways we value, support, compensate, and lessen burnout for our employees. We

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need real solutions that will immediately make more space and energy for engagement in meaningful work that impacts our university community.

This year is filled with opportunities to make decisions together, and faculty are integral in the execution of many of these initiatives including the new Performance-based funding model metrics and personnel decisions. These are two areas where shared governance is essential and faculty expertise can be utilized.

As we continue our journey towards One ECU, we must continue to make our systems more transparent, our environment more inclusive, and applaud the labor and expertise of our employees in palpable and tangible ways.”

### **Questions**

**Immediate Past Chair of the Faculty Purificación Martínez (Department of Foreign Languages)** asked what are areas of concern in the academic integrity policy that was voted on and approved by the Admissions & Retentions Committee and approved by Faculty Senate in spring 2022 and why has it not been initiated to date?

**Chair Ticknor** responded and said there has not been any feedback given regarding the delay for approval by the Chancellor’s Office. She mentioned the change in leadership that occurred this summer and shared it could have impacted and caused delays for such approvals, but stated she will provide more details when they become available.

**Professor Jonathan Reid (Department of History)** asked for clarification of faculty representation on search committees and stated that Faculty Senate and its related committees are voted on prior to fulfilling their charge(s). He asked are search committee members representatives of the faculty if they are not chosen and voted on by the faculty.

**Chair Ticknor** said she has not been asked to recommend faculty for current Dean searches, but in the past the Chair of the Faculty has been asked for input for the Provost search.

**Provost Coger** stated that the provost has the responsibility for all Dean searches. She said faculty on dean search committees do not need to be voted on or elected by Faculty Senate, but that the faculty chosen must be relevant to the specific search. She reiterated she will not share the membership of the committees until the charges have been given to the respective committees.

### **H. Question Period**

**Immediate Past Chair of the Faculty Purificación Martínez (Department of Foreign Languages)** said to Provost Coger that she recognizes the Provost’s responsibility to assign members of Dean search committees and provide a charge to them, but is curious why Provost Coger thinks the previous process (in which faculty in the units within colleges elected representatives and some members were chosen from those elected representatives) is flawed?

**Provost Coger** said faculty are critical to all searches launched by her, as Provost. She wants to ensure more faculty, in addition to those in Faculty Senate, are engaged in this process.

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**Professor Hong Bing Su (Department of Geography, Planning and Environment)** shared his frustration of mixing Asian students with white students and did not agree with this process. **Interim Associate VC Guidry** said the representation of the data in the presentation does not represent the depth of the information collected and that he will work with university entities to ensure this issue is resolved.

**Professor Jin-Ae Kang (School of Communication)** asked why there are differences between phased retirement systems between UNC system universities.

**Chair Ticknor** shared that no one in the meeting could respond to that question, but she would forward the question to someone who could answer for her.

**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

The Council will report their October proceedings at the December meeting.

**Agenda Item VI. Report of Committees**

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

Professor Ellison (Foreign Languages and Literatures), Chair of the Committee, presented curriculum and academic matters acted on and recorded in the [October 17, 2022](#) meeting including:

- Removal of Writing Intensive (WI) designation from ATEP 4320
- Retention of Writing Intensive (WI) designation for:
  - CSDI 4335 after title and pre-requisite revision
  - PLAN 4099 after pre-requisite revision
- Writing Intensive (WI) designation for GERM 3510 Introduction to German Literature

**Discussion**

There was no discussion, and curriculum and academic matters acted on and recorded in the [October 17, 2022](#) Writing Across the Curriculum Committee meeting were approved as presented, which included:

- Removal of Writing Intensive (WI) designation from ATEP 4320
- Retention of Writing Intensive (WI) designation for:
  - CSDI 4335 after title and pre-requisite revision
  - PLAN 4099 after pre-requisite revision
- Writing Intensive (WI) designation for GERM 3510 Introduction to German Literature

**RESOLUTION #22-54**

**B. Service-Learning Committee, Almitra Medina**

Professor Medina (Foreign Languages and Literatures), Chair of the Committee, presented a curriculum matter acted on by the Committee via email, which was the retention of Service-Learning

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(SL) designation by KINE 6030 – Physical Activity and Aging following notification of changes to title, course description, and objectives.

