



# 2023-2024 FACULTY SENATE

The second regular meeting of the 2023-2024 Faculty Senate will be held on **Tuesday, October 3, 2023**, at 2:10 pm in Main Campus Student Center 249

## **AGENDA**

*\*Revised*

[Livestream Link](#)

**I. Call to Order**

**II. Approval of Minutes**

[September 12, 2023](#)

**III. Special Order of the Day**

A. Roll Call

B. [Announcements](#)

C. Philip Rogers, Chancellor

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

E. Javier Limon, Student Government Association President

F. Anne Ticknor, Chair of the Faculty

G. Approval of Fall 2023 Graduation Roster, including Honors College graduates

H. Question Period

**IV. Unfinished Business**

**V. Report of Graduate Council**

The Graduate Council did not meet last month and have no reports for Senate at this time.

**VI. Report of Committees**

A. Committee on Committees, Toyin Babatunde

Election of three members (2024, 2025, and 2026 terms) to the Appellate Committee (attachment 1)

- B. Calendar Committee, Lauren Turbeville
1. Removal of MATH 0001 from Common Final Exam Dates (attachment 2)
  2. Revision of Spring 2025 early registration and registration dates on Spring 2025 Academic Calendar (attachment 3)
- C. Teaching Grants Committee, Janet Hardy  
Proposed revisions to 2024-2025 Teaching Grant Application and Guidelines (attachment 4).
- D. General Education and Instructional Effectiveness Committee, Mary Tucker-McLaughlin  
Curriculum and academic matters acted on in the [September 18, 2023](#) meeting, including:
- The following transfer credit approvals:
    - Global Diversity (GD) credit for ARH 2000 from the University of Florida
    - Global Diversity (GD) credit for LBST 2101 Global and Intercultural Connections from UNC Charlotte
    - Global Diversity (GD) credit for ANT 4010 Anthropology of Death from Northern Vermont University
    - General Education Humanities (GE:HU) credit for MST 225 Film Appreciation from the UNC Greensboro
    - General Education Humanities (GE:HU) credit for HUM 150 Women's Studies from Stanly Community College
    - Global Diversity (GD) credit for ENG 223 Modern World Literature from Colorado State University Pueblo
    - General Education Humanities (GE:HU) credit for ENG 206 Contemporary Southern Novels from Wingate University
    - General Education Humanities (GE:HU) and Global Diversity (GD) credit for Global Perspectives 210 Global Perspectives in British Literatures from Wingate University
  - Maintenance of General Education Natural Sciences (GE:SC) and Global Diversity (GD) designations for ANTH 2015/BIOL 2015, Introduction to Biological Anthropology after change to prerequisites
  - Maintenance of General Education Social Sciences (GE:SO) and Global Diversity (GD) designations for ANTH 2025 Sexual Behavior from an Anthropological Perspective after change to prerequisite
  - Update on [Faculty Senate Resolution #23-45, Mandatory Statement about Survey of Student Opinion of Instruction](#) (*for information only*)
  - SSOI Explanatory Video for Students. The Committee developed a video to explain the purpose of the SSOI and would like members of Faculty Senate to view the video and provide feedback in a Qualtrics survey form (*for information only*):
    - [SSOI Video](#)
    - [Link to Qualtrics survey to provide feedback](#)

E. Faculty Governance Committee, Purificación Martínez\*

1. Proposed revisions to *East Carolina University Faculty Manual* Part IV, Section I.II.b., Part IV, Section II.IV, and the Unit Code of Operation Format (attachment 5).
2. Proposed revisions to *East Carolina University Faculty Manual* Part VIII.I.III. Annual Evaluation (attachment 6).
3. Proposed revisions to *East Carolina University Faculty Manual* Part X.I.E, and the Cumulative Report (attachment 7).
4. Proposed revisions to *East Carolina University Faculty Manual* Part XI, Section IV.II Professional Development (attachment 8).
5. Update on status of revisions to *East Carolina University Faculty Manual* Part V., Section II. Statement of Ethics (attachment 9, *for information only*).

**VII. New Business**

**Faculty Senate Agenda  
October 3, 2023  
Attachment 1.**

**COMMITTEE ON COMMITTEES REPORT**

Election of three members (a 2024, 2025, and 2026 term) to the Appellate Committee

