



2021-2022 FACULTY SENATE

FULL MINUTES OF MARCH 29, 2022

[WebEx Meeting Recording](#)

The seventh regular meeting of the 2021-2022 Faculty Senate was held on **Tuesday, March 29, 2022**, at 2:10 as a WebEx meeting.

Agenda Item I. Call to Order

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

Agenda Item II. Approval of Minutes

The [February 22, 2022](#) meeting minutes were approved as presented.

Agenda Item III. Special Order of the Day

A. Roll Call

Senators absent: Professors Schmidt (Education), Miller (Engineering and Technology), and Treadwell (Medicine).

Alternates present: Professors Alford (Music), Baybutt (Allied Health Sciences), De Jesus Toderick (Nursing), Feder (English), Katwa (Medicine), Lamb (Education), Mallinson (Geological Sciences), Reed (Business), and Wang (Geography, Planning and Environment).

B. [Announcements](#)

Chair Martínez called attention to the announcements highlighting that the Senate election results from units were due Monday, March 28 and that UNC Online and its proctoring service will be retired at the end of this semester. A committee will be looking into new proctoring options for faculty for online exams with more information forthcoming. She also said to be sure to look at the Diversity and Inclusion Research and Scholarship (DIRS) Program's Internal Seed Grant Opportunity ([website here](#)). She noted that if faculty are interested in attending ECU's [Spring Commencement](#), here is the link to [RSVP](#). She reminded the faculty that Faculty Senate committee reports are due to the Faculty Senate office by May 15.

Speaking privileges have been granted to Virginia Hardy, Paul Zigas, and any members of the standing Committees reporting today.

C. Philip Rogers, Chancellor

Chancellor Rogers began his remarks by thanking faculty and staff who participated in ECU's Founders Week activities and in the Installation Ceremony last week. He said it was a great moment for his family and he is grateful for support and encouragement on that day. At the Installation Ceremony, American Council on Education (ACE) president Ted Mitchell focused on the important concept of trust: trust in an organization and trust in a mission. Over the past year, the chancellor has frequently used the phrase "One ECU" which is tightly tied to this concept of trust.

Over the last few years, ECU has faced a period of challenge. After a tumultuous time, the concept of "One ECU" is a call to restore, build, and expand trust among the campus community. If ECU is able

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to mobilize around its mission, and unite around a core set of shared values, and commit to innovative and adaptive solutions for the future, then all who are genuinely committed to this work will have the “One ECU” mindset. It would be naïve to believe that this would translate into automatic agreement on every issue and all campus processes and initiatives, but differences in opinion or disagreement do not signal a lack of unity or dysfunction. ECU can place its mission at the center and the heart of all that is done; and every day, all can work together to seek new and better ways to deliver on core commitments together.

Chancellor Rogers said he was intentional in his Installation Ceremony speech by not proclaiming a specific initiative, action, or program as he spoke about the different dimensions of ECU’s future. In the coming months and years, that will unfold. Much of his first year has been focused on listening, building an understanding of the ECU culture through Pirate Perspective sessions, and through engaging with ECU’s boards and foundations, as well as through informal interactions with the campus community. “One ECU” reinforces a steadfast commitment to ECU’s mission. The task now is to re-imagine how ECU can fulfill its mission for the next generation of Pirates. As work begins to address a wide array of policy and practice issues, changes that are unfolding at the system level, and forces that impact higher education across America and globally, Chancellor Rogers’ philosophy is ECU must move beyond the preference and desires of just one division, body, or constituency, and move forward to face challenges together as one community.

ECU has an opportunity to build on successes in digital learning by embracing innovation in the tools and programs delivered to the different types of students the university serves. Being an early adopter of Project Kitty Hawk is one strategy, but it does not have to be the only strategy. ECU must deliver quality education in flexible ways. Adult learning is a demographic that is ripe for growth at ECU and in this region. Campuses that succeed in the future will be those that design systems and programs with students at the center and those that create a culture where the institution adapts around emerging needs of society. Chancellor Rogers believes in valuing innovation and creativity in this area.

Another example of ongoing challenges the UNC System faces is navigating changing student demographics and the impact of this on the enrollment portfolio. Diversifying ECU’s enrollment portfolio is a top priority. ECU is at a critical moment in the student acquisition process between now and early May when the yield numbers begin to come into full view. ECU must serve traditional student populations and those who seek to increase skills who are in the workforce and not necessarily interested in completing a degree program. ECU should meet those potential students where they are along that path. Additionally, the university must prioritize retention of existing students and scale student success strategies with the greatest value while addressing matters of equity in terms of both assets and outcomes. This will be particularly important with the new focus on student success metrics that are tied to the new UNC System funding formula that will ultimately be in the General Assembly in the coming months.

Important considerations include a focus on access, success, affordability, and alignment with market demands. These will allow ECU to move forward to maximize its value as a public institution of higher education. Educational access at scale will be an important dimension of the future of higher education. ECU already provides access to excellence and opportunity. Part of ECU’s challenge and opportunity moving forward will be to begin to build on that history in a more intentional way. Part of

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achieving this future is an ongoing evaluation of programs and course offerings, which may lead to new investments and opportunities for reallocation, when needed.

This past January, Chancellor Rogers tasked the Academic Council with implementing Recommendation 3.1.7 from the [Fiscal Sustainability Initiative](#), which focuses on developing an internal process for continual evaluation of ECU's programs. Members of Academic Council are available at today's meeting to answer any specific questions about the status of this work. The subgroup that developed this recommendation envisioned that the Provost, Deans' Council, and the CFO would be key institutional partners in the annual financial assessment of academic programs and the development of recommendations to ensure the portfolio of academic programs would be sustainable. Work will be underway soon with small workgroup who will be charged to implement processes. This is one example of how the ECU community will work together to address emerging challenges and opportunities.

Once the UNC System completes its strategic plan, ECU will work on its strategic plan process to align with the System. As part of this process and as part of the strategies to consider, there will be engagement and dialogue surrounding how ECU will challenge itself and adapt to deliver on its mission and commitments for the next three-five years. He expects this process to be complete by the end of the calendar year and looks forward to engaging with all of the faculty in this work in the days ahead.

Questions

There were no questions at this time.

D. Stephanie Coleman, Vice Chancellor for Administration and Finance

Vice Chancellor Coleman provided updates on Human Resources and Finance Reorganization. There are two workgroups focusing on each of these areas. The guiding principles for the groups are to have a customer service focus and continuous business process improvement. The first step is to establish a structure for the combined organizations, so they can continue current services while reporting to different people. Currently, the workgroup is evaluating what each employee does, so they can properly align skillsets with tasks that need to be accomplished. They expect a recommended structure to present to Academic Council within four to six weeks.

Vice Chancellor Coleman then talked about the proposed funding model. This model will only be focused on in-state student credit hours and will calculate appropriations. The previous funding model included all student credit hours and calculated the cost of education, then it calculated the appropriations, and the receipts. In general, the undergraduate level by discipline is funded by a higher level by the proposed model rather than the current model. ECU received appropriations in the current model and the proposed model, as well. In general, undergraduate courses are funded at a higher rate, and the graduate/doctoral courses are funded at a lower rate than our current model. ECU provided feedback to the UNC System Office about the initial proposed model with suggestions for Masters in STEM (1 ½ times the rate), Nursing (1 ½ times the rate), and Doctoral (2 ½ times the rate) courses to aid in closing funding gaps that were being generated. The final model proposal to be presented to the Board of Governors in April will include those suggestions incorporated within. ECU's decrease had primarily been in undergraduate student credit hours. Under the proposed model, ECU will receive less money than they do under the current model, unless doctoral programs

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are grown. The performance metric can greatly affect this amount; however, this metric would not be in place for the first year we operate under the new model.

Vice Chancellor Coleman then proceeded to provide an update on university budget reductions. She said that ECU only needs a 2 percent reduction university-wide to manage anticipated changes in 2023 and to address 2022 receipts and appropriations. She said this reduction would also allow ECU to continue to address faculty promotion in rank increases that are funded at the university level (promotional increases used to be done at the unit level). ECU will be targeting continued investment in some programs and providing some support toward admissions.

Questions

Professor Bowler (Psychology) asked if there was still a plan for summer courses to continue to be covered under the new funding model.

Vice Chancellor Coleman said summer session would still be covered. However, for the first year, only the undergraduate base credit hours would be funded under the new model. In the following year and moving forward, the funding model would cover all of the changes for in-state summer students.

Professor Quick (Business) asked which programs qualify as STEM disciplines as there are mathematic-related programs and courses in the College of Business.

Vice Chancellor Coleman said the [CIP codes](#) that align with STEM disciplines include agricultural, natural resources, computer science, engineering, engineering technology, biology, mathematics, military technology, physical sciences, nursing, and health professions. If the courses are all coded under the business CIP, they would not be funded at the 1 and ½ times rate.

Professor Bauer (English) asked why humanities and education were not part of the request for an increase of the funding rate.

Vice Chancellor Coleman said the focus on STEM and health professions came from workforce needs. In the Workforce dashboard of the UNC System Strategic Plan, STEM and health professions were included, so those areas were targeted for the increase in funding as a result. Education may also have been included in that area of the dashboard, but it was not a program that was selected.

Professor Brimhall (Human Development and Family Science) asked what the ramifications for areas with lower funding may be.

Vice Chancellor Coleman said the impact would not be specifically for the unit but rather for the institution as a whole. The institution would not receive the increased amounts for those areas. And, out-of-state students would pay the complete amount of the tuition associated with that.

Professor Lysaght (Allied Health Sciences) asked what all graduate degrees were included as part of the increased amount.

Vice Chancellor Coleman said the School of Dental Medicine and the Brody School of Medicine were outside of this funding model. If those areas want to grow their class size, they go to the legislature to request appropriations. She will confirm if the doctoral degree of Physical Therapy is part of this program.

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Professor Altman (Kinesiology) asked if an update could be provided regarding the reorganization of libraries.

Interim Vice Chancellor Van Scott said that there would be no changes regarding the libraries' organization until new leadership comes on board.

Professor Reid (History) asked if the amounts proposed in the new funding formula have any correlation to the actual cost of running degree programs and courses. Will there be fewer resources than needed to continue to run schools and programs?

Vice Chancellor Coleman said they are using the 2020 Delaware Cost Study by discipline. They selected the R2 data from the report for the instructional component. A flat \$170 per credit hour has been added for every credit hour for every course offered through institutions in the UNC System. ECU IPAR did an analysis on the ECU costs and funds and found that it appeared to be comparable.

Professor Roper (Medicine) asked about the departments in the medical school, such as microbiology and immunology and biochemistry, which are part of master's, and doctoral Level degrees and asked if those would be included as part of STEM and 2.5 percent.

Vice Chancellor Coleman said she will research the CIP codes offline and will get back with her.

Professor Bowler (Psychology) asked if everything that is not considered a STEM field is considered equal.

Vice Chancellor Coleman said besides STEM fields, all areas are considered equal whether undergraduate, Master's, or doctoral. However, there are differentiations between disciplines. For example, architecture is funded at a higher rate than communications.

Professor Bauer (English) asked how the new funding formula will affect ECU's ability to recruit out-of-state students.

Vice Chancellor Coleman said that with the new funding formula, institutions will only receive state appropriations for in-state students. However, all tuition receipts received for in-state and out-of-state will come to ECU. Previously, out-of-state students reduced university appropriations from tuition. So, this will be a change. With institutions charging the same rates for undergraduate, masters, and doctoral besides for STEM fields, the Board of Governors may allow tuition increases to the level that the market can stand. This option is on the table. If the market can handle an increase in tuition for out-of-state students, this may be an option to consider.

Professor Millea (Economics) said that since we can keep all the out-of-state tuition, is there more flexibility in setting tuition at undergraduate and graduate levels.

Vice Chancellor Coleman said there is a tuition policy at the UNC System level for out-of-state students related to the market. There is also an eighteen percent cap of out-of-state students at system institutions; ECU is not near that level. The system will be increasing the cap for some of the system institutions. Transfer students do not count within that number; it is a cap on the first-time freshman number.

E. Purificación Martínez, Chair of the Faculty

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

“During a recent conversation with the Chair of the Board of Trustees, Scott Shook, he asked me two important questions: what worries the faculty, and what can the trustees do to help us? I provided a brief answer, but I realized that my answers were not well articulated. With that in mind, I asked the Agenda Committee to help me provide better answers to those questions in my remarks today. I have collected their answers and used some of their thoughts today. It is my intention to forward these remarks to Chair Shook. I encourage you to send me your own thoughts on the two questions posed by him: what worries the faculty, and what can the Trustees do for us? I will add them to my own words, which are written in the form of a letter.