**Discussion**

There were no questions and the retention of Service-Learning (SL) designation by KINE 6030 – Physical Activity and Aging following notification of changes to title, course description, and objectives was approved as presented. **RESOLUTION #22-55**

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

Professor Weiss (Education), Chair of the Committee, presented curriculum and academic matters acted on and recorded in the meeting of [September 22, 2022](#) including curricular actions in the following units:

- Department of Coastal Studies within Integrated Coastal Programs
- Department of Baccalaureate Education within the College of Nursing

**Discussion**

**Faculty Assembly Delegate Jeff Popke** asked how more information on the specific proposals could be found.

**Undergraduate Curriculum Committee (UCC) Chair, Stacy Weiss** stated a link is provided in the agenda and that a week before each UCC meeting, Rachel Baker sends an email with link to the ECU Faculty.

**Faculty Assembly Delegate Jeff Popke** stated he brings this up every few years, but when UCC items are provided they are never fully accessible to faculty outside of the department submitting the revisions. He noted only course numbers are provided in the reports and not names of courses. He confirmed more information should be provided with the resolutions so faculty outside of the requesting department can fully understand courses being created or revised.

**UCC Chair, Stacy Weiss** stated the UCC committee will discuss adding names to the resolutions presented to Faculty Senate. She also noted if there are possible duplicate courses being reviewed, someone in UCC reaches out to the respective department(s) for clarification of differences prior to approval.

The curriculum and academic matters acted on and recorded in the [September 22, 2022](#) Undergraduate Curriculum Committee meeting were approved as presented, which included:

- Department of Coastal Studies within Integrated Coastal Programs
- Department of Baccalaureate Education within the College of Nursing

**RESOLUTION #22-56**

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

Professor Collins (Philosophy and Religious Studies), Chair of the Committee, presented curriculum and academic matters acted on and recorded in the meeting of [October 14, 2022](#) including:

- Request to Deliver Online the BS in Rehabilitation Services in the Department of Addiction and Rehabilitation Studies within the College of Allied Health Sciences

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- Request to Discontinue the MS in Athletic Training in the Department of Health Education and Promotion within the College of Health and Human Performance
- Request to Deliver Online the MSA in Accounting in the Department of Accounting within the College of Business

There was no discussion, and the curriculum and academic matters acted on and recorded in the [October 14, 2022](#) Educational Policies and Planning Committee meeting were approved as presented. **RESOLUTION #22-57**

**E. Admission and Retention Policies Committee, Eli Hvastkovs**

Professor Hvastkovs (Chemistry), Chair of the Committee, first presented proposed revisions to *ECU Faculty Manual* Part VI., Section I., Subsection X. Class attendance and Participation Regulations. The Committee first presented revisions to the Faculty Senate at the March 29, 2022 meeting. The Faculty Senate provided feedback and voted to send the revisions back for further consideration by the Committee. The Committee addressed the feedback from Faculty Senate in the proposed revisions.

**Discussion**

**Immediate Past Chair of the Faculty Purificación Martínez (Department of Foreign Languages)** proposed a friendly amendment and recommended replacing “licensed medical or psychological practitioner” with “licensed health practitioner” and eliminating “or psychological” from “medical or psychological problem” to reduce the characterization of psychological problems as something separate from medical or health problems.

**Eli Hvastkovs, Chair** approved the friendly amendment. The motion was seconded.

**Raychl Smith (School of Music)** asked if students will be required to disclose their disability to the instructor in order to receive an excused absence.

**Eli Hvastkovs, Chair** said the students should work with the Dean of Students Office for an excused absence and that detailed information would not need to be shared with the instructor.

The revisions to *ECU Faculty Manual* Part VI., Section I., Subsection X. Class attendance and Participation Regulations were approved as presented. **RESOLUTION #22-58**

Professor Hvastkovs then presented proposed revisions to University Undergraduate Catalog, Academic Regulations, Grading System, Grade Replacement Policy. The Committee proposed revisions to address a request from the Student Academic Appellate Committee for clarification of the policy in the catalog when applied to special topics courses, specifically if the topic is different in the second attempted course.

**Discussion**

There was no discussion and the revisions to University Undergraduate Catalog, Academic Regulations, Grading System, Grade Replacement Policy were approved as presented.

**RESOLUTION #22-59**

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

Professor Doty, Chair, presented an update on the proctoring pilot that began during the Fall 2022 semester. She stated the Proctoring Taskforce consists of eight faculty including two Distance Education and Learning Technology Committee members. Due to a court case involving ProctorU, full room scans have been eliminated and the need to offer alternatives has led the Taskforce to look into Smart Proctoring for the spring semester. Additional updates will be provided in the spring semester.

**Discussion**

There was no discussion, and the Faculty Senate received the update.