**2024 Term Nominee:  
Patricia Slagter Van Tryon, Professor, Education**

**2025 Term Nominee:  
Ruby Yeh, Associate Professor, Human Development and Family Science**

**2026 Term Nominee:  
Oneil Harris, Professor, Business**

Regular Members	Academic Unit	Faculty Status	Term Expires (end of spring)	College/School
Jennifer McKinnon	History	Professor	2024	Arts and Sciences
Peng Xiao	Mathematics	Associate Professor	2024	Arts and Sciences
<b>OPEN</b>			2024	
Michele Stacey	Criminal Justice	Associate Professor	2024	Arts and Sciences
Thanh Ngo	Business	Professor	2024	Business
Randall Etheridge	Engineering and Technology	Associate Professor	2024	Engineering and Technology
Louis Warren	Education	Professor	2024	Education
Courtney Caiola	Nursing	Assistant Professor	2024	Nursing
Travis Lewis	Education	Assistant Professor	2024	Education
Brent Henze	English	Associate Professor	2024	Arts and Sciences
Lisa Barricella	Academic Library Services	Associate Professor	2025	Academic Library Services
<b>OPEN</b>			<b>2025</b>	
Toyin Babatunde	Allied Health Sciences	Associate Professor	2025	Allied Health Sciences
Jeffrey Skibins	Recreation Sciences	Associate Professor	2025	Health and Human Performance
Carlos Melendez	Nursing	Assistant Professor	2025	Nursing
David Stewart	History	Associate Professor	2025	Arts and Sciences
Jamin Carson	Education	Associate Professor	2025	Education
Ken Luterbach	Education	Associate Professor	2025	Education
William Sugar	Education	Professor	2025	Education
Patricia Dragon	Academic Library Services	Associate Professor	2025	Academic Library Services
Walter (Douglas) Boyd	Medicine	Professor	2026	Medicine
Brad Lockerbie	Political Science	Professor	2026	Arts and Sciences
Sitawa Kimuna	Sociology	Professor	2026	Arts and Sciences
Jennifer Matthews	Health Education and Promotion	Professor	2026	Health and Human Performance
Jeanne Hoover	Academic Library Services	Professor	2026	Academic Library Services
Karen Voytecki	Education	Associate Professor	2026	Education

<b>OPEN</b>			<b>2026</b>	
John Collins	Philosophy and Religious Studies	Associate Professor	2026	Arts and Sciences
Erika Johnson	Communication	Associate Professor	2026	Fine Arts and Communication
Jan Mayo	Academic Library Services	Associate Professor	2026	Academic Library Services

**Faculty Senate Agenda  
October 3, 2023  
Attachment 2.**

**CALENDAR COMMITTEE REPORT**  
Removal of MATH 0001 from Common Final Exam Dates for  
Fall 2023 and Spring 2024 Academic Calendars

The Calendar Committee received a request from the Department of Mathematics to remove the MATH 0001 common exam time because they no longer required a common exam timeslot.

Deletions marked in **strikethrough**. Note: **blue** strikethroughs are from previous Senate action.

**Final Examinations Schedule - Fall Semester 2023**

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

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

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

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

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

Time and days class regularly meets	Time and day of final examination
8:00 MWF	8:00 - 10:30 Friday, December 8
8:00 TTh	8:00 - 10:30 Monday, December 11
9:00 MWF	8:00 - 10:30 Thursday, December 7

9:00 TTh (9:30)	8:00 - 10:30 Tuesday, December 12
10:00 MWF	8:00 - 10:30 Wednesday, December 6
10:00 TTh	8:00 - 10:30 Wednesday, December 13
11:00 MWF	11:00 - 1:30 Friday, December 8
11:00 TTh	11:00 - 1:30 Monday, December 11
12:00 MWF	11:00 - 1:30 Thursday, December 7
12:00 TTh (12:30)	11:00 - 1:30 Tuesday, December 12
1:00 MWF	11:00 - 1:30 Wednesday, December 6
1:00 TTh	11:00 - 1:30 Wednesday, December 13
2:00 MWF	2:00 - 4:30 Friday, December 8
2:00 TTh	2:00 - 4:30 Monday, December 11
3:00 MWF (3:30)	2:00 - 4:30 Thursday, December 7
3:00 TTh (3:30)	2:00 - 4:30 Tuesday, December 12
4:00 MWF	2:00 - 4:30 Wednesday, December 6
4:00 TTh	2:00 - 4:30 Wednesday, December 13
5:00 MWF (5:30)	5:00 - 7:30 Thursday, December 7
5:00 TTh (5:30)	5:00 - 7:30 Tuesday, December 12

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

[Revised by FS Resolution #22-49](#) (Approved by the Faculty Senate: October 4, 2022; Approved by the Chancellor: November 9, 2022)

## Final Examinations Schedule - Spring Semester 2024

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

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

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

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

FREN 1001, 2003, SPAN 1001, 2004, GERM 1001	5:00 - 7:30 Friday, April 26
FREN 1002, SPAN 1002, 2003, GERM 1002	5:00 - 7:30 Monday, April 29

MATH 0001, 0045	5:00 - 7:30 Wednesday, May 1
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Time and days class regularly meets	Time and day of final examination
8:00 MWF	8:00 - 10:30 Tuesday, April 30
8:00 TTh	8:00 - 10:30 Wednesday, May 1
9:00 MWF	8:00 - 10:30 Friday, April 26
9:00 TTh (9:30)	8:00 - 10:30 Thursday, April 25
10:00 MWF	8:00 - 10:30 Monday, April 29
10:00 TTh	8:00 - 10:30 Thursday, May 2
11:00 MWF	11:00 - 1:30 Tuesday, April 30
11:00 TTh	11:00 - 1:30 Wednesday, May 1
12:00 MWF	11:00 - 1:30 Friday, April 26
12:00 TTh (12:30)	11:00 - 1:30 Thursday, April 25
1:00 MWF	11:00 - 1:30 Monday, April 29
1:00 TTh	11:00 - 1:30 Thursday, May 2
2:00 MWF	2:00 - 4:30 Tuesday, April 30
2:00 TTh	2:00 - 4:30 Wednesday, May 1
3:00 MWF (3:30)	2:00 - 4:30 Friday, April 26
3:00 TTh (3:30)	2:00 - 4:30 Thursday, April 25
4:00 MWF	2:00 - 4:30 Monday, April 29
4:00 TTh	2:00 - 4:30 Thursday, May 2
5:00 MWF (5:30)	5:00 - 7:30 Tuesday, April 30
5:00 TTh (5:30)	5:00 - 7:30 Thursday, April 25

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

Revised by FS Resolution #22-49 (Approved by the Faculty Senate: October 4, 2022; Approved by the Chancellor: November 9, 2022)

**Faculty Senate Agenda  
October 3, 2023  
Attachment 3.**

**CALENDAR COMMITTEE REPORT**

Revision of Spring 2025 early registration and registration dates on  
Spring 2025 Academic Calendar

The Calendar Committee was alerted to a discrepancy between the dates listed for early registration for special populations and the beginning of spring semester 2025 registration on the Fall 2024 and Spring 2025 calendars. The committee voted to align the Spring Semester 2025 dates with the Fall 2024 dates, as follows.

