ECU

2020-2021 FACULTY SENATE

FULL MINUTES OF APRIL 27, 2021
WebEx Meeting Recording

The eighth regular meeting of the 2020-2021 Faculty Senate was held on **Tuesday, April 27, 2021,** at 2:10 as a WebEx meeting.

Agenda Item I. Call to Order
Purificación Martínez, Chair of the Faculty called the meeting to order at 2:10 p.m.

Agenda Item II. Approval of Minutes
The March 30, 2021 meeting minutes were approved as presented.

Agenda Item III. Special Order of the Day
A. Roll Call

Alternates present were: Professors Lysaght (Allied Health Sciences), Greer (Medicine)

B. Announcements

Chair Martínez shared the above linked announcements and stated that speaking privileges have been granted to Virginia Hardy, Paul Zigas, and any members of standing University committees reporting today.

C. Philip Rogers, Chancellor
Chancellor Rogers said he met with the Board of Trustees over the past two days, he hosted a student memorial services to commemorate the lives of students lost in the past year, and he met with student scholars. In continuation of the conversation from the last Faculty Senate meeting in regards to investment of faculty at ECU: a new sense of urgency has affected the response to faculty recruitment in the wake of the pandemic, and now the university will be shifting from short-term responses to the pandemic over to long-term strategies to invest in students, faculty, and researchers. Investment runways will include new infrastructure to promote high quality remote learning and support ECU's workforce, which will both pursue the university's mission and create a sustainable model. The desire is to invest in the ability for the university to control its own destiny while better aligning academics with research efforts and the institutional strategic plan. Rogers believes ECU needs a culture of scholarship in order to thrive. He also said he is committed to accountability and increasing transparency.

At his Thursday meeting with the Board of Trustees, he shared that he would like to accomplish three goals together with the faculty: completing a full historical analysis of ECU, beginning a process of authentically processing the current world and reality within which ECU is operating, and building a strategy and setting a vision for a more inclusive campus environment. In the coming weeks, he will be gathering input from the ECU community on a way forward on plans for a Chancellor's Commission on Diversity, Equity, and Inclusion.

Additionally, over the next couple of months, Chancellor Rogers plans to embark on a Pirate Perspectives Listening Tour where he will be having conversations with employees and students to

receive feedback.

Additionally, two leadership searches will begin: one for the Director of External Relations who will serve on the front lines of developing relationships with high-level stakeholders and external partners to help guide ECU's mission and a search for the Senior Vice Chancellor and Provost.

Questions

Professor McKinnon (History) asked: as ECU continues to focus more on regional/community-oriented research, with a lower F&A rate, how can the university continue to support research and continued faculty involvement in the university budget?
Chancellor Rogers said it is important to stay true to the university's values and mission, which is regional transformation. A community-wide approach to develop ideas will be required.

Professor Chambers (Education) said the Chancellor mentioned that Academic Council would discuss several strategies for enhancing the academic research and creative activities as well as investments. In so doing, he mentioned transparency. She asked would there be opportunity for faculty to communicate and give input? She said dialogue is important; it should be both ways.
Chancellor Rogers said there has to be a two-way dialogue between Academic Council and the faculty. He agreed with Professor Chambers' comment.

Professor Su (Geography, Planning and Environment) asked how the heavy teaching load of the faculty will be addressed in terms of institutional research productivity goals. He is curious on the status of our institution losing faculty members. Losses to faculty cause a heavy workload to the remaining faculty, which makes working on research and grants difficult. He then inquired on the status of fall reopening.
Chancellor Rogers said it is critical to think holistically for the former and mentioned there are a number of employees collaborating on the fall reopening with more specific information to come.

D. Michael Van Scott, Interim Vice Chancellor for Research, Economic Development and Engagement (REDE)
Interim Vice Chancellor Van Scott presented updates from REDE, which are inked here:
https://www.ecu.edu/cs-acad/fsonline/customcf/fsagenda/2021/REDE_FacSen04.27.21.pdf

Questions
Professor Su (Geography, Planning and Environment) asked if commitment funds were dependent on F&A.
Interim Vice Chancellor Van Scott said they are not dependent on F&A, but the funds are part of recurring 1.3 million dollars moving forward.

Professor McKinnon (History) said the recent REDE faculty satisfaction survey report identified inefficiencies and errors for pre-award and a lack of support identified in post-award. Pre-award personnel are supported from the REDE budget, and colleges support hub pre-award personnel. What is REDE going to do to correct those inefficiencies and to put more staff in place for pre-award, and how will Academic Affairs support hubs for more jobs in this area?
Interim Vice Chancellor Van Scott said the university has been close to a breaking point this year and has not hired needed staff. He said start-up packages should be covered, so F&A could pay for infrastructure, rather than for future growth. F&A should go back to support the positions in the units.

Professor Su (Geography, Planning and Environment) asked how does REDE support successful faculty with grants, other than the university supporting these faculty through buying out time/course release?

Interim Vice Chancellor Van Scott said there historically has not been good support for established investigators, rather the focus has been on start-up packages. There used to be upwards of $600,000 a year that went into research and creative activity awards, but that has been reduced over time.

Interim Provost Hayes then spoke on the reorganization of Continuing Professional Education, ECU Online, ECU Testing Services, Military Outreach, and Summer School. All of these offices will continue to be in Academic Affairs. It has been determined that the Office of Continuing and Professional Education would better align with Community Engagement and Research.

E.   Sharon Paynter, Assistant Vice Chancellor for Economic and Community Engagement
Assistant Vice Chancellor Paynter's presentation is linked here: https://www.ecu.edu/cs-acad/fsonline/customcf/fsagenda/2021/RegionalTransformation_FacSen4.27.21.pdf

Questions
Professor Su (Geography, Planning and Environment) said Faculty 180 indicates only a part of what the faculty member is doing, not the full scope of faculty knowledge. Is there a mechanism to get faculty involved with grant opportunities?

Assistant Vice Chancellor Paynter said Michelle Brooks will work with Health and Wellbeing, Keith Wheeler will work with Workforce Development, and Paynter will work with the Environment. They will create strategic plans and connections that will be communicated to faculty and other stakeholders along with invitations for people to get involved as they have capacity and interest.

Professor Bauer (English) asked if there is a plan for the group to work with local media to develop news stories on what is going on at ECU to help increase awareness.

Assistant Vice Chancellor Paynter said that last week they met with News and Creative Services leadership to discuss brand awareness and how to get the word out to local media and news outlets statewide and beyond.

Chair Martínez asked that all of the faculty members take an active role in the initiatives discussed so far in today's meeting.

F. Jeni Parker, Faculty Assembly Delegate
Faculty Assembly Delegate Parker presented a report on the April 16, 2021 UNC Faculty Assembly meeting. The meeting minutes can be found here: https://www.ecu.edu/cs-acad/fsonline/customcf/fsagenda/2021/fsa421_FacultyAssemblyReport.pdf There was a discussion on a vaccine mandate. The Board of Governors does not currently have the authority to mandate COVID-19 vaccinations, so the System is encouraging vaccinations. Of note, Director Jan Lewis presented on Open UNC.

Questions
Professor Pearce (Sociology) asked who has the authority to mandate vaccines.

Faculty Assembly Delegate Parker said the State Public Health Commission is researching the law. The vaccines that students are currently mandated to take are governed by law and were authorized after a lengthy process.

Professor Greer (Medicine) said that because the three current COVID-19 vaccines are under an Emergency Use Authorization, there would not be a recommendation for a state mandate for people to take one of the COVID-19 vaccines, but that may change if the FDA authorizes the COVID-19 vaccines for "full" use.

G. Purificacíon Martínez, Chair of the Faculty
Chair Martínez's presentation is linked here: https://www.ecu.edu/cs-acad/fsonline/customcf/fsagenda/2021/FS_04262021.pdf

Questions
Professor Su (Geography, Planning and Environment) said ECU has lost so many tenure/tenure-track faculty, and this should be addressed.
Chair Martínez agrees this is problematic.

Professor Greer (Medicine) said the university should do a study to look at how many associate professors and full professors are at retirement age and to learn their intent to retire. The university needs to plan for the future and to not do so would be irresponsible.
Chair Martínez agrees this should be studied.
Professor Chambers (Education) added this link into the chatbox:
https://public.tableau.com/profile/the.office.for.equity.and.diversity#!/vizhome/FacultyDemographicsWithoutCollege/CoverPage

Professor Bauer (English) asked if advancement in title would be accompanied with multiyear contracts for fixed-term faculty and asked if university leadership supports this action.
Interim Provost Hayes responded by saying that Chair Martínez and he discussed this throughout the year. He expressed his support but had not yet read the full resolution and will give it a listening ear.

Professor Chambers (English) asked if this data aggregated clinical fixed term faculty with faculty more generally.
Chair Martínez said her report was a big snapshot, but she can share more information as needed and indicated that IPAR is committed to working on other ways to refine the data.

Professor Wolf (Physics) asked what Chair Martínez meant by "semi-competitive salaries".
Chair Martínez said UNC System faculty have not received raises in a few years, and other institutions poach faculty members with more attractive salary packages. Becoming better advocates for our institution is something we can do.

H. Question Period
Earlier in the meeting, Professor Oliver (Medicine) asked for an update on the faculty workload policy. Interim University Attorney Paul Zigas had technical difficulties at that time, and at this point was able to provide his response. It is his understanding that it is part of the recommendation of the Fiscal Sustainability Committee to do an exact review in proposed revisions. The administration will receive comments on those recommendations and would then consider putting together a timeline and a writing group to conduct that review.

Professor Su (Geography, Planning and Environment) asked how the release of one third of the vacant faculty lines would be distributed.

Interim Provost Hayes has met with the Deans to discuss this process, and it was agreed to move forward with the Chancellor's proposal. Unit Administrators should have in place the process for hiring and exceptions.

Professor Schinasi (Foreign Languages and Literatures) said that tenure is presented in terms of job stability, but academic freedom is also part of that.
Chair Martínez summarized aloud a comment from the chatbox from incoming senator Rachel Roper (Medicine) which said, "I would like to point out the importance of tenure in being able to address bias and harassment. Many faculty will not speak up until they have the protection of tenure. Second, when scientists make new discoveries sometimes, they are rejected for a decade or more, e.g. prions. Tenure saves their careers."

Professor Thompson (Biology) asked if the Chancellor could speak about the strategy for rebuilding the faculty after a hiring freeze and significant faculty turnover, as well as the optimal balance of tenure and tenure-track versus fixed-term faculty.
Chancellor Rogers said that in the short term, they look at the direction the state budget is going. It has been ten or more years since the Great Recession in higher education. A significant amount of resources were lost, and we have slowly and incrementally been rebuilding our resources to about two-thirds of where we were before the Great Recession. Tackling the budget strategy during the pandemic has included holding back on a number of positions in a strategic way to prepare the institution for the future. The Chancellor had previously announced a plan to release one-third of vacant faculty positions. The university will continue to watch where the state budget is moving and the direction our enrollment strategy is moving.
Interim Provost Hayes said that ECU has lost faculty lines partially due to a decline in student enrollment. The university had a steep decline in enrollment and a budget reduction that came with that decline. The university needs to invest both in tenure/tenure-track and in fixed-term faculty lines. About three percent of tenure/tenure-track faculty lines were lost since 2016.

Professor Pearce (Sociology) mentioned the university's Tobacco Policy in relation to North Carolina state law and asked if the Chancellor is in support of a tobacco-free campus at ECU.
Chancellor Rogers is aware of a bill that would give ECU autonomy in this area and asked our legislative liaison to engage with UNC System's legislative representative to ensure ECU has an active role in responding to and engaging with that legislation. The key will be making sure that ECU can apply and react to whatever legislation is approved or considered and ensure it complies with all UNC policies across the system campuses. ECU will be working closely with the System to ensure the bill is carefully heard and that the university reacts to it at the highest level.

Professor McKinnon (History) asked that since units now receive more F&A, what plan could be put in place to provide more transparency in decisions and dollars that are allocated in different areas.
Interim Vice Chancellor Van Scott said there are MOUs in place, and there are Facilities needs, like emergency power. If a request for funding comes in, the University Research Council discusses it, but there has been very little funding in recent years to support those kinds of requests.
In addition to an established distribution for the funds, there is also a discussion to determine facility needs, but there has been little funding to make those sorts of decisions. Requests are discussed with the chair, the Dean, and the Associate Dean of Research who try to make those decisions; if the larger University would be impacted, the entire University Research Council is involved.

Agenda Item IV. Unfinished Business
There was no unfinished business to come before the body at this time.

Agenda Item V. Report of Graduate Council
Professor Ron Preston (Education), Chair of the Graduate Council reported curriculum and academic matters acted on and recorded in the April 12, 2021, Graduate Council meeting minutes, including level I action items from the March 3, 2021, March 17, 2021 and March 24, 2021 Graduate Curriculum Committee meeting minutes which were approved by its delegated authority and are reported here for informational purposes, programmatic action item (CG 21-06) including level II and level III programmatic action items from the March 3, 2021, March 17, 2021 and March 24, 2021 Graduate Curriculum Committee meeting minutes, which were forwarded to the Educational Policies and Planning Committee (EPPC), including an Establishment of New Accelerated Degree Programs (Level II) Accelerated Bachelor of Arts in Sociology/Master of Arts in Sociology, Accelerated Bachelor of Science in Applied Sociology/Master of Arts in Sociology from the Department of Sociology within the Thomas Harriot College of Arts and Sciences; a revision of an Existing Certificate (Level II) Health Systems Leadership Certificate from the Department of Advanced Nursing Practice and Education within the College of Nursing; an establishment of a New Certificate, Certificate in Educational Research, Evaluation, Measurement, and Statistics (Level II), and a revision of an Existing Degree (Level II) Special Education, MAEd from the Department of Special Education, Foundations, and Research within the College of Education; revision of an Existing Degree (Level I revising degree core requirements, admission standards and/or descriptive text)), Sustainable Tourism and Hospitality, MS (revising degree core requirements, admission standards and/or descriptive text) from the School of Hospitality Leadership within the College of Business and the Public Health, DrPH (revising degree core requirements) from the Department of Public Health within the Brody School of Medicine, and Graduate Policy action item (CG 21-07) including a revision to the Graduate School Financial Support policy to clarify eligibility requirements and refund periods.

There was no further discussion and the Faculty Senate approved, as formal faculty advice, curriculum and academic matters acted on and recorded in the April 12, 2021, Graduate Council meeting minutes, including level I action items from the March 3, 2021, March 17, 2021 and March 24, 2021 Graduate Curriculum Committee meeting minutes which were approved by its delegated authority and are reported here for informational purposes, programmatic action item (CG 21-06) including level II and level III programmatic action items from the March 3, 2021, March 17, 2021 and March 24, 2021 Graduate Curriculum Committee meeting minutes, which were forwarded to the Educational Policies and Planning Committee (EPPC), including an Establishment of New Accelerated Degree Programs (Level II) Accelerated Bachelor of Arts in Sociology/Master of Arts in Sociology, Accelerated Bachelor of Science in Applied Sociology/Master of Arts in Sociology from the Department of Sociology within the Thomas Harriot College of Arts and Sciences; a revision of an Existing Certificate (Level II) Health Systems Leadership Certificate from the Department of Advanced Nursing Practice and Education within the College of Nursing; an establishment of a New Certificate, Certificate in Educational Research, Evaluation, Measurement, and Statistics (Level II), and a revision of an Existing Degree (Level II) Special Education, MAEd from the Department of Special Education, Foundations, and Research within the College of Education; revision of an Existing Degree (Level I revising degree core requirements, admission standards and/or descriptive text)), Sustainable Tourism and Hospitality, MS (revising degree core requirements, admission standards and/or descriptive text) from the School of Hospitality Leadership within the College of Business and the Public Health, DrPH (revising degree core requirements) from the Department of Public Health within the Brody School of Medicine, and Graduate Policy action item (CG 21-07)

including a revision to the Graduate School Financial Support policy to clarify eligibility requirements and refund periods were approved as formal faculty advice.
RESOLUTION #21-31

Agenda Item VI. Report of Committees

A. Admission and Retention Policies Committee, Eli Hvastkovs
Professor Hvastkovs (Chemistry), Chair of the Committee presented a proposed revision to the *University Undergraduate Catalog*, Academic Regulations, Grading System, Removal of Incompletes.

Professor Wolf (Physics) asked if emails would be sufficient documentation.
Professor Hvastkovs said it would just need to be clear that both the professor and student understand the grade.

The proposed revision to the *University Undergraduate Catalog*, Academic Regulations, Grading System, Removal of Incompletes was approved as submitted.
RESOLUTION #21-32

Professor Hvastkovs then presented a proposed revision to *ECU Faculty Manual* Part VI.I.VIII.E. Grade of Incomplete.

There was no discussion, and the proposed revision to *ECU Faculty Manual* Part VI.I.VIII.E. Grade of Incomplete was approved as submitted. **RESOLUTION #21-33**

B. Academic Awards Committee, Joy Karriker
Professor Karriker (Business) presented revised selection procedures for the Alumni Association and Jones Teaching Awards, Board of Governors Award for Excellence in Teaching, Board of Governors Distinguished Professor for Teaching, May Ray Joyner Award for Outstanding Teaching in Distance Education, Lifetime and Five-Year Achievement University Research/Creative Activity, University Scholarship of Engagement, ECU Scholar Teacher, and the Service-Learning Teaching Excellence awards. Changes to the procedures were primarily minor for needs such as clarity, consistency, formatting with the most considerable change being to replace a video with language of a digital video requirement when applicable.