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

Professor Tucker-McLaughlin (Communication), Chair of the Committee, presented curriculum and academic matters acted on and recorded in the meeting of [October 17, 2022](#) including:

- The following transfer credit approvals:
  - Global Diversity (GD) credit for History 103 World History from Salem College
  - General Education Fine Arts (GE:FA) credit for DRAM 120H Contemporary London Theatre and Its Origins from UNC Chapel Hill
  - General Education Fine Arts (GE:FA) for HNRS 390.01S The London Art World from UNC Chapel Hill
- Retention of Domestic Diversity (DD) credit for KINE 4030 Physical Activity and Aging
- General Education Natural Sciences (GE:SC) for BIOL 1010 Biodiversity of Coastal North Carolina

**Discussion**

There was no discussion and the curriculum and academic matters acted on and recorded in the General Education and Instructional Effectiveness Committee meeting of [October 17, 2022](#) were approved as presented, including:

- The following transfer credit approvals:
  - Global Diversity (GD) credit for History 103 World History from Salem College
  - General Education Fine Arts (GE:FA) credit for DRAM 120H Contemporary London Theatre and Its Origins from UNC Chapel Hill
  - General Education Fine Arts (GE:FA) for HNRS 390.01S The London Art World from UNC Chapel Hill
- Retention of Domestic Diversity (DD) credit for KINE 4030 Physical Activity and Aging
- General Education Natural Sciences (GE:SC) for BIOL 1010 Biodiversity of Coastal North Carolina

**RESOLUTION #22-60**



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**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 5:00 pm.

Submitted by,

Melinda Doty  
Secretary of the Faculty  
Engineering and Technology

Rachel Baker  
Faculty Senate

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**FACULTY SENATE RESOLUTIONS APPROVED AT THE NOVEMBER 1, 2022 MEETING**

Resolution #22-54

Approved by the Faculty Senate: November 1, 2022

Received by the Chancellor: pending

Curriculum and academic matters acted on and recorded in the [October 17, 2022](#) Writing Across the Curriculum Committee meeting including:

- Removal of Writing Intensive (WI) designation from ATEP 4320
  - Retention of Writing Intensive (WI) designation for:
    - CSDI 4335 after title and pre-requisite revision
    - PLAN 4099 after pre-requisite revision
  - Writing Intensive (WI) designation for GERM 3510 Introduction to German Literature
- 

Resolution #22-55

Approved by the Faculty Senate: November 1, 2022

Approved by the Chancellor: pending

Retention of Service-Learning (SL) designation by KINE 6030 – Physical Activity and Aging following notification of changes to title, course description, and objectives.

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Resolution #22-56

Approved by the Faculty Senate: November 1, 2022

Approved by the Chancellor: pending

Curriculum and academic matters acted on and recorded in the [September 22, 2022](#) Undergraduate Curriculum Committee meeting were approved as presented, which included:

- Department of Coastal Studies within Integrated Coastal Programs
  - Department of Baccalaureate Education within the College of Nursing
- 

Resolution #22-57

Approved by the Faculty Senate: November 1, 2022

Approved by the Chancellor: pending

Curriculum and academic matters acted on and recorded in the meeting of [October 14, 2022](#) including:

- Request to Deliver Online the BS in Rehabilitation Services in the Department of Addiction and Rehabilitation Studies within the College of Allied Health Sciences
  - Request to Discontinue the MS in Athletic Training in the Department of Health Education and Promotion within the College of Health and Human Performance
  - Request to Deliver Online the MSA in Accounting in the Department of Accounting within the College of Business.
-

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Resolution #22-58

Approved by the Faculty Senate: November 1, 2022

Approved by the Chancellor: pending

Revisions to *ECU Faculty Manual* Part VI., Section I., Subsection X. Class attendance and Participation Regulations, as follows:

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

**X. Class Attendance and Participation Regulations**

A student's participation in the work of a course is a precondition for receiving credit for the course. Students are expected to attend punctually all lecture and laboratory sessions and field experiences and to participate in course assignments and activities as described in the course syllabus. Absences are counted from the first class meeting after the student registers. Students registering late are expected to make up all missed assignments in a manner determined by the instructor.

Each instructor shall determine the class attendance policy for each of his or her courses as long as the instructor's policy does not conflict with university policy. The instructor's attendance policy, along with other course requirements, will be provided to the class on a syllabus distributed at the first class meeting. Class attendance may be a criterion in determining a student's final grade in the course if the instructor provides a written statement to this effect in the course syllabus. In determining the number of unexcused absences which will be accepted, the instructor should consider carefully the nature of the course, the maturity level of the students enrolled, and the consequent degree of flexibility included in the instructor's policy.