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

# University Academic Calendar - Spring Semester 2025

(Actual Class Days: 14 Mondays, 15 Tuesdays, 14 Wednesdays, 14 Thursdays, 13 Fridays;  
Effective Class Days: 14 Mondays, 14 Tuesdays, 14 Wednesdays, 14 Thursdays, 14 Fridays)

November 8 <sup>1</sup> , Friday	Early registration for special populations begins at 1:00 pm.
November 11 <sup>4</sup> , Monday	Registration for Spring Semester 2025 begins.
January 10, Friday	Advising, registration and schedule adjustments
January 13, Monday	Classes begin; schedule adjustments.
January 17, Friday	Last day for registration and schedule adjustments (drop / add) by 5:00 pm
January 20, Monday	State Holiday (no classes)
January 27, Monday	Census Day (Official enrollment count taken at 5:00 pm.)
March 9 - 16, Sunday - Sunday	Spring Break -- Classes resume at 8:00 am Monday, March 17.
March 17 - 21, Monday - Friday	Advising for Summer Sessions and Fall Semester 2025
March 27, Thursday	Last day for undergraduate and graduate students to withdraw from term-length courses or withdraw from school without grades, by 5:00 pm; block courses may be dropped only during the first 60% of their regularly scheduled class meetings.
March 28, Friday	Early registration for special populations begins at 1:00 pm.
March 31, Monday	Registration for Summer Sessions and Fall Semester 2025 begins.
April 16, Wednesday	Survey of Student Opinion of Instruction (SSOI) becomes available.
April 17, Thursday	Last day for undergraduate students to submit work for removal of incompletes given during Fall 2024
April 18 - 19, Friday - Saturday	State Holiday (no classes)
April 29, Tuesday	Last day for graduate students to submit work for removal of incompletes given during Spring Semester 2024
April 29, Tuesday	State holiday makeup day; classes which would have met on Friday, April 18 will meet on this day so there will be effectively the same number of Fridays and Tuesdays as every other weekday during the semester. Tuesday classes will not meet.
April 29, Tuesday	Classes end; last day for Survey of Student Opinion of Instruction (SSOI); last day for submission of grade replacement requests.
April 30, Wednesday	Reading Day
May 1, Thursday	Final Examinations begin.
May 8, Thursday	Exams for Spring Semester end.
May 9, Friday	Commencement
May 12, Monday	Grades due at 12 pm



**Faculty Senate Agenda**  
**October 3, 2023**  
**Attachment 4.**

**TEACHING GRANTS COMMITTEE**

Proposed revisions to 2024-2025 Teaching Grant Application and Guidelines

The Teaching Grants Committee is proposing mostly non-substantive revisions to the Teaching Grant Application, Guidelines document, and the Signature Form and Checklist. Most of the changes are revisions for clarity and concision. One substantial edit is the proposal to remove the requirement for the progress report. The Committee still requires the submission of a summative report, which they review. A clean version of each of the documents is shown below, and the links to the tracked-changes versions of each document are here:

[Teaching Grant Application with tracked-changes](#)

[Teaching Grant Guidelines with tracked-changes](#)

[Teaching Grant Signature Form and Checklist with tracked changes](#)

Clean versions of each are below:

**East Carolina University Faculty Senate**  
**TEACHING GRANTS COMMITTEE**  
**2023/2024 Teaching Grant Application**

This application will be used for a blind review of the proposals. The applicant's/applicants' name(s) should **not** appear anywhere in the Teaching Grant Application. The Teaching Grant Application must adhere to the formatting guidelines described in the Teaching Grants Application Guidelines.

The application should begin on a new page and should **not include these instructions**. Reference the Teaching Grants Application Guidelines for additional details.

1. Each of the following will be used to evaluate your proposal.

The proposal must use these headings in the following order:

- (a) Proposal Title
- (b) Abstract
- (c) Proposal Narrative
  1. purpose/objective
  2. project description (approach/method/procedure)
  3. need and impact
  4. schedule of activities and their proposed deadlines for SS1
  5. evaluation plan

2. Complete the attached budget form for the Project Expense portion of the Grant. Summer stipend amount should NOT be included in the budget. If you are requesting Project Related Expenses OR Dual: Summer Stipend and Project Related Expenses, you should complete this form.

3. Appendices

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**East Carolina University Faculty Senate  
TEACHING GRANTS COMMITTEE  
Budget for a 2023/2024 Teaching Grant**

To be completed by all applicants

- a)  Summer Stipend
- b)  Project Related Expense
- c)  Dual: Summer Stipend and Project Related Expense

Complete the remainder of the budget sheet only for project related expenses other than a summer stipend.