Dear Chair Shook, during the February meeting of the BOT you welcomed me to the stage with a Spanish saying: “mi casa es su casa.” The more I think about that saying is not applicable to our relationship that exists between the Board of Trustees and the Faculty because ECU is “nuestra casa”: our common house. We both work toward keeping the foundation strong, we both pride on its accomplishments and lament its troubles. And troubles we have. As President of the American Council on Education Ted Mitchell said during Chancellor Rogers’ Installation, things are not going well for Higher Education. The public mistrust of the role that we play in society and the value we bring to it are at a low point. It is true that we had a good legislative year, but ECU needs more money to repair buildings, adopt much-needed technological updates, compensate appropriately its employees, whose salaries have not kept up with the competition or the cost of living. The faculty need your advocacy with the Board of Governors and the General Assembly; you know better than anyone all the good work that we are doing and where strategic investments in our programs will allow further growth. You are fluent in legislative language; you can tell our story better than we can. And I know the Pirate Nation’s heart beats faster when things go well in Athletics, but the blood that pumps through this heart and keeps us healthy is not football or baseball; it is rigorous academic programs and research.

A few months ago, Vice Chair Poole mentioned to me that he does not worry about academics, that ECU is solid in that regard. I am proud of the trust that the Board of Trustees has in us, the faculty. But how to continue maintaining this excellence is something that keeps us up at night. ECU never recovered from the great recession. Budget cuts and salary freezes have not allowed us to hire at the same pace that faculty retire or leave. It is true that faculty leaving academia is a national problem, but the effects that this is having in our house is very different. We have moved from abnormally dry to drought. Why this drought? Here you have four concrete examples:

In comparison to other institutions, ECU does not have policies that actually promote spousal hires. We have a policy in the books, but it is seldom used, and it is cumbersome. I know because I am one of the few people who used it to hire a faculty member in my department. Other institutions also assist a non-academic spouse in finding jobs. We offer none of those resources. The lack of support for spouses makes staying in Greenville unsustainable. There are best practices regarding both issues; having the Board of Trustees’ support will help both

the administration and the Faculty Senate to work determinedly toward incorporating them at ECU.

As demonstrated by a study conducted by a faculty member at Western Carolina University, when taking into consideration the benefits package offered by the UNC system, our salaries are simply not competitive in comparison to other institutions or the private sector. Think about this: for faculty with children, the cost of adding family to the state's health insurance plan is massive. Add that onto the rising and absurdly high cost of childcare, and it's hard to say that ECU is 'family-friendly' in its provision of benefits. Why isn't there any type of reasonably priced childcare at ECU for faculty and staff or a more reasonable family insurance rate? If a faculty member had two children they put in childcare and put their family on their insurance plan, they'd be spending roughly \$2,100 per month on childcare and insurance. For someone with a salary between 50,000 to 70,000 dollars a year, that hardly leaves income for basic living expenses.

This year, ECU was finally able to address some equity issues related to salaries, but we have not been able to address issues of compression, much less inversion. We know that both are systemic, but some steps need to be taken to alleviate them. Faculty need to see concrete actions as a demonstration that their concerns and commitments are heard and valued. We see new buildings, we see generous salaries for coaches, we see good compensation packages for higher administrators. We also see our paychecks and wonder if we made the right choice by remaining here.

Minoritized faculty might wonder even more than I do. Particularly if you a BIPOC and/or gender minority woman. We all talk about our commitment to Diversity, Equity, and Inclusion, but what I hear from these faculty members is that we don't practice what we preach. As a woman, I have been in the familiar situation of having my contributions dismissed, my position or accomplishments overlooked. 'Multiple that by 1000', they tell me when I share my experiences. I am hopeful that the Commission on Diversity, Equity, and Inclusion will address what policies, but above all, what practices we need to abolish from ECU for minoritized faculty to feel they are home at ECU. We should not hesitate to demonstrate with concrete actions that we do not tolerate racists, sexist, homophobic, or transphobic behavior in anybody, no matter their position. DEI must be in our DNA.

But enough about us. We are here because of our students. One of the primary ways we serve our region is by educating its population. And don't forget, education happens in the classroom, the lab, the library, and the studio. I mentioned before the budget cuts that have afflicted us when not meeting our enrollment targets. Do you know what the proposed new funding formula will mean for ECU? Have you talked to your legislator allies about their thoughts about it? The administration has shared with us what they know, but we are plagued by questions. We worry about what will be the benchmark for success in the performance part of the formula. One good thing about it is that it emphasizes the fact that our efforts should be in recruitment and retention. If they come but quickly leave, or struggle, or don't feel welcome and supported, we are doing our job poorly. Student recruitment and retention initiatives should emerge from the faculty, which reflects respect for our expertise, as well as acknowledgment that we are in the trenches and thus know best what the students need.

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Just this past Friday, in a wonderful event, ECU announced the public phase of our fundraising campaign with the motto “Pursue Gold”. Pure gold is what graduate students bring to ECU. However, we continue to struggle with out-of-state tuition remissions for them. Do you know if part of the funds being raised will go toward that goal? Could the Board of Trustees help us create strategies or identify pools of funds to help with recruitment and retention of graduate students?

A second ago, I talked to you about us being experts in the students. All of you are experts in the region. When you see needs not being met in educational terms, tell us. We will rise to the occasion. We are eager to serve, and we are eager to create truly interdisciplinary programs, of which there is still a great need at ECU. We still work very much in silos. When you see something that we do very well, don't hesitate to brag about us: the ECU student body, the faculty, and the staff. It won't go to our heads. It is expected of people who share this old house called ECU. Nuestra casa, de todas y de todos, para todas y para todos”

Questions

There were no questions at this time.

F. Question Period

Professor Bowler (Psychology) said there were a lot of changes in the new funding model, such as summer school being part of it. What plans are being made to adapt to these funding model changes?

Chancellor Rogers said that at the next UNC Board of Governor meeting the budget changes will be approved to move forward to the General Assembly. If this funding model is approved, there will be a negotiation period surrounding the metrics that will be used for the performance base associated with student success with the two areas of 4-year graduation rates and undergraduate degree efficiency, student debt, and the cost of education expenses by degree. The metric negotiation will be a focus for ECU in order to be successful. There will also be intentional adaptations with areas associated with enrollment projections.

Professor Ticknor (Education) asked for an update on the School of Theatre and Dance in relation to the students' request for action.

Interim Provost Hayes said the School of Theatre and Dance has been responsive in communications with the students. Unit leadership could speak to address the specific actions that have been taken to address the concerns.

Chair Martínez said that Dean Linda Kean would be available to take questions from the Faculty Senate in April.

Professor Daniels (Social Work) asked if a safety study has been completed regarding the walkway at Umstead as he believes it is so dangerous and that someone could get hurt.

Chair Martínez said the Diversity, Equity and Inclusion Committee has been compiling a list of areas of safety concern that Chair Martínez has forwarded to the Academic Council. She asked that Professor Daniels send that particular area of concern to her so she can send on to that committee for analysis.

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Associate Vice Chancellor Koch added this to the chat box: “Environmental Health & Safety has a website that lists contact information for reporting safety concerns. To try to avoid injuries and continued risk, it is best to call or email at safety@ecu.edu. I will contact Professor Daniels to get more information about the Umstead concern. EH&S conducts regular safety inspections of buildings and grounds (sidewalks, etc.). In compliance with SACS requirements and guidance, we also have a Safety and Security Committee with Faculty Senate representation and leadership. Information on safety concerns that have already been collected can be sent to me for routing to EH&S and the Safety and Security Committee. Thank you.”

Professor Roper (Medicine) asked about faculty input being included in leadership decisions regarding internal and external appointments. In general, how does ECU plan to keep faculty involved in leadership appointments?

Chancellor Rogers hopes that the search for the provost could be seen as a model for success in this area. The Chief Research Officer will be another position for which the university should build strong search committees to share voices at critical stages.

Agenda Item IV. Unfinished Business

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

Agenda Item V. Report of Graduate Council

Graduate Council, Ron Preston

Professor Ron Preston (Education), Chair of the Graduate Council presented formal faculty advice on curriculum and academic matters acted on and recorded in the [March 21, 2022](#), Graduate Council meeting minutes, including level I action items from the [February 16, 2022](#), and [March 2, 2022](#), Graduate Curriculum Committee meeting minutes which were approved by its delegated authority and are reported here for informational purposes, programmatic action item (CG 22-03) including level II programmatic action items from the [February 16, 2022](#) and [March 2, 2022](#) Graduate Curriculum Committee meeting minutes, which were forwarded to the Educational Policies and Planning Committee (EPPC), including an establishment of a new dual degree (level II) Hispanic Studies, MA / Marriage and Family Therapy, MS Dual Degree from the Department of Foreign Languages and Literatures; an establishment of a new accelerated program (level II) Accelerated Bachelor of Science in Criminal Justice/Master of Science in Criminal Justice from the Department of Criminal Justice; an establishment of a new certificate (level II) Pharmaceutical Sciences and Technologies Certificate from the Department of Chemistry, within the Thomas Harriot College of Arts and Sciences; an establishment of a new certificate (level II) School Counseling Certificate from the department of Interdisciplinary Professions; and a revision of existing degrees (level II) Elementary Education, MAEd, and Middle Grades Education, MAEd from the Department of Elementary Education and Middle Grades Education within the College of Education; and Graduate Policy action items (GC 22-04) including a revision to the Significance of Course Numbers policy in the Graduate Catalog that allows requests for exceptions to the thesis to non-thesis policy to be made to the Dean of the Graduate School.

There was no discussion, and the Faculty Senate approved, as formal faculty advice to the Chancellor, curriculum and academic matters acted on and recorded in the [March 21, 2022](#) Graduate Council meeting minutes. **RESOLUTION #22-15**

Agenda Item VI. Report of Committees

A. Admission and Retention Policies Committee, Eli Hvastkovs

Professor Hvastkovs (Chemistry), Chair of the Committee, presented proposed revisions to the ECU Credit/Contact Hour Guidelines. These changes were motivated by curriculum packages that proposed zero-credit hour courses. The Committee explored existing zero-credit hour courses and consulted with the SACSCOC liaison on this issue, and recommended the changes based on that information as well as feedback from the Undergraduate Curriculum Committee, the Graduate Curriculum Committee, and Educational Policies and Planning Committee.

Discussion

Professor Bailey (UNC Faculty Assembly Delegate/Philosophy and Religious Studies) asked for the rationale of a zero-credit hour option.

Professor Hvastkovs said that nursing and some STEM fields use these “no grade” courses for lab courses that are a combination with a full grade course. They reviewed all the “no grade” courses, and all are tied to courses with grades.

Professor Bailey then said it seemed that a no credit course seems to misrepresent the amount of time a student works on the course to obtain their degree.

Professor Hvastkovs said that co-requisite tethered courses are four hour courses to represent a combination of the two courses.

There was no further discussion, and the proposed revisions to the ECU Credit/Contact Hour Guidelines were approved as presented. **RESOLUTION #22-16**

Professor Hvastkovs then presented proposed revisions to *ECU Faculty Manual, Part VI., Section I., Subsection II. Office Hours*. These changes will provide faculty with a little more guidance and potential flexibility when creating their office hour schedules.

Discussion

Professor Medina (Foreign Languages and Literatures) asked what the rationale was for the response time of 24 hours. She has concerns for faculty members with large courses and believes this might be a short turnaround time.

Professor Hvastkovs said this was presented as a reasonable timeframe.

Professor Lockerbie (Political Science) asked what this part of the proposal means that says that “instructor office hour availability should reflect the availability of the students in the course to participate in the office hour interaction”.

Professor Hvastkovs said the office hours should reflect the delivery mode. For example, in-person courses would have in-person office hour availability, or for an evening course, evening office hours would be available.

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Professor Bauer (English) made a motion to change the proposed resolution for the response to emails to be a 48-hour response instead of a 24-hour response as classes do tend to meet every other day.

Professor Millea (Economics) said that time restrictions on student questions could put some undue challenge on faculty members.

Professor Bauer (English) asked if 72 hours might work better.
Professor Hvastkovs said three days to respond to a student email may not be student-friendly.

