



2022-2023 FACULTY SENATE

FULL MINUTES OF SEPTEMBER 13, 2022

[WebEx Meeting Recording](#)

The first regular meeting of the 2022-2023 Faculty Senate was held on **Tuesday, September 13, 2022**, at 2:10 as a WebEx meeting.

Agenda Item I. Call to Order

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

Agenda Item II. Approval of Minutes

The [April 26, 2022](#) and [May 3, 2022](#) meeting minutes were approved as presented.

Agenda Item III. Special Order of the Day

A. Roll Call

Alternates present were: Professors Scott Abney (Engineering and Technology), Shahnaz Aziz (Psychology), Jacques Robidoux (Medicine), Karen Vail-Smith (Health Education and Promotion)

B. [Announcements](#)

Chair Ticknor shared the above linked announcements.

Speaking privileges have been granted to Vice Chancellor Stephanie Coleman, Director Wendy Creasey, Associate Provost Lakeshia Alston-Forbes, Vice Chancellor Virginia Hardy, Associate Vice Chancellor Bill Koch, Associate Dean of Students Lauren Thorn, Director Lanika Wright, University Counsel Paul Zigas, and any members of standing University committees reporting today.

C. Philip Rogers, Chancellor

Chancellor Rogers welcomed all the faculty back to campus stated he is grateful for the opportunity to speak to the faculty and share highlights on many activities and initiatives unfolding at the University. He also plans to discuss ways to work together on the same team to advance ECU forward. He expressed his gratitude to all faculty senators and the leadership role they play in advancing the work at ECU. We are all working to achieve the same mission. He mentioned we all play a distinctive part in ensuring our own collective success as an institution through enrollment and retention efforts, research, teaching, fundraising, and many other activities found at ECU. He said faculty members form the foundation for that success. He thanked the faculty senators for their commitment, and dedication to our work at ECU.

Higher education continues to change and we are adapting in ways that allow us to continue to deliver on our mission at ECU. One way to do that is through a strategy refresh. The timing could not be more perfect given that in May the Board of Governors approved a system-wide refresh. We have the opportunity to shape our future over the next 5 years in ongoing alignment with the systems goals and metrics, which include a wide array of items ranging from increasing student graduations,

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graduate student success, progress on equity gaps and critical workforce initiatives with other research productivity activities.

We will be leaning into that process soon with a wide array of opportunities for engagement under a very efficient timeline. It will involve a number of phases. The first phase is the assessment phase. This is going to give us an opportunity to review and analyze existing material to benchmark key institutional data from venues like the Pirate Perspectives tour and many other sources to form the data foundation for our work. It will be an assessment opportunity for creating the space for an engagement or visioning phase. We will use the knowledge, experience and perspectives of our university faculty and other constituencies through events, like open town halls and through institutional surveys to be able to shape the direction that this strategy refresh will take at our institution. An institutional planning team will have faculty representation as we move through this process.

This will be an intentional refresh. Much of what we already do is critical to our ability to serve the needs of our state, our region and our nation as well as to deliver on our vision for this university that was established at our founding. We have one of the best mission statements of all of higher education that focus on those three core attributes of what we do, so our mission is going to remain the same. The future vision, the key goals to achieve that vision and mission are going to be the primary focus of this refresh. We will make an intentional effort to encourage and to prioritize innovation as a part of this process.

There are number of different components of the strategy refresh, and one will be built around the concepts of access and student success. This involves an enrollment strategy for recruiting and yielding new students and continuing to be a learner ready institution. We need to ensure that when our students arrive on campus, they are receiving an educational experience so they will thrive.

In July he shared with the Board of Trustees that we're facing a challenging future demographically as are many institutions across the country. We're seeing fewer 18- to 24-year-old, traditional college age students moving through the pipeline and declining birth rates throughout the nation leading to fewer students at that age range. Over the next 15 to 20 to 30 years, North Carolina will have population declines that encourage us to really get prepared now for enrollment challenges that could come our way in the future. Our enrollment story has been consistent with national trends. We have expected and prepared for inevitable declines in the market.

The national student clearing house data for the spring of this past year showed an undergraduate enrollment drop across the country at nearly 5% since last year. When reviewing that over the time span of the pandemic we've seen undergraduate enrollment declines of nearly 10% over the last 2 years. It could have been worse at ECU and without the strong collaboration across the campus over the last few weeks, the decline that we expected is likely to be somewhere in the 3% range, as opposed to a higher range that we anticipated.

He expects that ECU will not be alone in this decrease. Other public institutions across the system will possibly see enrollments lower than ECU, as well as some that are higher. Putting that into context when those numbers are available and solidified will be important in the coming weeks.

Our enrollment declines are because our total addressable student market in North Carolina has declined over the past year, which naturally equates to fewer in-state students from which to recruit.

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As stated, other institutions nationally and within NC are facing similar challenges as we are at ECU. We all have an accountable role to play in developing strategies to address these headwinds that are facing the national higher education landscape. We're acting now, because this process takes time to address these challenges because there's no quick fix in this particular space.