Item	Funding Requested	*Funds from Other Sources
a) Honoraria Banner Account #	\$	\$
b) Educational/Research Supplies Banner Account #	\$	\$
c) Travel Expenses - Registration fees Banner Account #	\$	\$
Travel Expenses - other Banner Account #	\$	\$
d) Communication – Telephone Banner Account #	\$	\$
Communication - Postage/mail Banner Account #	\$	\$
e) Printing Banner Account #	\$	\$
f) Other Services (engraving, ads, food, services) Banner Account #	\$	\$
g) Equipment - under \$500.00 Banner Account #	\$	\$
Equipment - over \$500.00 Banner Account #	\$	\$
<b>TOTAL</b>	<b>\$</b>	<b>\$</b>

Student wages are not an allowable expense. Projects expenses are subject to funding availability. \*Identify Other Funding Sources:

**East Carolina University Faculty Senate  
TEACHING GRANTS COMMITTEE**

**Guidelines for 2023/2024 Teaching Grant Application**

(Resolution #19-35, March 26, 2019)

The purpose of these grants is to support new innovative and/or creative teaching approaches with aims to improve instruction at the University.

**Eligibility for Teaching Grants**

- Full time tenured, tenure-track, and fixed-term faculty members are eligible to apply for these grants. The Committee's evaluation criteria are included at the end of this document. A listing of previously funded proposals is available on the Committee's website at: <https://facultysenate.ecu.edu/teaching-grants-committee/>.
- Previous recipients of Teaching Grants projects are eligible if they have submitted all reports for previously funded Teaching Grants' projects and at least one academic year has elapsed since their last Teaching Grants award.
- Faculty from Academic Affairs and Health Sciences are eligible to apply.

**Application Process**

Submit the following materials by the deadline of **5 pm, Wednesday, November 29, 2023** to [facultysenate@ecu.edu](mailto:facultysenate@ecu.edu):

- 1) Teaching Grant Application
- 2) Budget
- 3) Appendices
- 4) Signature Form/Checklist signed by the applicant(s) and the Chairperson (or Dean, as appropriate) of each applicant's unit. (This should be a separate file from the rest of the application materials.)

NOTE: The Teaching Grant Application file should be submitted in WORD format. There is a blind review of the proposals; therefore, the applicant's/applicants' name(s) should only appear on the Signature Form/Checklist and **not** appear anywhere in the separate Teaching Grant Application file.

NO PROPOSALS WILL BE ACCEPTED AFTER THE DEADLINE.

**Application Material Guidance**

Item 1: Teaching Grant Application

Because your proposal will be read by people from many disciplines, it should be clear and free of specialized terms, jargon, or technical language. The WORD file will be used for review; therefore, to ensure anonymity, the Teaching Grant Application should not include the signed Signature form or Checklist.

- (a) Proposal Title and Abstract (Page 1 of proposal).  
The abstract should be between 100 and 200 words and indicate course number and title. **No proposal with an abstract containing more than 200 words will be considered.**

(b) Proposal Narrative (Pages 2 to 5 of proposal)

The format of the proposal description must:

- Use Times New Roman 12-point font.
- Set 1" margins on top, bottom, and both sides of each page.
- Be no more than four, double-spaced pages.

**No proposal with a narrative over four pages in length will be considered.**

Include each of the following sections in your Teaching Grant Proposal Narrative:

- Purpose/Objective
  - The purpose of these grants is to support new innovative and/or creative instructional approaches with aims to improve teaching. Give specific objectives and student learning outcomes.
- Project Description (Approach/Method/Procedure)
- Need and Impact
  - The need and impact section should show the percentage of each relevant course that will be impacted, the level of the course, the normal size of the course, and how often the course will be taught. The course must have already been approved by all relevant committees. Applicants should seek Institutional Review Board (IRB) approval if required for the type of project (<http://www.ecu.edu/irb>). Make it obvious how the project will affect the applicant's/applicants' teaching and student learning outcomes.
- Schedule of Activities and Their Proposed Deadlines for the weeks of Summer Session 1. **Please provide a brief rationale as to why the proposed project requires summer stipend (if applicable) or why the project cannot be accomplished during the regular semester.** A summer stipend may be shared among more than one applicant on one proposal. **Proposals with more than one applicant must specify the unique contribution of each applicant.**
- Evaluation Plan  
Part of your evaluation plan should include a short list of questions that will be submitted to the students in impacted classes and faculty evaluations. Make your evaluation plan is clear. Be specific as to what you intend to do to determine the effectiveness of your end product.

Item 2: Budget

- Complete the budget sheet (reference the Teaching Grant Application file).
- Attach a separate page to the budget that justifies and explains each line item requested.
- Travel requests must be directly related to the proposed project. The proposed travel items may not replace or supplement academic-unit travel funds. Requests to attend regularly held professional meetings or conferences should be thoroughly explained and justified.
- List any other sources of current or pending funding.
- Be specific on budget items. List to whom tuition or honoraria are to be paid, who is traveling where, how, and when, and your source of price estimates.
- Student wages are not an allowable expense.
- If an item is not applicable, please indicate by N/A.

Item 3: Appendices

The appendices (in the Teaching Grant Application) should include the following items, as applicable (a-g).