Professor Brimhall (Human Development and Family Science) stated his agreement with a 48 hour response being a nice compromise.

Professor Brewer (Biology) said some faculty members do field work or take students into field for lab courses and wondered if this rule should apply in those cases as there may be reasons for a lack of 72-hour response.

Professor Hvastkovs agreed there may be some circumstances where the email policy may not be ideal, such as for various field/experiential learning experiences.

Professor Reid (History) said the SSOI (Survey of Student Opinion of Instruction) form includes a question on if students get a reply Monday-Friday within 24 hours, so he asks that whatever is determined today, that the SSOI survey question reflects that unless there is a higher policy overriding this.

Professor Wang (Geography, Planning and Environment) said a simple email reply should be sufficient. Three days is a bit too long for a response. He supports the original 24 hours proposal.

Professor Lysaght (Allied Health Sciences) pointed out the word “should” is in the proposed wording instead of “must”, so what is in the proposed resolution should be fine as-is.

Professor Walker (Chemistry) said an out of office reply could count as a response for cases of extenuating circumstances.

Professor Greer (Medicine) spoke in favor of 24 hours and the use of auto responses that refer students back to their class resources.

Professor Alexander (Interior Design and Merchandising) spoke in favor of 24-48 hours and out of office responses.

Professor Mallinson (Geological Sciences) spoke in favor of 48 hours due to times of deluges of emails.

Professor Medina (Foreign Languages and Literatures) called the question.

A poll was deployed, but there was not a quorum for the vote, so discussion continued.

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Professor Millea (Economics) asked if business days could be included.

Professor Bauer (English) said weekends were already addressed within this, so she did not see a need to revise.

A poll was deployed to amend “within 24 hours” to “within 48 hours”. The polling software again did not indicate a quorum, so senators were polled via the chat box. The motion to change the wording from 24 hours to 48 hours passed.

Professor Pearce (Sociology) asked about the mode of delivery, such as if you teach face to face can you not have virtual hours.

Professor Hvastkovs said the proposal says that with discussion with the chair, a portion of office hours could be virtual.

Professor Millea (Economics) asked about the availability of the students to participate in the office hours in terms of the time of day the courses are offered. She wanted to clarify that this should not be when the student was available, but reflecting the times when the courses are offered.

Professor Hvastkovs said that this could get a bit complicated.

Professor Bailey (UNC Faculty Assembly Delegate/Philosophy and Religious Studies) said syllabi list office hour availability and format.

Professor Hvastkovs said that if he teaches a MWF 9AM course. If he wanted to hold 9PM office hours that those may not work for students. The purpose would be to have reasonable office hour accessibility.

Professor Greer (Medicine) said instructors should have the control and professionalism to set office hours for times convenient to the professor and to the student. She sets her office hour availability 30 minutes before and after each class.

Professor Hvastkovs said this proposal aligns with what Professor Greer has outlined.

Professor Lockerbie (Political Science) asked for a bit more clarity on setting office hours. He has concern that a student could use this as grounds for an appeal related to the students’ availability.

Chair Martínez said the faculty could make a motion on language change, or vote in favor or against this resolution, or ask this proposal to go back to committee.

Professor Lockerbie motioned to removed the sentence regarding office hour availability.

Professor Doty (Engineering) spoke in favor of striking this sentence.

Professor Greer (Medicine) moved to send this proposal back to committee.

Professor Mallinson (Geological Sciences) asked if this proposed resolution of availability of faculty for office hours is addressing an existing problem.

Professor Hvastkovs said he has heard of several instances of faculty members holding office hours at odd times that were not conducive for the students.

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Professor Mallinson (Geological Sciences) said that could be addressed by being available for appointments.

Senators were polled on the motion to table the proposal to send it back to committee via the chat box.

There was no further discussion, and the motion to send the proposed revisions *ECU Faculty Manual*, Part VI., Section I., Subsection II. Office Hours back to the committee were approved. **RESOLUTION #22-17**

Professor Hvastkovs then went on to present proposed revisions to *ECU Faculty Manual* Part VI., Section I., Subsection X. Class attendance and Participation Regulations. These changes were motivated by faculty who were having trouble with late notifications of students attending club sporting events, especially when the student missed a lab, and the work was difficult to make up.

Professor Medina (Foreign Languages and Literatures) said the proposed language included the test regarding a “court subpoena where the student is a witness or a victim of a crime requiring them to testify”. She suggested to adjust the sentence to add the word “alleged” before the word “crime”.

Professor Lockerbie (Political Science) suggested to add wording indicating “defendant of an alleged crime” to not presume guilt.

Professor Walker (Chemistry) said that regardless of why you have to respond to a subpoena, you have to respond to the subpoena. She gave another example of responding to a subpoena as an expert witness and suggested to remove the reasons for responding to a subpoena.

Professor Bauer (English) spoke against the motion as she believes the reason for the reasons would be to excuse the student from class. If a student committed a drunk driving offense, they should not be excused from class. The reasons differentiate the student between offender and victim.

Professor Greer (Medicine) said it is not up to the faculty to decide who is guilty or not. There should be equity and no prejudice on why someone would need to go to court.

Professor Roper (Medicine) attended court as a victim and did not think it was called a subpoena but a date to appear in court.

Professor Fuh (Medicine) believes if you have to appear in court that you should be excused.

Professor Hvastkovs said when teaching big classes, faculty members have received notifications of students who missed class due to alcohol-related crimes. Would this now be excused, because it was not considered an excused absence in the past.

Professor Daniels (Social Work) said he did not believe the notification to appear in court is called a “subpoena” for those who are called to testify. Instead, it would be a served paper.

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Professor Lockerbie (Political Science) said the presumption of innocence should trump the crime the student is accused of committing.

Professor Walker (Chemistry) is appalled that faculty members would be presuming guilt. Being called to court is not finding the student guilty. She reiterated that this statement end with the word “subpoena” and not include any qualifying content.

Senators were polled to remove the wording in the sentence after the word “subpoena” to send it back to committee via the chat box, and this motion was approved.

Professor Bailey (Faculty Delegate said if student misses a test because they are in an automobile accident, there would not be a note if they did not go to the hospital. The Dean of Students would need to provide a note for the faculty member to excuse the absence, which may not be provided. Would this regulation accommodate a student in this circumstance?

Professor Hvastkovs said this revision is not changing existing policy, but just to reiterate that if a student knows they will be out of class, to not put it on the faculty member until the last minute to excuse them from class. With a personal emergency, it could be up to the faculty member to accommodate and for the Dean of Students office to be more caring.

Professor Millea (Economics) suggests allowing medical certification to be allowed as an excuse from class. She said that as-is, it sounded like a student would not have been excused for a quarantine from COVID-19 as an example. She motioned to allow for this circumstance to be added in the proposed revision to the Faculty Manual.

Professor Thomson (Medicine) said that requiring students to get medical notes for minor injuries will come at a financial cost. It will be a bad idea to require excuses for minor circumstances. If it is a major illness, they will be out of class for a while.

Professor Popke (Faculty Assembly Delegate/Geography, Planning and Environment) believes that excuses should remain with the Dean of Students.

Professor Greer (Medicine) motioned that this proposal be tabled and sent back to committee.

Senators were polled on the motion to table the proposal to send it back to committee via the chat box.

There was no further discussion, and the motion to send the proposed revisions to *ECU Faculty Manual* Part VI., Section I., Subsection X. Class attendance and Participation Regulations was approved. **RESOLUTION #22-18**

Finally, Professor Hvastkovs withdrew the proposed revisions to *ECU Faculty Manual* Part VIII., Section I., Subsection II.A. Teaching Responsibilities from the agenda as it was related to other revisions that were being sent back to committee. **RESOLUTION #22-19**

B. Writing Across the Curriculum Committee, Lisa Ellison

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Professor Ellison (Foreign Languages and Literatures), Chair of the Committee, presented curriculum and academic matters acted on during the [February 14, 2022](#) meeting including the following:

- Removal of writing intensive (WI) designation from:
 - HIMA 4153 Management of Health Information Services Department
 - ENGR 3100 Internship in Engineering
 - ENGR 3400 Engineering Economics
 - ENGR 3500 Introduction to Engineering Project Management
- Notification of banking of ENGL 4020, 4030
- And retention of WI designation for:
 - JUST 3501 after prerequisite change
 - JUST 3502 after prerequisite change

And during the [March 14, 2022](#) meeting:

- Retention of WI designation for:
 - GRBK/ASIA 2010 after prerequisite change
 - GRBK 2400 after prerequisite change
 - GRBK 2500 after prerequisite change
 - GRBK 3601 after prerequisite change
- Proposed revisions to the Writing Intensive Course Proposal form (attachment 6)

There was no discussion, and the curriculum and academic matters acted on during the [February 14, 2022](#) Writing Across the Curriculum Committee meeting were approved as presented.

RESOLUTION #22-20

C. Undergraduate Curriculum Committee, Stacy Weiss

Professor Weiss (Education), Chair of the Committee, presented curriculum and academic matters acted on during the [February 10, 2022](#) meeting including curricular actions in the following units:

- Department of Criminal Justice within the Thomas Harriot College of Arts and Sciences
- Department of Human Development and Family Science within the College of Health and Human Performance
- Department of Kinesiology within the College of Health and Human Performance
- School of Theatre and Dance within the College of Fine Arts and Communication
- Department of Geological Sciences within the Thomas Harriot College of Arts and Sciences

And curriculum and academic matters acted on during the [February 24, 2022](#) meeting including curricular actions in the following units:

- Department of Kinesiology within the College of Health and Human Performance
- Department of Geography, Planning, and Environment within the Thomas Harriot College of Arts and Sciences
- Department of Engineering within the College of Engineering and Technology
- Department of Anthropology within the Thomas Harriot College of Arts and Sciences
- Department of Sociology within the Thomas Harriot College of Arts and Sciences
- Department of English within the Thomas Harriot College of Arts and Sciences
- Department of Mathematics within the Thomas Harriot College of Arts and Sciences

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There was no discussion, and the curriculum and academic matters acted on during the [February 10, 2022](#) and [February 24, 2022](#) Undergraduate Curriculum Committee meetings were approved as presented. **RESOLUTION #22-21**

D. Service-Learning Committee, Priti Desai

Professor Desai (Human Development and Family Science) presented information about activities the Committee had been working on, for information only. The first was a revised definition of service learning. The new definition reads, “Service learning is a form of experiential engaged learning whereby students address meaningful civic needs as defined by the community. Students also formally connect their service activities to student learning outcomes and to broader social issues through reflective methods.” The second activity was the development of a procedure to recognize students who have taken multiple service-learning courses with eligibility to purchase honor cords for graduation and a certificate from the Committee.

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

Next, Professor Desai presented proposed revisions to the Service-Learning Course Application.

Professor Desai requested to clarify to the Faculty Senate that within the application that the term “community partner” could mean “community partner” or “community partner organization”.

There was no discussion, and the proposed revisions to the Service-Learning Course Application were approved as presented. **RESOLUTION #22-22**

E. Calendar Committee, Anne Ticknor

Professor Ticknor (Education), member of the Committee, presented the Alternate Block Calendars for Fall 2023 and Spring 2024.

There was no discussion, and the Alternate Block Calendars for Fall 2023 and Spring 2024 were approved as presented. **RESOLUTION #22-23**

F. 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 [March 18, 2022](#) meeting including the following:

- program revision of the Geology, BS
- new minor in Medical Sociology
- new minor in Medical Anthropology
- new Accelerated BA in Multidisciplinary Studies/MS in Security Studies
- new Accelerated BS in Multidisciplinary Studies/MS in Security Studies
- new Accelerated BA in Political Science/MPA in Public Administration
- new Accelerated BS in Political Science/MPA in Public Administration
- program revision of the MPA in Public Administration
- new graduate certificate in Healthcare Emergency Planning and Disaster Response
- new minor in Professional Writing and Information Design
- new minor in Dance

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- new minor in Stage Management
- APR unit response of School of Hospitality Leadership
- APR unit response of Department of Philosophy and Religious Studies

There was no discussion and the curriculum and academic matters acted on and recorded in the [March 18, 2022](#) Educational Policies and Planning meeting was approved as presented.

RESOLUTION #22-24

G. Faculty Governance Committee, Mark Bowler

Professor Bowler (Psychology), Vice Chair of the Committee, presented the second reading of proposed revisions to *ECU Faculty Manual Part II Faculty Constitution and By-Laws*.

