The seventh regular meeting of the 2020/2021 Faculty Senate will be held on Tuesday, March 30, 2021, as a WebEx meeting.

AGENDA

Ⅰ. Call to Order

Ⅱ. Approval of Minutes

  February 23, 2021

Ⅲ. Special Order of the Day

  A. Roll Call

  B. Announcements

  C. Philip Rogers, Chancellor

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

  E. LaKesha Alston Forbes, Associate Provost for Equity and Diversity
     Sarah Williams, Director, Office for Faculty Excellence
     Memo – Highlight Initiatives Designed to Improve Faculty Diversity*
     Initiatives Designed to Improve Faculty Diversity*

  F. Willie Ehling, Director of Campus Recreation and Wellness
     Proposal for tiered memberships for Faculty, Staff, and Students*

  G. Purificación Martínez, Chair of the Faculty

  H. Question Period

Ⅳ. Unfinished Business

Ⅴ. Report of Graduate Council

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

VI. Report of Committees

A. Writing Across the Curriculum Committee, Lisa Ellison
Curriculum and academic matters acted on during the March 8, 2021 meeting including notification of renumbering of GBRK 2600, notification of change in prerequisites for SPAN 3210, and notification of change in prerequisites for BIOL 4300 and 4301.

B. Undergraduate Curriculum Committee, Stacy Weiss
Curriculum and academic matters acted on during the February 11, 2021 meeting including curricular actions in the Departments of Kinesiology and Social Work within the College of Health and Human Performance, the Department of Management within the College of Business, and the Departments of Sociology and Foreign Languages and Literatures within the Harriot College of Arts and Sciences; the February 25, 2021 meeting including curricular actions in Interdisciplinary Programs and the Department of Foreign Languages and Literatures within the Harriot College of Arts and Sciences, the Department of Mathematics, Science, and Instructional Technology Education within the College of Education, and the Departments of Health Education and Promotion, Human Development and Family Science, and Kinesiology within the College of Health and Human Performance; and the March 4, 2021 meeting including curricular actions in Interdisciplinary Programs, the Departments of Philosophy and Religious Studies, Chemistry, Political Science, English, and History within the Harriot College of Arts and Sciences, and the Departments of Accounting and Marketing and Supply Chain Management within the College of Business.
C. Service-Learning Committee, Sachiyo Shearman
Curriculum and academic matters acted on during the March 9, 2021 meeting including Service-Learning (SL*) designation for BIOL 3010 Scientific Communication.

D. Faculty Governance Committee, Jeff Popke
1. Proposed revisions to ECU Faculty Manual Part IV.I.II. Organizing as a Code Unit (attachment 1).
2. Proposed revisions to ECU Faculty Manual Part IV.I.IV. Minimal Unit Code Requirements (attachment 2).
3. Proposed revisions to the Unit Code of Operation Format (attachment 3).
5. Proposed revisions to ECU Faculty Manual Part VIII.I.III. Annual Evaluation (attachment 5), presented for information only (action will take place at future meeting).
7. Proposed revisions to ECU Faculty Manual Part XI.IV. renamed from “Equal Employment Opportunity/Affirmative Action Policy and University Commitment to Diversity” to “Equal Employment Opportunity/Affirmative Action Policy and University Commitment to Diversity, Equity, and Inclusion” (attachment 7).*
8. Proposed revisions to ECU Faculty Manual Part VI.I.VIII.F. Grade Appeal Policy (attachment 8)*

E. Committee on Committees, Melinda Doty
Second reading of proposed charge for the new Standing University Academic Committee entitled Committee on Diversity, Equity, and Inclusion (attachment 9).

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

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

VII. New Business
FACULTY GOVERNANCE COMMITTEE REPORT
Proposed revisions to ECU Faculty Manual Part IV.I.II. Organizing as a Code Unit

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

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

1. Code Units shall contain sufficient faculty members to create and sustain one or more degree programs and their associated curricula (excepting the libraries). What suffices in any given case will be decided by the appropriate Provost or Vice Chancellor for Health Sciences in consultation with the tenured and probationary (tenure-track) faculty who will be members of the Code Unit if established, the chairperson(s) or director(s) and the appropriate dean.