Professor Popke (Past Chair) asked if the change to the awards was to require two letters from faculty colleagues in some of the award categories.
Professor Karriker said no and that the substantive changes were to the video requirement.

The revised University award procedures were approved as presented. **RESOLUTION #21-34**

C. Writing Across the Curriculum, Lisa Ellison
Professor Ellison (Foreign Languages and Literatures) presented curriculum and academic matters acted on and recorded during the April 12, 2021 meeting, including approval of Writing Intensive course designation (WI) for BIOL 3010 Scientific Communication, and removal of WI course designation from MRCH 4883, CLAS 2220, and CLAS 2230.

There was no discussion, and the curriculum and academic matters acted on and recorded during the April 12, 2021 meeting, including approval of Writing Intensive course designation (WI) for BIOL 3010

Scientific Communication, and removal of WI course designation from MRCH 4883, CLAS 2220, and CLAS 2230 were approved as presented. **RESOLUTION #21-35**

D. Undergraduate Curriculum Committee, Stacy Weiss

Professor Weiss (Education), Chair of the Committee presented curriculum and academic matters acted on and recorded during the March 11, 2021 meeting, including curricular actions in the School of Hospitality Leadership within the College of Business, the School of Communication within the College of Fine Arts and Communication, the Department of Nutrition within the College of Allied Health Sciences, and the Department of Foreign Languages and Literatures within the Harriot College of Arts and Sciences; and recording during the March 25, 2021 meeting, including curricular actions in the Departments of Economics, Philosophy and Religious Studies, and Anthropology within the Harriot College of Arts and Sciences, in the Department of Baccalaureate Education within the College of Nursing, in the Department of Computer Science within the College of Engineering and Technology, in the School of Music within the College of Fine Arts and Communication, in the Department of Kinesiology within the College of Health and Human Performance, and in the Departments of Elementary Education and Middle Grades Education and Mathematics, Science, and Instructional Technology Education within the College of Education.

The curriculum and academic matters acted on and recorded during the March 11, 2021 meeting, including curricular actions in the School of Hospitality Leadership within the College of Business, the School of Communication within the College of Fine Arts and Communication, the Department of Nutrition within the College of Allied Health Sciences, and the Department of Foreign Languages and Literatures within the Harriot College of Arts and Sciences; and recording during the March 25, 2021 meeting, including curricular actions in the Departments of Economics, Philosophy and Religious Studies, and Anthropology within the Harriot College of Arts and Sciences, in the Department of Baccalaureate Education within the College of Nursing, in the Department of Computer Science within the College of Engineering and Technology, in the School of Music within the College of Fine Arts and Communication, in the Department of Kinesiology within the College of Health and Human Performance, and in the Departments of Elementary Education and Middle Grades Education and Mathematics, Science, and Instructional Technology Education within the College of Education were approved as presented. **RESOLUTION #21-36**

E. Unit Code Screening Committee, Ken Ferguson

Professor Ferguson (Philosophy and Religious Studies), Chair of the Committee presented the revised Department of Physics Unit Code.

There was no discussion, and the revised Department of Physics Unit Code was approved as presented. **RESOLUTION #21-37**

Professor Ferguson then presented a report on unit codes that were out of compliance as all have gone over five years without submitting revisions. The units include: School of Art and Design and School of Communication (both June 1, 2016), College of Engineering & Technology (October 7, 2015), School of Medicine (February 10, 2015), Department of History, Department of Sociology, and School of Music (October 20, 2014 for these three), School of Dental Medicine (February 28, 2013), and the School of Economics (March 4, 2004).
He thanked Professor Rachel Roper for promoting diversity, equity, and inclusion and Chair Martínez for her strong leadership role as well in work to change the *Faculty Manual* to incorporate these areas in unit codes.

F. Calendar Committee, Angela Anderson

Professor McCarthy (Business), Chair of the Committee was originally scheduled to present, but was unable to do so at the last minute. Angela Anderson, acting as a member of the committee, was present to answer any questions about the Summer 2021 – Spring 2022 Student Application/Processing Dates calendar.

There was no discussion, and the Summer 2021 – Spring 2022 Student Application/Processing Dates calendar was approved. **RESOLUTION #21-38**

G. Educational Policies and Planning Committee, Mark Bowler

Professor Bowler (Psychology), Chair of the Committee presented curriculum and academic matters acted on and recorded during the April 9, 2021 meeting which includes a graduate certificate name change from Substance Abuse Counseling certificate to Addictions Prevention and Treatment Studies certificate, a program revision including a name change from MS in Rehabilitation and Career Counseling to MS in Rehabilitation Counseling, a graduate certificate name change from Rehabilitation Counseling certificate to Rehabilitation Studies certificate, a graduate certificate revision and name change from the Military and Trauma Counseling certificate to Military and Civilian Trauma Studies certificate, program revision and name change from the PhD in Rehabilitation Counseling and Administration to PhD in Counselor Preparation and Research, a new minor Pharmaceutical Methods and Technology, a program revision of the MAEd in Physical Education, a new graduate certificate Science Education Specialist, a program revision of the MAEd in Science Education, a program revision of the MAEd in Instructional Technology, a discontinuation of the graduate certificate in Assistive Technology, a program revision of the MAEd in Special Education, a new graduate certificate in Educational Research, Evaluation, Measurement, and Statistics, a graduate certificate revision and name change from Nursing Leadership certificate to Health Systems Leadership certificate, a new accelerated BA in Sociology/MA in Sociology, a new accelerated BS in Applied Sociology, MA in Sociology, and a revision to the Computer Game Development certificate.

There was no discussion, and the curriculum and academic matters acted on and recorded during the April 9, 2021 meeting which includes a graduate certificate name change from Substance Abuse Counseling certificate to Addictions Prevention and Treatment Studies certificate, a program revision including a name change from MS in Rehabilitation and Career Counseling to MS in Rehabilitation Counseling, a graduate certificate name change from Rehabilitation Counseling certificate to Rehabilitation Studies certificate, a graduate certificate revision and name change from the Military and Trauma Counseling certificate to Military and Civilian Trauma Studies certificate, program revision and name change from the PhD in Rehabilitation Counseling and Administration to PhD in Counselor Preparation and Research, a new minor Pharmaceutical Methods and Technology, a program revision of the MAEd in Physical Education, a new graduate certificate Science Education Specialist, a program revision of the MAEd in Science Education, a program revision of the MAEd in Instructional Technology, a discontinuation of the graduate certificate in Assistive Technology, a program revision of the MAEd in Special Education, a new graduate certificate in Educational Research, Evaluation, Measurement, and Statistics, a graduate certificate revision and name change from Nursing Leadership certificate to Health Systems Leadership certificate, a new accelerated BA in Sociology/MA in Sociology, a new accelerated BS in Applied Sociology, MA in Sociology, and a revision to the Computer Game Development certificate. **RESOLUTION #21-39**

H. General Education and Instructional Effectiveness Committee, George Bailey
Professor Bailey (Philosophy and Religious Studies), Chair of the Committee presented curriculum and academic matters acted on and recorded during the March 15, 2021 meeting including notification of change in prerequisites for SPAN 3440, 3441, and 3550, notification of banking of BIOL 1030, notification of addition of change in credits for NURS 4906, Global Diversity (GD) credit for ANTH 3352, A Medical Anthropology Approach to Global Health Today: Developing New Solutions, Global Diversity (GD) credit for PHIL 2112 Philosophy of Free Speech, Domestic Diversity (DD) credit for KINE 4030 Physical Activity and Aging, General Education Natural Sciences (GE:SC) credit for GEOG 2250 Earth Surface Systems, Global Diversity (GD) credit for GRBK/ASIA 2010 Great Books of Modern China, Global Diversity (GD) credit for AMU-ARTH 200 Art Appreciation from American Military University; and recorded during the April 19, 2021 meeting including General Education Social Sciences (GE:SO) credit for COMM 1003 Introduction to Mass Media, Domestic Diversity (DD) credit for COMM 2340 Development of American Journalism, Domestic Diversity (DD) credit for ITEC 3300 Technology Project Management, General Education Humanities (GE:HU) credit for PHIL 1700 Death and Dying, Global Diversity (GD) credit for LBST 2102 Global and Intercultural Connections from UNC Charlotte, Domestic Diversity (DD) credit for SOCI 1101 Introduction to Sociology from Augusta University, Domestic Diversity (DD) credit for HIS 105 United States to 1865 from UNC Wilmington, Global Diversity (GD) credit for HIS 208-02 The Great War, UNC Greensboro, and Global Diversity (GD) credit for MUSC 1010 Music Appreciation from College of Central Florida.

There was no discussion, and the curriculum and academic matters acted on and recorded during the March 15, 2021 meeting including notification of change in prerequisites for SPAN 3440, 3441, and 3550, notification of banking of BIOL 1030, notification of addition of change in credits for NURS 4906, Global Diversity (GD) credit for ANTH 3352, A Medical Anthropology Approach to Global Health Today: Developing New Solutions, Global Diversity (GD) credit for PHIL 2112 Philosophy of Free Speech, Domestic Diversity (DD) credit for KINE 4030 Physical Activity and Aging, General Education Natural Sciences (GE:SC) credit for GEOG 2250 Earth Surface Systems, Global Diversity (GD) credit for GRBK/ASIA 2010 Great Books of Modern China, Global Diversity (GD) credit for AMU-ARTH 200 Art Appreciation from American Military University; and recorded during the April 19, 2021 meeting including General Education Social Sciences (GE:SO) credit for COMM 1003 Introduction to Mass Media, Domestic Diversity (DD) credit for COMM 2340 Development of American Journalism, Domestic Diversity (DD) credit for ITEC 3300 Technology Project Management, General Education Humanities (GE:HU) credit for PHIL 1700 Death and Dying, Global Diversity (GD) credit for LBST 2102 Global and Intercultural Connections from UNC Charlotte, Domestic Diversity (DD) credit for SOCI 1101 Introduction to Sociology from Augusta University, Domestic Diversity (DD) credit for HIS 105 United States to 1865 from UNC Wilmington, Global Diversity (GD) credit for HIS 208-02 The Great War, UNC Greensboro, and Global Diversity (GD) credit for MUSC 1010 Music Appreciation from College of Central Florida were approved as presented. **RESOLUTION #21-40**

I. Faculty Governance Committee, Jeff Popke
Professor Popke (Geography, Planning and Environment) presented proposed revisions to *ECU Faculty Manual* Part VIII.I Personnel Policies and Procedures for the Faculty of East Carolina University. These include DEI in evaluations, changes to clarify Emeritus status can be eligible for both separated and retired faculty members, and language to the fixed-term faculty contract lengths in relation to Advancement in Title. The revisions to the latter are designed to recognize and value the diverse contributions of fixed-term faculty, establish an expectation for typical career progression through advancement in title accompanied by increasing the length of a contract, and mirror the

three-step progression for other fixed-term titles by adding a third tier for teaching instructors called Master Teaching Instructor. Master would serve to reference the mastery of one's craft.

Professor Bauer (English) asked if Professor Popke is optimistic the proposed revisions to contract length may be supported by upper administration.
Professor Popke said that there was not consistent input from the vice chancellors as they rotate attendance at these committee meetings and that if the Faculty Senate passes it, it may still come back to Faculty Governance.

Professor Schinasi (Foreign Languages and Literatures) asked if there was discussion on recommending salary increases with the advancement in title.
Professor Popke responded that salary increases were not added in this area, but there is a statement in the *Faculty Manual* that says an increase in rank shall be accompanied by an adjustment in salary; "and advancement in title" was added within that statement. Specific amounts are not included.

Professor Haberstroh (Health Sciences Library) said the Health Sciences Library faculty are concerned with the request to revise contract length. The Health Sciences Library unit code permits five-year contracts at the assistant level. She said the libraries do not have tenure as an option and does not want to have those who have five-year contracts to be shortened to three-year contracts.
Professor Popke said it was not the intention of the committee to reduce contract length for any of the fixed-term faculty. With the word "typically" in this section, there would be nothing to prohibit Laupus from continuing under its current practice with the 5-year contract.
Professor Haberstroh proposed an amendment for the language to change from one to three years to one to five years in the Library Assistant Professor section.

A poll on this change was deployed, and the amended wording was approved.

Professor Altman (Kinesiology) asked how standardization and centralization of raises might work.
Professor Popke said step raises had been proposed and accepted when he was on the Budget Committee but that more work will need to be done on this issue.
Chair Martínez has talked about the fixed-term faculty raise process with Academic Council. No specific figure has yet been recommended. Part IX is the area of the *Faculty Manual* that mentions salary increases. There have been years in which salary increases had not been honored, but this is an issue of high importance in terms of budgeting for the Academic Council.

Professor Wolf (Physics) proposed that there be a salary review period for equity every three years in reference to section 7.C.

A poll on this change was deployed, and the amended wording was approved.

Professor Forbes (Nursing) stated that in the chat box that "The College of Nursing is heavily reliant on fixed-term faculty. Our percentages may even be greater than those presented in Puri's presentation. There is concern that the three and six year standards would impede our ability to hire experienced faculty. There was a concern that inserting the timeframes goes backwards in time when advancement was based solely on years of service. Those who are exemplary and engaged early on in their time with us should be able to apply for advancement in title."

Professor Popke said the proposed revisions include language that should be ambiguous enough at the clinical level to allow for this but a suggestion for an amendment is welcomed.

Professor Brimhall (Human Development and Family Science) asked for more of an explanation of the titles.
Professor Popke said there was some discussion and research on the "Master" title, but it came down to the term "Master" is common and popular and it refers to mastery of one's craft. "Principal" and "Expert" were a couple of other options that had been discussed.

Professor Su (Geography, Planning and Environment) asked if there is a way for individual faculty to express concerns regarding changes to the *Faculty Manual*.
Professor Popke said the timing of the two weeks in advance release of the Faculty Senate agenda accommodates for units to have time to review proposed changes to the *Faculty Manual*.

Professor Chambers (Education) clarified the history of the use of "Master" in the *Faculty Manual*. It comes from the apprenticeship model, becoming "masterful at one's craft".

Professor Miller (Engineering and Technology) suggested an alternate to titles, such as Teaching Instructor I, Teaching Instructor II, and Teacher Instructor III.
Professor Popke acknowledged this option was also discussed, but "Master" was the committee's preference.

Professor Alexander (Interior Design and Merchandising) asked if "Professor" could be removed from the fixed-term faculty title with examples of Teaching Instructor, Assistant Teaching Instructor, and Associate Teaching Instructor.
Chair Martínez said that option had been discussed, as well, and it was the consensus of the committee that the fixed-term faculty would not be in favor of that sort of language.

The proposed revisions were approved as presented with two approved amendments to *ECU Faculty Manual* Part VIII.I Personnel Policies and Procedures for the Faculty of East Carolina University.
RESOLUTION #21-41

Professor Popke then presented proposed revisions to *ECU Faculty Manual* XI.I.VI. Emeritus Faculty Privileges. He explained that the Committee had been made aware of a case of a faculty member planning to retire who, due to the way their retirement benefits were being paid out, would be classified as separating from the university, rather than retiring. The revisions were made to allow faculty in similar situations to still be eligible for Emeritus status.

There was no discussion and the proposed revisions, and the proposed revisions to *ECU Faculty Manual* XI.I.VI. Emeritus Faculty Privileges were approved as presented. **RESOLUTION #21-42**

J. Faculty Welfare Committee, Gail Ratcliff
Professor Ratcliff (Mathematics) presented proposed revisions to *ECU Faculty Manual* Part XI.I.IV. Retirement. She explained that these changes were motivated bythe same case referenced by Professor Popke just before. Because the faculty member is classified as separating from the university, rather than retiring, they would not be eligible for the retirement benefits listed in this section. These revisions expand the benefits to those who are separating from the university in lieu of retirement.

There was no discussion, and the proposed revisions to *ECU Faculty Manual* Part XI.I.IV. Retirement were approved as presented. **RESOLUTION #21-43**

K. Distance Education and Learning Technology Committee, Kathy Lohr

Professor Lohr (Education) discussed proctoring requirements as a report to the faculty for information only. If faculty use a proctoring service, they can only use those authorized by ECU. Certain publisher-provided proctoring options are not authorized by ECU and faculty should not use those options.

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

Agenda Item VII. New Business

Professor Pearce (Sociology) presented the Resolution in Favor of Mandatory Vaccinations for Coronavirus with a suggested revision after it was included in the agenda. It reads as follows:

The Faculty Senate requests, for the safety of the community, that any controlling body: The Legislature, the Governor, Department of Health and Human Services, President Hans, the UNC Board of Governors and/or the Administration of East Carolina University require all students returning in the Fall semester to have been vaccinated against the ~~corona virus~~ **SARS-Cov-2, the virus that causes COVID 19,** prior to their return, allowing for religious and medical exemptions.

Professor Greer (Medicine) speaks against the resolution because the three COVID-19 vaccines are not fully approved and are only under Emergency Use Authorization at this time.

Professor Su (Geography, Planning and Environment) asked if we should be proposing this resolution when the university's legal authority to mandate vaccines is not present.

Professor Haberstroh (Health Sciences Library) stated the librarians agree with Professor Greer and requested revised wording to the resolution to not "require" vaccinations but to "strongly encourage", due to the current vaccine status with the FDA.

Professor Thompson (Biology) said the University of California is using the wording "pending FDA approval".