Discussion

Professor Bauer (English) said we need to remove “in February” as there is another area that says “in March”. Units technically can have elections in March.

Professor Bowler said this could be considered a friendly amendment.

There was no further discussion, and the proposed revisions to *ECU Faculty Manual Part II Faculty Constitution and By-Laws* were approved as amended. **RESOLUTION #22-25**

H. General Education and Instructional Effectiveness Committee, George Bailey

Professor Bailey (Philosophy and Religious Studies), Chair of the Committee, presented curriculum and academic matters acted on in the [February 21, 2022](#) meeting including:

- The following transfer credit approval:
 - Global Diversity (GD) credit for ANTH& 206 Cultural Anthropology from Pierce College [Note, the “&” in “ANTH&” is not a typo]
- Maintaining Domestic Diversity (DD) credit for GEOG 4340 after prerequisite change
- Global Diversity (GD) credit for ANTH 3015 Cultures of the Middle East

There was no discussion, and the curriculum and academic matters acted on in the [February 21, 2022](#) General Education and Instructional Effectiveness meeting were approved as submitted.

RESOLUTION #22-26

I. Research and Creative Activities Committee, Joi Walker

Professor Walker (Chemistry), Chair of the Committee, presented the text of the call for 2023 Faculty Support and Reassignment Awards for Research and Creative Activity. The Committee has been working with the Office for Research, Economic Development and Engagement to revise the call for these awards and to make it clearer that faculty in the humanities are also eligible for these awards. This report was presented for information only.

The Faculty Senate received the report.

J. Committee on Committees, Melinda Doty

Professor Doty (Engineering and Technology) presented the first reading of proposed revisions to the charges of 14 University Standing Academic Committees. These committee charges included

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representatives from the Vice Chancellor for Research, Economic Development and Engagement and the Vice Chancellor for Health Sciences. Both of these positions are being dissolved as part of ECU's reorganization efforts, so the charges had to be revised to account for the changes in representation. For affected committees, the Provost will have more appointees that will fulfill a similar function as the previous representatives (persons with expertise in health sciences disciplines or research, economic development and engagement administration).

Professor Altman (Kinesiology) asked if the committee might look at EPPC's charge and include the Graduate School.

Professor Doty said they can take that up in a separate meeting.

Chair Martinez said that could be shared at their second reading if the committee agreed to that change.

There was no further discussion, and the report will receive formal action by the Faculty Senate at the April 26, 2022 meeting.

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 5:18 pm.

Submitted by,

Marlena Rose
Secretary of the Faculty
Health Sciences Library

Rachel Baker
Faculty Senate

FACULTY SENATE RESOLUTIONS APPROVED AT THE MARCH 29, 2022 MEETING

Resolution #22-15

Approved by the Faculty Senate: March 29, 2022

Received by the Chancellor: pending

Formal faculty advice on curriculum and academic matters acted on and recorded in the [March 21, 2022](#), Graduate Council meeting minutes, including level I action items from the [February 16, 2022](#), and [March 2, 2022](#), Graduate Curriculum Committee meeting minutes which were approved by its delegated authority and are reported here for informational purposes, programmatic action item (CG 22-03) including level II programmatic action items from the [February 16, 2022](#) and [March 2, 2022](#) Graduate Curriculum Committee meeting minutes, which were forwarded to the Educational Policies and Planning Committee (EPPC), including an establishment of a new dual degree (level II) Hispanic Studies, MA / Marriage and Family Therapy, MS Dual Degree from the Department of Foreign Languages and Literatures; an establishment of a new accelerated program (level II) Accelerated Bachelor of Science in Criminal Justice/Master of Science in Criminal Justice from the Department of Criminal Justice; an establishment of a new certificate (level II) Pharmaceutical Sciences and Technologies Certificate from the Department of Chemistry, within the Thomas Harriot College of Arts and Sciences; an establishment of a new certificate (level II) School Counseling Certificate from the department of Interdisciplinary Professions; and a revision of existing degrees (level II) Elementary Education, MAEd, and Middle Grades Education, MAEd from the Department of Elementary Education and Middle Grades Education within the College of Education; and Graduate Policy action items (GC 22-04) including a revision to the Significance of Course Numbers policy in the Graduate Catalog that allows requests for exceptions to the thesis to non-thesis policy to be made to the Dean of the Graduate School.

Resolution #22-16

Approved by the Faculty Senate: March 29, 2022

Approved by the Chancellor: pending

Revisions to the ECU Credit/Contact Hour Guidelines, as follows:

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

ECU Credit/Contact Hour Guidelines

ECU adheres to institutional definition of credit hour as outlined in [REG02.07.01](#), the federal definition of a credit hour, as well as [UNC Policy Manual 400.1.6](#), and the Carnegie unit for contact time. This regulation applies to all courses at all levels that award academic credit (i.e. any course that appears on an official transcript issued by the university) regardless of the mode of delivery or site of instruction, including but not limited to self-paced, online, blended/hybrid, lecture, seminar, studio, laboratory, independent studies, internship, practicum, and experiential learning activities.

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One credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

2.1 One hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or

2.2 At least an equivalent amount of work as required outlined in item 2.1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (Federal Regulation [34 CFR 668.8](#), July 1, 2011)

In fully online, hybrid and other courses where direct instruction is not the primary instructional method of delivery, an equivalent amount of work inside and/or outside of an online learning management system is required, which includes but not limited to readings, recorded lectures, tutorials, interactive activities, virtual labs, online testing, discussion boards, virtual project groups, essays, etc. Time expectations for students in online and hybrid courses are consistent with traditional classes when time committed to readings and videos, participation in shared discussions or group work, and time working independently on course-related activities and assignments are equivalent. Credits hours assigned to a course where direct instruction is not the primary mode of learning must equal the number of credit hours that would be assigned to that course were direct instruction the primary mode of learning. Regardless of the format of course content delivery, course workload expectations must align with the stated learning outcomes for students. This basic measure may be adjusted proportionately to reflect modified academic calendars and formats of study.

Any course that is associated with a final grade assignment must have the required number of credit hours associated with it as stated in the ECU Credit/Contact hour guidelines. Any zero credit hour (CH) course must be linked with a co-requisite course. The assigned grade for the credit-bearing course must represent work performed and completed in the associated corequisite zero CH course.

Definition of Credit and Contact Hours

Credit Hour: A unit of measure representing the time and activity required for one semester hour of credit.

Contact Hour: A unit of measure consisting of 50 minutes of either scheduled faculty instruction given to the student or student self-directed activity.

Relationship of Pedagogical Forms to Instructional Format

Pedagogical forms are the learning activities that support the unit of content. Different instructional formats utilize different combinations of pedagogical forms, such as direct faculty instruction; faculty directed experiential work; self-directed experiential work; supervised group activity; and outside of class student preparation. Some instructional formats require little to no student preparation, while others require an average of 2 hours of student preparation for each contact hour of faculty instruction.

In adhering to the [Federal Student Aid Handbook](#) definition of a credit hour, the amount of academic work assigned through different pedagogical forms that goes into a single semester credit hour is often calculated as follows:

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- One lecture (taught) or seminar (discussion) credit hour represents 1 hour per week of scheduled class/seminar time and 2 hours of student preparation time. Most lecture and seminar courses are awarded 3 credit hours. Over an entire semester, this formula represents at least 45 hours of class time and 90 hours of student preparation.
- Other academic activities (supervised clinical rounds, visual or performing art studio, supervised student teaching, field work, etc.) one credit hour represents 3-4 hours per week of supervised and /or independent practice. This in turn represents between 45 and 60 hours of work per semester. Blocks of 3 contact hours, which equate to a studio or practice course, represent between 135 and 180 total hours of academic work per semester.

Application of Credit Hour Policy to Instructional Format¹

Clinical

A course that requires medical- or healthcare-focused experiential work where students test, observe, experiment, or practice a field or discipline in a hands-on or simulated environment.

Clinical experience credit hours are assigned based on 40 contact hours, or one week, per credit hour or otherwise determined by programmatic accreditors.

Colloquia

A course that requires students to participate in an unstructured or informal meeting for the exchange of views on a specific topic with an expert or qualified representative of the field or discipline.

Credit hours associated with this type of instruction will be assigned credit depending upon the amount of activity undertaken, faculty supervision, the student's outside activity and determination of programmatic accreditors, when applicable.

Individual Study

A course that requires students to participate in individualized, independent, directed, or guided studies under the supervision of an expert or qualified representative of the field or discipline that cannot be otherwise classified as internship, field experience, cooperative education, practicum, recital, performance, or ensemble.

Credit hours associated with this type of instruction will be assigned credit depending upon the amount of activity undertaken, faculty supervision, and the student's outside activity.

Internship/Field Experience/Cooperative Education

A course that requires students to participate in a partnership, professional employment, work experience, or cooperative education with an entity external to the institution, generally under the supervision of an employee of the given external entity.

A minimum of 45 contact hours per semester = 1 credit or as otherwise determined by programmatic accreditors.

Laboratory

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A course that requires scientific- or research-focused experiential work where students test, observe, experiment, or practice a field or discipline in a hands-on environment, typically held in spaces containing special purpose equipment or a specific space configuration for student participation, experimentation, observation, or practice in an academic discipline.

Faculty-directed and/or laboratory courses with outside preparation assigned require a total of 2 contact hours per week of combined faculty instruction and experiential/laboratory work, plus one hour of student preparation for 15 weeks for each credit hour.

Self-directed laboratory courses require a total of 3 contact hours per week of combined faculty supervision, experiential/laboratory work, and student preparation for 15 weeks for each credit hour.

Lecture

A course that requires the extended expression of thought supported by generally-accepted principles or theorems of a field or discipline led by an expert or qualified representative of the field or discipline. One credit requires one contact hour of faculty instruction and a minimum of two contact hours student preparation each week for 15 weeks.

Lecture & Lab

A course that requires the combined attributes of a lecture course and a lab course. Credit hours should be an aggregate of the credit hours for lecture and lab based on the existing lecture and lab credit hour guidelines.

Physical Activity

A course that requires students to participate in physical training, physical conditioning, or other physical exercise activities, sports, or games.

Faculty-directed and/or laboratory courses with outside preparation assigned require a total of 2 contact hours per week of combined faculty instruction and experiential/laboratory work, plus one hour of student preparation for 15 weeks for each credit hour.

Self-directed physical activity courses require a total of 3 contact hours per week of combined faculty supervision, experiential/laboratory work, and student preparation for 15 for each credit hour.

Practicum

A course that requires students to participate in an approved project or proposal that practically applies previously studied theory of the field or discipline under the supervision of an expert or qualified representative of the field or discipline.

A minimum of 45 contact hours per semester = 1 credit hour or as otherwise determined by programmatic accreditors.

Recitation

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A course that requires the extended expression of thought supported by generally-accepted principals or theorems of a field or discipline led by a teaching assistant or instructor under the guidance of a permanent faculty member, which often supplements or expands upon the content of a related or co-requisite course.

One credit requires one contact hour of faculty instruction and a minimum of two contact hours student preparation each week for 15 weeks.

Recital/Performance/Ensemble

A course that requires recital-, performance-, or ensemble-focused experiential work, including individual lessons, where students practice or rehearse and ultimately perform works of music, dance, or theatre for a jury or audience. A course that requires no fewer than 2 contact hours per week of combined faculty instruction and experiential/laboratory work, plus one hour of student preparation for 15 weeks for each credit hour.

Seminar

A course that requires students to participate in structured conversation or debate focused on assigned readings, current or historical events, or shared experiences led by an expert or qualified representative of the field or discipline.

One credit requires one contact hour of faculty instruction and a minimum of two contact hours student preparation each week for 15 weeks per credit hour.

Studio

A course that requires visual- or aesthetic-focused experiential work where students test, observe, experiment, or practice a field or discipline in a hands-on environment.

For studio coursework, 1 semester hour represents 2 contact hours of in-class time and one hour of work outside of class for each credit hour.

Student Teaching

A course that requires students to instruct or teach at an entity external to the institution, generally as part of the culminating curriculum of a teacher education or certification program.

A minimum of 45 contact hours per semester = 1 credit hour or as otherwise determined by programmatic accreditors.

Study Abroad

A course that includes a short-term, faculty-led study abroad experience.