2. Code units shall be organized so as to distribute faculty and administrative responsibilities as follows (this list is not exhaustive of the duties of faculty members and administrators).

   a. Faculty: Faculty members are responsible for providing course instruction in one or more degree programs and in Foundations courses as appropriate, for advising majors, for supervising graduate theses and dissertations and for initiating recommendations on curriculum, degree program requirements, personnel actions, evaluation criteria, the unit’s strategic plan, the unit’s assessment activities, student, faculty and staff awards and the unit’s code of operations.

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

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

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

   b. Administration: The **lead unit** administrator is responsible for faculty evaluation, for assigning duties to the unit’s faculty members, for recommendations regarding initial faculty salaries and salary increments, for the use of the unit’s budget, for fundraising, for maintaining the unit’s contracts, records and reports, for managing the unit’s support staff, for the unit’s compliance with all university policies, rules and regulations and for the unit’s compliance with all actions required by higher administration.
In light of these responsibilities, the unit administrator bears responsibility for cultivating an environment supportive of diversity, equity and inclusion, and for ensuring the allocation of duties and resources on an equal opportunity basis in consideration of unit needs. See UNC Policy Manual 300.8.5 Policy on Diversity and Inclusion within the University of North Carolina.

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March 30, 2021
Attachment 2.

FACULTY GOVERNANCE COMMITTEE REPORT
Proposed revisions to ECU Faculty Manual Part IV.II.IV. Minimal Unit Code Requirements

Additions are in bold.

IV. Minimal Unit Code Requirements
To provide consistency, unit codes should be developed following an approved outline that includes at least:

1. a preamble
2. definitions of the unit’s faculty, its criteria for serving as a voting faculty member of the unit, and, where appropriate, its approved criteria for appointment to the graduate faculty
3. criteria for emeritus status in the unit
4. the administrative organization of the unit
5. the membership, terms, and duties of standing committees
6. responsibility for program coordination and curriculum oversight
7. current, updated, and approved guidelines, criteria, and weights governing the evaluation of tenured, and tenure-track faculty members annually and otherwise for all personnel actions, including recommendations for raises, merit awards, reappointment, promotion and the award of permanent tenure (ECU Faculty Manual, Parts VIII and IX).
8. guidelines, criteria, and weights governing the evaluation of fixed-term faculty members annually and otherwise for all personnel actions, including new or subsequent appointments, performance evaluations and advancement in title
9. standards for post-tenure review
10. procedures for meetings within the unit
11. procedures for the unit’s voting faculty members to indicate in a timely fashion and by vote their approval or disapproval of the unit’s major planning documents, assessment documents, Guidelines for Unit Academic Program Review, and other major reports prior to their submission in final form to person(s) outside the unit
12. procedures for discussing with its unit administrator the unit's annual budget request and annual report
13. amendment procedures. (FS Resolution #19-07, February 2019)

Unit codes should also, in various sections as relevant, specify responsibilities and procedures for promoting diversity, equity and inclusion.

In furtherance of UNC Policy Manual 300.8.5 (Policy on Diversity and Inclusion within the University of North Carolina), unit codes should address diversity, equity and inclusion throughout the unit code. Areas to be addressed include, but are not limited to: administrator responsibilities, faculty evaluation (teaching, research, service), voting, graduate faculty status, the composition and processes of search and personnel committees,
Faculty Senate Agenda
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Attachment 3.

FACULTY GOVERNANCE COMMITTEE REPORT
Proposed revisions to the Unit Code of Operation Format

Additions are in bold.

UNIT CODE FOR XXXXX

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

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

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

Section III
ADMINISTRATIVE ORGANIZATION OF THE UNIT
Describe the organizational and administrative structure within the unit; include titles of administrators (ex: Department Chair, Graduate Director, other) and their leadership roles and responsibilities

Section IV
CURRICULUM OVERSIGHT AND PROGRAM COORDINATION
A. Appointment of program coordinator/director to oversee and coordinate curricular content for each degree and certificate offered by the Unit (Refer to SASCOC Principle, 6.2.c)
B. Responsibilities of program coordinator/director
C. Academic and/or professional qualifications of program coordinator/director

Section V
COMMITTEES OF THE UNIT
A. Standing Committees
   Include membership, how members are elected or appointed, length of membership terms, and duties or responsibilities of committee members
B. Personnel Committee, Tenure Committee, Promotion Committees
   (Refer to ECU Faculty Manual, Part IX.)
Section VI EVALUATION OF FACULTY

NOTE: If the unit has guidelines, they must follow ECU Faculty Manual, Part IV and must be submitted for review when code is reviewed and posted with the code after approval.