A friendly amendment was proposed to the resolution to use the wording "pending FDA approval".

Professor Greer mentioned that all three of the current COVID-19 vaccines do not prevent people from contracting the virus, but efficacy of the vaccines is based on data that they decrease mortality and reduce the severity of the effects of the virus.

Professor Schinasi (Foreign Languages and Literatures) said that the University of California is not the only university system in the country that is mandating vaccinations.

The revised wording of "pending FDA approval" was voted on and approved.

The Resolution in Favor of Mandatory Vaccinations for Coronavirus was approved.

RESOLUTION #21-44

Chair Martínez then handed over the presiding of the meeting to Vice Chair Scemama.

Professor Martínez (Foreign Languages and Literatures) then presented the Resolution in Support of Addressing Bias against Asians. It reads as follows:

Whereas, on March 16, 2021, an unconscionable series of mass shootings occurred at three spas or massage parlors in Atlanta, Georgia in which eight people were killed, six of whom were Asian women; and

Whereas, an analysis, FACT SHEET: Anti-Asian Prejudice March 2021, conducted by the Center for the Study of Hate and Extremism at California State University, San Bernardino, reports "Anti-Asian hate crime in 16 of America's largest cities increased 145% in 2020 (…) with the first spike occurring in March and April amidst a rise in COVID cases and negative stereotyping of Asians relating to the pandemic."; and

Whereas, the same analysis using data from the FBI also shows that nationally from 2014 to 2019 all reported hate crimes increased from 5479 to 7314 (33%) with Anti-Asian hate crimes increasing from 140 to 158 (12.86%); and

Whereas, damaging rhetoric and misperceptions concerning of the origins of the Coronavirus continues to harm Asian American Pacific Islander communities; and

Whereas, multiple studies recognize and acknowledge that the false stereotypes of the "perpetual foreigner" and the "model minority" historically have been leveraged against the Asian American Pacific Islander communities in our media and within academia; and

Whereas, the mission of East Carolina University is to prepare "students with the knowledge, skills and values to succeed in a global, multicultural society";

Therefore, be it resolved that the ECU Faculty Senate supports our Asian, Asian American, and Pacific Islands students and colleagues, both faculty and staff, at a time when these groups are being targeted with violent acts and hateful rhetoric; and

Be it further resolved that the ECU Faculty Senate denounces such words and actions wherever and whenever they occur; and

Be it further resolved that the ECU Faculty Senate will examine its deliberations and decisions with the goal of reducing systemic bias and perpetual misconceptions within our policies and procedures.

There was no discussion, and the Resolution in Support of Addressing Bias against Asians was approved as presented. **RESOLUTION #21-45**

Professor Martínez then presented the Resolution endorsing the recommendations of the Racial Equity Task Force. It reads as follows:

To: President Peter Hans, President, UNC System

       Randall C. Ramsey, Chair, UNC System Board of Governors

 From: East Carolina Faculty Senate

 Re: Faculty Response in Support of the Racial, Equity, & Diversity Taskforce

 Date: April 27th, 2021

East Carolina University Faculty Senate is endorsing the recommendations of the Racial Equity Task Force, as presented to the Board of Governors in January 2021. The six recommendations presented by the Task Force outline strategic and intentional guidelines for the UNC system to address the inequities which have plagued our learning communities and society for far too long. These inequities (i.e. ageism, racism, sexism, ableism, and prejudice) deprive society of the great innovations and contributions that can come from recipients of injustices.

The initial draft of the Taskforce recommendations was made public in November 2020, with the official presentation to the Board of Governors in January 2021. At the conclusion of the November meeting, a written response to each recommendation was requested from the Board of Governors regarding its intentions to approve and allocate resources toward systematic implementation of the recommendations.

In order to establish and foster equitable and inclusive learning/working environment, it is imperative that we as a system are intentional in our response to these recommendations. The first recommendation called for the establishment of an executive position that reports directly to the President. This action signals a genuine attempt to build capacity and infrastructure designed to address the systemic inequities which exist within our system. Without a clear communication channel with top-level UNC System leadership for how this position would necessarily bring to the fore a persisting and informed manner of engagement, the likely result will be one of chosen neglect regarding recommendations from the Task Force.

As faculty, we support the work of this Task Force and urge the System Office and the Board of Governors to provide a written response to each recommendation, so that we can begin working toward a shared vision for our UNC System.

Professor Wolf (Physics) suggested a minor change in grammar.

Professor Lockerbie (Political Science) mentioned that in this resolution that the search and hiring process might be modified and there should be accountability measures and asked if there would be greater specificity to these areas.
Professor Martínez said there are subgroups that are working on how to fully develop the recommendations.

The resolution endorsing the recommendations of the Racial Equity Task Force was approved as presented. **RESOLUTION #21-46**

There being no further business, Scemama handed meeting back to Martínez, and the meeting adjourned at 5:45 pm.

Submitted by,

Marlena Rose   Rachel Baker
Secretary of the Faculty   Faculty Senate
Health Sciences Library

FACULTY SENATE RESOLUTIONS APPROVED AT THE APRIL 27, 2021 MEETING

Resolution #21-31

Approval as formal faculty advice on curriculum and academic matters acted on and recorded in the April 12, 2021, Graduate Council meeting minutes, including level I action items from the March 3, 2021, March 17, 2021 and March 24, 2021 Graduate Curriculum Committee meeting minutes which were approved by its delegated authority and are reported here for informational purposes, programmatic action item (CG 21-06) including level II and level III programmatic action items from the March 3, 2021, March 17, 2021 and March 24, 2021 Graduate Curriculum Committee meeting minutes, which were forwarded to the Educational Policies and Planning Committee (EPPC), including an Establishment of New Accelerated Degree Programs (Level II) Accelerated Bachelor of Arts in Sociology/Master of Arts in Sociology, Accelerated Bachelor of Science in Applied Sociology/Master of Arts in Sociology from the Department of Sociology within the Thomas Harriot College of Arts and Sciences; a revision of an Existing Certificate (Level II) Health Systems Leadership Certificate from the Department of Advanced Nursing Practice and Education within the College of Nursing; an establishment of a New Certificate, Certificate in Educational Research, Evaluation, Measurement, and Statistics (Level II), and a revision of an Existing Degree (Level II) Special Education, MAEd from the Department of Special Education, Foundations, and Research within the College of Education; revision of an Existing Degree (Level I revising degree core requirements, admission standards and/or descriptive text)), Sustainable Tourism and Hospitality, MS (revising degree core requirements, admission standards and/or descriptive text) from the School of Hospitality Leadership within the College of Business and the Public Health, DrPH (revising degree core requirements) from the Department of Public Health within the Brody School of Medicine, and Graduate Policy action item (CG 21-07) including a revision to the Graduate School Financial Support policy to clarify eligibility requirements and refund periods.

Resolution #21-32
Revision to the *University Undergraduate Catalog*, Academic Regulations, Grading System, Removal of Incompletes, as follows:

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

Assignment and Removal of Incompletes

If a student encounters a situation that negatively impacts their ability to complete work assigned in a class (i.e., prolonged and serious illness, injury, family tragedy), but their work up to that point was satisfactory as deemed by the instructor, a grade of "I" may be assigned. The "I" acts as a placeholder so that the student and instructor can agree on the work to be completed and the timeline for its completion.

A grade of **"I"** must be ~~removed~~ **replaced by an actual letter grade by the instructor** during the next semester (not counting summer session) in which the student is enrolled in the university or it automatically becomes an F. The instructor will set a ~~time~~ **date** for the removal of the incomplete, in no case later than three weeks prior to **deadline as posted on the academic calendar** ~~the end of the semester~~. Instructors must complete a grade change from **"I"** to the appropriate grade through Banner Self Service at least two weeks prior to the end of the semester. If the student does not return to school, the **"I"** must be removed within one year, or it automatically becomes an F. An incomplete

may not be removed by repeating the course. If a student enrolls in a course in which ~~he or she has~~ **they have** an incomplete, the **"I"** will automatically become an F. No student will be allowed to graduate with an incomplete on ~~his or her~~ **their** record.

Both instructor and student must document the agreement prior to the posting of an "I." It should not be assigned without approval by both parties. Documentation shall include deadlines of remaining assignments for "I" removal. In situations where an "I" can be assigned, but the student is not contacted regarding this grade possibility or declines its option, the instructor will assign the grade earned by the student considering the work completed up to the point of interruption.

Resolution #21-33
Revision to *ECU Faculty Manual* Part VI.I.VIII.E. Grade of Incomplete, as follows:

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

E. Grade of Incomplete
If a student encounters a situation that negatively impacts their ability to complete work assigned in a class (i.e., prolonged and serious illness, injury, family tragedy), but their work up to that point was satisfactory as deemed by the instructor, a grade of Incomplete ("I") may be assigned. A grade of ~~Incomplete (I)~~ **"I"** indicates that the completion of some part of the work for the course has been deferred. ~~The grade of I is assigned at the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond his/her control, completed all the work in the course. The grade of I should not be recorded for a student who has not completed the major portion of the work of the course. An I should not be given if the faculty member is uncertain that the student attended the course; in that case the grade of F should be assigned.~~

Both instructor and student must document the agreement prior to the posting of an "I." It should not be assigned without approval by both parties. Documentation shall include deadlines of remaining assignments for "I" removal. In situations where an "I" can be assigned, but the student is not contacted regarding this grade possibility or declines its option, the instructor will assign the grade earned by the student considering the work completed up to the point of interruption.

A grade of **"I"** must be **replaced by an actual letter grade by the instructor during the next semester (not counting summer session) in which the student is enrolled in the university** ~~removed within the time period specified in the appropriate catalog~~ or it automatically becomes a**n** ~~grade of~~ F. The instructor will set a ~~time~~ **date** for the removal of the ~~I~~ **incomplete**, in no case later than three weeks prior to **deadline as posted on the academic calendar** ~~the end of the semester~~. Instructors must submit the proper change of grade form to the registrar's office **via Banner Self Service** at least two weeks prior to the end of the semester. If the student does not return to school, the **"I"** must be removed within one year or it automatically becomes an F. An **"I"** may not be removed by repeating the course. If a student enrolls in a course in which ~~he or she has~~ **they have** an **"I"**, the **"I"** will automatically become an F. **No student will be allowed to graduate with an incomplete on their record.**

It is the student's responsibility to request arrangements for completion of the work and to request that the instructor remove the I grade. It is the responsibility of the faculty member to complete and return the change of grade form in a timely fashion.

In the event that the **student completes assigned work to remove the "I", but the** instructor is **becomes** unavailable or cannot be contacted**,** the unit administrator or designee will use available records including the syllabus on record to determine the appropriate grade change and submit it to the University Registrar.

Certain sequence courses, such as thesis research, may require the completion of the entire sequence before any grade other than **"I"** may be given for the earlier component. No student will be allowed to graduate with an Incomplete on his or her record. (FS Resolution #10-08, February 2010)

Resolution #21-34
Revisions to University award selection procedures, as follows:

Outstanding Teaching Awards and the Robert L. Jones Teaching Award

The below text replaces the original text, linked here.

Objective
Two University Alumni Association Outstanding Teaching Awards and one Robert L. Jones Teaching Award recognize outstanding teaching at East Carolina University.

Awards Per Year
The three award recipients will be recognized at a variety of functions and will each receive a monetary award of $1,000.

Eligibility
Nominees
must:
1. be a full-time faculty member;
2. have taught at East Carolina University for three or more years;
3. be teaching in the academic year in which they are selected; and
4. not have won the award within the last four years.

Nomination Procedures and Guidelines
Faculty members are nominated for this award by their academic code unit. Any eligible faculty member may request consideration by the unit.

Each academic unit is to determine its own method for selecting nominees based on the following Seven Characteristics of Effective Teaching (FS Resolution #91-29):
•   Good Organization of Subject Matter and Course - Reflected in the objectives, course materials, assignments, examinations, instructor preparation for class, and effective use of class time.
•   Effective Communication - Reflected in lecturing ability including use of motivational techniques

- such as audiovisual aids, clarity of presentation, verbal fluency, interpretation of abstract ideas, good speaking ability, good listening skills, and the ability to communicate the organization and sequence of a course.
- Knowledge of and Enthusiasm for the Subject Matter and Teaching - Reflected in the choice of textbook, readings and reference lists, lecture content, course syllabus, and personal interest displayed in the subject and in teaching.
- Positive Attitudes Toward Students - Reflected by helping students master subject matter, encouraging students to ask questions and express opinions, being accessible to students outside the classroom, and expressing a general concern for student learning.
- Fairness in Examinations and Grading - Reflected in clarity of student assessment procedures including papers, assignments, exams, classroom discussion, and other activities, including relative weight toward grade, consistency among objectives, course content, and assessment procedures, and timely, useful feedback on student progress.
- Flexibility in Approaches to Teaching - Reflected in the use of alternative teaching strategies such as small group discussion, simulations, use of audiovisual materials, and varying the approach and pace of instruction to meet different learning styles among students.

- Appropriate Student Learning Outcomes - Reflected in student performance on various assessment measures and positive changes in student attitudes and values.

While faculty members may be nominated for more than one university teaching award (Board of Governors Award for Excellence in Teaching, Board of Governors Distinguished Professor for Teaching Awards, Max Ray Joyner Award for Outstanding Teaching in Distance Education, and East Carolina Alumni Association Outstanding Teaching Award and Robert L. Jones Teaching Award), faculty members may only accept nomination and submit a portfolio for one university teaching award in a given year.

Nominations are made in the following two steps: (1) Nominee names and basic information must be submitted to a survey link posted on the Faculty Senate website by September 15 at 5:00 pm (or the next business day if the 15th falls on a weekend). Nominees will be contacted by the OFE following the survey nomination deadline and provided with information about the application packet that must be submitted if they wish to pursue the award. (2) A nomination letter addressing the criteria outlined above and specifying why the nominee deserves the award must be submitted electronically to the Office for Faculty Excellence no later than 5:00 p.m. on November 1, or the next business day if the 1st falls on a weekend.

The maximum number of nominations will be distributed among the academic code units according to their relative number of faculty within an academic code unit—no more than one nominee for each ten faculty members in the unit.

Nominees who wish to pursue the award must submit their application packets electronically in accordance with directions provided by the OFE no later than 5:00 p.m. on November 1, or the next business day if the 1st falls on a weekend. In addition, nominees will receive a coversheet template that they must complete and submit along with an electronic photograph. Additional information may be requested as necessary to comply with UNC-GA requirements.

The application packet must adhere to the following specifications. It must:
1. include representative examples of your instruction methods;
2. utilize margins, fonts, type sizes, and colors to ensure readability;
3. be a total of 50 pages or fewer, excluding the itemized list, CV, and video information sheet; and

4. begin with an itemized list of all materials in the application packet.

The application packet should be clearly divided into the following three sections:

Section 1: Personal Information
The intent of this section is to establish a context for the nominee's teaching for the selection committee members, many of whom may not be familiar with the nominee's area of discipline. It should include the following two items:
- CV: a current curriculum vitae; and
- Teaching Statement: a brief written statement (not to exceed 2 pages, double-spaced) that provides context for the materials selected for the nominee's portfolio. The statement should include the nominee's teaching philosophy, describe methods used by the nominee to achieve educational goals, and provide other information to prepare the selection committee for an effective review of the portfolio.

Section 2: Input from Students, Colleagues, and Peers
This section provides the selection committee with multiple forms of feedback from the nominee's students and colleagues. These materials include feedback gathered through ongoing standard university processes as well as feedback that is aligned specifically with this award nomination and must include:
- Nomination letter:
- 2 letters of support from ECU colleagues (exclusive of the nominator); Student letters: letters of support from 2 or 3 former students of the nominee;
- Student Opinion of Instruction Surveys: compilation of the past 3 years and the corresponding grade distributions for each course. Quantitative results of the standard campus-approved or unit-specific student opinion of instruction survey data should be included. Qualitative comments are encouraged, as space permits; and
- Peer evaluations: at least 1, and no more than 3, peer evaluations of teaching; both classroom and DE evaluations are acceptable. These peer evaluation summaries should utilize the standard campus-approved documents from the nominee's college or department.

Section 3: Supporting Materials
This section of the application packet is designed to give the candidate some flexibility to select materials that convey the pursuit of excellence in teaching. Materials should be organized or annotated in such a way that demonstrates alignment with the nominee's teaching statement or rationale for inclusion. Example materials include *representative*:
- course syllabi (strongly recommended);
- Sample tests or assignments;
- teaching materials;
- Audio files (not to exceed 10 minutes total);
- student work;
- course artifacts; and
- unsolicited feedback from students.

Section 4: Digital Product – Finalists Only
Selected finalists will be asked to submit a fourth section by February 15 to include a digital product:

The digital product is intended to enable the selection committee to understand better the teaching environments created by the nominee. Materials should be organized or annotated in such a way that demonstrates alignment with the nominee's teaching statement or rationale for inclusion.