Credit hours vary by the duration of overseas experience as well as the amount of pre-trip and post-trip academic work. A minimum of 45 contact hours per semester = 1 credit as outlined on the Study Abroad Contact Hour Worksheet.

Dissertation/Thesis

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A course that includes individual research towards a project completed as part of a postgraduate degree.

Credit hours associated with this type of instruction will depend upon the amount of activity undertaken, faculty supervision, and the student's outside activity.

¹ Note: An hour of instruction/student work is defined as 50 minutes.

Approved by: Faculty Senate ~~1.29.19~~ **TBD**
Admissions & Retention Committee ~~12.3.18~~ **10.4.21**
Educational Policy & Planning Committee ~~11.9.18~~ **11.12.21**
Graduate Curriculum Committee **10.20.21**
Undergraduate Curriculum Committee ~~9.27.18~~ **10.28.21**

Resolution #22-17

Approved by the Faculty Senate: March 29, 2022

Approved by the Chancellor: not applicable

Revisions to ECU Faculty Manual, Part VI., Section I., Subsection II. Office Hours returned to the Admission and Retention Policies Committee for further review.

Resolution #22-18

Approved by the Faculty Senate: March 29, 2022

Approved by the Chancellor: not applicable

Revisions to *ECU Faculty Manual* Part VI., Section I., Subsection X. Class attendance and Participation Regulations returned to the Admission and Retention Policies Committee for further review.

Resolution #22-19

Approved by the Faculty Senate: March 29, 2022

Approved by the Chancellor: not applicable

Approved by the Board of Trustees: not applicable

Revisions to *ECU Faculty Manual* Part VIII., Section I., Subsection II.A. Teaching Responsibilities returned to the Admission and Retention Policies Committee for further review.

Resolution #22-20

Approved by the Faculty Senate: March 29, 2022

Approved by the Chancellor: pending

**Faculty Senate Meeting
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Curriculum and academic matters acted on during the [February 14, 2022](#) Writing Across the Curriculum meeting including the following:

- Removal of writing intensive (WI) designation from:
 - HIMA 4153 Management of Health Information Services Department
 - ENGR 3100 Internship in Engineering
 - ENGR 3400 Engineering Economics
 - ENGR 3500 Introduction to Engineering Project Management
- Notification of banking of ENGL 4020, 4030
- And retention of WI designation for:
 - JUST 3501 after prerequisite change
 - JUST 3502 after prerequisite change

And during the [March 14, 2022](#) meeting:

- Retention of WI designation for:
 - GRBK/ASIA 2010 after prerequisite change
 - GRBK 2400 after prerequisite change
 - GRBK 2500 after prerequisite change
 - GRBK 3601 after prerequisite change
- Proposed revisions to the Writing Intensive Course Proposal form, as follows:

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

**University Writing Across the Curriculum Committee
Writing Intensive Course Proposal**

(Faculty Senate Resolution #20-68)

Submission Checklist <input type="checkbox"/> Memo from Unit Admin <input type="checkbox"/> WI Course Proposal Form <input type="checkbox"/> Syllabus w/ WI Statement
--

All new and existing WI courses must comply with the current approved Writing Intensive Course Proposal format and be included in regular audits of all WI courses as part of ongoing assessment of the ECU Writing Across the Curriculum program.

Course Information

1. Course prefix & number:	Department:	
	t:	Credit hours:
2. Course name:		_____
3. Faculty contact:		Email : _____

4. This course is for:	Majors: <input type="checkbox"/>	Non-majors: <input type="checkbox"/>

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5. This proposal is for (select one):

An Existing Course:

A New Course:

A Major Revision to a Current WI Course:

6. How often is this course offered?

7. The WAC Committee suggests that WI courses be limited in enrollment to 25 students. How will your department/program achieve this suggested cap?

8. What types of documents (genres) will students write in this course (i.e., reports, memos, research papers, annotated bibliographies, etc.)? Include the expected or required word count/length for each assignment. You may also include sample assignments as attachments.

9. In proposing this course, we acknowledge that, if approved as WI, all future syllabuses for this course will include the required Writing Intensive syllabus statement and that students will be required to submit writing samples to their University Writing Portfolios.

Agreed:

10. Is ENGL 2201 (Writing About the Disciplines) a pre- or co-requisite for this course? The committee recommends that 4000-level WI courses have ENGL 2201 as a pre-requisite, and 3000-level WI courses have ENGL 2201 as a co- or pre-requisite. Adding a co- or pre-requisite requires the short course revision form and summary of request to be submitted in Curriculog; if this is the only change, attending UCC is not required. See the committee resources at <https://facultysenate.ecu.edu/writing-curriculum-committee/> for more information about the process & recommended language for the summary and justification.

Yes / in process No

**University Writing Across the Curriculum Committee
Writing Intensive Course Proposal**

The following outcomes represent the ECU Writing Outcomes approved by the WAC Committee and Faculty Senate. Explain how the projects and activities in this WI course will help students meet the following outcomes.

You can find ideas for high-impact writing strategies that will help students meet these outcomes at the following site: <https://go.ecu.edu/writingoutcomes>.

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SLO 1	How will students use writing to investigate complex, relevant topics and address significant questions through engagement with and effective use of credible sources?
SLO 2	How will students produce writing that reflects an awareness of context, purpose, and audience? If this is a WI course specific to majors, please explain how students will produce writing that reflects an awareness of context, purpose, and audience in written genres of their major disciplines and/or career fields.
SLO 3	How will students demonstrate that they understand writing as a process that can be made more effective through drafting and revision?
SLO 4	How will you help students proofread and edit their own writing, avoiding grammatical and mechanical errors?
SLO 5	How will students assess and explain the major choices that they make in their writing?

Additional information about writing intensive course designation (WI) is available online at:
<https://facultysenate.ecu.edu/writing-curriculum-committee/>

Resolution #22-21
Approved by the Faculty Senate: March 29, 2022
Approved by the Chancellor: pending

**Faculty Senate Meeting
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Curriculum and academic matters acted on during the [February 10, 2022](#) Undergraduate Curriculum Committee meeting including curricular actions in the following units:

- Department of Criminal Justice within the Thomas Harriot College of Arts and Sciences
- Department of Human Development and Family Science within the College of Health and Human Performance
- Department of Kinesiology within the College of Health and Human Performance
- School of Theatre and Dance within the College of Fine Arts and Communication
- Department of Geological Sciences within the Thomas Harriot College of Arts and Sciences

And curriculum and academic matters acted on during the [February 24, 2022](#) meeting including curricular actions in the following units:

- Department of Kinesiology within the College of Health and Human Performance
- Department of Geography, Planning, and Environment within the Thomas Harriot College of Arts and Sciences
- Department of Engineering within the College of Engineering and Technology
- Department of Anthropology within the Thomas Harriot College of Arts and Sciences
- Department of Sociology within the Thomas Harriot College of Arts and Sciences
- Department of English within the Thomas Harriot College of Arts and Sciences
- Department of Mathematics within the Thomas Harriot College of Arts and Sciences

Resolution #22-22

Approved by the Faculty Senate: March 29, 2022

Approved by the Chancellor: pending

Revisions to the Service-Learning Course Application, as follows:

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

Service-Learning Course Designation Application

Faculty members interested in obtaining a service-learning course designation are invited to submit to a service-learning course designation application (using the online form below) to the Service-Learning Committee. Following approval by the Service-Learning Committee, Faculty Senate, and Chancellor, courses approved for the "SL" designation will be listed as such in both the university's undergraduate and graduate catalogs. Please direct any questions to the Chair of the Service-Learning

Committee. Cycle 1 Deadline: September 15

Cycle 2 Deadline: October 15

Cycle 3 Deadline: January 15

Cycle 4 Deadline: March 15*

*Applications for "new" courses that are submitted during this cycle will not be approved in time for UCC and GCC spring deadlines.

As part of the application, you will be asked to upload a copy of the course syllabus. Include the following in the course syllabus in student-friendly language:

- a. The ECU approved definition of service-learning.

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b. An explanation of what the service-learning component is and how it supports students in meeting the overall objectives of the course.

c. A description of the community partnership organization(s) and how the service-learning component of the course will address the civic needs as defined by the a community need.

d. ~~Descriptions of activities included in the course, how they are evaluated, and the relationship to the final course grade. Structured reflection related to the service activities must be included.~~ **Descriptions of activities included in the course, how they are evaluated, and the relationship to the final course grade. Structured reflection related to the service activities must be included. Specifically describe the type of engagement with community (e.g. time spent, service provided), and the subsequent impact of these service activities (e.g. funds raised, goods provided, training provided, research, media advocacy- public service announcement, other: please specify)**

Part 1: COURSE INFORMATION

Contact information

[Required] Valid input:

- must be 10-15 digits long and may include only numbers, hyphens, and spaces.

- name@myschool.edu

First

name:

Middle

initial:

Last

name:

Email

address:

Phone

number:

Address

:

City: State: ZIP:

Course number: [Required]

Course name: [Required]

Course sections involved in designation request:

[Required] Valid input:

- Select only one choice.

All sections

Specific sections only

Anticipated frequency (check all that apply): [Required]

Every Fall Semester

Every Spring Semester

Some Fall Semesters

Some Spring Semesters

Other Frequency

If other, please describe:

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Existing Course - Previously approved by the appropriate curriculum committee and reflected in the current ECU catalog. New Course – Not yet approved by a curriculum committee

Proposer 1 Information

Name: [Required]

Email address:
[Required] Valid input:
- name@myschool.edu

Phone number:
[Required] Valid input:
- must be 10-15 digits long and may include only numbers, hyphens, and spaces.

Additional Instructors

Name:

Email address:
Valid input:
- name@myschool.edu

Phone number:
Valid input:
- must be 10-15 digits long and may include only numbers, hyphens, and spaces.

Name:

Email address:
Valid input:
- name@myschool.edu

Phone number:
Valid input:
- must be 10-15 digits long and may include only numbers, hyphens, and spaces.

Has this designation application been approved by the proposer's department/unit curriculum committee?
[Required] Valid input:
- Select only one choice.

Yes
 No

If yes, please include date of action:

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Department Chair of Offering Unit

Name:

Phone Number

Valid input:

- must be 10-15 digits long and may include only numbers, hyphens, and spaces.

Does this designation application have the approval of the department chairperson?

[Required] Valid input:

- Select only one choice.

Yes

No

If yes, please include date of approval:

File upload

Please upload evidence of department chairperson's approval.

1-Download 'Chair Signature Page' from Application Packet. Sign and email to department chair.

2- Upon approval via email, please click 'print', and 'save it as a PDF'. Upload this approval email via the link below.

Part 2: INTEGRATION OF SERVICE-LEARNING PEDAGOGY INTO COURSE DELIVERY

These narrative responses should be evident in the course syllabus so that students involved have a clear understanding of how the service-learning pedagogy will be integrated in the course.

Include the following in the course syllabus in student-friendly language:

a. The ECU approved definition of service-learning.

- **Service-learning is a form of experiential engaged learning whereby students address meaningful civic needs as defined by the community. Students also formally connect their service activities to student learning outcomes and to broader social issues through reflective methods.**

b. An explanation of what the service-learning component is and how it supports students in meeting the overall objectives of the course.

c. A description of the community partnership organization(s) and how the service-learning component of the course will address

the civic needs as defined by the a community need.

d. Descriptions of activities included in the course, how they are evaluated, and the relationship to the final course grade. Structured reflection related to the service activities must be included. **Specifically describe the type of engagement with the community (e.g., time spent, service provided), and the subsequent impact of these service activities (e.g., funds raised, goods provided, training provided, research, media advocacy-public service announcements, other: please specify).**

Note: Please remember that Course Objectives for an existing course may not be changed. If you want to reflect additional outcomes related to service learning, you may wish to add a section of "Additional Learning Outcomes" to the syllabus for the service learning sections. See sample syllabus.

1. Describe how the course will integrate service-learning into the course content and academic focus of the course [Required]

NOTE: This question is reflected in items a and b above.

2. Describe what students will do for the service-learning component of your course. [Required]

NOTE: This question is reflected in item b above.

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3. While service is an integral part of the course, academic credit is given for demonstrated learning. With this in mind, how is student performance in the course evaluated in relation to both academic and service expectations? [Required]

NOTE: This question is reflected in item d above.

4. Describe how the service-learning component of your course will involve students in meeting community needs. Explain how these community needs will be identified and provide a description of your community partnership organization(s) (or provide examples of potential partnerships). [Required]

NOTE: This question is reflected in item c above.