**Additional supporting materials and appendices beyond a-g are discouraged.**

- (a) Bibliography for the proposal.
- (b) List of courses you teach and your scholarly interests that are relevant to this proposal. If you have release time or compensatory time applicable during the proposed project period, provide brief details.
- (c) List of all proposal titles and dates of grants previously funded by the Teaching Grants Committee and include a brief synopsis of the outcomes and impact of that funding (maximum of 150 words). Report other associated grant proposals. Use template for previously funded teaching grants and other associated grant proposals (Appendix C) on Page 10.
- (d) If applicable, include the summative report for the most recently funded Teaching Grant.
- (e) If applicable, indicate IRB approval or evidence of application to IRB.
- (f) If consultants are to be used, provide their credentials and your rationale for hiring them.
- (g) If your project involves attending a workshop or seminar, attach a copy of the flyer or announcement. (These items must be discussed and justified in the proposal narrative.)

Item 4: Signature Form/Checklist

- Attach the Signature Form/Checklist in a separate file to ensure that you have completed all the necessary items. **The application process involves a blind review of the proposals; therefore, the applicant's/applicants' name(s) should only appear on the separate Signature Form/ Checklist, but not on the Teaching Grant Application.**
- All fields of this form must be completed. The electronically submitted signature form must include signatures of the applicant(s) and the unit head(s).

**Committee Review:**

The attached Proposal Review Form (pages 7-8) shows the criteria that will be used by the Teaching Grants Committee to evaluate the grant proposal. This form should not be included in the application packet submitted to the Committee.

**Examples of proposals that will not be considered for funding include:**

- Proposals for courses that do not exist in the catalog and/or that have not been approved by all relevant committees by the time of submission.
- Proposals for course revisions that should be expected as usual course maintenance.
- Proposals for course development that does not include innovative or creative approaches and/or falls within normal workload expectations.
- Proposals that are primarily research focused and/or have been submitted/funded in the same year by the Research/Creative Activities committee.
- Proposals that develop a program handbook or recruitment materials.
- Proposals for mainly faculty training and development without implementation in the classroom.

**The following proposals may be considered for funding:**

- Proposals that involve discipline-specific faculty training, i.e., the proposal meets the following criteria:
  1. The application for the training is clearly related to the applicant's/applicants' teaching duties.
  2. Implementation of the training presents an innovation in the applicant's/applicants' teaching.
  3. A specific program of workshops to impart the training to other faculty is included in the proposal.
- For proposals that request a buy-out option for faculty with 12-month appointment, the proposal includes a plan on how the proposed innovative teaching approach will be continued in the future without buy-out.

Reports Grant Recipients Must Submit

The following reports must be submitted by the grant recipients to the Teaching Grants Committee by sending the reports to [facultysenate@ecu.edu](mailto:facultysenate@ecu.edu).

**Summative Report.** Attached is a copy of the Summative Report (Page 6) that must be completed by the grant recipients at the **conclusion** of the grant period. Summative reports are due no later than May 15, 2024, of the next academic year. Summative reports will be reviewed and scored using the Summative Report Evaluation Criteria (Page 9). Summative reports from previously funded grants must be on file with the Committee before an additional application will be considered.

**East Carolina University Faculty Senate  
TEACHING GRANTS COMMITTEE  
Summative Report for 2023/2024 Teaching Grant**

**DUE: MAY 15, 2024**

**Future grant proposals will not be considered unless this summative report have been filed on all previous grants.**

Name: \_\_\_\_\_

Academic unit: \_\_\_\_\_

Grant # \_\_\_\_\_ please check one: Summer Stipend \_\_\_\_\_ Project Expense \_\_\_\_\_ Dual \_\_\_\_\_

Amount Awarded: \_\_\_\_\_

Grant Title: \_\_\_\_\_

(If possible, please limit the report to 5 pages.)

1. Give the status of this project (e.g., not begun, midway, completed). If project is not near completion, please explain.
2. What were the activities undertaken as stated in your proposal? How do they address your proposal objectives? How effective have your planning activities been towards completion of the proposal?

3. By what methods did you evaluate the effect of your project? What were the results?
4. In what ways has this project improved your teaching or course?
5. Did you make any changes to your project plan? If so, how did these changes impact the outcomes of your proposal? If you were going to do the same project again, what would you change?
6. Please include a 250-word abstract which may be used in university publications.
7. Please include a copy of the questions that you gave to students to evaluate the effect of your project, and examples of the student responses. If you wrote a manual, please attach a copy, or please provide the committee with other materials that will allow the committee to evaluate the project (e.g., in the case of software development, please include a disk).
8. Please include a budget report (not required for Summer Stipend proposals).
9. Please add any comments relating to problems with your project, new ideas, or suggestions derived through your communication with others that may be useful to the committee in evaluating and improving its effectiveness.

\_\_\_\_\_  
 (Signature of Applicant(s))

\_\_\_\_\_  
 (Date)

\_\_\_\_\_  
 (Signature of Unit Head)

\_\_\_\_\_  
 (Date)

**Please return to [facultysenate@ecu.edu](mailto:facultysenate@ecu.edu).**  
**PLEASE DO NOT INCLUDE THIS PAGE IN THE GRANT SUBMISSION.**

**East Carolina University Faculty Senate  
 TEACHING GRANTS COMMITTEE  
 2023/2024 Proposal Review Form**

Type:  Summer Stipend /  Project Expense /  Dual Proposal

Recommend Rank:  High /  Medium /  Low

Proposal Title:  
 \_\_\_\_\_  
 \_\_\_\_\_

Is this proposal appropriate for Committee consideration, given our charge to recommend funding for projects to improve teaching?  Yes  No

Does this proposal conform to the required formatting and content guidelines?  Yes  No

Did the applicant provide adequate discussion of the impact of the previous funding?