Digital Product Requirements: The digital product should not exceed 15 minutes and should portray representative elements of the nominee's teaching. It may be in the form of a continuously recorded video and/or a compilation of media elements in some other digital format. Narration is allowed but not required. Content may include video excerpts from courses, examples of interactivity, demonstrations, and any other aspects of teaching that would be helpful to the selection committee. An example of some form of instructor - student interaction is strongly encouraged. If student images or identifying information is included in the media, the nominee must also submit a signed copy of the Media Consent and Release for ECU Students Form available here: https://www2.ecu.edu/COE/Web/OEP/OCE/Intern/Media_Consent_and-Release_Guidelines_1_23_2018.pdf

Evaluation Procedures
In the fall semester, the selection committee will be established by the Chair of the Academic Awards Committee and will consist of: 2 members of the Academic Awards Committee; 1 faculty member each appointed by the Provost and Senior Vice Chancellor for Academic Affairs and the Vice Chancellor for Health Sciences; 1 faculty member appointed by the Chair of the Faculty; and 1 student member appointed by the President of the Student Government Association. Following the appointment or election of a selection committee chair, the selection committee will develop a checklist and rubric for evaluating and scoring the application packets in accordance with the approved award procedures.

In November, packets will be made available to members of the selection committee, and the selection committee will review and evaluate the submitted materials according to the developed checklist and rubric. The checklist and rubric must mirror the award guidelines.

By early January, the selection committee will designate a pool of up to twelve finalists who will be contacted by the selection committee chair and given 4 weeks to provide a digital product as detailed above.

By mid-February, the selection committee will evaluate the finalists' materials, and, by scoring determine the 2 recipients of the Alumni Association award and the recipient of the Robert L. Jones Award.

The award recipients will be recognized during the annual celebratory event. Following the public announcement of this award, the Provost or Vice Chancellor for Health Sciences will send letters of recognition to the recipients and letters of appreciation to nominees. The award-winning portfolios will be kept on file for public review in the Office for Faculty Excellence, Joyner Library.

(Faculty Senate Resolutions #06-07; #16-41; #17-41)

Revised Selection Procedures for the Board of Governors Award for Excellence in Teaching Award

The below text replaces the original text, linked here.

Objective
The Board of Governors Award for Excellence in Teaching recognizes the sustained career record of distinguished teaching by a tenured East Carolina University faculty member.

Awards Per Year
One recipient of this award will be recognized at a variety of functions and will receive a stipend of $12,500.

Eligibility
Nominees
must:
1. be tenured at East Carolina University;
2. have taught at East Carolina University at least seven years;
3. have demonstrated excellent or exceptional teaching ability over a sustained period of time;
4. be teaching in the academic year in which they are selected; and
5. not have received this award previously while teaching at any UNC institution.

Nomination Procedures and Guidelines
Faculty members are nominated for this award by their academic code unit. Any eligible faculty member may request consideration by the unit. Faculty, students, administrators, and alumni may also request consideration by the unit on behalf of eligible faculty.

While faculty members may self-nominate or be nominated for more than one university teaching award (Board of Governors Award for Excellence in Teaching, Board of Governors Distinguished Professor for Teaching Awards, Max Ray Joyner Award for Outstanding Teaching in Distance Education, and East Carolina Alumni Association Outstanding Teaching Award and Robert L. Jones Teaching Award), faculty members may only accept nomination and submit a portfolio for one university teaching award in a given year.

Nominations are made in the following two steps: (1) Nominee names and basic information must be submitted to a survey link posted on the Faculty Senate website by September 15at 5:00 pm (or the next business day if the 15th falls on a weekend). Nominees will be contacted by the OFE following the survey nomination deadline and provided with information about the application packet that must be submitted if they wish to pursue the award. (2) A nomination letter addressing the criteria outlined above and specifying why the nominee deserves the award must be submitted electronically to the Office for Faculty Excellence no later than 5:00 p.m. on November 1, or the next business day if the 1st falls on a weekend.

Nominees who wish to pursue the award must submit their application packets electronically in accordance with directions provided by the OFE no later than 5:00 p.m. on November 1, or the next business day if the 1st falls on a weekend. In addition, nominees will receive a coversheet template that they must complete and submit along with an electronic photograph. Additional information may be requested as necessary to comply with UNC-GA requirements.

The application packet must adhere to the following specifications. It must:
5. include representative examples of your instruction methods;
6. utilize margins, fonts, type sizes, and colors to ensure readability;
7. be a total of 50 pages or fewer, excluding the itemized list, CV, and video information sheet; and
8. begin with an itemized list of all materials in the application packet.

The application packet should be clearly divided into the following four sections:

Section 1: Personal Information
The intent of this section is to establish a context for the nominee's teaching for the selection committee members, many of whom may not be familiar with the nominee's area of discipline. It should include the following two items:
  • CV: a current curriculum vitae; and
  • Teaching Statement: a brief written statement (not to exceed 2 pages, double-spaced) that provides context for the materials selected for the nominee's portfolio. The statement should include the nominee's teaching philosophy, describe methods used by the nominee to achieve educational goals, and provide other information to prepare the selection committee for an effective review of the portfolio.

Section 2: Input from Students, Colleagues, and Peers
This section provides the selection committee with multiple forms of feedback from the nominee's students and colleagues. These materials include feedback gathered through ongoing standard university processes as well as feedback that is aligned specifically with this award nomination and must include:
  • Nomination letter
  • 2 letters of support from ECU colleagues (exclusive of the nominator); Student letters: letters of support from 2 or 3 former students of the nominee;
  • Student Opinion of Instruction Surveys: compilation of the past 3 years and the corresponding grade distributions for each course. Quantitative results of the standard campus-approved or unit-specific student opinion of instruction survey data should be included.. Qualitative comments are encouraged, as space permits; and
  • Peer evaluations: at least 1, and no more than 3, peer evaluations of teaching; both classroom and DE evaluations are acceptable. These peer evaluation summaries should utilize the standard campus-approved documents from the nominee's college or department.

Section 3: Supporting Materials
This section of the application packet is designed to give the candidate some flexibility to select materials that convey the pursuit of excellence in teaching. Materials should be organized or annotated in such a way that demonstrates alignment with the nominee's teaching statement or rationale for inclusion. Example materials include *representative*:
  • course syllabi (strongly recommended);
  • sample tests or assignments;
  • teaching materials;
  • audio files (not to exceed 10 minutes total);
  • student work;
  • course artifacts; and

- unsolicited feedback from students.

Section 4: Digital Product
The digital product is intended to enable the selection committee to understand better the teaching environments created by the nominee. Materials should be organized or annotated in such a way that demonstrates alignment with the nominee's teaching statement or rationale for inclusion.
Digital Product Requirements: The digital product should not exceed 15 minutes and should portray representative elements of the nominee's teaching. It may be in the form of a continuously recorded video and/or a compilation of media elements in some other digital format. Narration is allowed but not required. Content may include video excerpts from courses, examples of interactivity, demonstrations, and any other aspects of teaching that would be helpful to the selection committee. An example of some form of instructor - student interaction is strongly encouraged. If student images or identifying information is included in the media, the nominee must also submit a signed copy of the Media Consent and Release for ECU Students Form
available here: https://www2.ecu.edu/COE/Web/OEP/OCE/Intern/Media_Consent_and-Release_Guidelines_1_23_2018.pdf

Evaluation Procedures
In the fall semester, the selection committee will be established by the Chair of the Academic Awards Committee and will consist of: 2 members of the Academic Awards Committee; 1 faculty member each appointed by the Provost and Senior Vice Chancellor for Academic Affairs and the Vice Chancellor for Health Sciences; 1 faculty member appointed by the Chair of the Faculty; and 1 student member appointed by the President of the Student Government Association. Following the appointment or election of a selection committee chair, the selection committee will develop a checklist and rubric for evaluating and scoring the application packets in accordance with the approved award procedures.

In November, packets will be made available to members of the selection committee, and the selection committee will review and evaluate the submitted materials according to the developed checklist and rubric. The checklist and rubric must mirror the award guidelines. After review of submissions, selection committee will identify their top candidates in rank order for committee discussion.

Before the end of the fall semester, the selection committee will forward to the Chancellor the names of all nominees, indicating the names of the two finalists, and the supporting documentation of the finalists. The Chancellor reviews the selected finalists' materials in accordance with the approved award procedures and forwards to the Board of Governors the name of the one finalist from East Carolina University. A portfolio for the finalist at ECU will be submitted to the UNC System Board of Governors along with this recommendation.

The award recipient will be recognized during a Board of Governors Ceremony and the annual ECU celebratory event. Following the public announcement of this award, the Chancellor will send a letter of recognition to the recipient and letters of appreciation to nominees.

 The award-winning portfolio will be kept on file for public review in the Office for Faculty Excellence
 Reading Room, Joyner Library.

(Faculty Senate Resolutions #16-41; #17-41)

Revised Selection Procedures for the Board of Governors
Distinguished Professor for Teaching Award

The below text replaces the original text, linked here.

Objective
The Board of Governors Distinguished Professor for Teaching Awards recognizes and supports excellent teaching at East Carolina University.

Awards Per Year
Six recipients of this award will be recognized at a variety of functions and each will receive a stipend of $1,000.

Eligibility
Nominees
must:
1. be a full-time faculty member at East Carolina University;
2. have taught at East Carolina University for three or more years;
3. be teaching in the academic year in which they are selected;
4. not have won the award within the last four years; and
5. have demonstrated excellent or exceptional teaching ability.

Nomination Procedures and Guidelines
Faculty members are nominated for this award by their college or school. Any eligible faculty member may request consideration by the college or school.

While faculty members may be nominated for more than one university teaching award (Board of Governors Award for Excellence in Teaching, Board of Governors Distinguished Professor for Teaching Awards, Max Ray Joyner Award for Outstanding Teaching in Distance Education, and East Carolina Alumni Association Outstanding Teaching Award and Robert L. Jones Teaching Award), faculty members may only accept nomination and submit a portfolio for one university teaching award in a given year.

Nominations are made in the following two steps: (1) Nominee names and basic information must be submitted to a survey link posted on the Faculty Senate website by September 15 at 5:00 pm (or the next business day if the 15th falls on a weekend). Nominees will be contacted by the OFE following the survey nomination deadline and provided with information about the application packet that must be submitted if they wish to pursue the award. (2) A nomination letter addressing the criteria outlined above and specifying why the nominee deserves the award must be submitted electronically to the Office for Faculty Excellence no later than 5:00 p.m. on November 1, or the next business day if the 1st falls on a weekend.

The maximum number of nominations is distributed among the colleges and schools according to their relative number of faculty:
• Arts and Sciences, 5 maximum nominations
• Medicine, 5 maximum nominations
• Fine Arts and Communication, 3 maximum nominations
• Business, 2 maximum nominations

- Education, 2 maximum nominations
- Health and Human Performance, 2 maximum nominations
- Nursing, 2 maximum nominations
- Allied Health Sciences, 1 nomination
- Dental Medicine, 1 nomination
- Engineering and Technology 1 nomination

Nominees who wish to pursue the award must submit their application packets electronically in accordance with directions provided by the OFE no later than 5:00 p.m. on November 1, or the next business day if the 1st falls on a weekend. In addition, nominees will receive a coversheet template that they must complete and submit along with an electronic photograph. Additional information may be requested as necessary to comply with UNC-GA requirements.

The application packet must adhere to the following specifications. It must:
1. include representative examples of your instruction methods;
2. utilize margins, fonts, type sizes, and colors to ensure readability;
3. be a total of 50 pages or fewer, excluding the itemized list, CV, and video information sheet; and
4. begin with an itemized list of all materials in the application packet.

The application packet should be clearly divided into the following three sections:

Section 1: Personal Information
The intent of this section is to establish a context for the nominee's teaching for the selection committee members, many of whom may not be familiar with the nominee's area of discipline. It should include the following two items:
- CV: a current curriculum vitae; and
- Teaching Statement: a brief written statement (not to exceed 2 pages, double-spaced) that provides context for the materials selected for the nominee's portfolio. The statement should include the nominee's teaching philosophy, describe methods used by the nominee to achieve educational goals, and provide other information to prepare the selection committee for an effective review of the portfolio.

Section 2: Input from Students, Colleagues, and Peers
This section provides the selection committee with multiple forms of feedback from the nominee's students and colleagues. These materials include feedback gathered through ongoing standard university processes as well as feedback that is aligned specifically with this award nomination and must include:
- Nomination letter:
- 2 letters of support from ECU colleagues (exclusive of the nominator); Student letters: letters of support from 2 or 3 former students of the nominee;
- Student Opinion of Instruction Surveys: compilation of the past 3 years and the corresponding grade distributions for each course. Quantitative results of the standard campus-approved or unit-specific student opinion of instruction survey data should be included. Qualitative comments are encouraged, as space permits; and
- Peer evaluations: at least 1, and no more than 3, peer evaluations of teaching; both classroom and DE evaluations are acceptable. These peer evaluation summaries should

utilize the standard campus-approved documents from the nominee's college or department.

Section 3: Supporting Materials

This section of the application packet is designed to give the candidate some flexibility to select materials that convey the pursuit of excellence in teaching. Materials should be organized or annotated in such a way that demonstrates alignment with the nominee's teaching statement or rationale for inclusion. Example materials include *representative*:

- course syllabi (strongly recommended);
- Sample tests or assignments;
- teaching materials;
- Audio files (not to exceed 10 minutes total);
- student work;
- course artifacts; and
- unsolicited feedback from students.

Evaluation Procedures

In the fall semester, the selection committee will be established by the Chair of the Academic Awards Committee and will consist of: 2 members of the Academic Awards Committee; 1 faculty member each appointed by the Provost and Senior Vice Chancellor for Academic Affairs and the Vice Chancellor for Health Sciences; 1 faculty member appointed by the Chair of the Faculty; and 1 student member appointed by the President of the Student Government Association. Following the appointment or election of a selection committee chair, the selection committee will develop a checklist and rubric for evaluating and scoring the application packets in accordance with the approved award procedures.

In November, packets will be made available to members of the selection committee, and the selection committee will review and evaluate the submitted materials according to the developed checklist and rubric. The checklist and rubric must mirror the award guidelines.

By early January, the Academic Awards Committee will forward to the Chancellor the names of all nominees, indicating those they have selected to receive the awards, and the supporting documentation of the selected recipients. The Chancellor reviews the selected recipients' materials in accordance with the approved award procedures and either concurs or meets with the committee to seek resolution.

The award recipients will be recognized during the annual celebratory event. Following the public announcement of these awards, the Chancellor will send letters of recognition to recipients and letters of appreciation to nominees.

The award-winning portfolios will be kept on file for public review in the Office for Faculty Excellence Reading Room, Joyner Library.

(Faculty Senate Resolutions #16-41; #17-41)

Revised Selection Procedures for the Max Ray Joyner Award for Outstanding
Teaching in Distance Education Award

The below text replaces the original text, linked here.

Objective
The Max Ray Joyner award for outstanding teaching in distance education honors an outstanding
faculty member who has shown commitment and enthusiasm in teaching and mentoring off-
campus students and who has demonstrated excellence in the delivery of courses offered through
distance education. Hereafter, both online distance education classes and face-to-face classes
taught off- campus, will be referred to as distance education classes.

Awards Per Year
One recipient of this award will be recognized at a variety of functions and will receive a monetary
award of $1,000, a plaque and $500 in professional development. A sculpture, located in the
Joyner Library, depicting a flame which symbolizes the spirit of education as interpreted by its
designers, School of Art and Design students Julie Spivey, Anne Partna and Tripp Jarvis, is
represented on the plaque awarded each year.

Eligibility
Nominees
must:
1. be a full-time faculty member who has taught a distance education class;
2. have taught at East Carolina University for three or more years;
3. be teaching in the academic year in which they are selected;
4. not have won the award within the last four years;
5. have demonstrated commitment and enthusiasm in teaching and mentoring off-campus
   students; and
6. have demonstrated excellence in the delivery of courses offered through distance education.

Nomination Procedures and Guidelines
Faculty members are nominated for this award by their academic code unit. Any eligible
faculty member may request consideration by the unit.

Each academic unit is to determine its own method for selecting nominees based on the
following Seven Characteristics of Effective Teaching (FS Resolution #91-29):
• Good Organization of Subject Matter and Course - Reflected in the objectives, course
  materials, assignments, examinations, instructor preparation for class, and effective use of
  class time.
• Effective Communication - Reflected in lecturing ability including use of motivational techniques
  such as audiovisual aids, clarity of presentation, verbal fluency, interpretation of abstract ideas,
  good speaking ability, good listening skills, and the ability to communicate the organization and
  sequence of a course.
• Knowledge of and Enthusiasm for the Subject Matter and Teaching - Reflected in the choice
  of textbook, readings and reference lists, lecture content, course syllabus, and personal
  interest displayed in the subject and in teaching.
• Positive Attitudes Toward Students - Reflected by helping students master subject matter,
  encouraging students to ask questions and express opinions, being accessible to students

outside the classroom, and expressing a general concern for student learning.
- Fairness in Examinations and Grading - Reflected in clarity of student assessment procedures including papers, assignments, exams, classroom discussion, and other activities, including relative weight toward grade, consistency among objectives, course content, and assessment procedures, and timely, useful feedback on student progress.
- Flexibility in Approaches to Teaching - Reflected in the use of alternative teaching strategies such as small group discussion, simulations, use of audiovisual materials, and varying the approach and pace of instruction to meet different learning styles among students.
- Appropriate Student Learning Outcomes - Reflected in student performance on various assessment measures and positive changes in student attitudes and values.

While faculty members may be nominated for more than one university teaching award (Board of Governors Award for Excellence in Teaching, Board of Governors Distinguished Professor for Teaching Awards, Max Ray Joyner Award for Outstanding Teaching in Distance Education, and East Carolina Alumni Association Outstanding Teaching Award and Robert L. Jones Teaching Award), faculty members may only accept nomination and submit a portfolio for one university teaching award in a given year.