5. Service-learning student outcomes summary table.

S-L Outcome Students will:	Course activities/ assignment(s) that align with the outcomes (can copy and paste from syllabus).	Evaluation Method Used by Instructor
Identify civic need(s) as defined by the community		
Recognize gaps in community resources and apply course knowledge/skills toward creating a solution		
Critically reflect to connect service activities to social issues and learning outcomes		
Appreciate different perspectives/ acknowledge unique needs of diverse groups. (Personal development outcome)		

6. What kinds of structured reflection opportunities (such as writing, assignments, discussions, presentations, or journals) are required of your students? [Required]

NOTE: This question is reflected in item D above.

7. File Upload

Please upload a copy of the syllabus to be used for this service-learning course

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Approved by the Faculty Senate: March 29, 2022

Approved by the Chancellor: pending

Alternate Block Calendars for Fall 2023 and Spring 2024, as follows:

ALTERNATE BLOCK SCHEDULING

Fall Semester 2023

BLOCK 1	
August 18, Friday	Advising, registration, and schedule adjustments.
August 21, Monday	Classes begin; schedule adjustments.
August 23, Wednesday	Last day for registration and schedule adjustments (drop/add), by 5:00 p.m.
September 4, Monday	State Holiday.
September 18, Monday	Last day for undergraduate and graduate students to withdraw from Block 1 courses by 5:00 p.m.
September 28, Thursday	Survey of Student Opinion of Instruction (SSOI) becomes available
October 5, Thursday	Classes end.
October 11, Wednesday	Grades due at 8:00 am
BLOCK 2	
October 11, Wednesday	Classes begin; schedule adjustments.
October 13, Friday	Last day for registration and schedule adjustments (drop/add), by 5:00 p.m.
November 9, Thursday	Last day for undergraduate and graduate students to withdraw from Block 2 courses by 5:00 p.m.
November 17, Friday	Survey of Student Opinion of Instruction (SSOI) becomes available
November 22-26 Wednesday-Sunday	Thanksgiving break – Classes resume at 8:00 am Monday, November 27.
November 29, Wednesday	Classes end.
December 15, Friday	Grades due at 4:30 pm

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

ALTERNATE BLOCK SCHEDULING

Spring Semester 2024

BLOCK 1	
January 5, Friday	Advising, registration, and schedule adjustments.
January 8, Monday	Classes begin; schedule adjustments.
January 10, Wednesday	Last day for registration and schedule adjustments (drop/add), by 5:00 p.m.
January 15, Monday	State Holiday.
February 5, Monday	Last day for undergraduate and graduate students to withdraw from Block 1 courses by 5:00 p.m.
February 15, Thursday	Survey of Student Opinion of Instruction (SSOI) becomes available
February 22, Thursday	Classes end.
February 28, Wednesday	Grades due at 8:00 am.
BLOCK 2	
February 26, Monday	Classes begin; schedule adjustments.
February 28, Wednesday	Last day for registration and schedule adjustments (drop/add), by 5:00 p.m.
March 3-10, Sunday-Sunday	Spring break – Classes resume at 8:00 am Monday, March 11.
April 1, Monday	Last day for undergraduate and graduate students to withdraw from Block 2 courses by 5:00 p.m.
April 10, Wednesday	Survey of Student Opinion of Instruction (SSOI) becomes available
April 17, Wednesday	Classes end.
May 6, Monday	Grades due at 8:00 am

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

Resolution #22-24

Approved by the Faculty Senate: March 29, 2022

Approved by the Chancellor: pending

Curriculum and academic matters acted on and recorded in the [March 18, 2022](#) Educational Policies and Planning meeting including the following:

- program revision of the Geology, BS

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- new minor in Medical Sociology
 - new minor in Medical Anthropology
 - new Accelerated BA in Multidisciplinary Studies/MS in Security Studies
 - new Accelerated BS in Multidisciplinary Studies/MS in Security Studies
 - new Accelerated BA in Political Science/MPA in Public Administration
 - new Accelerated BS in Political Science/MPA in Public Administration
 - program revision of the MPA in Public Administration
 - new graduate certificate in Healthcare Emergency Planning and Disaster Response
 - new minor in Professional Writing and Information Design
 - new minor in Dance
 - new minor in Stage Management
 - APR unit response of School of Hospitality Leadership
 - APR unit response of Department of Philosophy and Religious Studies
-

Resolution #22-25

Approved by the Faculty Senate: March 29, 2022

Approved by the General Faculty: pending

Approved by the Chancellor: pending

Note: The revisions the Faculty Constitutions must be approved by the general faculty at Faculty Convocation before they can be approved by the Chancellor. The revisions to the By-Laws will depend on the outcome of that approval, so they are being held and will be approved at the same as the Constitution.

Proposed revisions to *ECU Faculty Manual Part II Faculty Constitution and By-Laws*, as follows:

Below is a clean copy of the proposed revisions to *ECU Faculty Manual Part II Faculty Constitution and By-Laws*. Additional documentation can be found linked below.

- [Summary of Key Changes](#)
- [Tracked-changes Constitution draft](#)
- [Tracked-changes By-Laws draft](#)

*Two notes:

1. A correction was made to the following sentence in the By-Laws of the Faculty Constitution, Article XI Committees of the Faculty Senate:

“A majority of the voting members of all Committees must be faculty members, and a majority of the elected members of all Committees must be tenured or probationary (tenure track) faculty.”

The original draft contained the following sentence, which was an error:

“A majority of the voting members of all Committees must be tenured or probationary (tenure track) faculty.”

2. A revision to the ex-officio membership in Article III, Section 10 was made after the first reading to reflect the reorganization of the university and the resultant removal of two ex-officio members:

“**Section 10.** The ex-officio members of the Faculty Senate with vote shall include the following representatives of the East Carolina University administration: Chancellor; Provost/~~Senior Vice Chancellor for Academic Affairs; Vice Chancellor for Health Sciences; Vice Chancellor for Research, Economic Development and Engagement;~~ Vice Chancellor for Student Affairs; and one academic dean selected by the Provost. The immediate past Chair of the Faculty and the elected Delegates of East Carolina University’s Faculty Assembly shall also be ex-officio members. Ex-officio members of the Faculty Senate with vote shall have a vote in all Senate matters except the election of officers and committee members. Ex-officio members of the Faculty Senate without vote shall include a representative selected by the Staff Senate.”

PART II - EAST CAROLINA UNIVERSITY ORGANIZATION AND SHARED GOVERNANCE

SECTION II

Faculty Constitution and By-Laws of East Carolina University

FACULTY CONSTITUTION OF EAST CAROLINA UNIVERSITY

ARTICLE I ORGANIZATION OF THE FACULTY

The purpose of the faculty organization shall be to provide the means by which the faculty is enabled to fulfill its function with respect to academic and educational policies and other affairs of East Carolina University. The faculty organization shall be comprised of the General Faculty and the Faculty Senate. The General Faculty shall be the general electorate, and the Faculty Senate shall be a legislative and advisory body representing the General Faculty and shall consist of elected and ex-officio members. The functions, duties, and privileges of these two bodies, stipulated in the following document, shall be exercised under the authority of the Chancellor of East Carolina University.

ARTICLE II THE GENERAL FACULTY

Section 1. The General Faculty shall consist of all persons holding appointment to the rank or title of professor, associate professor, assistant professor or instructor inclusive of all modifiers; artists-in-residence and writers-in-residence; and emeritus faculty. The General Faculty shall have as its presiding officer the Chair of the Faculty, who shall be responsible for calling its meetings and for keeping a record of its proceedings.

Section 2. The voting membership of the General Faculty shall consist of all permanent employees of East Carolina University holding appointment to a tenured or probationary-term rank or a fixed-term title.

Section 3. The General Faculty shall be empowered to perform the following functions: consider reports from and make recommendations to the Chancellor, the appropriate vice chancellor, and the Faculty Senate; discuss any matter relating to the welfare of East Carolina University or of the members thereof.

Section 4. The General Faculty shall meet at the pleasure of the Chancellor or the Faculty Senate of East Carolina University or upon petition to the Chancellor by at least fifteen percent of the General Faculty. A quorum is conclusively presumed at any meeting of the General Faculty called with at least ten days written notice. Otherwise, the presence of 125 voting members is necessary for a quorum.

Section 5. The academic units shall be organized into code units according to guidelines approved by the Faculty Senate and the Chancellor. Except for the academic libraries, each code unit shall be responsible for at least one degree program.

ARTICLE III ORGANIZATION OF THE FACULTY SENATE

Section 1. The Faculty Senate and the various committees on which the faculty serve shall be the primary fora for the essential joint effort of faculty and administration in the government of East Carolina University. The Chancellor and the Chair of the Faculty shall facilitate communication which will enable continuing and effective faculty participation. The membership of the Faculty Senate shall consist of elected representatives and ex-officio members.

Section 2. The electoral units for the Faculty Senate shall be the academic code units. Each electoral unit shall be represented in the Faculty Senate in proportion to its share of the voting membership of the General Faculty, with at least one Senator but not to exceed fifteen percent of the elected Senators. All voting members of the General Faculty in at least their second year of appointment to the electoral unit that they will represent are eligible for election to the Faculty Senate.

Section 3. The number of elected faculty senators shall not exceed 63 nor be fewer than 57. Prior to the election each academic year, the ratio of faculty members to elected faculty senators will be determined by the Faculty Officers in accordance with the [Faculty Senate Apportionment Guidelines](#). The Apportionment Guidelines will be reviewed by the Faculty Governance Committee every five years. Apportionment shall be based upon the number of voting members of the General faculty appointed to each electoral unit at the start of the spring semester. In the event that an electoral unit must reduce its existing number of faculty senators, it shall do so by following democratic procedures.

Section 4. Each electoral unit shall elect such alternate representatives as it deems necessary but not fewer than its allotment of Faculty Senators. Alternates shall be available to represent the electoral unit in place of an elected Senator at that Senator's request. In such a situation, the alternate shall notify the Secretary of the Faculty.

Section 5. The faculty of each electoral unit shall establish procedures for the election of its Faculty Senate delegation (elected Senators and Alternates). All voting shall be by secret ballot. Each unit's election procedures, and any revisions of such procedures, must be approved by the Faculty Senate.

Section 6. All voting members of the General Faculty are eligible to vote for faculty senators. Elections shall be held no later than the end of March each year with members-elect to take office on the day following the last regular meeting of the Faculty Senate in the spring semester. The administrative officer of each electoral unit shall report the results of the election to the Secretary of the Faculty.

Section 7. Senators and alternates shall serve two-year terms. Senators may be re-elected twice. After a lapse of one year following the expiration of this third term, they will again be eligible for election. Alternate representatives are not subject to term limits.

Section 8. In the event that a Faculty Senator is unable to complete a full term, that Senator's electoral unit shall elect a replacement to serve the remainder of the original term.

Section 9. The seat of an elected senator who fails to attend more than three consecutively held meetings of the Faculty Senate shall be declared vacated by the Chair of the Faculty. If a senator is awarded a research or medical leave and an alternate senator attends in their place, the three consecutive meeting rule will not be invoked. (Faculty Senate Resolution #09-06)

Section 10. The ex-officio members of the Faculty Senate with vote shall include the following representatives of the East Carolina University administration: Chancellor; Provost; Vice Chancellor for Student Affairs; and one academic dean selected by the Provost. The immediate past Chair of the Faculty and the elected Delegates of East Carolina University's Faculty Assembly shall also be ex-officio members. Ex-officio members of the Faculty Senate with vote shall have a vote in all Senate matters except the election of officers and committee members. Ex-officio members of the Faculty Senate without vote shall include a representative selected by the Staff Senate.

ARTICLE IV FUNCTIONS OF THE FACULTY SENATE

Section 1. The legislative powers of the General Faculty are vested in the Faculty Senate. The Faculty Senate shall ratify, amend, or remand all matters of academic policy or faculty welfare that have been recommended by any standing or special committee of East Carolina University, or initiate any policies in such matters that it deems desirable.

Section 2. The Faculty Senate shall be authorized to set up such committees as are necessary for the performance of its duties. The Faculty Senate may, at its own discretion, seek the advice and counsel of any member of the General Faculty.

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Section 3. In exercising its function the Faculty Senate shall establish whatever procedures are necessary.