Yes  No  N/A

Please evaluate the proposal using the following scale: POOR (1) FAIR (2) AVERAGE (3) GOOD (4) EXCELLENT (5)

(Score each item 1-5, multiply the score by the number given for each item, and total the scores for each item)

1. Impact: \_\_\_\_ ( x 7 ) = \_\_\_\_

Potential for specific faculty and/or student development for an approved course:

- Probability for enhancing teaching
- Stated expected outcome
- Related to teaching assignments: guides, supplements, tutorials, applications, CAI
- Demonstrated needs, or creativity and innovation

Some Examples of Inappropriateness:

- Research /Creative Activities
- Broad/General faculty development
- Administration-Related activities
- Lack of consideration of other more appropriate sources of funds on campus:
- Curriculum assessment/approval

Low Impact upon students/applicant:

- One-time vs. continuing impact
- Product development
- Focus on regulatory function (OSHA) rather than teaching-related goals/activities
- Emphasis of the proposal on teaching assistants rather than on the applicant and students

2. Management Design: \_\_\_\_ ( x 5 ) = \_\_\_\_

- Clear purpose/objectives and description
- Realistic time management plan
- Appropriate/specific/reasonable budget (not required for Summer Stipend proposals)

3. Delineated Evaluation Plan: \_\_\_\_ ( x 5 ) = \_\_\_\_

- Addressing the question raised in the proposal
- Rated the impact of the evaluation plan on the applicant's/applicants' teaching

4. Proposal Presentation: \_\_\_\_ ( x 2 ) = \_\_\_\_

- Organization (Specified format and length of proposal etc.).
- Clarity of presentation

5. Impact of Previously Funded Grants: \_\_\_\_ ( x 1 ) = \_\_\_\_

- New grant applicants will receive full points for this criteria.
- Previous grantees will be evaluated based on summative report for most recent grant.

TOTAL: \_\_\_\_\_



Comments/recommendations to applicant:

**PLEASE DO NOT INCLUDE THIS PAGE IN THE GRANT SUBMISSION.**

-----

**East Carolina University Faculty Senate  
TEACHING GRANTS COMMITTEE  
Application for 2023/2024 Teaching Grant  
SIGNATURE FORM**

The applicant's name should appear on the original Signature form and Checklist only. The electronic copy of the Teaching Grant Application should not include names to ensure anonymity.

1. Proposal Title:
2. Name:
3. School/Department/College:
4. Please check one:
  - d)  Summer Stipend
  - e)  Project Related Expense
  - f)  Dual: Summer Stipend and Project Related Expense

**NOTE: Summer Stipends are not included in the project amount requested.**

5. Complete the attached checklist and submit it as a separate file to [faculty senate@ecu.edu](mailto:faculty senate@ecu.edu) together with the Teaching Grant Application.

The application process involves a blind review of the proposals; therefore, the electronic copy of the Teaching Grant Application should not include a Signature Form, Checklist, or Proposal Review Form.

6. I understand and accept the terms and conditions set forth in the Teaching Grants Committee Grant Application Guidelines, including the following requirements:
  - Submission of Summative Report on this project if it is funded.
  - Submission of all required reports for previously funded Teaching Grant projects.

\_\_\_\_\_  
(Signature of Applicant)

\_\_\_\_\_  
(Date)

7. I have reviewed and am in support of this Teaching Grant application. I believe that the applicant(s) is/are qualified and that this project will be of substantial benefit to this unit. I understand that:
  - The unit is responsible for processing grant expenditures.
  - The above applicant(s) is/are required to have submitted all required reports for previously funded Teaching Grant projects to be eligible for this current Teaching Grant.
  - The above applicant(s) and I are required to communicate with the Teaching Grants Committee and the Faculty Senate Office regarding any deviation from the proposed project

prior to making any changes on the project and ensure that the documentation of proposal changes will be included in the Summative Report.

\_\_\_\_\_  
(Signature of Unit Head)

\_\_\_\_\_  
(Date)

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**East Carolina University Faculty Senate  
TEACHING GRANTS COMMITTEE  
Checklist for a 2023/2024 Teaching Grant**

Since there is a blind review of the proposals, the applicant's/applicants' name(s) should appear on signature form and the checklist only. The proposal review packet must be submitted as a separate WORD document. Proposals that do not comply with the checklist will be immediately rejected.

I. Please check that you qualify for the granting of a Teaching Grant proposal:

- full-time faculty member of East Carolina University
  - completed previous Summative Report form
- (If unsure, you may check the listing of Past Funded Grants online at:  
<http://www.ecu.edu/cs-acad/fsonline/tg/teachinggrants.cfm>)

II. Please check the following items noting that your original signature form and Teaching Grant Application include:

**Signature Form**

- Proposal title
- Applicant's/applicants' name(s) (The applicant's/applicants' name(s) should be on the two signed copies of the original application form, proposal, and checklist only.)
- School/department/college
- Project related expenses, if necessary
- Checklist attached to only the two print copies of the signature form and Teaching Grant Application
- Applicant's/applicants' signature(s) and date
- Applicant's/applicants' unit head's signature and date

**Teaching Grant Application**

- Proposal title
- Abstract
- Proposal narrative follows the formatting guidelines stated in the Teaching Grant Application Guidelines
- Proposed budget and brief justification (Not required for Summer Stipend only proposals.)
- Bibliography (works cited) for the application
- List of courses the applicant teaches and brief details if applicant has release time
- List of all proposal titles and dates of grants previously funded by the Teaching Grants Committee and other associated grant proposals
- Summative report for the most recently funded teaching grant

- If applicable, indication of IRB approval or evidence of application to IRB
- Credentials and rationale if consultants are to be used
- Flyer or announcement of workshop or seminar if applicable (These items must be discussed and justified in the proposal narrative.)