Nominations are made in the following two steps: (1) Nominee names and basic information must be submitted to a survey link posted on the Faculty Senate website by September 15at 5:00 pm (or the next business day if the 15th falls on a weekend). Nominees will be contacted by the OFE following the survey nomination deadline and provided with information about the application packet that must be submitted if they wish to pursue the award. (2) A nomination letter addressing the criteria outlined above and specifying why the nominee deserves the award must be submitted electronically to the Office for Faculty Excellence no later than 5:00 p.m. on November 1, or the next business day if the 1st falls on a weekend.

The maximum number of nominations will be distributed among the academic code units according to their relative number of faculty within an academic code unit—no more than one nominee for each ten faculty members in the unit.

Nominees who wish to pursue the award must submit their application packets electronically in accordance with directions provided by the OFE no later than 5:00 p.m. on November 1, or the next business day if the 1st falls on a weekend. In addition, nominees will receive a coversheet template that they must complete and submit along with an electronic photograph. Additional information may be requested as necessary to comply with UNC-GA requirements.

The application packet must adhere to the following specifications. It must:
9. include representative examples of your instruction methods;
10. utilize margins, fonts, type sizes, and colors to ensure readability;
11. be a total of 50 pages or fewer, excluding the itemized list, CV, and video information sheet; and
12. begin with an itemized list of all materials in the application packet.

The application packet should be clearly divided into the following three sections:

Section 1: Personal Information
The intent of this section is to establish a context for the nominee's teaching for the selection

committee members, many of whom may not be familiar with the nominee's area of discipline. It should include the following two items:

- CV: a current curriculum vitae; and
- Teaching Statement: a brief written statement (not to exceed 2 pages, double-spaced) that provides context for the materials selected for the nominee's portfolio. The statement should include the nominee's teaching philosophy, describe methods used by the nominee to achieve educational goals, and provide other information to prepare the selection committee for an effective review of the portfolio.

Section 2: Input from Students, Colleagues, and Peers

This section provides the selection committee with multiple forms of feedback from the nominee's students and colleagues. These materials include feedback gathered through ongoing standard university processes as well as feedback that is aligned specifically with this award nomination and must include:

- Nomination letter:
- 2 letters of support from ECU colleagues (exclusive of the nominator);
- Student letters: letters of support from 2 or 3 former students of the nominee;
- Student Opinion of Instruction Surveys: compilation of the past 3 years and the corresponding grade distributions for each course. Quantitative results of the standard campus-approved or unit-specific student opinion of instruction survey data should be included. Qualitative comments are encouraged, as space permits; and
- Peer evaluations: at least 1, and no more than 3, peer evaluations of teaching; both classroom and DE evaluations are acceptable. These peer evaluation summaries should utilize the standard campus-approved documents from the nominee's college or department.

Section 3: Supporting Materials

This section of the application packet is designed to give the candidate some flexibility to select materials that convey the pursuit of excellence in teaching. Materials should be organized or annotated in such a way that demonstrates alignment with the nominee's teaching statement or rationale for inclusion. Example materials include *representative*:

- course syllabi (strongly recommended);
- Sample tests or assignments;
- teaching materials;
- Audio files (not to exceed 10 minutes total);
- student work;
- course artifacts; and
- unsolicited feedback from students.

Section 4: Digital Product – Finalists Only

A written or recorded presentation that demonstrates and summarizes the finalist's DE classes, technology used, community building strategies, examples of interactivity, and any other aspects of their DE classes that would be helpful to the selection committee. Finalists will be given 4 weeks to prepare their presentation.

The digital product is intended to enable the selection committee to understand better the teaching environments created by the nominee. Materials should be organized or annotated in such a way that

demonstrates alignment with the nominee's teaching statement or rationale for inclusion.

Digital Product Requirements: The digital product should not exceed 15 minutes and should portray representative elements of the nominee's teaching. It may be in the form of a continuously recorded video and/or a compilation of media elements in some other digital format. Narration is allowed but not required. Content may include video excerpts from courses, examples of interactivity, demonstrations, and any other aspects of teaching that would be helpful to the selection committee. An example of some form of instructor - student interaction is strongly encouraged. If student images or identifying information is included in the media, the nominee must also submit a signed copy of the Media Consent and Release Form
available here. https://www2.ecu.edu/COE/Web/OEP/OCE/Intern/Media_Consent_and-Release_Guidelines_1_23_2018.pdf

Evaluation Procedures
In the fall semester, the selection committee will be established by the Chair of the Academic Awards Committee and will consist of: 2 members of the Academic Awards Committee; 1 faculty member each appointed by the Provost and Senior Vice Chancellor for Academic Affairs and the Vice Chancellor for Health Sciences; 1 faculty member appointed by the Chair of the Faculty; and 1 student member appointed by the President of the Student Government Association. Following the appointment or election of a selection committee chair, the selection committee will develop a checklist and rubric for evaluating and scoring the application packets in accordance with the approved award procedures.

In November, packets will be made available to members of the selection committee, and the selection committee will review and evaluate the submitted materials according to the developed checklist and rubric. The checklist and rubric must mirror the award guidelines. After review of submissions, selection committee will identify their top candidates in rank order for committee discussion.

By early January, the selection committee will designate a pool of up to twelve finalists who will be contacted by the selection committee chair and given 4 weeks to provide the video or additional supportive DE material as detailed above.

By mid-February, the selection committee again evaluate the finalists' presentations and determine the winning candidate.

The award recipient will be recognized during the annual celebratory event. Following the public announcement of this award, the Provost or Vice Chancellor for Health Sciences will send letters of recognition to the recipient and letters of appreciation to nominees. The award-winning portfolio will be kept on file for public review in the Office for Faculty Excellence Reading Room, Joyner Library.

(Faculty Senate Resolutions #02-22; #16-41; #17-41)

Revised Selection Procedures for the Lifetime and Five-Year
Achievement University Research/Creative Activity Award

The below text replaces the original text, linked here.

Objective
The annual lifetime and five-year achievement university research/creative activity awards reward originality and excellence in research and creative activities as evidenced by sustained high quality work performed while contributing to the academic functions of East Carolina University at any rank or status.

Awards Per Year
A maximum of two annual lifetime and two annual five-year achievement university research/creative activity award recipients. These awards carry a monetary prize and are presented in a special awards ceremony each spring.

Eligibility
Nominees
must:
• have demonstrated sustained high quality research and creative activity while contributing to the academic functions of ECU at any rank or status;
• have taught at ECU at least five continuous years; and
• have been involved in research at ECU in the academic year in which they are selected.

Nomination Procedures and Guidelines
Nominations may be made in the following
ways:
1. by the department-level academic units (including areas of concentration) or
2. by other representatives in the faculty member's field of work.

Nominations from academic units must be based on the unit's stated criteria for evaluating faculty research and creative activities. Independent nominations must include a similar statement of perspective, specifying criteria against which the applicant may wish to be judged.

Nominations should:
1. provide evidence of the nominee's productivity;
2. provide peer review evidence of the value and influence of the nominee's work;
3. provide any additional information that could assist the selection committee with reaching a decision;
4. focus on the nominee's research and creative achievements during five years of continuous service at ECU if nominated for the five-year award;
5. focus on the nominee's research and creative achievements sustained over their entire career, with an emphasis on work accomplished at ECU, if nominated for the lifetime award.

Nominations are made by submitting a letter addressing the criteria outlined above. The letter must specify the award for which the nominee is to be considered (five-year or lifetime), and should be submitted electronically to the Office for Faculty Excellence (OFE) in Joyner Library

Rm. 1001 no later than 5:00 p.m. on September 15th, or the next business day if the 15th falls on a weekend. Nominees will be contacted by the OFE following the nomination deadline and provided with information about the application packet they must submit if they wish to pursue the award.

Nominees who wish to pursue the award must submit their application packets electronically in accordance with directions provided by the OFE no later than 5:00 p.m. on November 1, or the next business day if the 1st falls on a weekend. In addition, nominees will receive a coversheet template that they must complete and submit along with an electronic photograph. Additional information may be requested as necessary to comply with UNC-GA requirements.

The application packet must adhere to the following specifications. It must:
1. include representative examples of your research and creative activity.
2. utilize margins, fonts, type sizes, and colors to ensure readability; and
3. be a total of 50 pages or fewer, excluding the itemized list and CV.

The application packet must include:

- Contents: itemized list of all materials in the application packet
- Cover letter
- Nomination letter
- CV: a complete curriculum vitae
- Research materials: at least 1, and no more than 3, samples of your published research and/or creative activity output that can be submitted electronically. Examples include, but are not limited to, entire journal articles, excerpts from journal articles or books, still photos, and links to digital media.
- 3 external letters of recommendation on institutional stationary providing evaluations of the nominee's research and creative activity accomplishments and contributions. External recommendations should be unbiased and provide an objective assessment of a nominee's research and creative activities. These letters should describe and emphasize the impact of the nominee's body of work on their field of scholarship. The person providing the recommendation must describe the nature of any relationships (both past and present) between the writer and the nominee.

Evaluation Procedures

In September, the Academic Awards Committee appoints three to five members to serve as the selection committee. Following the appointment or election of a selection committee chair, the selection committee will develop a checklist and rubric for evaluating and scoring the application packets in accordance with the approved award procedures.

In November, packets will be made available to members of the committee, and the selection committee will review and evaluate the submitted materials according to the developed checklist and rubric. The checklist and rubric must mirror the award guidelines. After review of submissions, selection committee will identify their top candidates in rank order for committee discussion.

In December, the Academic Awards Committee will forward to the Vice Chancellor for Research, Economic Development and Engagement the names of all nominees, indicating those they have selected to receive the awards, and the supporting documentation of the selected recipients. The Vice Chancellor reviews the selected recipients' research materials in accordance with the

approved award procedures and either concurs or meets with the committee to seek resolution.

In the Spring, the award recipients will be recognized during the annual Research and Scholarship Awards Ceremony. Following the public announcement of this award, the Vice Chancellor will send letters of recognition to the recipients and letters of appreciation to nominees.

The award-winning portfolios will be kept on file for public review in the Office for Faculty Excellence Reading Room, Joyner Library.

(Faculty Senate Resolutions #09-34; #12-72; #17-41)

Revised Selection Procedures for the University Scholarship of Engagement Award

The below text replaces the original text, linked here.

Objective
Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The annual Scholarship of Engagement Award recognizes achievement in scholarship of engagement (SOE) and sustained commitment to partnered scholarly endeavors with communities. SOE is scholarly activity by faculty members working with community partners. A distinction of SOE is that the community is viewed as an equal partner and works collaboratively with the faculty member through all aspects of the program, including topic identification, data collection, implementation, analysis, and dissemination.

Awards Per Year
One award is given annually. This award will carry a monetary prize and will be presented in a special awards ceremony each spring.

Eligibility
Nomine
es must:
- have demonstrated achievement in SOE and commitment to the community as an equal partner;
- have worked collaboratively with the community through all aspects of the program, including topic identification, data collection, implementation, analysis, and dissemination; and
- have been involved in scholarship activities at ECU in the academic year in which they are selected.

Nomination Procedures and Guidelines
Nominations may be made in the following ways:
1. by the department-level academic units (including areas of concentration)
2. by other representatives in the faculty member's field of work, including community partners
3. any eligible faculty member may request consideration by the unit

Nomination letters should:
1. provide evidence that the scholarship positively impacted the community(ies);
2. provide evidence of leadership and sustained, equal relationships with the community(ies) for the purpose of scholarship;
3. provide evidence of a relationship between the scholarship, departmental/academic unit goals, and ECU's Strategic Plan;
4. cite examples of SOE-generated products such as: 1) professional juried presentations and publications, and 2) research studies of partnerships; and
5. cite examples of: 1) leadership in SOE, 2) community response to the engagement and outreach, and
   3) assessment of the engagement disseminated in reports and policies.

Nominations are made in the following two steps: (1) Nominee names and basic information must be submitted to a survey link posted on the Faculty Senate website by September 15 at 5:00 pm (or the next business day if the 15th falls on a weekend). Nominees will be contacted by the OFE following the survey nomination deadline and provided with information about the application packet that must be submitted if they wish to pursue the award. (2) A nomination letter addressing the criteria outlined above and specifying why the nominee deserves the award must be submitted electronically to the Office for Faculty Excellence no later than 5:00 p.m. on November 1, or the next business day if the 1st falls on a weekend.

Nominees who wish to pursue the award must submit their application packets electronically in accordance with directions provided by the OFE no later than 5:00 p.m. on November 1, or the next business day if the 1st falls on a weekend. In addition, nominees will receive a coversheet template that they must complete and submit along with an electronic photograph. Additional information may be requested as necessary to comply with UNC-GA requirements.

The application packet must adhere to the following specifications. It must:
1. include representative examples of your instruction methods;
2. utilize margins, fonts, type sizes, and colors to ensure readability; and
3. be a total of 50 pages or fewer, excluding the itemized list, CV.

The application packet must contain the following in this order:
- an itemized list of all materials in the application packet
- CV: a complete curriculum vitae, highlighting the nominee's SOE
- 500-word essay describing the SOE from the nominee's perspective, including the impact of the scholarship on the community(ies), the related academic discipline, and East Carolina University
- Nomination letter
- Supportive letter from community partner
- Evidence that the nominee exemplifies the award criteria. Examples include, but are not limited to:
  1) letters attesting to the impact of the SOE on the unit, discipline, students, and community; 2) policies implemented as a result of the SOE; 3) grant abstracts; 4) media reports; 5) awards; 6) photos with captions
- At least 1, and no more than 3, examples of your SOE-related research and creative activity that can be submitted electronically. Examples include, but are not limited to: 1)

video excerpts of professional juried presentations (not to exceed 20 minutes); 2) entire or excerpted peer-reviewed publications

<u>Evaluation Procedures</u>
In the fall semester, the Academic Awards Committee appoints up to five members to serve as the selection committee. Following the appointment or election of a selection committee chair, the selection committee will develop a checklist and rubric for evaluating and scoring the application packets in accordance with the approved award procedures.

In November, packets will be made available to members of the selection committee, and the selection committee will review and evaluate the submitted materials according to the developed checklist and rubric. After review of submissions, selection committee will identify their top candidates in rank order for committee discussion

In January, the selection committee will forward to the Vice Chancellor for Research, Economic Development and Engagement the names of all nominees, indicating the one selected to receive the award, and the supporting documentation of the selected recipient. The Vice Chancellor reviews the selected recipients' research materials in accordance with the approved award procedures and either concurs or meets with the committee to seek resolution.

The award recipient will be recognized during the annual Research and Scholarship Awards Ceremony. Following the public announcement of this award, the Vice Chancellor will send letters of recognition to the recipient and letters of appreciation to nominees.

(Faculty Senate Resolutions #10-69; #17-41)

Revised Selection Procedures for the ECU Scholar Teacher Award

The below text replaces the original text, linked here.

The purpose of the annual Provost and Vice Chancellor for Academic Affair's *Scholar- Teacher Awards* is to recognize faculty members who effectively integrate research/creative activity in classroom teaching. The award winners will excel in these two central facets of faculty responsibility. The recognition will provide additional opportunities for these outstanding faculty members to mentor others.

The Scholar-Teacher award recipients are initially selected at the college level. Each college in Academic Affairs and in Health Sciences will review its established recipient selection procedures in keeping with the purpose for the award and the criteria below. The Thomas Harriot College of Arts and Sciences and the Brody School of Medicine may select three recipients, and all other colleges in Academic Affairs and schools in Health Sciences may recognize annually one scholar-teacher. (An award need not be given by each unit every year.)

Criteria
The faculty member recognized with this award will demonstrate the synergy between teaching and research/creative activity as evidenced by:

- Student Feedback (e.g. student opinion of instruction surveys, letters of support, unsolicited feedback)
- Colleague feedback (e.g. peer observation surveys, letters of support)
- Record of scholarly accomplishments (e.g. publications in recognized disciplinary venues, presentations before scholarly organizations)
- Teaching and/or mentoring developing scholars and teachers (students and/or faculty)
- Artifacts/outcomes evidencing integration of teaching and research (e.g. manuscripts, creative projects)
- Other evidence as appropriate for discipline.

These last two characteristics must be clearly present for award recipients, as the distinguishing elements of the Scholar-Teacher award. Each recipient will provide requested materials to showcase during the annual celebratory event.

The recipient is awarded $1,000 to be used for professional travel, support of integration of research/creative activity and teaching (supplies, books, etc.), or for other professional purposes. Funds are accessed through the office of the Senior Vice Chancellor for Academic Affairs or the office of the Vice Chancellor for Health Sciences, depending on the division of each Scholar-Teacher. The name of each Scholar-Teacher must be submitted by the Dean (or representative) of each college via email to the Office for Faculty Excellence by 5:00pm on December 1. Scholar-teachers will be contacted by the OFE with directions for submitting any needed materials by mid-February.

Revised Selection Procedures for the Service-Learning Teaching Excellence Award

The below text replaces the original text, linked here.

Objective
The Service-Learning Teaching Excellence Award recognizes a faculty member's unique time, effort, and planning for successful academic service-learning instruction. Service-learning is rooted in an academic discipline and provides learning experiences for students with meaningful assistance to the community. Through organized community-based learning activities, students address community needs and provide meaningful connections with community experiences, employing regular reflective practices for the purpose of personalizing the learning experience.

Award Per Year
One award will be awarded annually. The award will carry a $1,000 monetary prize and will be included in the annual celebratory event.