Students should consult with their instructors about all class absences. It is the responsibility of the student to notify the instructor immediately about class absences, to provide appropriate documentation for an absence, and discuss any missed class time, tests, or assignments. Except in ~~the case of~~ university-excused absences **(UEA) situations where the correct timeline policy has been followed (see below)**, it is the decision of the instructor to excuse an absence or to allow for any additional time to make up missed tests or assignments. Excused absences should not lower a student's course grade, provided that the student, in a manner determined by the instructor, is able to make up the work that has been missed and is maintaining satisfactory progress in the course.

**Medical Absences**

**Short-term illnesses and other medical conditions are not eligible for a university excused absence. Based on syllabus language and departmental policy, instructors should use their discretion to honor written medical excuses from a licensed health practitioner that states that student was too ill or injured to attend class and provides the specific date(s) for which the student was unable to attend class due to the medical problem. Student Health Services does not issue official written excuses for illness or injury, but will, upon request at the time of the visit, provide a note confirming that the student has received medical care. In the event that the student is seriously ill or injured at the time of final examinations, the Student Health Service or the Center for Counseling and Student Development, on request of the student, may recommend a medical incomplete.**

Student Health Services does not issue official written excuses for illness or injury, but will, upon request at the time of the visit, provide a note confirming that the student has received medical care. **For chronic medical conditions or short-term injuries which do not require hospitalization, but may impact student course performance, students may work with ECU Disability Support Services (DSS) to help coordinate the required classwork with the participation of the course instructor. In each case, DSS must have documentation in order to verify the circumstance, take action, and advocate on behalf of the student. Each request is determined on an individual basis collaboratively between the student, the instructor, and with a review of the documentation provided.**

In the event that the student is seriously ill or injured at the time of final examinations the Student Health Service or the Center for Counseling and Student Development, on request of the student, may recommend a medical incomplete. Instructors should normally honor written medical excuses from a licensed medical or psychological practitioner that states the student was too ill or injured to attend class and provides the specific date(s) for which the student was unable to attend class due to the medical or psychological problem.

### University-Excused Absences

The Dean of Students may authorize university-excused absences (**UEA**) in the following situations:

#### Type 1 – Pre-planned Activities:

1. Student participation in authorized activities as an official representative of the university (i.e. athletic events **including both varsity and ECU sanctioned club activities**, delegate to regional or national meetings or conferences, participation in university-sponsored performances).
2. Participation in other activities deemed by the Dean of Students to warrant an excused absence, such as **non-emergency situation** required military training.
- ~~3. An extreme personal emergency or serious medical condition.~~
- ~~4. The death of an immediate family member (such as parent, sibling, spouse or child)~~
- ~~5.3. Student participation in religious holidays.~~
4. **A subpoena or summons requiring them to appear in court.**

#### Type 2 – Emergency or Unexpected Circumstances:

5. **Emergency military-related duties.**
6. An extreme personal emergency or serious medical condition.
7. The death of an immediate family member (such as, **but not limited to**, parent, sibling, spouse or child).
8. **Any other circumstance that impacts student performance and is characterized as emergency or unexpected as deemed by the Dean of Students Office.**

**For Type 1 absences, the student must notify the affected instructor(s) of the upcoming UEA as soon as they are made aware that a course session will be missed, but no later than two (2) weeks before the date(s) of the UEA. In cases where a 2-week notice cannot possibly be given (e.g., the first day of class for a UEA within a 2-week time window), the**

student shall inform the instructor of the UEA as soon as they enroll in the class or during the first class session meeting.

Notification at this stage may be informal, but may include verbal or written (i.e., email) communication between student and instructor informing the latter of the UEA and course dates to be missed. If applicable, the instructor may request informal written confirmation of the upcoming UEA from the faculty leader/officer in charge/coach who will be responsible for the group during the course session absence. This notification lead time is important so that any appropriate adjustments for missed coursework can be made by the instructor if necessary. Instructors may choose to not offer alternative arrangements for any missed work if they student did not provide proper lead time notification for a **Group 1 UEA**. In non-emergency (Type 1) UEA situations where the UEA was not appropriately communicated by the faculty in charge to students that results in students not being able to inform affected instructors with proper lead time, affected instructors may choose to not honor the UEA.

For Type 2 absences, the student shall inform the instructor(s) of the affected course(s) that they will miss a session(s) as soon as they are made aware that they will be missed. Because of the unexpected nature of the absence, no lead time notification is necessary, and instructors are expected to make any necessary arrangements for the coursework that the student may have missed.

For all UEAs, it is the student's responsibility to obtain **official** verification of a **university-excused absence UEA** by contacting the Dean of Students **as soon as they are made aware that they will be absent from a class meeting**. Official notification from the Dean of Students documenting the UEA will often be delivered to instructors after the absence occurs.