III. The proposal narrative **must** use these headings in the following order:

- proposal title
- abstract
- purpose/objective
- project description (approach/method/procedure)
- need and impact
- schedule of activities and their proposed deadlines (Proposals with more than one applicant must specify the unique contribution of each applicant)
- evaluation plan

IV. Please briefly explain (on an attached page if necessary) if you encountered difficulties in writing this proposal and/or give any suggestions that you may have for revising the proposal guidelines and application format.

---

(Signature of Applicant(s))

(Date)

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**Faculty Senate Agenda**  
**October 3, 2023**  
**Attachment 5.**

**FACULTY GOVERNANCE COMMITTEE REPORT**

Proposed revisions to *East Carolina University Faculty Manual* Part IV, Section I.II.b., Part IV, Section II.IV, and the Unit Code of Operation Format

The Faculty Governance Committee reviewed multiple areas in the *East Carolina University Faculty Manual* that were revised in 2021 as part of recommendations from the 2020 Exploratory Committee on Diversity and Inclusion. They checked for compliance with recently approved policy changes and amendments to existing North Carolina statutes relating to compelled speech (specifically, [UNC Policy Manual and Code 300.5.1 “Political Activities of Employees”](#) and [Senate Bill 364](#)). One of the areas reviewed described unit administrator responsibilities, and the statements that units should address DEI throughout the code ([Part IV, Section I.II.b.](#), [Part IV, Section II.IV. Minimal Code Requirements](#), and the [Unit Code of Operation Format](#))

The Faculty Governance Committee recommends the following changes to Part IV, Section I.II.b to align it with UNC Policy Manual 300.8.5 Policy on Diversity and Inclusion within the University of North Carolina.

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

**Part IV, Section I.II.b:**

- b. Administration: The 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~~ **carrying out** these responsibilities, the unit administrator **shall support and promote** ~~bears responsibility for cultivating an environment supportive of~~ diversity, equity and inclusion **for their students, faculty, and staff, displaying a commitment to the core value of equality of opportunity in education and employment as described in the** , 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](#).

The Faculty Governance Committee recommends the following changes to Part IV, Section II.IV because it reduces a requirement (a "should") to address diversity and inclusion throughout a unit code to allowing (a "may") diversity and inclusion to be visible in certain parts of the code unrelated to issues of evaluation or promotion.

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

#### 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.

In furtherance of [UNC Policy Manual 300.8.5 \(Policy on Diversity and Inclusion within the University of North Carolina\)](#), unit codes **may express a commitment to building a culture and community that supports and promotes** ~~should address~~ diversity, equity and inclusion **for its students, faculty, and staff, and for members of the general public who access our programs, services, and facilities.** 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.~~

The Faculty Governance Committee recommends the following changes to the Unit Code of Operation Format to match the preface to the revised statement in FM Part IV sections II.IV Minimum Code Requirements.

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

#### 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 **may express a commitment to building a culture and community that supports and promotes** ~~should address~~ diversity, equity and inclusion **for its students, faculty, and staff, and for members of the general public who access our programs, services, and facilities.** 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 and selection process and method (ex: appointed or elected).
- Section IV    CURRICULUM OVERSIGHT AND PROGRAM COORDINATION
- [NOTE: SACS Commission on Colleges Principle of Accreditation 6.2.c requires that persons responsible for overseeing the curricular content aspects of program coordination are qualified in fields appropriate to the curricular content (and degree level) of the program. The importance of ensuring the quality of educational programs is the essence of this standard.]
- Example of an introductory paragraph for this Section: Qualified faculty are responsible for overseeing and coordinating all educational programs to assure that each degree program and/or concentration contains essential curricular components, has appropriate content and pedagogy, and maintains discipline currency. Curriculum development, review, and revision are the responsibility of discipline-

specific qualified faculty for each degree program, concentration, and level (undergraduate, masters, etc.). Final curriculum decisions rest with faculty who possess the required academic qualifications in fields directly related to the program area of study and whose professional experience is relevant to the program discipline. (NOTE: cross-reference to other sections of the unit code that describe roles of program officials and/or curriculum committees.)

- A. Appointment of program coordinator/director to oversee and coordinate curricular content for each degree and certificate offered by the Unit
- 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: The unit has guidelines for faculty evaluation 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](#); and include a link to unit's approved standards on the Faculty Senate unit code website.)

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.

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**Faculty Senate Agenda**  
**October 3, 2023**  
**Attachment 6.**

**FACULTY GOVERNANCE COMMITTEE REPORT**

Proposed revisions to East Carolina University Faculty Manual Part VIII.I.III. Annual Evaluation

The Faculty Governance Committee recommends the following changes to Part VIII, Section I.III to remove explicit mention of diversity and inclusion as an item to be used for evaluation of teaching, scholarship, or service contributions.

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~~ **their** duties according to ECU's [Statement on Professional Ethics](#) and shall receive annually an evaluation of ~~his/her~~ **their** performance from the unit administrator which shall be based upon current academic year data and the faculty member's assigned duties and responsibilities. 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.