To address the enrollment declines, we are looking at emerging trends among the students that we've admitted and how are behaviors changing coming out of the pandemic. A test optional environment for standardized testing, policy factors relating to pricing, out-of-state admissions caps, questions about return on investments and so many other items are allowing us to really refine our business intelligence, so that we can better understand our current context. We are modernizing our technology tools. We rolled out a new constituent relationship manager (CRM). We're exploring budget allocations to high demand programs. We're thinking about how we leverage innovative online strategies and marketing matters initiatives. We are investing in new marketing techniques and approaches among many others. This is not a one- or two- year fix.

We all have an important role to play because every interaction is important. The Chancellor thanked faculty for being intentional when preparing for activities like open house or admitted students' day. He has heard from parents that these direct engagements influence the enrollment decisions of our students and their prospective parents. We're all critical to success on this front.

The Chancellor then welcomed and recognized ECU's new Provost, Dr Robin Coger, during her first Faculty Senate meeting. He is excited to have an experienced leader with a commitment to mission and long-term success serving in the role of Provost under a modernized University structure. She's already shown evidence that she's a strong faculty advocate and she is the right leader at the right time for all our colleges and schools that are now organized under the single chief, academic officer model. He hopes faculty will find her to be a strong ally as we navigate the many issues across all our academic units on campus. Under this new model, Provost Coger will be taking a leading role in being the senior administrator on campus. She will collaborate with faculty directly to drive our academic enterprise forward.

He looks forward to investing important time in the high-level strategy components of this academic work while also being a public voice to advance our brand and messaging with key, external constituencies and stakeholders. We are in the midst of a comprehensive campaign, so engaging with our philanthropic supporters is key. We've been very intentional about ensuring a broader, unified ECU community, which will continue to be an important area of emphasis for our team and demonstrate why ECU is the best return on investment of any public institution in our state.

Questions for Chancellor Rogers:

Professor Margaret Bauer (Department of English/Chair Agenda Committee) asked about interim appointments. She reminded the Chancellor that last March he said the Provost search would be used as a model for success regarding the rigor for making appointments to positions of leadership, but numerous interim appointments were made over the summer without faculty input since most of us have left campus. How long will these interim appointments last and will the rigorous Provost search model that you've advocated be used for determining the permanent appointments?

Chancellor Rogers said Provost Coger may want to respond also as many current, interim positions are being handled by the Provost and Academic Affairs area, then went on to say there is a difference

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between interim appointments and permanent appointments. For the Chief Research Officer, there were timing considerations and the selection was heavily vetted with the Academic Council. Some of the Dean appointments were as well. Provost Coger will be leading an effort to engage faculty in Dean searches and chief research officer searches. We should prioritize that as part of this process.

He acknowledged the point about the Vice Chancellor for Student Affairs search and reminded everyone that in his email earlier this week, he said they are widening that search to be more inclusive across the board. We are going to engage the campus community when more faculty are on campus.

Provost Coger said as we think about the positions, we have open, they will happen in a way that ensures the faculty, whether 9- or 12-month can participate. Three searches are launching this semester. Spring searches are not yet determined as we prefer all faculty to have the ability to participate and don't want to risk moving into the summer months. Faculty, students, administrators and staff will all be participating in these searches through Academic Affairs.

Professor Rachel Roper (School of Medicine) said faculty regularly receive surveys to give input on performance of Department Chairs, Deans, and even the Chancellor, but it seems there's a number of leadership positions where there's no chance for faculty to give input; like the Vice Chancellors (REDE as an example). These positions are important to faculty functioning. Can faculty be given the opportunity to give feedback on these positions at least every 2 to 3 years? Also, if an internal appointment is needed quickly, can input from faculty over the last few years be reviewed on the interim's performance before a decision is made to fill the position?

Chancellor Rogers said faculty can always reach out to him directly if there are questions about specific performance related items for direct Vice Chancellors that report to him. His understanding is that there is a 5-year review related process for Vice Chancellors that are comprehensive in nature. This is an item we can investigate, review and determine if there are other ways to ensure there are feedback mechanisms when items arise.

Professor Jin-Ae Kang (School of Communication) said the Chair of the Diversity Equity and Inclusion Committee for the School of Communication submitted this question. In the past 10 years ECU has secured funding ninety million dollars for the Life Science Building, one-hundred and twenty-two million dollars for a parking garage and student center and a forthcoming two-hundred-and fifty-million-dollar allotment for medical education buildings in the same 10-year period. Many faculty members have experienced salary compressions, which is a clever euphemism for not being paid or fairly compensated. The usual refrain from the administrators has involved bucket metaphors. As we understand it, the Board of Governors determines raise pools and decides whether to fund merit-based raises. Our question is whether there is someone who advocates on behalf of the Faculty to the Board of Governors, and do we have a lobbyist of any sort? Also, how can the faculty communicate with that person?

The Chancellor said he was in that role for several years at ECU in the early 2000s. We have someone who represents ECU to the North Carolina General Assembly and other local and federal agencies. The person works in collaboration with the UNC System Office along with staff from these governmental agencies along with the Board of Governors to set a legislative budget agenda and a legislative priority agenda. We work closely to advocate for system-related items such as these before the Board of Governors and the General Assembly. The items mentioned have been a top

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priority for the Board of Governors over the last year and the legislature invested in some tools that will allow us to have a little more flexibility in that area.