A. Tenured and Probationary-term Faculty

Current, updated, and approved guidelines, criteria, and weights governing the evaluation of tenured and probationary-term faculty members annually and otherwise for all personnel actions, including recommendations for raises, merit awards, reappointment, promotion and the conferral of permanent tenure (Refer to ECU Faculty Manual, Part VIII, Part IX, Part X).

[NOTE--include the following required university statement with general criteria for evaluations of tenured and probationary-term faculty:

ECU is committed to recruiting, retaining, and developing faculty that are highly accomplished in teaching and scholarship, including research and creative activities. Accordingly, research and creative activities that align with the institution’s mission, engage students in effective ways, and advance our academic disciplines are an expectation of all tenured and probationary (tenure-track) faculty. Measures of success in these arenas include, but are not limited to, peer-reviewed publications, books, presentations, performances, patents, and national awards, including both honorary awards and competitively awarded external funding as appropriate to the discipline. These measures, and particularly national awards that recognize prominence in the discipline, will be positively reflected in annual evaluations and other personnel action.

B. Fixed Term Faculty

Guidelines, criteria, and weights governing the evaluation of fixed-term faculty members annually and otherwise for all personnel actions, including new or subsequent appointments, performance evaluations and advancement in title (Refer to ECU Faculty Manual Part VIII and Part IX).

C. Performance Review of Permanently Tenured Faculty (Post-Tenure Review)

Current approved standards for performance review of tenured faculty (Refer to ECU Faculty Manual, Part IX).

Section VII PROCEDURES FOR MEETINGS WITHIN THE UNIT

Include requirements and procedures for calling meetings, and by whom, agenda requirements and reference to conduct by Robert’s Rules of Order, Newly Revised.

Section VIII VOTING BY FACULTY MEMBERS

Procedures for the unit’s voting faculty members to indicate in a timely fashion and by vote their approval or disapproval of the unit’s major planning documents, assessment documents, Unit Academic Program Review (Refer to ECU Faculty Manual, Part IV), and other major reports prior to their submission in final form to person(s) outside the unit.

Section IX BUDGET AND ANNUAL REPORT

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

A. Annual budget request and subsequent budget allocation to the unit

B. Annual report

Section X AMENDMENT PROCEDURES

Include procedures for amending code, definition of quorum, and how much prior notice is required. For faculty voting eligibility and minimum requirements for approval, refer to ECU Faculty Manual, Part IV. (NOTE: Eligibility to vote and minimum requirements for approval were revised effective April 2019 (FS Resolution #19-37); approval requires at least a two-thirds affirmative vote by those eligible faculty who vote.) Refer also to Robert’s Rules of Order, Newly Revised “Bylaws,” #55, Article IX.
FACULTY GOVERNANCE COMMITTEE REPORT
Proposed addition of new Section III. Statement of Diversity, Equity and Inclusion to ECU Faculty Manual Part V., renamed from “Academic Freedom and Statement on Professional Ethics” to “Academic Freedom, Professional Ethics, Diversity, Equity, and Inclusion”

Additions are in bold and deletions are in strikethrough.

EAST CAROLINA UNIVERSITY FACULTY MANUAL

PART V

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

PART V

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

SECTIONS

I. Academic Freedom

II. Statement on Professional Ethics

III. Statement on Diversity, Equity and Inclusion

... ...

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

Statement on Diversity, Equity and Inclusion

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

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FACULTY GOVERNANCE COMMITTEE REPORT
Proposed revisions to ECU Faculty Manual Part VIII.I.III. Annual Evaluation

These revisions were approved by the Faculty Governance Committee but are being presented for information only because another subcommittee is working on revisions to this same section relating to fixed-term faculty that will be presented at a future date. Revisions to Part VIII must go to the Board of Trustees, so these revisions and those relating to fixed-term faculty will be packaged together and sent to that body at the same time.

Additions in bold and deletions in strikethrough.