Section 4. Acts or decisions of the Faculty Senate shall be considered approved unless vetoed within thirty calendar days of the action by the Chancellor of East Carolina University by written notice to the Chair of the Faculty or unless the Chancellor notifies the Chair of the Faculty in writing that the proposal has been forwarded to the Board of Trustees or to the Board of Governors.

Section 5. The voting membership of the General Faculty shall be empowered to amend or rescind the articles establishing the Faculty Senate as provided for in this constitution and to amend or rescind the action of the Faculty Senate as provided for in this constitution. Such action shall require an affirmative vote of at least two-thirds of those present and voting at a meeting of the General Faculty.

**ARTICLE V
OFFICERS OF THE FACULTY AND FACULTY SENATE**

Section 1. The Faculty Officers shall consist of the following: the Chair of the Faculty, the Vice Chair of the Faculty, and the Secretary of the Faculty. Other positions may be established as they become advisable or necessary.

Section 2. All full-time, permanently tenured faculty members are eligible to serve as Chair or Vice Chair of the Faculty. All full-time faculty members in at least their second year of appointment are eligible to serve as Secretary of the Faculty. In the event that a Faculty Officer is also a faculty senator, the electoral unit having elected the Senator is invited to elect a replacement. Faculty Officers who are not elected members of the Faculty Senate will not have a vote or count toward a quorum. The term of Faculty Officers shall be one year with the privilege of reelection.

Section 3. At the second regular meeting of the spring semester the elected members of the Faculty Senate shall nominate and elect a nominating committee to consist of five members. The nominating committee shall be elected from the ranks of elected members of the Faculty Senate by a majority of those present and voting. Voting for members of the nominating committee shall be by secret ballot.

Section 4. The nominating committee shall submit to the Faculty Senate Office Administrator a slate of candidates for each office of the Faculty Senate at least two weeks prior to scheduled elections. Election of officers shall take place during an organizational meeting to be held on a Tuesday following the last regular meeting of the spring semester. Further nominations put forward by elected Senators or their designated alternates will be accepted from the floor. Voting for all officers shall be by secret ballot. Officers shall be elected by a majority of the elected Senators present and voting and shall assume their duties on July 1 following election.

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Section 5. Before the first regular meeting of the Faculty Senate, the Chair will appoint the Parliamentarian of the Faculty. The Parliamentarian shall advise the Chair and the faculty on the parliamentary matters according to the latest edition of *Robert's Rules of Order, Newly Revised* and the *Faculty Constitution* and its *By-Laws*. The Parliamentarian need not be a member of the Faculty Senate.

Section 6. If the office of the Chair of the Faculty shall become vacant, the position shall be assumed by the Vice Chair of the Faculty. If other offices shall become vacant, they shall be filled by a special election conducted by the Faculty Senate.

**ARTICLE VI
DUTIES OF THE OFFICERS OF THE FACULTY SENATE**

Section 1. The Chair of the Faculty shall preside at all meetings. They are empowered to call special meetings as hereinafter provided. The Chair is an ex-officio member of all academic committees of the Faculty Senate, and represents the faculty on administrative committees. The Chair may delegate to the Vice Chair or an appointed representative their seat on any of the academic or various administrative committees. The Chair shall appoint persons to fill unexpired terms of committees.

Section 2. The Chair of the Faculty supervises the Faculty Senate Office Administrator and, with their assistance, plans the Fall Faculty Convocation. The Chair is responsible for conveying greetings of the Faculty at commencement exercises and representing the Faculty at university functions and Board of Trustees meetings. For the length of their term as Chair, the Chair of the Faculty serves as a Delegate to the Faculty Assembly (but not exceeding six consecutive years), with duties as a delegate described in the Bylaws of the Faculty Assembly of the University of North Carolina, and referenced in the *ECU Faculty Manual*.

Section 3. The Vice Chair of the Faculty shall perform all of the duties of the Chair in the absence or incapacity of the Chair. The Vice Chair of the Faculty shall serve, at the request of the Chair of the Faculty, as the Chair's representative on Faculty Senate Committees. The Vice Chair of the Faculty shall succeed to the office of Chair of the Faculty in the event that the office should become vacant during the term of the incumbent.

Section 4. The Secretary of the Faculty, with assistance of the Faculty Senate Office Administrator, shall keep accurate minutes of all regular and special meetings, ensure distribution of copies of the minutes to all members of the General Faculty, keep an accurate list of membership of the Faculty Senate, keep an accurate record of attendance, inform the Faculty Senate Office Administrator when a seat becomes vacant, serve, at the request of the Chair of the Faculty, as the Chair's representative on Faculty Senate committees, and perform such other appropriate duties as directed by the Faculty Senate.

**ARTICLE VII
MEETINGS OF THE FACULTY SENATE**

Section 1. Four regular meetings of the Faculty Senate will be held each fall and spring semester according to a schedule prepared by the Agenda Committee and approved by the Senate in the Fall Semester of the preceding year. The organizational meeting of the Faculty Senate will be held on a Tuesday following the last regular meeting of the spring semester.

Section 2. Upon written petition of fifteen members of the Faculty Senate, the Chair shall call a special session of the Faculty Senate within four calendar days. In an exceptional situation in which the regular procedures for scheduling a meeting of the Faculty Senate are clearly inadequate and would occasion undue delay, the Chair of the Faculty shall be empowered to call a special session of the Faculty Senate. A notice stating the purpose of the special session shall be distributed to the members of the Faculty Senate and the General Faculty twenty-four hours prior to the meeting.

Section 3. A quorum shall consist of three-fifths of the elected faculty members of the Faculty Senate. Each elected member of the Faculty Senate shall have one vote. Unless otherwise indicated, the ex-officio members shall have one vote each. Voting by the Faculty Senate shall ordinarily be by voice vote. All matters shall be decided by a majority vote of those Senators present and voting except as stated in this constitution.

Section 4. The General Faculty shall be informed of the time, place, and agenda of all regular and special meetings. Meetings of the Faculty Senate shall be open to all members of the general public in accordance with the North Carolina Open Meetings Law.

Section 5. Upon the unanimous consent of the Faculty Officers, regular or special meetings of the Faculty Senate may be held via a teleconference or videoconference, provided that all Senators are able to be recognized, engage in discussion, receive pending motions, and participate in votes. The procedures for electronic meetings must be communicated to Senators at least two weeks prior to the meeting date. Participation in a meeting by teleconference or videoconference shall constitute presence for purposes of voting and the determination of a quorum.

**ARTICLE VIII
AMENDMENTS TO THE FACULTY CONSTITUTION**

Section 1. As the creating body, the General Faculty shall be empowered to amend or abolish the Articles of the Faculty Constitution, including those articles establishing the Faculty Senate.

Section 2. All proposed amendments to the Faculty Constitution shall be presented first at a regular meeting of the Faculty Senate for discussion, amendment or substitution. At the next regular meeting of the Faculty Senate the amendment will be voted upon for submission to the General Faculty for approval. Final approval of any proposed amendment to the Faculty Constitution or action to abolish

the articles therein shall require a two-thirds affirmative vote of those present and voting at a meeting of the General Faculty.

**ARTICLE IX
ADOPTION AND CHANGING OF BY-LAWS OF THE FACULTY CONSTITUTION**

Section 1. The Faculty Senate shall establish whatever by-laws are necessary. A motion to amend the by-laws shall be presented first at a regular meeting of the Faculty Senate for discussion only. At the next regular meeting of the Faculty Senate the motion to amend the by-laws will be acted upon, requiring a vote of two thirds of those elected senators present and voting for approval. An amendment to the By-Laws of the Faculty Constitution shall be effected only by action of the Faculty Senate.

BY-LAWS OF THE FACULTY CONSTITUTION

**ARTICLE X
OPERATION OF THE FACULTY SENATE**

Section 1. The Faculty Senate shall be free to establish its own agenda. The agenda for meetings of the Faculty Senate shall be prepared by the Agenda Committee and disseminated to each member of the faculty at least one week prior to the meeting.

Section 2. All matters of academic policy brought before the Agenda Committee by action of the general faculty, any senator, or any standing or special committee shall be placed on the agenda not later than the time of the second regular meeting of the Faculty Senate after receipt of the recommendation.

Section 3. The following order of business shall be observed in meetings of the Faculty Senate unless Senators vote to change the procedures as provided in this constitution: (I) call to order, (II) approval of the minutes, (III) special order of the day, (IV) unfinished business, (V) report of Graduate Council, (VI) reports of committees, (VII) new business.

Section 4. Matters to be brought before the Faculty Senate shall be considered in the order set forth by the Agenda Committee unless modified by a two-thirds vote of faculty senators present and voting at any meeting of the Faculty Senate.

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Section 5. To facilitate the efficient flow of business, seats shall be assigned as follows: Faculty Senators or their alternates shall be assigned seats in alphabetical order by electoral units. Ex-officio members shall be assigned seats on one row. Faculty members visiting the Senate shall seat themselves in the back of the meeting room, behind the seats assigned to Senate members.

Section 6. Only elected and ex-officio members (including alternates, representing their electoral units) may answer the roll call, vote, or occupy seats assigned to senators. Visitors may not participate in Senate discussions and business except by advance invitation of the Senate Agenda Committee or the Chair of the Faculty. Such an invitation will be announced to the Senators prior to the meeting.

Section 7. The minutes of the Faculty Senate shall be the responsibility of the Faculty Senate Committee on Minutes comprised of the Chair of the Faculty, Vice Chair of the Faculty, and Secretary of the Faculty with the assistance of the Faculty Senate Office Administrator. Minutes shall become official on approval by the Faculty Senate Committee on Minutes. The Faculty Senate Office Administrator will post the official minutes on the Faculty Senate website. Any corrections to the minutes by the Senate shall be made a part of the official minutes of the subsequent meeting. Incorporation into the official minutes of verbatim remarks shall be allowed or disallowed at the discretion of the Faculty Senate Committee on Minutes. The Chair of the Faculty may request that verbatim remarks be submitted in writing to the Secretary of the Faculty.

**ARTICLE XI
COMMITTEES OF THE FACULTY SENATE**

Section 1. The standing committees of the Faculty Senate shall consist of Academic Committees, Faculty Senate Committees, and the Appellate Committee. The charge of each standing committee is available electronically on the Faculty Senate web site. The establishment and dissolution of standing committees is the responsibility of the Committee on Committees.

Section 2. Unless otherwise specified in a committee's charge, all faculty members in at least their second consecutive year of full-time employment at East Carolina University are eligible to serve on Faculty Senate standing committees. A majority of the voting members of all Committees must be faculty members, and a majority of the elected members of all Committees must be tenured or probationary (tenure track) faculty. The Chancellor and the Chair of the Faculty or their representatives serve as ex-officio members of all committees. **(Faculty Senate Resolution #20-27).** Student members are nominated by the Student Government Association for appointment by the Chancellor. Members of committees serve in accordance with their ability, training, and experience rather than as representatives of their electoral unit.

Section 3. Members of Academic and Appellate Committees are elected to staggered three-year terms, which extend to the beginning of the fall semester. Service on an academic or administrative committee is limited to election to two consecutive three-year terms with ineligibility for election to the

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same committee for at least one year. Faculty members are not eligible to serve as an elected regular member on more than one Academic Committee at a time.

Section 4. The Chair of the Faculty may declare an elected member's seat vacant upon the occurrence of three consecutive absences of that member. The Chair of the Faculty will appoint faculty members to fill vacancies of any Faculty Senate or Academic Committee that may occur during the academic year.

Section 5. The election of members to Academic Committees shall be as follows:

1. Volunteers are solicited for committee service by the Committee on Committees with the assistance of the Faculty Senate Office Administrator.
2. After reviewing the list of volunteers, the Committee on Committees presents to the Faculty Senate a slate of one or more nominees for each vacancy. Nominations may also be made from the floor of the Faculty Senate by any elected Senator (or their alternate). Election of Academic Committee members will take place at the Faculty Senate Organizational Meeting. Election will be by majority of elected Senators present and voting.
3. The process above shall also be used in the election of faculty members to university Administrative Committees in cases where the committee charge specifies election by the Faculty Senate.