Immediate Past Chair of the Faculty Purificación Martínez (Department of Foreign Languages) asked for more information about the refresh for the strategic plan. Are you going to refresh the goals themselves? What are the unit academic and administrative units' goals and metrics for success? In what ways are the metrics that we use able to measure our success in accomplishing our project plans truly meaningful and appropriate for each of the units in the University?

Chancellor Rogers said the goals need to be meaningful, appropriate and be able to be communicated in a clear way to demonstrate the return provided. This will be done in a phased fashion between now and December. We are reviewing the overall scope as we think about the day-to-day activities that are core to our mission for student success, public service, regional transformation, and the core metrics and goals that align with those. We also need to review the vision and how it associates with the changing environment in higher education and how ECU can stay ahead of those curves. This will allow us to identify strategic directions we want to pursue as an institution. The plan involves remaining consistent with what we've done in the past and adjustments will be made on our vision for the future. If we can determine that between now and December, we'll likely begin a more detailed engagement with the units around the specific metrics to be pursued to ensure that they're clear and direct, in January.

Provost Coger said it is going to be important that we're able to pull from the units throughout the University. As we walk through the University refresh, we will figure out guidelines to give to the Deans so they can direct their strategic planning within their colleges. While we have a timeline for the University, we know it's important to have guidelines to help the units to develop theirs. We want to ensure we define the University's strategic plan and to allow the colleges and the departments to provide the context that is meaningful to them.

Immediate Past Chair of the Faculty Purificacion Martinez (Department of Foreign Languages) asked Chancellor Rogers when we will receive the data from the UNC engagement survey and how it will be analyzed, presented, digested, implemented, etc.

Chancellor Rogers said these surveys help us to become a better institution. We must develop a culture that allows us to move forward as a community together. He hasn't seen the results of the data yet and thinks Stephanie Coleman may have the latest on this data.

Vice Chancellor Stephanie Coleman said the information has been shared with HR and they are reviewing the information. HR has not shared the information with us yet.

Professor Hong-Bing Su (Department of Geography, Planning & Environment) asked what the faculty policies are related to the Covid-19 policies. What is the policy for faculty who are unable to teach due to illness?

Vice Chancellor Virginia Hardy said Sarah Lilley or anyone from HR might be better able to address the question regarding leave. She is unsure about leave process as it relates to Covid policies, but we can get you an answer.

Chancellor Rogers said we'll retrieve information through our colleagues in HR.

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There were no further questions for the Chancellor.

D. Robin Coger, Provost and Senior Vice Chancellor for Academic Affairs

Provost Coger said it is a wonderful opportunity to be able to greet faculty this afternoon and thanked the Chancellor for his words. She said it is an honor and a privilege to be here at ECU Provost. She thanked the faculty for all the efforts and dedication that help shape the altitude and attitude of our University. ECU is a stronger University when our faculty combine discipline-specific knowledge with passion for being a conduit of learning and commitment to helping students succeed. Every time faculty interact with one of our students in classrooms, research labs, office hours or in the clinic as a mentor, advisor or coach, we have the ability to inspire the heart and minds of our students.

She has prioritized getting to know the university within her first two months at ECU through conversations with faculty, staff, students, alumni, trustees, Board of Visitors, Greenville residents, and even corporate partners. The people of our University are the most important strength and we're often so busy that we forget the importance of sharing our results and successes in ways that assist ECU for being recognized for its considerable expertise and innovation. From her perspective, others are not aware of the great work we do at ECU; however, by working together we can change that. We have some rebuilding to do. The way forward is by taking one-step at a time. It's not an automatic, it's not quick, but one-step at a time, we will get there.

She said she was attracted to the multi dimensions of East Carolina University and finds it energizing to have the richness of the colleges and schools that exist in our university and the possibilities for collaborations everywhere. This perspective is from her own journey as a researcher and as a former biomedical center director who relied on interdisciplinary collaborations. Collaborative success requires team members to take the necessary time to build merit familiarity, direct their combined focus on creating solutions that the individual contributors could not achieve on their own and most of all to put in the work to deliver.

The same is true for the work being done now, following the restructuring for those who are feeling a bit unsettled by the new structure. Please remember that you have a Department Chair or Director, and a Dean. She meets with the Deans at least once a month. As Provost, it is important to her that faculty know that decisions regarding resources rely heavily on working with the Deans to achieve those results.

She is pleased that Deans are facilitating regular meetings or forums this academic year with the faculty and staff of their respective colleges or schools, and thanks them for those efforts.

In her First Monday message to campus, she shared a diagram displaying components of Academic Affairs. The Academic Affairs part of our University is continuing to get stronger because of the knowledge that exists inside of this division. All areas of the diagram are working together to achieve goals to fulfill the University's strategic plan.

We have already realized with this structure that it is helping to increase the exchange of information between our team members and that collaborations are being formed. She thanked Chancellor Rogers, members of the Senate, the Vice Chancellors and the faculty, staff, and other campus leaders for taking the time to welcome her to ECU.

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Professor Meghan Millea (Department of Economics) asked if there is any way to have a systematic feedback mechanism that when issues arise faculty have a place to share those items and know that someone will address them? When an item is reviewed; open dialogues are great, but they are set for specific periods of time. She is suggesting more of a submission-type system to inform of what is going on at the grassroots level.