III. Annual Evaluation
Each faculty member with either a fixed term, probationary term, or permanently tenured appointment shall perform his/her duties according to ECU’s Statement on Professional Ethics and shall receive annually an evaluation of his/her performance from the unit administrator which shall be based upon current academic year data. The annual performance evaluation of faculty members shall employ the criteria contained in the unit code approved by the chancellor.

The process for determining the relative weight given to teaching, scholarship, service, and where appropriate, clinical duties, for purposes of annual evaluations shall be contained in the unit code. In no case, however, shall service be weighed more heavily than either teaching or scholarship.

This annual evaluation shall:
• be in writing;
• be discussed with the faculty member prior to being sent to any other administrator or placed in the faculty member's personnel file; in the case of faculty members with probationary term appointments, a record of this discussion shall be placed in the faculty member's personnel file;
• be signed and dated by the unit administrator and the faculty member, who may attach to the evaluation a concise comment regarding the evaluation. The faculty member has seven
working days after receiving the evaluation to attach the statement. The signature of the faculty member signifies that he or she has read the evaluation, but it does not necessarily indicate concurrence.

The unit administrator shall forward to each faculty member a copy of that member's annual evaluation within ten calendar days of completing the evaluations of unit members.

A. Probationary-term and permanently tenured faculty
The evaluation of probationary-term and permanently-tenured faculty members shall be based upon that year's duties and responsibilities (except data from the previous year's spring semester survey of student opinion). Such evaluations shall consider, as appropriate:

1. Teaching
   Teaching is the primary function of the university. Teaching includes instruction in the classroom, laboratory, clinic, studio, or other setting, online instruction, other forms of distance education, study abroad, service learning, student advising, mentoring student research, and other pedagogical activities.

   Teaching shall be evaluated using information from multiple sources documenting accomplishments during the period under review, including those that follow below, where applicable in a given discipline or academic unit. Additional discipline-specific provisions may be found in the unit code (FS Resolution #12-76, July 2012).

   Instruction
   A. Instructional Materials
      1. Syllabus, including the course description, student learning outcomes, and course requirements.
      2. Student assignments, examinations, and other materials relevant to teaching.
      3. New or revised course materials.
      4. Examples of student work, such as tests, exams, quizzes, assignments, projects, papers, juries, or other examples of student achievement.
      5. Grade distributions.
      6. Evidence of pedagogical innovations in response to feedback and/or to promote student success.

   B. Student, Peer and Unit Administrator Review
      1. The results of formal peer review, as detailed in Faculty Senate resolution #17-61, where required.
      2. Direct observation of teaching (face-to-face or online) by the unit administrator.
      3. University-approved student evaluations of the course and instructor.
      4. Results of assessment of student achievement submitted by the faculty member or as otherwise enabled by the unit code.

   Workload
      1. Courses taught and number of students taught.
      2. Numbers of undergraduate, master's, doctoral, post-doctoral students, and students supervised in the clinic.
      3. Number of master's theses and doctoral dissertations directed.
      4. Number of memberships on doctoral dissertation and master's and honors research committees.
      5. Number of honors research projects and theses supervised.
      6. Number of honors courses taught.
7. Number of undergraduate research projects, directed readings, and independent studies supervised.

Impact of scholarly activity on improving the quality of instruction at ECU or elsewhere

1. Awards and honors recognizing excellence in teaching.
2. Grants to support instructional activities and programs; if the activities are collaborative, the faculty member’s distinctive contribution must be defined.
3. Recognition by professional organizations for leadership in educational endeavors.
4. Teaching workshops conducted.
5. Publication of scholarly articles addressing pedagogy (if not classified as Scholarship in the candidate’s unit or discipline).
6. Contributions toward enhancing equity, diversity and or/inclusion at ECU or elsewhere.
   6.1. State, regional or national leadership roles related to education.
   6.2. Invitations from other institutions to serve as an education consultant.
   6.3. Continuing education courses taught.
   6.4. Evidence of leadership and scholarly engagement in the development of pedagogy.
   6.5. Scholarly reputations of journals and publishers of teaching publications.
   6.6. Evidence that contributions to teaching are being adopted or are affecting teaching.
   6.7. Evidence of impact on the professional careers of others (e.g., former students, junior faculty, colleagues).