Section 6. Appellate Committee members must be permanently tenured, or probationary (tenure-track) voting faculty holding no administrative title (*ECU Faculty Manual Part IX, Section I - Tenure and Promotion Policies and Procedures*). The process for election of faculty to the Appellate Committee, which serves as a pool for populating hearing panels (see *ECU Faculty Manual Part XII, Faculty Grievance Policies and Procedures*) will be as follows:

1. Each year in January, the Committee on Committees will solicit volunteers to serve on the Appellate Committee. Responses are due in the Faculty Senate office in February.
2. The Committee on Committees will review all responses and present to the Faculty Senate a slate of one or more nominees as there are vacancies to fill. Nominations may also be made from the Faculty Senate floor. Appellate Committee members will be elected at the spring Faculty Senate Organizational meeting. Election will be by a majority of elected Senators present and voting. This by-law may be suspended in accordance with procedures specified in *Robert's Rules of Order, Newly Revised*.
3. A total of 30 tenured and probationary faculty will comprise the Appellate Committee, all serving three-year terms that are staggered with 10 members elected annually. All faculty ranks must be represented, with no fewer than 10 members from the rank of Professor, no fewer than 10 members from the rank of Associate Professor, and no more than five members from the rank of Assistant Professor. Individual faculty members are eligible to serve two consecutive three-year terms, which may extend to the beginning of the fall semester in the final year of a term. Faculty will be ineligible to serve again for one academic year after conclusion of a second consecutive term.
4. When vacancies occur in the Appellate Committee between annual elections, the Faculty Senate will elect additional faculty members to the committee through nominations initiated by the Committee on Committees.

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5. Faculty who have been involved as either a grievant or respondent in an appellate hearing cannot serve on the Appellate Committee for the period of one three-year term from the date of the final decision on that appeal.
6. An Appellate Committee member who becomes a grievant or respondent while serving will be replaced by the usual procedure for vacancies between annual elections.
7. Members of the Faculty Governance Committee cannot be elected concurrently to the Appellate Committee.

Section 7. Regular members of the Agenda Committee and Committee on Committees must be elected Faculty Senators. Members are elected to one-year terms from among nominations made by elected Senators from the floor during the spring organizational meeting of the Faculty Senate. Service on the Agenda Committee and Committee on Committees is limited to six consecutive years with ineligibility for election to the same committee for at least one year.

Section 8. Officers of each committee are elected from among the regular members for a term of one year. Previous service as a committee officer shall not prejudice a member's election to any committee office. Under normal circumstances each committee shall have a chairperson, a vice chairperson, and a secretary. Interim elections may be held to fill an office that has become vacant or to replace an officer that two-thirds of the full committee membership deems is not fulfilling the obligations of the office.

Section 9. Faculty Senate and Academic Committees meet on a standard schedule, set and revised by the Committee on Committees. All committees and subcommittees, unless prohibited explicitly by the committee's charge, University policies, or state statutes, shall hold their regular and special meetings in open session in accordance with the North Carolina Open Meetings Law. The committee chairperson is responsible for informing the Senate office of the time and place of such meetings so they may be placed on the Senate calendar and publicized in order that interested faculty may attend.

Section 10. Each committee shall operate according to the latest version of *Robert's Rules of Order, Newly Revised*. Minutes of each committee are on file in the Faculty Senate office and available electronically on the Faculty Senate web site and shall be sent to members of the committee and Chair of the Faculty.

A file on each committee's activities and records shall be maintained in the Faculty Senate office.

Section 11. The agenda for committee meetings is set by the committee chair and shall be disseminated to committee members in advance of the meeting. In carrying out the duties specified in their charges, committees should consult with appropriate administrators and are encouraged to invite persons with relevant expertise to attend committee meetings. The appropriate administrator should be provided an opportunity for adequate input during the development or revision of university policy.

Section 12. The officers of each committee shall prepare and submit to the Faculty Senate Office in May of each year an Annual Report outlining the committee's activities for that academic year. Copies of the committees' annual reports will be kept on file in the University Archives and Faculty Senate office, and made available electronically on the Faculty Senate web site. Upon request,

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copies of committees' annual reports shall be made available by the Faculty Senate office. Copies of the Annual Reports are also provided in committee organizational material at the start of the Fall semester.

Section 13. The Chair of the Faculty shall each year compile the Annual Report of the Faculty Senate. This report shall contain, among other things, a summary of Senate and Senate committees' activities for the immediate past year. The Report will be distributed to the Chancellor, academic Vice Chancellors and made available on the Faculty Senate web site. Copies of the report will also be kept on file in the University Archives and the Faculty Senate office. In addition, copies of the Annual Report of the Faculty Senate will be distributed to the members of the Faculty Senate not later than the first regular Faculty Senate meeting of the next academic year.

Section 14. Special committees may be established by the Senate at the discretion of the Chair of the Faculty in consultation with the Faculty Officers. Members of special committees may be appointed by the Chair of the Faculty or elected by the Faculty Senate. At least one senator shall be on each special committee. The chair of a special committee may be appointed by the Chair of the Faculty or elected by committee members.

**ARTICLE XII
THE GRADUATE COUNCIL**

Section 1. The Chair of the Faculty or their designee shall serve as an ex-officio member of the Graduate Council. The duties and responsibilities of the Graduate Council are described in the *ECU Faculty Manual* under Graduate School Governance. The Chair of the Graduate Council provides a monthly report to the Faculty Senate for information, comment, and advice.

**ARTICLE XIII
THE FACULTY ASSEMBLY**

- Section 1.** Faculty Assembly delegates and alternates shall be elected as follows:
- A. The Faculty Assembly nomination form will be distributed in November to all faculty by the Committee on Committees with assistance of the Faculty Senate Office Administrator. The completed nomination forms are due in the Faculty Senate office in December.
 - B. The Committee on Committees will review the nominations and present to the Faculty Senate a slate of one or more nominees for each vacancy. Additional nominations may be made from the Faculty Senate floor. Faculty Assembly representatives will be elected by the Faculty Senate at its January regular meeting. Election will be by majority present and voting. One Faculty Assembly Delegate will be the Chair of the Faculty, holding a term for each year they are elected to serve as Chair of the Faculty. As per the Bylaws of the Faculty Assembly, no delegate may serve on the Faculty Assembly for more than six consecutive years.

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Approved:

FS Resolution #05-18 (Appendix A) September 2005, Chancellor

FS Resolution #05-19 (By-Laws) April 2005, Chancellor

Amended:

FS Resolution #09-06, September 2009

FS Resolution #12-79, April 2012

FS Resolution #14-88, December 2014

FS Resolution #20-27, April 2020

Resolution #22-26

Approved by the Faculty Senate: March 29, 2022

Approved by the Chancellor: pending

Curriculum and academic matters acted on in the [February 21, 2022](#) General Education and Instructional Effectiveness Committee meeting including:

- The following transfer credit approval:
 - Global Diversity (GD) credit for ANTH& 206 Cultural Anthropology from Pierce College [Note, the “&” in “ANTH&” is not a typo]
- Maintaining Domestic Diversity (DD) credit for GEOG 4340 after prerequisite change
- Global Diversity (GD) credit for ANTH 3015 Cultures of the Middle East

Note: Resolutions #22-15, 22-16, 22-17, 22-18, 22-19, 22-20, 22-21, 22-22, 22-23, 22-24, 22-25, and 22-26 were approved by general consent, so the votes are not listed for them.

Senator	Unit	Vote for 24/48 amendment of RESOLUTION #22-18	Vote to table RESOLUTION #22-18	Vote to remove everything after subpoena for RESOLUTION #22-19	Vote to table RESOLUTION #22-19
Spring, Kelly	Academic Library Services	Abstain	(No response)	Aye	(No response)
Baybutt, Rick	Allied Health Sciences	(No response)	(No response)	(No response)	Aye
Eblin, Will	Allied Health Sciences	(No response)	Aye	(No response)	(No response)
Lysaght, Christine	Allied Health Sciences	Aye	Aye	Aye	(No response)
Loudon, James	Anthropology	Aye	(No response)	Aye	(No response)
Arnold, Alice	Art and Design	Aye	Aye	Aye	Aye

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Egan, Matt	Art and Design	Aye	Aye	Aye	Aye
Brewer, Michael	Biology	Aye	Aye	(No response)	(No response)
Karriker, Joy	Business	Aye	Aye	Aye	Aye
Quick, Linda	Business	(No response)	(No response)	(No response)	(No response)
Reed, April	Business	Aye	Aye	(No response)	(No response)
Walker, Joi	Chemistry	Aye	Aye	Aye	Abstain
Griffith, David	Coastal Studies	Abstain	(No response)	(No response)	(No response)
Kang, Jin-Ae	Communication	Nay	Aye	Aye	Aye
Brewer, Steven Lawrence, Jr	Criminal Justice	Aye	Aye	Aye	(No response)
Moss, Mark	Dental Medicine	Abstain	(No response)	(No response)	Aye
Sluder, Troy	Dental Medicine	Aye	Aye	Aye	Nay
Millea, Meghan	Economics	Aye	Aye	Aye	Aye
Lamb, Richard	Education	(No response)	(No response)	(No response)	(No response)
Schmidt, Steven	Education	(No response)	(No response)	(No response)	(No response)
Ticknor, Anne Swenson	Education	Aye	Aye	Aye	Aye
Doty, Melinda	Engineering and Technology	Aye	Aye	Aye	Aye
Miller, Brian Howell	Engineering and Technology	(No response)	(No response)	(No response)	(No response)
Thompson Varnell, Karla Page	Engineering and Technology	Aye	Aye	Aye	Aye
Bauer, Margaret	English	Aye	Aye	Aye	Nay
Feder, Helena	English	(No response)	(No response)	(No response)	(No response)
Medina, Almitra	Foreign Languages and Literatures	Aye	Aye	Aye	Nay
Wang, Yong	Geography, Planning and Environment	Nay	Aye	Aye	Aye
Mallinson, David	Geological Sciences	(No response)	Aye	Aye	Aye
Martin, Ryan	Health Education and Promotion	(No response)	Aye	Aye	Aye
Haberstroh, Amanda Leigh	Health Sciences Library	Aye	Aye	Aye	Aye
Reid, Jonathan	History	Aye	Aye	Aye	Aye
Brimhall, Andy	Human Development and Family Science	Aye	Aye	Aye	Aye
Alexander, Marina	Interior Design and Merchandising	(No response)	(No response)	Aye	Aye
Altman, Stacey	Kinesiology	Aye	(No response)	Aye	Aye
Benson, Chal	Mathematics	Aye	Aye	Aye	Aye
Bolin, Paul	Medicine	(No response)	(No response)	(No response)	(No response)
Fuh, Beng	Medicine	Aye	Aye	Aye	Aye
Katwa, Laxmansa	Medicine	Aye	Aye	Aye	Aye
Greer, Annette	Medicine	Aye	Aye	Aye	Aye
Thomson, David	Medicine	Nay	Aye	Aye	Aye

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Coore, Hunter	Medicine	Aye	Aye	Aye	Aye
Roper, Rachel	Medicine	(No response)	Aye	Aye	(No response)
DiMartino, Gabriel Vincent	Music	Aye	Aye	Aye	Nay
Alford, Travis	Music	Aye	Aye	Aye	Aye
Hand, Mark	Nursing	Aye	Aye	Aye	Aye
Forbes, Thompson Hollingsworth, III	Nursing	Aye	(No response)	Aye	Aye
De Jesus Toderick, Elizabeth	Nursing	Aye	Aye	Aye	Aye
Miller, Richard	Philosophy and Religious Studies	Aye	Aye	Aye	Aye
Wolf, Steven	Physics	(No response)	(No response)	(No response)	(No response)
Lockerbie, Brad	Political Science	Aye	Aye	Aye	Aye
Bowler, Mark	Psychology	(No response)	Aye	Aye	Aye
Vogelsong, Hans	Recreation Sciences	(No response)	(No response)	(No response)	(No response)
Daniels, Michael	Social Work	Aye	Aye	Aye	Aye
Pearce, Susan	Sociology	Aye	Aye	Aye	Aye
Parker, Reid	Theatre and Dance	Aye	Aye	Aye	Aye
Bailey, George	Faculty Assembly (Philosophy and Religious Studies)	Aye	Aye	Aye	Aye
Reis, Pamela	Faculty Assembly (Nursing)	(No response)	Aye	(No response)	Aye
Popke, Jeff	Faculty Assembly (Geography, Planning, and Environment)	Nay	Aye	Aye	Aye
Scott, Ralph	Faculty Assembly (Academic Library Services)	(No response)	Aye	Aye	Aye
Gemperline, Paul		(No response)	Aye	Aye	(No response)