Provost Coger said she will consider how to make this happen. Thank you for the suggestion. Please don't forget to talk to your Chairs and Deans. She meets with the Deans regularly, so if there are suggestions, your Chairs and Deans are the correct people to help navigate those suggestions.

Professor Rachel Roper (School of Medicine) said there have been numerous reports of administrators, department chairs, associate deans and deans who are not following some of the requirements in the Faculty Manual or in the unit codes. One example is not allowing faculty to view academic reports that are leaving their unit, like the SACS and annual department reports in the School of Medicine. It's usually a small subset of the faculty writing these reports and remaining faculty don't even get to review the report. As described in the approved Faculty Manual, the faculty are supposed to vote on those reports. What's the process you wish for us to utilize for reporting these kinds of problems and what accountability can there be for this? Thank you.

Chair Ticknor offered a point of clarification and said the Faculty Manual states faculty from a unit should vote on particular reports for their respective unit.

Provost Coger said she will need to review this process further.

Professor Margaret Bauer (Department of English) asked would the Provost consider looking into the restrictive credentialing practices conducted at ECU which makes interdisciplinary work often unnecessarily problematic? We hire people, we review their credentials when they're being hired. Then when creating a class or new collaboration, someone outside of our department says this person isn't qualified; it seems like Departments should know who is and isn't qualified.

Provost Coger said that any accreditation requires faculty to be suited for the courses that they are teaching. We simply need the faculty to provide the proof that the person has the necessary background and training in order to teach students in the particular area of your department. This is required so when the University is under accreditation review, a situation does not arise where we are not accredited due to an issue with credentialing.

Immediate Past Chair of the Faculty Purificación Martínez (Department of Foreign Languages) said taking into consideration the new funding formula and our enrollment shortages, will the campus need to prepare for a budget cut? If so, what will the process be to ensure faculty voices are heard regarding these possible cuts and how they will affect the educational mission of the institution?

Provost Coger said we don't know the answer yet as things are still evolving. Though the budget formula has changed across the system the details about how it translates for each of our campuses is not known yet. By the end of this semester, we hope to have a better idea of how the budget determinations will be made, so we can then make predictions.

The number of students entering ECU (undergraduate and graduate) as well as the number of students articulating toward a degree affect our enrollment numbers and our performance metrics.

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She and Vice Chancellor Coleman will present on the budget at a later date to ensure the Faculty Senate is aware of the new budget formula and how it translates to the parts of the campus that we all love and care about.

Immediate Past Chair of the Faculty Purificacion Martinez (Department of Foreign Languages) said the Provost is aware of her concern over the language in fixed term contracts as a carry-over from her time as Chair of the Faculty last year. Can the Provost provide an update on the questionable language in the fixed-term faculty contracts?

Provost Coger said she has spoken with Chair Ticknor, the Chancellor and others within her office about the contract language and they have been able to move the language that was of concern. It is now in the addendum to the letter. We must include the language to protect our university.

There were no further questions for Provost Coger.

E. Ryan Bonnett, Student Government Association President

President Bonnet began by thanking the faculty and Chair Ticknor for inviting him to speak. He introduced himself as a Senior, majoring in Biology with a minor in Hispanic studies. He has submitted an application to the School of Medicine and hopes to pursue a career in pediatrics.

His role as student body president is to put the needs of students first. The joint effort of student government and Faculty Senate is to provide the most efficient and productive environment possible for students. His vice president, Emily, and he ran on four main platform points consisting of mental health, food insecurity, sexual assault prevention and survivor support as well as student engagement. This summer they tried to lay down a foundation for a productive year. They are going to focus on presenting mental health resources that the campus offers to students and working to point them where and when the students need them as well as other initiatives throughout the year.

He said they are working with the Purple Pantry to begin offering frozen food items (meat and vegetables) and also secured a donation of unused meal swipes to incorporate into the purple pantry to assist students with food insecurities.

They are currently talking with the Panhellenic association and the interfraternity council to bring in a guest speaker to talk about sexual assault prevention to student organizations. They are also working with a local club called "Find your Voice" to help provide a cyber support group to students through social media and other mediums.

He has been fortunate to speak with student body presidents from other universities and he has heard from other schools of stories of dysfunction, arguments and hostility amongst the shared governance between student government, faculty, staff and its administrators. He feels it's important that we review the issues together and strive for change in a collaborative way. He hopes that the appointments he has made to the Faculty Senate committees will help provide valuable insight from the student's perspective. He encourages faculty to include these student government representatives in committee discussions as much as possible. Please help them to remain engaged and keep him in the loop if their attendance becomes lacking. He feels this shared perspective will allow us to create the environment that our students and faculty need.

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He also said if faculty hear repeated concerns from students, please reach out to the student government association and they will try to assist. He is very optimistic for this year ahead and hopes for collaborative work over the year.

Questions

Jonathan Reid (Department of History) said there are concerns of how technology impacts the students, especially distance education and engagement within their courses. The Distance Education and Learning & Technology Committee is preparing a survey for students to be administered this year and having student input for this survey is beneficial. He wonders if student engagement on the committees could be increased if the representatives did not have to attend the full meetings or would know which meetings were key for their attendance, given their busy schedules.