Student complaints may not be used to evaluate a faculty member unless they have been addressed under the provisions of Faculty Manual, Part VI, Section IV, subsection III, which defines faculty members’ due process rights. (FS Resolution #19-09, February 2019)

2. Scholarship
   Measures of success in the area of scholarship include, but are not limited to, peer-reviewed publications, books, presentations, performances, patents, and national awards, including both honorary awards and competitively awarded external funding as appropriate to the discipline. These measures, and particularly national awards that recognize prominence in the discipline, will be positively reflected in annual evaluations and other personnel actions. Scholarship that advances ECU’s commitment to diversity, equity and inclusion shall be valued appropriately. Unit codes should define these criteria, and relative importance, in detail.

3. Patient Care and Related Clinical Responsibilities
   Unit codes will describe expectations for clinical services and criteria for evaluation.

4. Service
   Service on department, school, college, and university committees, councils, and senates; service to professional organizations; service to local, state and national governments; contributions to the development of public forums, institutes, continuing education projects, patient services and consulting in the private and public sectors. Service that advances ECU’s commitment to diversity, equity and inclusion shall be valued appropriately. Unit codes should define these criteria, and relative importance, in detail.

5. Other assigned responsibilities.

B. Fixed-term faculty members
   The evaluation of fixed-term faculty members shall be based on their performance of duties as stated in their appointment letters, utilizing the criteria stated in the unit code.
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Attachment 6.

FACULTY GOVERNANCE COMMITTEE REPORT
Proposed revisions to ECU Faculty Manual Part X.I. Personnel Action Dossier (PAD)

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

I. Personnel Action Dossier (PAD)

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

The Personnel Action Dossier (PAD) is a collection of documents and lists of accomplishments in summary form that provides a record of the accomplishments of a faculty member seeking reappointment, promotion, or tenure. A PAD is compiled in a manner described in Part IX of the East Carolina University Faculty Manual each time a personnel action for reappointment, promotion, or tenure takes place. Each PAD becomes part of the faculty member’s permanent personnel file and is not returned to the faculty member.

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

The Personnel Action Dossier shall include the following items:

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

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

B. Recommendations
   
   *(Note: The documents listed here will be added by the appropriate official as the Personnel Action progresses.)*
   
   1. For reappointment:
      a. Unit Tenure Committee’s recommendation, signature of the chair of the unit Personnel Committee, and date
      b. Unit administrator’s recommendation, signature, and date
      c. Dean’s recommendation, signature, and date
      d. Provost/Vice Chancellor’s recommendation, signature, date
   
   2. For tenure:
a. One cumulative evaluation in narrative form of the candidate's teaching, research, service, and any other relevant duties, prepared by the unit Tenure Committee. A draft of this cumulative evaluation, to be completed after the candidate turns in the PAD, should be available for discussion by the entire Tenure committee before the vote. (Faculty Senate Resolution #08-27, May 2008)

b. A cumulative evaluation in narrative form of the candidate’s teaching, research, service, and any other relevant duties, prepared by the unit administrator.

c. Unit Tenure Committee’s recommendation, signature of the chair of the unit Personnel Committee, and date

d. Unit administrator’s recommendation, signature, and date

e. Dean's recommendation, signature, and date

f. Provost/Vice Chancellor’s recommendation, signature, date

3. For promotion:

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

b. A cumulative evaluation in narrative form of the candidate’s teaching, research, service, and any other relevant duties, prepared by the unit administrator.

c. Unit Promotion Committee’s recommendation, signature of the chair of the unit Promotion Committee, and date

d. Unit administrator’s recommendation, signature, and date

e. Dean's recommendation, signature, and date

f. Provost/Vice Chancellor’s recommendation, signature, date

C. Records of Evaluation

1. For evaluation for reappointment decisions:

a. Copies of the criteria for reappointment set forth by the code unit of the faculty member.

b. Copies of all written communications with the candidate on progress toward tenure, including all annual evaluations over the period of time appropriate to the decision.

c. Records of the discussions on annual evaluation meetings with the unit administrator. See Part VIII, Section I (III.).

d. Records of the assigned teaching duties and responsibilities including indication of released time over the period of time appropriate to the decision. See Part VI, Section I (I.).

e. Records of the annual discussions on the criteria for evaluating faculty performance.