Eligibility

All full-time faculty who have been involved in ECU service-learning course work in the academic year in which they are selected and in at least one previous year.

Nominees must:
- have had experience teaching a designated service-learning course within an academic year,
- have demonstrated results/impact in student's learning from community-based experiences in the course(s),
- have demonstrated excellence in teaching with respect to service-learning, as evidenced by innovative projects and partnerships, course evaluations and incorporation of service-learning best practices in the course,
- have demonstrated meaningful positive difference/change/impact in the community related to the service-learning course(s),
- have demonstrated collaborative work/planning with the community organization or constituents to build student learning while "doing good" in the community
- have demonstrated how the service-learning work described has enhanced ECU's strategic priorities, and
- have demonstrated how service-learning has enhanced the faculty member's professional development in teaching, scholarship, and/ or service.

Nomination Procedures and Guidelines

Nominations may be made in the following ways:
1. by the department-level academic units (including areas of concentration)
2. by other representatives in the faculty member's field of work, including community partners
3. by deans and department heads
4. by representatives from the Center for Leadership and Civic Engagement

Nominations are made by submitting a letter addressing the criteria outlined above. The letter must specify why the nominee deserves the award and should be submitted either electronically or in hardcopy form to the Office for Faculty Excellence (OFE) in Joyner Library Rm. 1001 no later than 5 p.m. on September 15th, or the next business day if the 15th falls on a weekend. Nominees will be contacted by the OFE following the nomination deadline and provided with information about the application packet they must submit if they wish to pursue the award.

Nominees who wish to pursue the award must submit their application packets to the OFE no later than 5 p.m. on November 1st, or the next business day if the 1st falls on a weekend. In addition, nominees will be asked to complete an information sheet with their name as it should be listed, academic rank, department, and college or school, as well as a photograph at least 2.5" x 3" with a minimum resolution of 300.

The application packet:
1. should include representative examples of the faculty member's instruction methods, including the incorporation of student reflection.
2. must contain the following in this order:
    - Contents: itemized list of all materials in the application packet

- •   Nomination letter
- •   500-word essay describing the nominee's excellence in teaching with respect to service-learning, including the impact on student's reflective learning from community-based experiences in the course(s) and how the service-learning course has enhanced ECU's strategic priorities and the related academic discipline
- •   CV: a complete curriculum vitae, highlighting the nominee's innovative projects and partnerships, course evaluations
- •   Supportive letter from a community partner that addresses the reciprocity of the partnership and clear positive difference/change/impact in the community related to the service-learning course
- •   Additional supporting materials (evidence that the nominee exemplifies the award criteria): At least 1, and no more than 3, examples of service-learning activity that can be submitted electronically. Examples include, but are not limited to: 1) course syllabi; 2) scholarly publications; 3) description of projects; 4) peer teaching reviews; 5) departmental awards; 6) letters of support from current and former students.
3. must adhere to the specifications presented here; those that do not may be disqualified.
4. should utilize appropriate margins, fonts, type sizes, and colors to ensure readability.
5. must not exceed 50 pages, excluding the itemized list and vitae.

Evaluation Procedures
In September, the selection committee will be convened by the Director of the Office for Faculty Excellence and will consist of 2 members of the Academic Awards Committee, elected by the committee; 1 faculty member elected by the Service-Learning Committee; 1 faculty member appointed by the Chair of the Faculty; and 1 member appointed by the Center for Leadership and Civic Engagement. The selection committee will have at least one faculty member experienced in successful academic service-learning instruction; preferably a previous service-learning teaching excellence award winner.

In November, packets will be made available to members of the selection committee, and the selection committee will review and evaluate the submitted materials according to the developed checklist and rubric. The checklist and rubric must mirror the award guidelines.

In early January, the selection committee will identify their top candidates in rank order for committee discussion and, by scoring determine the recipient(s) of the Service-Learning Teaching Excellence Award. The committee will forward the name(s) of the winning candidate(s) and their academic service-learning award packet to the Provost. The Provost will review the selected candidate(s) materials and, upon concurrence, make the public announcement of the award. If the Provost does not concur, the Provost will meet with the selection committee to seek resolution.

In the Spring, the award recipient(s) will be recognized during the annual celebratory event. Following the public announcement of this award, the Provost will send letters of recognition to the recipient and letters of appreciation to nominees.

The award-winning portfolio(s) will be kept on file for public review in the Office for Faculty Excellence Reading Room, Joyner Library.
 (Faculty Senate Resolutions #18-07; 19-82)

Resolution #21-35

Curriculum and academic matters acted on and recorded during the April 12, 2021 Writing Across the Curriculum meeting, including approval of Writing Intensive course designation (WI) for BIOL 3010 Scientific Communication, and removal of WI course designation from MRCH 4883, CLAS 2220, and CLAS 2230.

Resolution #21-36

Curriculum and academic matters acted on and recorded during the March 11, 2021 Undergraduate Curriculum Committee meeting, including curricular actions in the School of Hospitality Leadership within the College of Business, the School of Communication within the College of Fine Arts and Communication, the Department of Nutrition within the College of Allied Health Sciences, and the Department of Foreign Languages and Literatures within the Harriot College of Arts and Sciences; and recording during the March 25, 2021 meeting, including curricular actions in the Departments of Economics, Philosophy and Religious Studies, and Anthropology within the Harriot College of Arts and Sciences, in the Department of Baccalaureate Education within the College of Nursing, in the Department of Computer Science within the College of Engineering and Technology, in the School of Music within the College of Fine Arts and Communication, in the Department of Kinesiology within the College of Health and Human Performance, and in the Departments of Elementary Education and Middle Grades Education and Mathematics, Science, and Instructional Technology Education within the College of Education.

Resolution #21-37

Revised Department of Physics Unit Code

Resolution #21-38

Summer 2021 – Spring 2022 Student Application/Processing Dates calendar, as follows:

First Summer 2021	
May 17, Monday	Last day to apply for graduation for Summer
May 5, Wednesday	Graduate School application deadline for Summer 1 (please check specific programs for their deadline)
May 12, Wednesday	Last day to pay without a processing fee by 5:00 p.m.
May 12, Wednesday	First schedule cancellation for anyone not paid by 5:00 p.m.
May 18, Tuesday	Second schedule cancellation for anyone not paid by 5:00 p.m.
July 16, Friday	Last day to submit a thesis or dissertation for Summer graduation

Second Summer 2021	
May 17, Monday	Last day to apply for graduation for Summer
June 15, Tuesday	Graduate School application deadline for Summer 2 (please check specific programs for their deadline)
June 21, Monday	Last day to pay without a processing fee by 5:00 p.m.
June 21, Monday	First schedule cancellation for anyone not paid by 5:00 p.m.
June 25, Friday	Second schedule cancellation for anyone not paid by 5:00 p.m.
July 16, Friday	Last day to submit a thesis or dissertation for Summer graduation
11 Week Summer 2021	
May 17, Monday	Last day to apply for graduation for Summer
June 15, Tuesday	Graduate School application deadline for Summer 11 week (please check specific programs for their deadline)
May 12, Wednesday	Last day to pay without a processing fee by 5:00 p.m.
May 12, Wednesday	First schedule cancellation for anyone not paid by 5:00 p.m.
May 18, Tuesday	Second schedule cancellation for anyone not paid by 5:00 p.m.
July 16, Friday	Last day to submit a thesis or dissertation for Summer graduation
Fall Semester 2021	
August 15, Sunday	Graduate School application deadline for Fall (please check specific programs for their deadline)
August 12, Thursday	Last day to pay without a processing fee by 5:00 p.m.
August 12, Thursday	First schedule cancellation for anyone not paid by 5:00 p.m.
September 1, Wednesday	Second schedule cancellation for anyone not paid by 5:00 p.m.
September 15, Wednesday	Last day to apply for graduation for Fall
December 1, Wednesday	Last day to submit a thesis or dissertation for Fall graduation
Spring Semester 2022	
December 20, Monday	Graduate School application deadline for Spring (please check specific programs for their deadline)
December 21, Tuesday	Last day to pay without a processing fee by 5:00 p.m.
December 21, Tuesday	First schedule cancellation for anyone not paid by 5:00 p.m.
January 18, Tuesday	Second schedule cancellation for anyone not paid by 5:00 p.m.
February 1, Tuesday	Last day to apply for graduation for Spring
April 22, Friday	Last day to submit a thesis or dissertation for Spring graduation

Resolution #21-39

Curriculum and academic matters acted on and recorded during the April 9, 2021 Educational
Policies and Planning Committee meeting which includes a graduate certificate name change from

Substance Abuse Counseling certificate to Addictions Prevention and Treatment Studies certificate, a program revision including a name change from MS in Rehabilitation and Career Counseling to MS in Rehabilitation Counseling, a graduate certificate name change from Rehabilitation Counseling certificate to Rehabilitation Studies certificate, a graduate certificate revision and name change from the Military and Trauma Counseling certificate to Military and Civilian Trauma Studies certificate, program revision and name change from the PhD in Rehabilitation Counseling and Administration to PhD in Counselor Preparation and Research, a new minor Pharmaceutical Methods and Technology, a program revision of the MAEd in Physical Education, a new graduate certificate Science Education Specialist, a program revision of the MAEd in Science Education, a program revision of the MAEd in Instructional Technology, a discontinuation of the graduate certificate in Assistive Technology, a program revision of the MAEd in Special Education, a new graduate certificate in Educational Research, Evaluation, Measurement, and Statistics, a graduate certificate revision and name change from Nursing Leadership certificate to Health Systems Leadership certificate, a new accelerated BA in Sociology/MA in Sociology, a new accelerated BS in Applied Sociology, MA in Sociology, a request to deliver online the BSBA Accounting*, and a revision to the Computer Game Development certificate.

*report corrected

Resolution #21-40

Curriculum and academic matters acted on and recorded during the March 15, 2021 General Education and Instructional Effectiveness Committee meeting including notification of change in prerequisites for SPAN 3440, 3441, and 3550, notification of banking of BIOL 1030, notification of addition of change in credits for NURS 4906, Global Diversity (GD) credit for ANTH 3352, A Medical Anthropology Approach to Global Health Today: Developing New Solutions, Global Diversity (GD) credit for PHIL 2112 Philosophy of Free Speech, Domestic Diversity (DD) credit for KINE 4030 Physical Activity and Aging, General Education Natural Sciences (GE:SC) credit for GEOG 2250 Earth Surface Systems, Global Diversity (GD) credit for GRBK/ASIA 2010 Great Books of Modern China, Global Diversity (GD) credit for AMU-ARTH 200 Art Appreciation from American Military University; and recorded during the April 19, 2021 meeting including General Education Social Sciences (GE:SO) credit for COMM 1003 Introduction to Mass Media, Domestic Diversity (DD) credit for COMM 2340 Development of American Journalism, Domestic Diversity (DD) credit for ITEC 3300 Technology Project Management, General Education Humanities (GE:HU) credit for PHIL 1700 Death and Dying, Global Diversity (GD) credit for LBST 2102 Global and Intercultural Connections from UNC Charlotte, Domestic Diversity (DD) credit for SOCI 1101 Introduction to Sociology from Augusta University, Domestic Diversity (DD) credit for HIS 105 United States to 1865 from UNC Wilmington, Global Diversity (GD) credit for HIS 208-02 The Great War, UNC Greensboro, and Global Diversity (GD) credit for MUSC 1010 Music Appreciation from College of Central Florida.

Resolution #21-41
Revisions to *ECU Faculty Manual* Part VIII.I Personnel Policies and Procedures for the Faculty of East Carolina University, as follows:

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

I. Selection and Appointment of New Faculty
    A. Determination of Number and Nature of Positions
        Since faculty members of each academic unit are responsible for the curriculum, they shall make recommendations on the personnel needs of the unit. All faculty appointments shall be initiated by a recommendation of the Unit Personnel Committee unless otherwise specified in the Unit Code (FS Resolution #20-57, November 2020).

        Acting in accord with the policies and procedures set forth in the Unit Code, the unit administrator shall recommend, with input from the faculty, to the next higher administrator (for conveyance to the Academic Council) the number and nature of faculty positions needed to carry out the unit's mission and achieve the university, division, college and unit planning goals. Such recommendations shall contain justifications addressing the unit staffing plan and appropriate planning goals of the university, division, college, and unit.

        Allocation of faculty positions is the prerogative of the Academic Council. The deans and directors shall determine the distribution of positions within their college and schools in accordance with strategic priorities.

        The system of academic tenure serves the interests of East Carolina University by safeguarding academic freedom and ensuring the open inquiry and expression that are essential for student learning and the advancement of knowledge. As such, ~~In general,~~ tenured and probationary term (tenure-track) positions are preferred unless sound reasons exist **for fixed-term appointments**. Such reasons include, but are not limited to; (a) the position is not permanently assigned to the unit, (b) the position is addressing temporary needs, (c) the position cannot be filled by a faculty member with a terminal degree, (d) the duties of the position are primarily clinical, (e) the position is by its nature term-limited (term-limited endowed professorships, for example), (f) this reflects the preference of the faculty member taking the position, or (g) ~~budgetary or~~ strategic considerations.

    B. Selection Procedure
        The selection of candidates must be conducted in accordance with the University's "Recruitment, Guidelines and Resources" policies, *Part IX, Section I. Tenure and Promotion Policies and Procedures*, and applicable unit code provisions.

    C. General Criteria
        ECU is committed to recruiting, retaining, and developing faculty members that are highly accomplished in teaching and scholarship, including research and creative activities**, clinical and patient care responsibilities, and in librarianship when appropriate**. ~~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 members.~~

1. ~~Tenured or Probationary-Term Positions~~
   ~~A candidate who is under consideration for a tenured or probationary-term position is evaluated on past achievements and potential for future contributions in teaching, scholarship, service, and, if applicable, contributions to patient care and related clinical responsibilities as described below:~~

   ECU defines faculty responsibilities as follows:
   a. Teaching
      East Carolina University recognizes the primary importance of teaching. East Carolina University expects each member of the faculty to have knowledge of subject matter commensurate with one's teaching assignment, to maintain awareness of developments in one's discipline, and to communicate to students one's knowledge of and interest in the discipline. The faculty member will encourage students in responsible and careful inquiry, in appreciation of the interrelation of various disciplines, and in recognition of the uses of learning and the value of the educated mind. Teaching includes instructional activities and responsibilities beyond the classroom setting, e.g., advisement; mentoring; laboratory supervision; clinical rounds by a physician/professor accompanied by students; program direction; the direction of research projects and papers, dissertations, and theses; and other contacts and relationships outside the classroom.
   b. Scholarship ~~(Research, Creative Activity/Innovation, Engagement, and/or Outreach)~~
      Scholarship refers to the scholarship of research, the scholarship of creative activity/innovation, and the scholarship of engagement and/or outreach. **All tenured and probationary (tenure-track) faculty members are expected to engage in research and creative activities that align with the institution's mission, engage students in effective ways, and advance the academic disciplines.**
   c. Service to the university, the profession, and the community
      East Carolina University considers service to the university, the academic profession, and the community as an important aspect of a faculty member's contribution. Expectations for service shall be described in the unit code. (See Section III.4). Faculty members' on-campus presence is expected to the extent necessary in the performance of these responsibilities.
   d. Patient care and related clinical responsibilities, as appropriate
   e. **Librarianship in support of the academic mission of the University, as appropriate.**

1. **Tenured or Probationary-Term Positions**
   A candidate who is under consideration for a tenured or probationary-term position is evaluated on past achievements and potential for future contributions in teaching, scholarship, service, and, if applicable, contributions to patient care and related clinical responsibilities.

2. Fixed-Term Positions
   A candidate who is under consideration for a fixed-term position is evaluated on past achievements and potential for future contributions in the areas of responsibility stated in the advertisement for the position and established in the unit code.

In cases where the position fulfills an ongoing unit need and the candidate has demonstrated professional achievement, a multi-year contract should be considered.

D. Requirements for ranks and titles
1. General Provisions
Appointments are made at the academic ranks of assistant professor, associate professor, and professor. These are the only ranks that may involve a permanent tenure commitment. Appointments to all other titles are for a definite term and do not involve a permanent tenure commitment.

The following are the minimum required qualifications that may be considered when making appointments.

2. Ranks of Probationary Term Appointments
Assistant Professor
- has demonstrated potential for effective teaching and other instructional responsibilities
- has demonstrated potential to develop a program of scholarship that will lead to professional recognition in the discipline
- has demonstrated effective clinical practice in disciplines, where appropriate
- holds the appropriate terminal degree (ABD may be considered for initial appointment) or alternate professional qualifications as determined by the units and the profession and affirmed by the appropriate vice chancellor
- exhibits evidence of potential for professional growth in teaching effectiveness and scholarship
- has demonstrated ability and willingness to participate in departmental, college, and university affairs
- has demonstrated active engagement with professional organizations within the discipline

Associate Professor
- has qualifications of the previous rank
- has demonstrated effectiveness in teaching and/or other instructional responsibilities
- has a record of scholarship resulting in publication and/or scholarly productivity appropriate to the discipline and established by the unit code
- has a demonstrated record of effective service to the university
- has a demonstrated record of effective service to the profession

Professor
- has qualifications of the previous rank
- has an established record of excellence in teaching and other instructional responsibilities
- has a significant record of scholarship resulting in publication and/or other scholarly productivity appropriate to the discipline and established in the unit code.
- has demonstrated excellent ability and willingness to participate in departmental, college, and university affairs
- has a demonstrated record of significant service/clinical practice to the university and the discipline, where appropriate

3. Titles of Fixed-Term Appointments

Initial appointment as a fixed-term faculty member may be at any title and is dependent upon the individual's qualifications. A faculty member may elect but is not required to seek advancement in title during their career at East Carolina University.

a. Faculty members with duties primarily in instruction. ~~have titles of Teaching Instructor, Senior Teaching Instructor, Teaching Assistant Professor, Teaching Associate Professor or Teaching Professor.~~ **Teaching Faculty support the academic mission of the University through instruction, advising, curriculum development, and other instructional activities. Teaching Faculty may engage in research and service activities if desired. Research and service activities should be stipulated in their contract and unit workload assignment.**

    ~~Fixed Term Librarians are called Library Assistant Professor, Library Associate Professor, or Library Professor. Unit codes define expectations for each title. The following general criteria apply to both titles:~~
    Teaching Instructor
    - holds, at a minimum, a master's degree appropriate to the area of instruction, or has equivalent professional qualifications
    - has demonstrated potential for effective teaching and/or other instructional responsibilities
    Appointment to the title of Teaching Instructor may be made for a fixed term of one to three years.