Ryan Bonnett, Student Government Association President said he is serving as the student representative for the Distance Education and Learning Technology Committee himself, since he is aware of the importance of the issue referenced. For other committees, he recommends the student representative and the chair of the respective committee discuss the need for the student representative to attend the specific meeting depending upon what is being discussed to ensure the student's time is utilized wisely.

Megan Millea (Department of Economics) said under the new funding model, we are awarded by student credit hours and we have a metric that reviews increasing undergraduate students' success and increasing affordability. These types of items need student feedback to help us understand what types of things we could be doing to improve those metrics.

Ryan Bonnett, Student Government Association President said he is not up to date on the new funding model, but he will discuss it with Chancellor Rogers and other administrators to ensure there is student representation for this issue.

F. Anne Ticknor, Chair of the Faculty

Chair Ticknor delivered remarks, which appear in full below:

"I would like to begin my remarks to this body by first saying that I am honored to be the Chair of the Faculty. I remember being a first-year faculty at Faculty Convocation and listening to the inspiring words of Chair Marianna Walker and wondering how I could be involved in shared governance as a faculty member at ECU.

A few years later, I completed the Faculty Senate Committee interest survey and waited anxiously to hear if I was selected to serve, how I could contribute to the larger faculty community, and build my network beyond my unit colleagues. I remember being untenured and unsure about speaking in the first few meetings on the Research and Creative Activity committee, I remember being encouraged to share my ideas and perspective by other members of the committee, and I also remember how my voice contributed to the work of the committee. This began my commitment to being a faculty member who speaks up, asks questions, and continually seeks opportunities for shared governance.

As I look at all the people in this meeting, I know my commitment to shared governance is not

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unique. I look at all our faculty who serve on Faculty Senate committees, who engage in Faculty Senate meetings, who email the Faculty Senate office with their questions, concerns, and comments, and I see how dedicated and active we are in making a more inclusive and stronger community at ECU, even when we are privately or publicly critiqued.

Part of why I believe our faculty are engaged in shared governance is because our faculty expertise and knowledge is exceptional. We have talented faculty who are engaged in scholarship that reflect and can strengthen each aspect of our university; our faculty study and teach about higher education, finance, organizational psychology, student engagement, economics, identity, history, culture, information technology, art, policy, data analysis, human relations, business, adult learning, health care, and the list goes on.

To become One ECU—a university that is focused on inclusivity, collaboration and transparency—we must access our faculty expertise and experience as resources when university decisions are being formulated, discussed, and implemented. We need our faculty expertise to be front and center from the start, and we need our faculty who identify as BIPOC or other historically marginalized identities to be equally represented in these efforts. If we are serious about increasing the diversity of our faculty and retaining faculty we have hired for their knowledge, skills, and experiences, then we need to be intentional and deliberate about who is at the table, and whose identities, knowledge, and experiences are being valued in the decision-making process.

According to the 2020 Employee Engagement Survey results, the average response of faculty to the 3 questions related to shared governance was 53%, which “Warrants Attention” according to the color-coded scale. Compared to the 5 benchmark responses, including UNC and the Southeast region, this category ranged from 55% to 64%, which is coded within the range labeled as “Fair”. Of the 3 shared governance sub-questions, our lowest positive response was 37% for “meaningful involvement in institutional planning.”

As we await the results of the 2022 Employee Engagement survey, I ask leadership to keep shared governance, and “meaningful involvement” at the forefront of your minds when planning for decisions that impact ECU. Begin conversations with an intentional focus on faculty involvement and ensure that focus translates into tangible action; faculty need to engage with all stakeholders, ask questions, provide their expertise, and be involved in the decision-making process from the beginning. I also call on administrators to then make visible how faculty voice is incorporated into these decisions and credit the work of our engagement and expertise to truly enact shared governance.

But, how do faculty engage and persevere with low salaries, rising inflation, no merit pay raises, and increasing responsibilities to our students, our units, ourselves, and our families? And how do we do this when we are already feeling overworked, burnt out, underappreciated, and unheard?

One suggestion is that we collaborate with our colleagues, and we take turns so each of us can rest, regroup, and keep engaging. As senior faculty, we need to both support our newer faculty, and we need to mentor faculty to share their voices and talents. We also need to be sure we bolster them as they navigate the demands of a job that has changed dramatically in recent years.

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Collectively, we can speak up and advocate for changes and utilize our shared governance channels. Reach out to the Faculty Officers, Faculty Senators, and our Faculty Assembly delegates so we can work together to amplify faculty voices from these leadership positions and make our university a better place for our community.

We know that we are in a year of opportunities—we have new leaders, a new organizational structure, a new budgeting model and formula, new COVID-19 guidance, new Employee Engagement Survey results, a forthcoming strategic plan refresh—and this means that we have multiple decisions to make that will immediately impact us and decisions that will have an effect on us for years to come. We must take advantage of this year to engage in shared governance as active participants when we search for permanent leaders, revise our strategic plan, consider budgeting that reflect our priorities, plan for enrollment changes, request salary increases, and all the decisions that will impact our lives at ECU. In closing, I ask that our faculty senators and delegates begin this conversation today; ask questions of our speakers and leadership about topics relevant to our professional lives and ensure that we continue our strong history of shared governance at ECU.”