2. For evaluation for tenure decisions:

a. Copies of the criteria for tenure set forth by the code unit of the faculty member.

b. Copies of all written communications with the candidate on progress toward tenure, including all annual evaluations over the period of time appropriate to the decision.

c. Records of the discussions on annual evaluation meetings with the unit administrator. See Part VIII, Section I (III.).

d. Records of the assigned teaching duties and responsibilities including indication of released time over the period of time appropriate to the decision. See Part VI, Section I (I.).

e. Records of the annual discussions on the criteria for evaluating faculty performance. Part IX, Section I (II.A.3.).

f. Copies of all communication with external reviewers, copies of the external reviews, and a listing of the documents reviewed.
3. For evaluation for promotion decisions:
   a. Copies of the criteria for promotion set forth by the code unit of the faculty member.
   b. Copies of all annual evaluations over the period of time appropriate to the decision.
   c. A record of the assigned teaching duties and responsibilities including indication of reassigned time over the period of time appropriate to the decision. See Part VI, Section I (I).
   d. Copies of all communication with external reviewers, copies of the external reviews, and a listing of the documents reviewed.

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

D. Supporting materials
   The faculty member, in consultation with the unit administrator and the chair of the unit personnel committee, may add materials in support of the activities and accomplishments listed in the ECU Cumulative Report for Reappointment, Promotion and Tenure (subject to size limitations in subsection G. below).

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

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

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

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

Attachment 1.

CUMULATIVE REPORT FOR REAPPOINTMENT, PROMOTION, AND TENURE

Link to Guidelines for Preparing a Cumulative Evaluation.

A. General Information
1. Name
2. College or Professional School and Department
3. Date of first appointment to ECU
4. Present rank and date at which present rank was established
5. Educational background: degrees, dates conferred, and institutions. Indicate the status of any degree program in process.
   Include the following where applicable:
   a. Postgraduate Training Fellowships
   b. Residencies
   c. Traineeships
6. Administrative appointments or special assignments (list positions and dates in reverse chronological order with percentage of time assigned)
7. Professional credentials (certifications and licensures)
8. Professional employment history (list positions, ranks and dates of appointments in reverse chronological order)
9. Formal continuing education for professional development (courses, seminars, institutes, etc. and dates in reverse chronological order) School of Medicine (clinical staff): List all postgraduate Continuing Medical Education completed in the last 3 years (in reverse chronological order).

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

Note: Evidence of Teaching Effectiveness shall be included in Section D, Supporting Materials, to include:
a. (Required) Reports from university approved student evaluations. Data should not be condensed or summarized, but included as it appears in the original survey reports. Student
comments may be included at the discretion of the candidate but are not required. If student comments for a class are included, all comments from the original survey report for that class must be included.

b. (Required) Reports from all peer reviews of instruction.

c. (Optional) Instructional materials or other evidence of pedagogical innovation or impact (see Faculty Manual, Part VIII, Section I, Subsection III.).

C. Research/Creative Activity:
   1. A brief statement of research activities and interests.
   2. A complete list of publications in print, in reverse chronological order, beginning with the most recent publications (Note: School of Medicine should use the AMA format for publications):
      a. Books and monographs
      b. Journal articles
      c. Chapters in books
      d. Book reviews in professional journals
      e. Abstracts (including those published in proceedings)
      f. Microforms
      g. Sound/video recordings musical scores
      h. Art exhibitions, pictures in books, applied art
      i. Articles in proceedings
      j. Patents
      k. Editorships of professional journals or books
      l. Musical performances & productions
      m. Theatrical performances & productions
      n. Software development
      o. Electronic publications
      p. Clinical trials
      q. Other (e.g., entries in encyclopedias)
   3. Papers, creative works, etc. accepted for publication but not yet in print (attach a copy of letter of acceptance)
   4. Other research publications: list title(s) and publication dates and publisher
   5. Research presentations and posters: list organization, date, and title of presentation(s)
   6. Participation in expert panels (include topics, meeting, date(s).
   7. Visiting professorships or lectureships (include titles, place, date(s).
   8. Pedagogical materials: list title(s) and publication dates and publisher

9. **Scholarly activities that advance ECU’s commitment to equity, diversity and inclusion**