    Senior Teaching Instructor
    This title is normally appropriate for a Teaching Instructor who has a minimum of three consecutive years of full-time service in that title or has equivalent professional qualifications and has met the following criteria:
    - ~~has qualifications of the previous title~~
    - has **consistently** demonstrated ~~excellence in~~ **effective** teaching and/or other instructional responsibilities
    - engages in professional development ~~activity~~ **or professional service activities**
    In recognition of the ongoing record of achievement represented by this title, an appointment of three to five years should be considered.

    Master Teaching Instructor
    This title is normally appropriate for a Senior Teaching Instructor who has a minimum of six consecutive years of full-time service in that title or has equivalent professional qualifications and has met the following criteria:
    - **Has demonstrated excellence in teaching**
    - **Has established an excellent professional reputation among colleagues**
    - **Is qualified and competent in mentoring others (such as students, instructors, etc.)**
    In recognition of the ongoing record of excellence represented by this title, it is expected that an appointment will be of five years or more.

    Teaching Assistant Professor
    - ~~has qualifications of the previous title~~

- holds the appropriate terminal degree, or ~~alternate~~ **equivalent** professional qualifications, as ~~evaluated~~ **determined** by the academic unit**,** ~~and affirmed by~~ the appropriate vice chancellor and the profession concerned
- has demonstrated effectiveness in teaching

Appointment to the title of Teaching Assistant Professor may be made for a fixed-term of one to three years.

Teaching Associate Professor
This title is normally appropriate for a Teaching Assistant Professor who has a minimum of three consecutive years of full-time service in that title or has equivalent professional qualifications and has met the following criteria:
- ~~has qualifications of the previous title~~
- has **consistently** demonstrated ~~superior~~ **effective** teaching ~~ability~~ and/or other instructional responsibilities
- engages in professional development **or professional service** activities

In recognition of the ongoing record of achievement represented by this title, appointment will typically be of three to five years.

Teaching Professor
This title is normally appropriate for a Teaching Associate Professor who has a minimum of six consecutive years of full-time service in that title or has equivalent professional qualifications and has met the following criteria:
- ~~has qualifications of the previous title~~
- has demonstrated excellence in teaching
- has established an excellent professional reputation among colleagues
- is qualified and competent in mentoring others (such as graduate students, teaching instructors, etc.)

In recognition of the ongoing record of excellence represented by this title, it is expected that an appointment will be of five years or more.

b. Faculty members with duties primarily in research
Research ~~f~~**F**aculty **contribute to the mission of the University primarily by engaging in scholarly or creative activity and/or supporting grants and contracts. Associated instructional responsibilities will be at the discretion of the unit and dependent upon the availability of funds. Research Faculty** members are typically funded externally. ~~Research faculty members are encouraged to give seminars and teach occasional courses in their specialty. Teaching is at the discretion of the unit and the availability of funds.~~

Research Instructor
- holds a minimum of a master's degree appropriate for the specific position or has ~~alternate~~ **equivalent** professional qualifications.
- has demonstrated potential for effective **scholarly or creative endeavors** ~~research~~
- ~~should be capable of carrying out individual research or should be trained in research procedures~~
- ~~should have the experience and specialized training necessary to develop and interpret data required for success in such research projects as may be undertaken~~

Research Assistant Professor
- ~~has qualifications of the previous title~~
- holds the appropriate terminal degree, or ~~alternate~~ **equivalent** professional qualifications, as ~~evaluated~~ by the academic unit**,** ~~and affirmed by~~ the ~~appointing officer~~ **appropriate vice chancellor** and the profession concerned
- has demonstrated effectiveness in research **in scholarly or creative endeavors**
- ~~is qualified and competent to direct the work of others (such as. technicians, graduate students, etc.)~~

Research Associate Professor
- has qualifications of the previous title **or equivalent professional qualifications**
- has extensive successful experience in scholarly or creative endeavors
- **engages in professional development or professional service activities**
- ~~has the ability to propose, develop, and manage major research projects~~

Research Professor.
- has qualifications of the previous title **or equivalent professional qualifications**
- ~~has established an excellent reputation among colleagues~~
- has demonstrated **excellence in** scholarly production in research, publications, professional achievements, or other distinguished and creative activity.
- **has established an excellent reputation among colleagues**
- **has attained national or international recognition as an authority and leader in an area of specialization**
- **has a sustained and substantive record of scholarship/creative activity**

c. Faculty members with duties primarily in clinical teaching
Clinical Faculty engage in professional practice or service activities that support the teaching and/or supervision of students in academic, clinical or field settings.

Clinical Instructor
- holds, at a minimum, a graduate degree appropriate for the specific position or has equivalent professional **qualifications** ~~experience~~
- has demonstrated potential in clinical practice and teaching in the field
Appointment to the title of Clinical Instructor may be made for a fixed term of one to three years.

Clinical Assistant Professor
- ~~has qualifications of the previous title~~
- holds the appropriate professional degree, **or equivalent professional qualifications** as ~~evaluated~~ **determined** by the academic unit**,** ~~and affirmed by~~ the appropriate vice chancellor and the profession concerned
- has training and experience in an area of specialization
- has demonstrated expertise in clinical practice and teaching and other instructional responsibilities in the discipline
Appointment to the title of Clinical Assistant Professor may be made for a fixed term of one to three years.

Clinical Associate Professor
This title is normally appropriate for a Clinical Assistant Professor who has a minimum of three consecutive years of full-time service in that title or has equivalent professional qualifications and has met the following criteria:

- has qualifications of the previous title
- has **demonstrated** extensive successful experience in clinical or professional practice in an area of specialization, or in a subdivision of the specialty area, and in working with and/or directing others (such as professionals, faculty members, graduate students, etc.) in clinical activities in the field

In recognition of the ongoing record of achievement represented by this title, appointment will typically be of three to five years.

Clinical Professor
This title is normally appropriate for a Clinical Associate Professor who has a minimum of six consecutive years of full-time service in that title or has equivalent professional qualifications and has met the following criteria:

- has qualifications of the previous title
- has established an outstanding reputation of excellence in clinical practice and teaching and/or other instructional responsibilities
- **has established an excellent professional reputation among colleagues**

In recognition of the ongoing record of excellence represented by this title, it is expected that an appointment will be of five years or more.

d. Faculty members with duties primarily in the libraries

Library Faculty support the academic mission of the University through effective librarianship and where appropriate by engaging in instruction, research/creative activity, and service in support of the ECU Libraries and the profession.

Library Assistant Professor

- holds the appropriate terminal degree, or ~~alternate~~ **equivalent** professional qualifications, as ~~evaluated~~ **determined** by the academic unit ~~and affirmed by~~ the appropriate vice chancellor **and the profession concerned**
- has demonstrated evidence of, or potential for, the following: effective teaching and/or other professional responsibilities; ~~collegiality and professional integrity; continued professional growth;~~ service to the Library; service to the University, and/or to the profession; a record of contributions to scholarship/creative activity, if applicable

Appointment to the title of Library Assistant Professor may be made for a period of up to five years.

Library Associate Professor
This title is normally appropriate for a Library Assistant Professor who has a minimum of three consecutive years of full-time service in that title or has equivalent professional qualifications and has met the following criteria:

- has qualifications of the previous title
- has demonstrated: substantive accomplishments in **the** ~~professional~~ performance **of professional duties**; ~~collegiality and professional integrity;~~

substantial and continued professional growth~~;~~**, and** sustained institutional~~;~~ and professional service
- has a record of regular contributions to scholarship/creative activity

In recognition of the ongoing record of achievement represented by this title, appointment will typically be of three to five years.

Library Professor
This title is normally appropriate for a Library Associate Professor who has a minimum of six consecutive years of full-time service in that title or has equivalent professional qualifications and has met the following criteria:
- has qualifications of the previous title
- has demonstrated: sustained and substantive accomplishments in professional performance~~; collegiality and professional integrity~~
- has demonstrated: superior knowledge and mastery of assigned area of specialization; and exemplary institutional and professional service;
- has attained national or international recognition as an authority and leader in the assigned area of specialization;
- has a sustained and substantive record of scholarship/creative activity

In recognition of the ongoing record of excellence represented by this title, it is expected that an appointment will be of five years or more.

e. Additional faculty titles
Adjunct Instructor; Adjunct Assistant Professor; Adjunct Associate Professor; Adjunct Professor: These titles are used to appoint outstanding persons who have a primary employment responsibility outside the university or in a different department in the university and who bring some specific professional expertise to the academic program. **Adjunct appointments are for a limited term and** ~~These positions~~ are typically unfunded.

Affiliate Instructor; Affiliate Assistant Professor; Affiliate Associate Professor; Affiliate Professor: These titles are used ~~in the School of Medicine~~ to appoint outstanding persons who have a primary employment responsibility outside the university and who bring some specific professional expertise to the academic program. **Affiliate appointments are for a limited term and** ~~These positions~~ are typically unfunded.

Artist-in-Residence; Writer-in-Residence: These titles are used to designate temporary appointments, at any salary and experience level, of persons who are serving for a limited time or part-time and who are not intended to be considered for professorial appointment.

Visiting Instructor; Visiting Assistant Professor; Visiting Associate Professor; Visiting Professor. The prefix "visiting" before an academic title is used to designate a short-term full-time or part-time appointment without tenure. Therefore, the visiting title shall not be used for periods of time beyond the initial contract period. It shall be used only for those fixed-term faculty members who are visitors, temporary replacements, or for whose disciplines the institution in good faith expects to have only a short-term need. Use of the visiting title for an individual for more than 3 years is a misuse of this title.

4. Emeritus status
All unit codes must specify criteria for conferring of "emeritus" or "emerita" status. Based on those criteria specified in the unit code and the recommendations of the unit personnel committee and appropriate administrators, the Chancellor may confer the title emeritus or emerita upon a ~~retired (including Phased Retirement participant), permanently disabled, or deceased faculty member,~~ **faculty member** who has made a significant contribution to the university through a long and distinguished record of scholarship, teaching, and/or service ~~(FS Resolution #13-97, December 2013)~~**, and who is a) retired (including Phased Retirement participant), b) permanently disabled, c) deceased, or d) chooses separation in lieu of retirement**.

E. Initial Appointment
[For additional provisions related to initial faculty appointments, see *ECU Faculty Manual*, Part IX, Section I (II).]

Appointment to the faculty is made by the Chancellor or the Chancellor's designee. Upon receiving recommendations by appropriate unit committees and administrators, the Chancellor or his/her designee shall issue an appointment letter to the faculty candidate. No offer is binding and no appointment is effective until signed by the Chancellor or the Chancellor's designee and subsequently signed by the faculty appointee.

The appointment letter shall specify, at minimum: rank or title; salary rate; length of appointment, tenure status [either fixed-term, probationary-term, or appointment with permanent tenure, as defined in the *Faculty Manual*, Part IX]; initial assignments and/or responsibilities; reference to the criteria for evaluation of faculty performance~~,~~ as provided in Part IX, unit codes, and other appropriate documents; and any specific terms and conditions of employment.

Any action conferring permanent tenure with the initial faculty appointment requires approval of the Board of Trustees.

II. Assignments of Faculty Workload
Faculty workload is governed by the [Faculty Workload Administrative](#) Regulation.

By the end of the spring semester for 9-month faculty, and by the end of the summer session for 12-month faculty, and prior to making final faculty workload assignments and after soliciting faculty preferences, the unit administrator shall apprise each unit faculty member, in writing, of the duties and responsibilities for the coming academic year.
A. Teaching Responsibilities
The unit administrator assigns teaching responsibilities and determines the method of delivery. If changes in a faculty member's assignment subsequently become necessary, the faculty member shall be notified at the earliest possible opportunity.
The definition of a semester credit hour is governed by [PRR #02.07.01](#).
Full-time faculty members whose primary responsibilities are teaching and other instructional responsibilities should not be required to teach more than the equivalent of 12 credit hours per semester or 6 credit hours per summer session, as consistent with the discipline norms, with the exception of faculty members who voluntarily teach directed readings and similar courses. If exceptional circumstances require that a

faculty member be assigned more than the equivalent of 12 credit hours in a semester, he or she should be appropriately compensated for the excess teaching load during that term or be given the equivalent reduced teaching load at a time to be negotiated between the unit administrator and the faculty member.

Consistent with Part VI, Section I.II., faculty members teaching one or more courses must maintain five hours of office hours during the workweek. Faculty members are also expected to be on campus an appropriate number of hours consistent with assigned instructional duties and disciplinary norms.

B.   Scholarly Responsibilities
A faculty member's scholarship shall reflect the high professional standards incumbent upon those who enjoy full academic freedom; such activities must be measured by standards of quality, not merely by quantity, as appropriate to the discipline. Faculty members shall fulfill their scholarly responsibilities as outlined in the unit code and consistent with overall assigned duties.

C.   Service Responsibilities
Each faculty member will be assigned and/or will assume responsibilities to serve diverse service roles in the department/program, the college, the university, the profession and/or the community in consultation with their unit administrator. These roles may include formal service in committees at various levels or informal activities, such as mentoring students or junior faculty members. Consequently, as appropriate in each unit, faculty members are expected to actively participate in the life of their unit, be physically present on campus to the extent necessary to discharge their particular service duties, and to carry their fair load of assigned and assumed duties necessary for the effective and equitable operation of the unit.

D.   Patient Care and Related Clinical Responsibilities, as appropriate
Standards are described in the unit code.

Faculty reassigned time is governed by Faculty Scholarly Reassignment Administrative Regulation. Faculty members who are to be granted reassigned time shall be informed in writing of the purpose of the reassignment.   (FS Resolution #14-04, March 2014)

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 **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.

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:

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, 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 **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.**7.** State, regional or national leadership roles related to education.
7.**8.** Invitations from other institutions to serve as an education consultant.
8.**9.** Continuing education courses taught.
9.**10**. Evidence of leadership and scholarly engagement in the development of pedagogy.
10.**11.** Scholarly reputations of journals and publishers of teaching publications.
11.**12.** Evidence that contributions to teaching are being adopted or are affecting teaching.
12.**13.** 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.** uUnit 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.

IV. Reappointment of Probationary-Term Faculty Members
Refer to Part IX of the *ECU Faculty Manual*.

V. Subsequent appointments of Fixed-Term Faculty Members
Refer to Part IX of the *Faculty Manual*.

VI. Professional Advancement
Promotion for tenured and probationary-term faculty members and advancement in title for fixed-term faculty members are means through which professional achievement is encouraged, recognized, and rewarded by the university. The evaluation of faculty members for purposes of promotion or advancement in title shall accord with the regulations established in the unit code and shall employ the criteria contained in the unit code approved by the Chancellor (*ECU Faculty Manual,* Part IV).

Specific regulations and criteria governing evaluation of faculty for purposes of promotion or advancement in title may vary from unit to unit. For evaluations pertaining to fixed-term subsequent new appointment at a higher title, the criteria shall be stated in the unit code.

As a minimum, each unit shall:
- apply published criteria in teaching, scholarship, service, and clinical service, where relevant to the discipline, for evaluating faculty for promotion or advancement in title;
- make available procedures which will permit each faculty member to report achievements annually or on a more frequent basis; and
- inform each faculty member of the right to discuss his or her candidacy with the unit administrator and/or the appropriate unit committee at any time prior to the deadline for submission of materials.

Upon request by a faculty member, the unit administrator and the appropriate unit committee shall evaluate the faculty member for promotion to the next rank or for advancement in title. Procedures to be followed for promotion or advancement in title are found in *ECU Faculty Manual*, Part IX and Part X.

Promotion in rank and advancement in title should be accompanied by a salary increment, which shall be separate from any and all other increments to which the individual may be entitled, unless the State of North Carolina or University of North Carolina regulations state otherwise.