Questions

Professor Hong Bing Su (Department of Geography, Planning & Environment) asked if we can formally recognize faculty service as a larger portion of faculty workloads?

Chair Ticknor said this was reviewed by the Faculty Governance committee last year and subgroups were created to review faculty workload and how we, as faculty, are continuing to do more with less. Less recognition and less salary. These discussions were paused due to the implementation of the new funding model. We are aware this new model will impact us in terms of teaching loads as well. The Faculty Governance committee plans to reconsider once the new funding model is finalized.

Professor Annette Greer (School of Medicine) said she agreed with Dr. Su. We are all aware of the three parts of faculty workloads: teaching, research and service; however, due to Covid and the implementation of additional meetings, etc., it seems these additional required elements are not included in how faculty are compensated. She asks the Governance committee to consider additional times faculty are being required to participate in “voluntary” service obligations and to review how it could be handled differently.

Chair Ticknor said she will ensure that these issues are discussed in the Faculty Governance committee.

G. Question Period

Professor Sviatoslav Archava (Department of Mathematics) said most faculty now use access codes in lieu of physical textbooks, whereas digital content is located online. He recently discovered the ECU bookstore has a markup of up to 33% above the publisher’s cost if purchased directly from their website. He finds it alarming that the bookstore uses misleading practices to market to the students and displays misleading information. When he reached out to the bookstore manager, she stated they are unable to match the cost of the publisher’s website as ECU has a contract that

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requires them to charge a markup. How do you think these practices contribute to the financial hardship of our students and how are these practices aligned with the university's mission that Chancellor Rogers spoke about earlier?

Vice Chancellor Stephanie Coleman said ECU has a contract with Barnes and Noble and as part of the contract Barnes and Noble gives a commission back. ECU has a debt associated with the student store from when we built the student center several years ago. As part of the commission, we also support student scholarships. So, to answer the question specifically about access, part of the commission the university receives goes back to support student access initiatives.

Immediate Past Chair of the Faculty Purificacion Martinez (Department of Foreign Languages) said the concern that the Faculty Governance committee expressed regarding the fixed-term faculty language was not where it was located within the contract letter, but that it existed, period. Dr. Coger stated it is needed for legal purposes, so she asks if Dr. Ticknor is willing to discuss when she meets with the other Faculty chairs of the UNC system whether similar contract language is present in their fixed-term faculty contracts.

Chair Ticknor said she will add that to her points of discussion for when she meets with other Faculty Chairs.

Professor Scott Abney (Department of Technology Systems) asked does Provost Coger plan to use a model to structure our university like the Baldrige criteria rather than tackle issues on a first come, first-serve basis? Second, is there anything that can be done to reduce the lengthy hiring process?

Provost Coger said she will need additional details to provide an informed answer regarding this specific issue; however, units can work with their Dean and Chair, and they'll ensure she knows about any issues.

In reference to the other question, there are some things we need to be more proactive on. We need to ensure things are aligned with the UNC code and we are thinking ahead so it's more proactive than reactive. The strength of our collaboration is that we can see problems before they arise and determine how to rectify them.

Immediate Past Chair of the Faculty Purificacion Martinez (Department of Foreign Languages) asked can faculty talk directly to Barnes and Noble regarding concerns they may have?

Associate Vice Chancellor Bill Koch said there was a Barnes & Noble Implementation group, but due to Covid, there were difficulties with staffing, etc.. Now that some of the Covid-related staffing issues are resolving, we are discussing the possibility of starting the implementation group again. Barnes & Noble and he need input regarding how things are going so we can continuously improve the process.

He would like faculty input on the First-Day program to help us determine if this is something we want to pilot by department or college or if there is any interest in pursuing the option.

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Professor Sviatoslav Archava (Department of Mathematics) said he feels these practices are unfair to the students and are a contributing factor to the student debt crisis. His recommendation is to allow students to purchase the digital codes directly from the publishers without the markup.

Vice Chancellor Stephanie Coleman said Barnes and Noble sells the access code as a package. Perhaps we should have a conversation with Barnes and Noble, specific to access codes. Also, students have the freedom to purchase the books from where they want to; that is the choice the student have themselves.

Professor Hong Bing Su (Department of Geography, Planning & Environment) said he has been able to find course resources online for free, and it is important for ECU to share their policies of how these funds are used.

Professor Karen Vail-Smith (Department of Health Education & Promotion) asked what is the percentage of profits used for scholarship?

Vice Chancellor Stephanie Coleman said she is unsure but will get back to Professor Vail-Smith.

Professor Karen Vail-Smith (Department of Health Education & Promotion) asked should the Student Store be in the scholarship business? Why shouldn't we give everyone a scholarship and reduce prices?

Vice Chancellor Stephanie Coleman said our Student Store (even prior to being Barnes & Noble) has provided scholarships. Historically, the student store at East Carolina University always has. She is unaware of if other schools have similar practices.