**In accordance with UNC Policy Manual and Code Chapter VI, 100.1 (Academic Freedom and Tenure within the University of North Carolina), the University of North Carolina System supports and encourages freedom of inquiry for faculty members, to the end that they may responsibly pursue these goals through teaching, learning, research, discussion, and publication, free from internal or external restraints that would unreasonably restrict their academic endeavors. Therefore,** the annual evaluation 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, journals, 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 from the prior academic year's spring and summer semester and the current academic year's fall semester.
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. State, regional or national leadership roles related to education.
7. Invitations from other institutions to serve as an education consultant.
8. Continuing education courses taught.
9. Evidence of leadership and scholarly engagement in the development of pedagogy.
10. Scholarly reputations of journals and publishers of teaching publications.
11. Evidence that contributions to teaching are being adopted or are affecting teaching.
12. 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.

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**Faculty Senate Agenda**  
**October 3, 2023**  
**Attachment 7.**

**FACULTY GOVERNANCE COMMITTEE REPORT**  
Proposed revisions to *East Carolina University Faculty Manual*  
Part X.I.E, and the Cumulative Report

The Faculty Governance Committee reviewed multiple areas in the *East Carolina University Faculty Manual* that were revised in 2021 as part of recommendations from the 2020 Exploratory Committee on Diversity and Inclusion. They checked for compliance with recently approved policy changes and amendments to existing North Carolina statutes relating to compelled speech (specifically, [UNC Policy Manual and Code 300.5.1 “Political Activities of Employees”](#) and [Senate Bill 364](#)). One of the areas reviewed was Part X, Section I.E Other Material and the Cumulative Report that is used during the promotion and tenure process.

The Faculty Governance Committee recommends the following changes to Part X, Section I.E to remove the example; examples are not standard components of these sections.

Deletions in **strikethrough**.

**Part X, Section I.E:**

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.

The Faculty Governance Committee recommends the following changes to Part X. Attachment 1. Cumulative Report for Reappointment, Promotion, and Tenure to remove specific mention of diversity, equity, and inclusion from lists of evaluation materials.

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

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~~
4. Extraordinary duties assigned or elected in advising
5. 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. 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. 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.** 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
2. Extraordinary duties assigned or elected in clinical practice
3. Development and/or evaluation of clinical services and programs
4. 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
5. Other professional service
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.

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**Faculty Senate Agenda**  
**October 3, 2023**  
**Attachment 8.**

**FACULTY GOVERNANCE COMMITTEE REPORT**  
Proposed revisions to *East Carolina University Faculty Manual*  
Part XI, Section IV.II Professional Development

The Faculty Governance Committee reviewed multiple areas in the *East Carolina University Faculty Manual* that were revised in 2021 as part of recommendations from the 2020 Exploratory Committee on Diversity and Inclusion. They checked for compliance with recently approved policy changes and amendments to existing North Carolina statutes relating to compelled speech (specifically, [UNC Policy Manual and Code 300.5.1 "Political Activities of Employees"](#) and [Senate Bill 364](#)). One of the areas reviewed was for Part XI, Section IV.II Professional Development.

The Faculty Governance Committee recommends the following changes to Part XI, Section IV.II to reduce obligation to encouragement.

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

**Part XI, Section IV.II:**

**II. Professional Development**

To foster ~~an~~ **a supportive** environment ~~supportive of diversity, and to promote equity and inclusion,~~ **where all members of the ECU community thrive,** all ~~ECU~~ faculty members **are encouraged to will** engage in **professional development each academic year related to teaching, scholarship, and service in the faculty member's academic field that promotes the university mission (student success, regional transformation, or public service).** ~~at least one approved learning activity each academic year that addresses diversity, equity, and/or inclusion. It 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-related resources to enhance faculty intercultural competence.

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**Faculty Senate Agenda**  
**October 3, 2023**  
**Attachment 9.**

**FACULTY GOVERNANCE COMMITTEE REPORT**

Update on status of revisions to *East Carolina University Faculty Manual*  
Part V., Section II. Statement of Ethics

The Chancellor responded to Faculty Senate Resolution #23-31, Revisions to East Carolina University Faculty Manual Part V., Section II. Statement on Professional Ethics to indicate that it would be approved pending additional edits to the description of bullying to align it with existing definition within the workplace violence policy at the Office of State Human Resources. The Faculty Governance Committee reviewed the requested edits and agreed to them and made a minor edit to add “shall” to several of the sentences to make them more consistent. The language below will appear in the East Carolina University Faculty Manual:

Chancellor’s revisions in **blue highlight** and additional changes by the Faculty Governance Committee noted with additions in **bold** and deletions in ~~strikethrough~~.

2. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors ~~do~~ **shall** not discriminate against or engage in hostile conduct toward members of the university community. Expressing disagreement with others is an essential component of professional academic conduct, but professors ~~will~~ **shall** refrain from bullying: that is, **unwanted offensive and malicious behavior which undermines an individual or group through persistently negative attacks, typically with an element of vindictiveness and behavior calculated to undermine, patronize, humiliate, intimidate, or demean the recipient, and typically severe or pervasive and persistent, creating a hostile work environment.** ~~They~~ **Professors shall** respect and defend the free inquiry of associates, even when it leads to findings and conclusions that differ from their own. Professors **shall** give proper acknowledgement to the ideas and data of others and strive to be objective in their professional judgment of colleagues. Professors **shall** accept their share of faculty responsibilities for the governance of their institution.