9.10. Grants (listed by year in reverse chronological order) in support of research/creative activity. Provide a list of all grants applied for, listing for each the source, amount requested, title, Principal investigator and co-investigators. Designate status: awarded (including amount awarded if different from request), pending, rejected.
      a. Grants/proposals through Office of Sponsored Programs
      b. Grants/proposals through the Division of Institutional Advancement
      c. University Grants
      d. Reports to granting agencies: list agency(ies)

D. Clinical Practice: For those faculty who provide patient care as a part of their duties, a patient care portfolio should be included to document their clinical practice activities. The patient care portfolio should include the following information:

1. Summary of relevant activities in clinical practice and evaluations of patient
care quality.
2. Noteworthy accomplishments and practices, including those that promote diversity, equity and/or inclusion
3. Extraordinary duties assigned or elected in clinical practice
4. Development and/or evaluation of clinical services and programs
5. Community service and outreach

E. Professional and University Service (list by year, in reverse chronological order)
   1. University: Committee and special assignments
      a. Unit: name of committee(s), role on committee(s) (member, chair, etc.), inclusive dates of service
      b. Division: name of committee(s), role on committee(s) (member, chair, etc.), inclusive dates of service
      c. University-wide: name of committee(s), role on committee(s), inclusive dates of service
      d. UNC system: name of committee(s), role on committee(s), inclusive dates of service
      e. Special assignments: title or role, brief description of assignment, inclusive dates of service

   2. Non-university committees and service:
      a. Local
      b. Regional
      c. State
      d. Other
      e. Clinical Agency Committees and/or Hospital committees (Health Sciences Division)

   3. Professional Organizations (list by year in reverse chronological order)
      a. Memberships in professional organizations: list memberships
      b. Offices held or other official functions
         President/Chair: list organization(s)
         Other office(s): list office and organization(s)
      c. Organization of meetings, workshops, and symposia: list organization(s)
      d. Presentations (other than research) at meetings, workshops, and symposia: list organization, date, and title of presentation(s)
      e. Service as editor or editorial board member: list board(s), list role(s)
      f. Items reviewed, refereed, or juried for scholarly publications: list publication(s)
      g. Items reviewed, refereed, or juried for granting agencies: list agency(ies)
      h. Evaluation of faculty for other universities (peer review): list institution(s)
      i. Consultantships: list client, specify whether paid or unpaid, briefly define activity

4. Service in support of equity, diversity and inclusion

4.5. Other professional service

5.6. Grants (listed by year in reverse chronological order) in support of professional service. Provide a list of all grants applied for, listing for each the source, amount requested, title, and co-investigators. Designate status: awarded (including amount awarded if different from request), pending, rejected.
   a. Grants/proposals through Office of Sponsored Programs
   b. Grants/proposals through the Division of Institutional Advancement
   c. University Grants
   d. Reports to granting agencies: list agency(ies)
F. Honors and other noteworthy activity not covered above

G. Administrative Activities
   1. Noteworthy accomplishments and practices in administration
   2. Extraordinary duties assigned or elected
   3. Summary of administrative evaluations

H. Community service: Include organization, dates, offices held.

I. Other: Include additional information deemed pertinent to this cumulative report.

J. Date this cumulative report was completed.

Faculty Senate Agenda
March 30, 2021
Attachment 7.

FACULTY GOVERNANCE COMMITTEE REPORT*

Proposed revisions to ECU Faculty Manual Part XI.IV. renamed from “Equal Employment Opportunity/Affirmative Action Policy and University Commitment to Diversity” to “Equal Employment Opportunity/Affirmative Action Policy and University Commitment to Diversity, Equity, and Inclusion”

Additions are in bold and deletions are in strikethrough.

PART XI

GENEAL FACULTY EMPLOYMENT GUIDELINES AND BENEFITS

SECTIONS

I. Employment Policies

II. Benefits and Leave

III. Institutional Services Available to Faculty

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

V. Substance Abuse and Weapons Policy
I. General Provisions
East Carolina University prohibits unlawful discrimination based on the following protected classes: race/ethnicity, color, genetic information, national origin, religion, sex (including pregnancy and pregnancy related conditions), sexual orientation, gender identity, age, disability, political affiliation, and veteran status (including relationship or association with a protected veteran; or Active Duty or National Guard service) (“Protected Class”).