Professor Sviatoslav Archava (Department of Mathematics) said Vice Chancellor Coleman stated students can choose where to purchase textbooks and that may be inaccurate shortly. The bookstore is actively engaged in something called "Alex" from McGraw Hill, which requires students to purchase textbooks directly from the bookstore. Also, if the cost of course materials become part of tuition, students will have no ability to purchase textbooks or access codes directly from the publisher.

Chair Ticknor reminded all senators to refrain from discussions in the chat and to wait to be recognized in lieu of the back-and-forth conversations with speakers. This ensures all faculty senators can participate in the faculty senate meetings.

Agenda Item IV. Unfinished Business

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

Agenda Item V. Report of Graduate Council

Professor Ron Preston (Education) Chair of the Graduate Council Formal presented formal faculty advice on curriculum and academic matters acted on and recorded in the [August 22, 2022](#), Graduate Council meeting minutes, including Graduate Policy action item (GC 22-07) approved by the Graduate Council included a catalog revision of transfer credit language to the "[Credit by Transfer](#)" policy with language that clarifies non-degree coursework with a grade of B or better may transfer into ECU for students from other institutions; and a revision to the Theses and Dissertation Signature Page to substitute the blank signature page with an amended title page that includes an appropriate listing of the committee members at the bottom of the title page.

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There was no discussion, and the Faculty Senate approved by general consent, as formal faculty advice to the Chancellor, curriculum and academic matters acted on and recorded in the [August 22, 2022](#) Graduate Council meeting minutes. **RESOLUTION #22-44**

Agenda Item VI. Report of Committees

A. Committee on Diversity, Equity, and Inclusion, Sambuddha Banerjee
Professor Banerjee (Chemistry), Vice Chair of the Committee, presented the General Guidelines for Faculty and Administrators about Annual DEI Training.

Professor Banerjee showed the approved DEI requirement passed by Faculty Senate in April 2021 and also the Faculty Manual unit code requirement that requires all ECU faculty to participate in DEI activities. The Office of Equity and Diversity has provided definitions on diversity, equality and inclusion on their website.

ECU requires DEI professional development or learning activities annually for all faculty. Information about these activities can be found on the Office of Equity and Diversity and Office of Faculty Excellence websites. Faculty can also refer to their discipline-specific societies for appropriate DEI resources and trainings. Faculty are to consult with their Chair regarding the appropriate trainings. These DEI trainings will be a requirement in Faculty 180, much like the distance education requirement.

Discussion

Professor Andrew Vermigilio (Department of Communication Sciences & Disorders) said this new requirement is in reference to UNC policy manual 300.8.5. Furthermore, the term equity does not appear anywhere in the UNC policy as it relates to diversity and inclusion. So this entire policy was developed under false pretenses, and we don't see any clarity on implementation. We don't see this as a reasonable academic target we should be forced to complete.

Professor Sambuddha Banerjee, Vice Chair of the Diversity, Equity and Inclusion Committee said this requirement was passed by Faculty Senate previously, so the discussion on whether we need this training or not has already occurred and been approved. The intent for today was to provide clarification on where faculty can obtain training related to DEI.

Professor Hong Bing Su (Department of Geography, Planning & Environment) said he supports the intention and idea of DEI, but a training for DEI sounds like a big burden. What if faculty disagree with the training or have questions?

Chair Ticknor offered a point of clarification and said this is not a training, but a professional development activity.

Professor Sambuddha Banerjee, Vice Chair of the Diversity, Equity and Inclusion Committee said the DEI committee does not determine what qualifies as an appropriate activity; we are directing faculty to resources available that will help them to meet the DEI professional development requirement.

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Immediate Past Chair of the Faculty Purificacion Martinez (Department of Foreign Languages) said she agreed with Chair Ticknor that the DEI requirement is a professional development activity, not a training. The goal is to engage and grow as teachers and researchers. The DEI Committee is providing guidance on where to obtain this professional development.

Professor Linda Quick (College of Business) asked if someone should miss this training, are they able to go back and do it after the March deadline for submitting annual reports in Faculty 180 or is that a hard deadline and needs to be done before annual reviews are due?

Immediate Past Chair of the Faculty Purificacion Martinez (Department of Foreign Languages) said Senators certainly should share the information with colleagues, and this information is being shared with Deans and Chairs as well.

Chair Ticknor said yes, this information is being shared to Chairs and Deans in multiple avenues since it's a new requirement.

Professor Rachel Roper (School of Medicine) said the ECU Strategic plan states we will diversify our faculty, staff and students and this professional development helps with this goal. The plan also states we will foster a positive campus environment and culture that encourages a diverse living learning community to maximize student success. Therefore this professional development activity is important.

Professor Jonathan Reid (Department of History) asked if there is a requirement for ECU faculty, can there be a set program that faculty could attend, so the faculty aren't required to locate appropriate professional development on their own?

Professor Rachel Roper (School of Medicine) said the Office of Equity and Diversity, the Office of Faculty Excellence and even discipline specific professional associations offer such professional development options. Also, all units need to add DEI requirements to their tenure and promotion guidelines.

Professor Annette Greer (School of Medicine) said regardless of the discipline or position you hold; professional development must be conducted yearly.

Chair Ticknor reminded senators to ask questions specific to the topic. We are not discussing the policy, just the options available for fulfilling the professional development requirements.

There were no further questions.