The responsible faculty member or designee (i.e., faculty mentor or coach) leading university related efforts resulting in Type 1 absences must initiate the UEA request for the group (i.e., those involving a team or a class) by following the procedure outlined by the Dean of Students office. Faculty must inform their students of these procedures to initiate the UEA process with enough lead time so that affected instructors can be made aware of the UEA. These **Faculty UEA requests for university-excused absences** should be submitted according to the **procedures and** timeline established by the Dean of Students. Requests submitted after the fact will be disapproved unless circumstances **made make** prior approval impossible.

**Provided that the proper lead time notification was given by the students for Type 1 UEAs,** instructors are expected to honor **all (both Type 1 and Type 2)** valid university-excused absences, and to provide reasonable and equitable means for students to make up work missed as a result of those absences. Students who anticipate missing 10% or more of class meeting time as a result of **university-excused absences UEAs** are required to receive approval from the instructor at the beginning of the semester. Student experiences that cannot be made up should be discussed at the onset of the course to ensure that continued enrollment is feasible while there is still the opportunity to drop the course within the schedule change period.

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No instructor should urge a student to take part in an extracurricular activity at the expense of the student's class work or expect the student to appear at any practice or rehearsal if he or she has a scheduled class at that time. No class absences will be excused for practices or rehearsals. Only absences for performances and necessary travel to and from performances are excused.

A student who believes that he or she has been treated unfairly concerning absences or has been misinformed by the instructor regarding that instructor's absence policy shall have the right to appeal. The appeal shall be in writing to the instructor's department chairperson or school director, and in the event the resolution is not satisfactory, the final decision rests with the academic dean. (FS Resolution #12-62, April 2012; FS Resolution #17-79, December 2017)

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Resolution #22-59

Approved by the Faculty Senate: November 1, 2022

Received by the Chancellor: pending

Revisions to University Undergraduate Catalog, Academic Regulations, Grading System, Grade Replacement Policy, as follows:

The Committee is proposing revisions to address a request from the Student Academic Appellate Committee for clarification of the policy in the catalog when applied to special topics courses, specifically if the topic is different in the second attempted course. The Committee identified other instances when a similar issue might occur and proposed the additional language below.

Additions in **bold**.

**Grade Replacement Policy**

A student is permitted to use the Grade Replacement Policy a maximum of four times for courses in which he or she has earned a grade C-, D+, D, D- or F. For example, a student may replace a grade in four different courses or may replace a single course grade a maximum of four times or a combination thereof not to exceed the limits of the policy.

The grade replacement will be automatically processed for courses worth 3 or more semester hours. The student must request a grade replacement for 1 or 2 semester hour courses by completing a grade replacement form located on the [Office of the Registrar website](#). The grade replacement form must be submitted by the last day of classes of the semester in which the student retakes the course in order for the grade replacement(s) to be reflected in the student's GPA and Academic Standing for the current semester. Although the original grade will not be used in determining the GPA of the student, the original grade will remain on the student's permanent academic record. The replacement grade, or last grade, stands. Students receiving an F on the replacement grade must repeat the course if credit is required for graduation. If the original grade was a C-, D+, D, D- no additional credit hours will be awarded.

**If a grade replacement needs to be made for a Special Topics, Independent Study, or Directed Readings course, an alternative course may be used for the grade replacement if approved by the unit administrator. The alternative course used for the replacement grade must be from the same academic level, must be the same number of credit hours, and must exhibit similar**

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**academic rigor. To be used for the grade replacement, the unit administrator must provide written communication to the University Registrar documenting the reason(s) for the alternative class used for grade replacement and also outline the similarities in course offerings.**

This policy is retroactive for all students completing degree requirements in catalogs which have not yet expired.

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Resolution #22-60

Approved by the Faculty Senate: November 1, 2022

Approved by the Chancellor: pending

Curriculum and academic matters acted on and recorded in the General Education and Instructional Effectiveness Committee meeting of [October 17, 2022](#) including:

- The following transfer credit approvals:
  - Global Diversity (GD) credit for History 103 World History from Salem College
  - General Education Fine Arts (GE:FA) credit for DRAM 120H Contemporary London Theatre and Its Origins from UNC Chapel Hill
  - General Education Fine Arts (GE:FA) for HNRS 390.01S The London Art World from UNC Chapel Hill
- Retention of Domestic Diversity (DD) credit for KINE 4030 Physical Activity and Aging
- General Education Natural Sciences (GE:SC) for BIOL 1010 Biodiversity of Coastal North Carolina