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

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

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

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

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

It is critical that students, faculty members, and administrators diligently monitor the grade entry deadline each academic period and be prepared to resolve issues related thereto swiftly since graduation, participation in internships, eligibility for scholarships, and the like, may be at stake. Through careful attention and organization on the part of all parties, ECU’s mechanism for processing grade appeals can facilitate timely resolution while respecting rights and interests of faculty and students. Timeliness not only better prevents negative impacts of alleged grading errors but also allows faculty members to satisfy their responsibility and retain, if they wish, purview throughout the appeal process.

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

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

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

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

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

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

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

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

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

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

Step 1. Meeting between Student and Instructor
The first step to resolve differences between an instructor and student concerning a grade involves a virtual or face-to-face meeting between the parties not later than 96 hours after the “Grades Due” deadline. During the meeting, the student shall be provided the opportunity to state their position and provide evidence to support the grade appeal. Many cases can be resolved at this stage by mutual listening.

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

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

Step 2. Consultation with Unit Administrator
A. Written Statement of Appeal.
If the instructor and student cannot resolve the appeal, and the student wishes to pursue the matter further, a written appeal must be presented to the unit administrator (or the person serving in lieu of the unit administrator) in which the course is offered by the end of ten days (240 hours) from the time of the “Grades Due” deadline. The written grade appeal must include the following:

a. A statement addressing how the appeal meets one or more of the four standards necessary for a grade appeal.
b. A description of the outcome of the initial discussion with the instructor, and a statement of what the student considers a fair resolution.
c. Any relevant materials the student would like to be reviewed as part of the appeal process.
d. A copy of the course syllabus and assignment descriptions.
B. Review of Appeal Materials. Following submission of the grade appeal by the student, the unit administrator (or the person serving in lieu of the unit administrator) may request additional materials from the student or instructor. The unit administrator (or the person serving in lieu of the unit administrator) shall share all materials with the instructor immediately upon receipt to provide the instructor the opportunity to evaluate and respond. Additional grading information may be requested from the instructor as part of the record of the grade appeal.

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

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

Step. 3. Appeal to Grade Appeal Committee
A. Statement of Appeal. If after the review of the written notification of the outcome from the unit administrator (or the person serving in lieu of the unit administrator) the student wishes to pursue the matter further, the student must submit the appeal record to the dean’s designee within seven calendar days so it can be conveyed to the committee.

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

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

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

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

F. Final Decision by Dean. The college dean shall make the final decision on the grade appeal following receipt of the recommendation from the Grade Appeal Committee. The dean shall inform both the student and the instructor of the decision, in writing, within seven calendar days. The dean shall also inform the student and instructor of the committee’s recommendation and provide both parties with copies of the committee report.

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

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

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

Second reading of proposed charge for the new Standing University Academic Committee entitled Committee on Diversity, Equity, and Inclusion

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

Additions are in bold and deletions are in strikethrough.

1. Name: Committee on Diversity, Equity, and Inclusion

2. Membership:
   12 elected faculty members. Ex-officio member (with vote): the Chancellor or appointed representative, the Associate Provost for Equity and Diversity or appointed representative, the Vice Chancellor for Student Life or appointed representative, the Executive Director of the Office for Faculty Excellence or appointed representative, the Chair of the Faculty, one faculty senator selected by the Chair of the Faculty, and one student member from the Student Government Association.

3. Quorum: 7 elected members exclusive of ex-officio.

4. Committee Responsibilities:
   A. The committee reviews and recommends policies and procedures to promote diversity, equity and inclusion within the University.
   B. The committee promotes and works to enhance the effectiveness of existing DEI policies and programs.
   C. The committee works with the Office of Faculty Excellence to identify and develop appropriate professional development opportunities related to DEI.
   D. The committee works with other Faculty Senate Committees to incorporate DEI principles and practices in all areas of Shared Governance.

5. To Whom the Committee Reports:
   The committee makes its recommendations to the Faculty Senate.

6. How Often the Committee Reports:
   The committee reports to the Faculty Senate each year at the organizational meeting and at other times as necessary.

7. Power Of the Committee To Act Without Faculty Senate Approval: None

8. Standard Meeting Time:
The committee meeting will meet one Tuesday each month.