Agenda Item VII. New Business

Professor Bauer (English) presented a commendation for Past Chair of the Faculty Purificación Martínez, that read as follows:

Purificación Martínez, Chair of the Faculty (2020-2022)

WHEREAS, Professor Purificación Martínez served two terms as Chair of the Faculty at ECU, and

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WHEREAS, Professor Purificación Martínez became Chair of the Faculty shortly after the beginning of a global pandemic that affected all aspects of the University, holding three special meetings of the Faculty Senate ahead of the Fall 2020 semester to disseminate information and provide an opportunity for faculty feedback on the university response, and became the first Chair of the Faculty to conduct every Faculty Senate meeting during their term virtually, and

WHEREAS, Professor Purificación Martínez coordinated with the faculty officers during the pandemic to advocate for faculty safety, testing, updating the dashboard, vaccination, clear communication plans, and weekly Covid briefings between administration and faculty officers for the first 4-6 weeks of each semester, and

WHEREAS, Professor Purificación Martínez has, as Chair of the ECU faculty, provided strong and visionary leadership during one of the greatest crises to face ECU, recognized by her selection for the 2021 Talton Leadership Award, and

WHEREAS, Professor Purificación Martínez has worked to expand opportunities for collaboration within the context of shared governance, beginning a new practice of inviting the Chair of the Board of Trustees to address the Faculty Senate once an academic year and meeting monthly with Deans and Directors to understand individual college operations, faculty needs from more perspectives, and to identify gaps in faculty input at the college/school levels, and

WHEREAS, Professor Purificación Martínez spoke out against changes to the fixed-term faculty contract language and worked with members of the Faculty Governance Committee to revise the language for advancement in title and multi-year contracts in the Faculty Manual to benefit fixed-term faculty, and

WHEREAS, Professor Purificación Martínez's service on the Fiscal Sustainability Coordinating Committee and the University Budget Committee resulted in faculty having more opportunities to provide input on the fiscal sustainability recommendations, the creation of college budget committees with faculty involvement in planning for potential budget cuts, and the inclusion of additional ECU budget information on the university's budget website, and

WHEREAS, Professor Purificación Martínez served on the search committee for the Provost and Senior Vice Chancellor for Academic Affairs and preserved faculty voice in the process by holding elections for faculty representatives to the search committee and fighting hard to secure additional faculty and search committee involvement in the on-campus interviews, and

WHEREAS, Professor Purificación Martínez helped guide ECU through reorganization of the academic units in the former Division of Health Sciences bringing them under Academic Affairs by creating a timeline and advising affected units and administration about recommended procedures to ensure faculty input in the process, and

WHEREAS, Professor Purificación Martínez will continue to impact ECU with the creation and leadership of a Quality Enhancement Plan designed to improve Diversity, Equity, and Inclusion practices across the university,

THEREFORE BE IT RESOLVED that Professor Purificación Martínez is commended by this body for her exceptional and courageous leadership, and

BE IT FURTHER RESOLVED, that we, the members of East Carolina University's Faculty Senate, hereby express our gratitude and admiration for Professor Purificación Martínez and her work

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on behalf of the faculty and thus the students, staff, and alumni of the university, and her unparalleled support and expansion of its long tradition of shared governance.

Discussion

Motion to approve the resolution as submitted; motion passed by general consent. **RESOLUTION #22-45**

Dr. Rachel Roper motioned to adjourn.

There being no further business, the meeting adjourned at 5:01 pm.

Respectfully Submitted by,
Melinda Doty
Secretary of the Faculty
College of Engineering & Technology

Rachel Baker
Faculty Senate

FACULTY SENATE RESOLUTIONS APPROVED AT THE SEPTEMBER 13, 2022 MEETING

Resolution #22-44

Formal faculty advice on curriculum and academic matters acted on and recorded in the [August 22, 2022](#), Graduate Council meeting minutes, including Graduate Policy action item (GC 22-07) approved by the Graduate Council included a catalog revision of transfer credit language to the "[Credit by Transfer](#)" policy with language that clarifies non-degree coursework with a grade of B or better may transfer into ECU for students from other institutions; and a revision to the Theses and Dissertation Signature Page to substitute the blank signature page with an amended title page that includes an appropriate listing of the committee members at the bottom of the title page.

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Commendation for Past Chair of the Faculty, Professor Purificación Martínez

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WHEREAS, Professor Purificación Martínez served on the search committee for the Provost and Senior Vice Chancellor for Academic Affairs and preserved faculty voice in the process by holding elections for faculty representatives to the search committee and fighting hard to secure additional faculty and search committee involvement in the on campus interviews, and

WHEREAS, Professor Purificación Martínez helped guide ECU through reorganization of the academic units in the former Division of Health Sciences bringing them under Academic Affairs by creating a timeline and advising affected units and administration about recommended procedures to ensure faculty input in the process, and

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BE IT FURTHER RESOLVED, that we, the members of East Carolina University's Faculty Senate, hereby express our gratitude and admiration for Professor Purificación Martínez and her work on behalf of the faculty and thus the students, staff, and alumni of the university, and her unparalleled support and expansion of its long tradition of shared governance.

All resolutions were voted on by general consent, so the voting history will not be presented.