A. ~~Promotion for tenured and probationary-term faculty members~~
~~Upon request by a tenured faculty member, the unit administrator and the unit promotion committee shall evaluate the faculty member for promotion. Following such evaluations, the unit administrator and appropriate unit committee shall inform the faculty member of their respective recommendations. Promotion shall be based upon the faculty member's demonstrated professional competence and achievements. Procedures to be followed for promotion are found in *ECU Faculty Manual,* Part IX and Part X.~~

~~Promotion in academic rank should be accompanied by a salary increment, which shall be separate from any and all other increments to which the individual may be entitled, unless State of North Carolina or University of North Carolina regulations state otherwise.~~

B. ~~Advancement in title for fixed-term faculty members~~
~~The unit code shall specify the criteria and the means of evaluation of fixed-term faculty members to be used for a subsequent new appointment at a higher title. Advancement in title shall be based upon the faculty member's demonstrated professional competence and achievements, and should be accompanied by a salary increment, which shall be separate from any and all other increments to which the individual may be entitled, unless State of North Carolina or University of North Carolina regulations state otherwise. Competence for advancement in title may be attested to by demonstrated excellence in the performance of duties specified in the appointment letter of the fixed-term faculty member and supported by the faculty member's annual performance evaluation.~~

~~The unit administrator shall notify eligible faculty members within four working days of receipt of the next higher administrator's call for advancement in title recommendations. Upon request by a fixed-term faculty member, the unit administrator and the personnel committee shall evaluate the faculty member for advancement in title. Following such evaluations, the unit administrator and appropriate unit committee shall inform the faculty member of their respective recommendations. Procedures to be followed for advancement in title should be specified in the unit code in accordance with *ECU Faculty Manual*, Part IX, Section I (II.B.3) and Part VIII, Section I.~~

VII. Salary
    A. Initial Salary
    Initial salary shall be based on degree attainment, academic rank, pertinent professional experience and qualifications, scholarly publication or its equivalent, and level of responsibility. Consideration should be given to the salaries of personnel presently in the unit and must be consistent with University-established faculty salary ranges.

    B. Determination of Annual Salary Increments
    The unit administrator shall recommend annual salary increments to the appropriate administrative officials in accordance with requirements imposed by the North Carolina

General Assembly, The University of North Carolina Board of Governors, the ECU Board of Trustees, and the university administration. Recommended salary adjustments shall rely upon criteria that have been established in the *Faculty Manual*, in unit codes, or in guidelines referenced in unit codes. Criteria for assessing merit are contained in unit codes. The unit administrator shall also inform the unit, in dollar amounts and percentages, the total adjustment, mean salary increment, and range in salary increments for the unit. Each faculty member shall be informed by the unit administrator of any salary increment recommendations made on behalf of the faculty member.

C. Salary Review
The salary and benefits for faculty members should be reviewed for equity every three years.

~~C~~**D**.Benefits and Salary Increases for Fixed-Term Faculty
~~Equitability of salary and benefits for fixed-term faculty members should be reviewed annually.~~ When salary increments are provided by the Board of Governors, **all** full-time fixed-term faculty members who have completed one year of employment and have received a subsequent ~~new~~ appointment ~~should~~ **shall** be considered for a salary increase based upon their annual evaluation and criteria established by the Board of Governors, ECU Board of Trustees, and the unit code.

Full-time, fixed-term permanently appointed faculty members are entitled to those benefits that are provided to other full-time permanent faculty employees of ECU, unless State of North Carolina or University of North Carolina regulations state otherwise.

VIII. Faculty Personnel Files
  A. [Article 7 of Chapter 126](#) of the General Statute of North Carolina shall govern matters relating to an employee's personnel file, its contents, and permissible access. Current General Statutes may be requested through the Office of University Counsel (formerly, the University Attorney) or through references in Joyner Library.

For questions regarding personnel file, contact the Faculty Senate Office, the appropriate Division Vice Chancellor, or the University Counsel Office.

  B. Definition
"Personnel File" means any employment-related or personal information gathered by an employer or by the Office of State Human Resources. Employment-related information contained in a personnel file includes information related to an individual's application, selection, promotion, demotion, transfer, leave, salary, contract for employment, benefits, suspension, performance evaluation, disciplinary actions, and termination. Personal information contained in a personnel file includes an individual's home address, social security number, medical history, personal financial data, marital status, dependents, and beneficiaries. "Record," as used in this Part VIII of the *Faculty Manual*, means the personnel information that each employer is required to maintain in accordance with G.S. 126-123.

The Personnel Action Dossier (PAD) **and Portfolios for Advancement in title**~~, defined in the ECU Faculty Manual Part X, Section I, is an~~ **are** evaluative document**s**, employment-related

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personnel information, and a part of the faculty member's personnel file. The personnel file is University property and is retained by the University.

Contents of the personnel file are kept in accordance with the Records Retention and Disposition Schedule approved by the Chancellor. Timing of storage and transfer vary depending on the specific type of document. Please refer to the following websites for additional information: [Records Retention and Disposition Schedule for the Institutions of the University of North Carolina System](#) and [ECU Records Management](#).

C. Location
Personnel records exist in various locations across campus. Academic Affairs and the Health Sciences divisions will maintain comprehensive lists of locations where files may be found on a website accessible to faculty members. The Faculty Senate office can direct faculty members to the appropriate website.

All records used in the formal evaluation of faculty members should be located in the primary collection of documents that are kept in the department or unit that are part of the personnel file, hereafter referred to as the department/unit personnel file. The unit administrator can inform the faculty member of the location of evaluative material.

An appeal hearing file or an investigative file prepared by the EEO Office or by the Office of University Counsel may include materials such as: filed grievances; appeals of non-reappointment or non-conferral of tenure; complaints filed by or against a faculty member with the ECU EEO Office alleging sexual harassment, discrimination based on 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 ("Protected Class"), or a violation of the amorous relations policy; and records relating to any disciplinary action against a faculty member.

Information retained in the EEO Office or the University Counsel's Office will remain confidential, but the documents collected and/or created in those offices are usually considered part of an investigative/preparation file and are not considered part of the department/unit personnel file. Disclosure of documents in those files is subject to applicable University policies and state laws. Additionally, in accordance with the relevant University policy and state laws, the University will formally notify the faculty member of any complaint or grievance formally filed against a faculty member and will follow the procedures prescribed for due process. In most cases, documents containing employment-related or personal information maintained in the EEO Office or University Counsel's Office will be duplicates of documents in the department/unit personnel file. In all cases, the documents in those files will be available for review by the faculty member, except that the University does not waive rights and responsibilities to limit disclosure recognized by law, including but not limited to attorney-client communication privilege and attorney work product privilege.

D. Content
State law requires that the University permit the public to have access to the following employment related information about each employee:
- name;
- age;

- date of original employment or appointment to state service;
- the terms of any contract by which the employee is employed whether written or oral, past and current, to the extent that the university has the written contract or a record of the oral contract in its possession;
- current position;
- title;
- current salary;
- date and amount of each increase or decrease in salary with the university;
- date and type of each promotion, demotion, transfer, suspension, separation, or other change in position classification with the university;
- date and general description of the reasons for each promotion with the university;
- date and type of each dismissal, suspension, or demotion for disciplinary reasons taken by the university. If the disciplinary action was a dismissal, a copy of the written notice of the final decision of the Chancellor setting forth the specific acts or omissions that are the basis of the dismissal; and
- the office to which the employee is currently assigned.

To the extent allowed by applicable law (e.g., Article 7 of Chapter 126 of the General Statutes of North Carolina), all other information contained in the personnel file is confidential and shall not be open for inspection and examination except to the following persons:

(1) The employee, applicant for employment, former employee, or his or her properly authorized agent, who may examine his or her own personnel file in its entirety except for (i) letters of reference solicited prior to employment or (ii) information concerning a medical disability, mental or physical, that a prudent physician would not divulge to a patient. An employee's medical record may be disclosed to a licensed physician designated in writing by the employee;
(2) The supervisor of the employee;
(3) A potential state or local government supervisor, during the interview process, only with regard to the performance management documents;
(4) Members of the General Assembly who may inspect and examine personnel records under the authority of G.S. 120-19;
(5) A party by authority of a proper court order may inspect and examine a particular confidential portion of a State employee's personnel file; and
(6) An official of an agency of the federal government, state government, or any political subdivision thereof. Such an official may inspect any personnel records when such inspection is deemed by the department head of the employee whose record is to be inspected or, in the case of an applicant for employment or a former employee, by the department head of the agency in which the record is maintained as necessary and essential to the pursuance of a proper function of said agency; provided, however, that such information shall not be divulged for purposes of assisting in a criminal prosecution, nor for purposes of assisting in a tax investigation; and
(7) Any person or corporation to which the Chancellor determines release of such information is essential as allowed by General Statute §126-24.

Evaluative materials or summaries thereof prepared by peer committees as part of a regular evaluation system are placed in the department/unit personnel file when signed by a representative of the committee. In particular, official copies of Personnel Action Dossiers **for**

tenure and promotion of tenured and probationary faculty and Portfolios for advancement in title of fixed-term faculty, as outlined in Part X of the ECU Faculty Manual~~,~~. **This includes** ~~including~~ documentation submitted by faculty members for consideration in the tenure, reappointment, ~~and~~ promotion**, and advancement in title** processes~~,~~. **These documents** shall reside in the department/unit personnel file.

No material obtained from an anonymous source shall be placed in the personnel file except for data from student opinion surveys. Data from student opinion surveys shall be submitted by the authorized surveying agent to the faculty member and the unit administrator. Administrators shall not keep secret files.

A faculty member who objects to material in the department/unit personnel file or other employment-related or personal information contained in the personnel file may place in the file a statement relating to the material the faculty member considers to be inaccurate or misleading. This concise statement shall be submitted to the custodian for inclusion as an attachment to the specific document. A faculty member who objects to material in the personnel file because it is inaccurate or misleading may seek the removal of such material from the personnel file in accordance with Part XII of the *Faculty Manual*.

E. Access
Personnel records may be located at various locations across campus. The personnel offices of Academic Affairs and the Health Sciences divisions will maintain comprehensive lists of locations where files may be found.

Faculty members may obtain access to their departmental/unit personnel file by submitting advance notice of at least 4 calendar days to the unit administrator. Confidential documents, as specified in D.1 (above), will be removed. The faculty member may request the unit administrator's assistance in gathering files from various locations. The unit administrator must make arrangements to have office staff available to oversee the review process to ensure the integrity and safekeeping of the records and to assist in making copies of the file, if applicable. A faculty member may obtain copies of any materials contained in the personnel file subject only to restrictions provided by state law.

F. Disclosure of Confidential Information
Willful disclosure of confidential information or unauthorized access to a personnel file by any person violates state law and university regulations and may result in disciplinary action under university regulations. Any public official, employee, agent, University contractor, student worker, intern, or volunteer who knowingly and willfully permits these violations but does not act to address them has neglected his or her duties and may also be disciplined in accordance with university regulations.

IX. Amendment Procedure
Amendment procedures are subject to the University's Regulation on Policies, Rules, and Regulations. The Faculty Senate will consider amendments to *ECU Faculty Manual,* Part VIII, Section I - Personnel Policies and Procedures that are proposed by any full-time member of the faculty, by any faculty committee, or by any member of the administration of East Carolina University. Amendment(s) submitted to the Faculty Senate for consideration shall be handled as any other item of legislation that comes before the Senate. If the Senate approves such a

proposed amendment, the Senate shall submit the proposed amendment to the Chancellor and, if approved by the Chancellor, the amendment will be forwarded to the Board of Trustees for its approval. Consideration by the Board of Trustees is not required if the Chancellor has final authority to enact the amendment.

X. Effective Date
All provisions of these policies and procedures shall become effective on the date they are approved by the East Carolina University Board of Trustees or its designee.

(FS Resolution #11-94, November 2011; FS Resolution #12-76, April 2012; FS Resolution #14-04, March 2014; FS Resolution #18-41, July 2018; FS Resolution #19-09; February 2019, FS Resolution #20-57, November 2020)

Resolution #21-42
Revisions to *ECU Faculty Manual* XI.I.VI. Emeritus Faculty Privileges, as follows:

VI. Emeritus Faculty Privileges
Upon the recommendation of the unit personnel committee, unit head, appropriate dean, and appropriate vice chancellor, in accordance with criteria defined in the unit code, the chancellor may grant **an eligible faculty member** ~~faculty retiree~~ emeritus status (as defined in Personnel Policies and Procedures for the Faculty, *ECU Faculty Manual,* Part VIII, Section I) which includes listing in Undergraduate and Graduate Catalogs and continued eligibility to march in University commencement exercises and other formal processions as active faculty, wearing appropriate regalia.

Resolution #21-43
Revisions to *ECU Faculty Manual* Part XI.I.IV. Retirement, as follows:

IV. Retirement
All full-time faculty of the University with a permanent appointment must participate in the University's retirement program. Information regarding the retirement plans can be found at the links below:

Overview of retirement plan options:
https://humanresources.ecu.edu/benefits/retirement/

Statutory provisions for the State Retirement system:
http://www.ncga.state.nc.us/enactedlegislation/statutes/pdf/bychapter/chapter_135.pdf

NC State Treasurer's Retirement home page: https://www.myncretirement.com/

Privileges for ~~R~~retired ~~F~~faculty **and faculty choosing separation in lieu of retirement**
The following University websites provide information about privileges awarded to ~~retired~~ **eligible** faculty**, as described above**.

1. ECU Retired Faculty Association
The ECU Retired Faculty Association provides ~~retired~~ **eligible** faculty with a continuing link to the University and to colleagues and friends through social activities, receptions, and group travel. The website also provides information about the opportunity to give back to the University through an endowment fund.

2. Retired Faculty Parking Permits
~~Retired~~ **Eligible** faculty ~~are eligible to~~ **may** apply for a free, retired faculty permit to park in designated 'Retired Faculty' (RF) spaces on campus upon submitting an application to the ECU Parking and Transportation office. Upon receipt of the application, the Parking and Transportation Office staff will contact Human Resources to confirm the faculty member's ~~retired status~~ **eligibility.** Phased retirement faculty participants for whom ~~status~~ **eligibility** has been confirmed by Human Resources have the option to upgrade the free retired faculty permit to an A permit for half the price of an A permit if the permit they held at the time they retired was an A permit. Individual faculty may request an application form by directly contacting the Parking and Transportation Office.

3. ECU 1 Card
The ECU 1 Card is the official University photo ID card. Some privileges for ~~retired~~ **eligible** faculty require presenting an ECU 1 Card (Retiree Version). Procedures for obtaining an ECU 1 Card for ~~retirees~~ **eligible faculty** can be found on the ECU 1 Card website.

4. E-mail
~~Retired~~ **Eligible** faculty may continue to use their ECU e-mail account in accordance with University guidelines. Details can be found at the ITCS website.

5. Student Recreation Center Membership
~~Retired~~ **Eligible** faculty may purchase annual, semester, or summer memberships to the Student Recreation Center. They must present their ECU 1 Card when purchasing a membership. Refer to the Campus Recreation and Wellness website for more information:

6. Joyner Library Access
~~Retired~~ **Eligible** faculty may apply for borrowing privileges at the Joyner Library Circulation desk. They must present their ECU 1 Card to obtain services. Further information may be obtained at the Joyner Library Circulation Department website.

7. Laupus Library access
~~Retired~~ **Eligible** faculty may apply for borrowing privileges at the Laupus Library Circulation desk. They must present their ECU 1 Card to obtain services. Further information may be obtained at the Laupus Library Circulation Policies website.

8. Web Service
Retired faculty with existing websites may continue to have access to University-hosted web pages to allow ~~retired~~ **eligible** faculty to continue their scholarly activities. Details can be found at the ITCS website.

Resolution #21-44
Resolution in Favor of Mandatory Vaccinations for Coronavirus, as follows:

The Faculty Senate requests, for the safety of the community, that any controlling body: The Legislature, the Governor, Department of Health and Human Services, President Hans, the UNC Board of Governors and/or the Administration of East Carolina University, pending FDA approval, require all students returning in the Fall semester to have been vaccinated against the SARS-Cov-2, the virus that causes COVID 19, prior to their return, allowing for religious and medical exemptions.

Resolution #21-45
Resolution in Support of Addressing Bias against Asians, as follows:

Whereas, on March 16, 2021, an unconscionable series of mass shootings occurred at three spas or massage parlors in Atlanta, Georgia in which eight people were killed, six of whom were Asian women; and

Whereas, an analysis, FACT SHEET: Anti-Asian Prejudice March 2021, conducted by the Center for the Study of Hate and Extremism at California State University, San Bernardino, reports "Anti-Asian hate crime in 16 of America's largest cities increased 145% in 2020 (…) with the first spike occurring in March and April amidst a rise in COVID cases and negative stereotyping of Asians relating to the pandemic."; and

Whereas, the same analysis using data from the FBI also shows that nationally from 2014 to 2019 all reported hate crimes increased from 5479 to 7314 (33%) with Anti-Asian hate crimes increasing from 140 to 158 (12.86%); and

Whereas, damaging rhetoric and misperceptions concerning of the origins of the Coronavirus continues to harm Asian American Pacific Islander communities; and

Whereas, multiple studies recognize and acknowledge that the false stereotypes of the "perpetual foreigner" and the "model minority" historically have been leveraged against the Asian American Pacific Islander communities in our media and within academia; and

Whereas, the mission of East Carolina University is to prepare "students with the knowledge, skills and values to succeed in a global, multicultural society";

Therefore, be it resolved that the ECU Faculty Senate supports our Asian, Asian American, and Pacific Islands students and colleagues, both faculty and staff, at a time when these groups are being targeted with violent acts and hateful rhetoric; and

Be it further resolved that the ECU Faculty Senate denounces such words and actions wherever and whenever they occur; and

Be it further resolved that the ECU Faculty Senate will examine its deliberations and decisions with the goal of reducing systemic bias and perpetual misconceptions within our policies and procedures.

Resolution #21-46
Resolution endorsing the recommendations of the Racial Equity Task Force, as follows:

To: President Peter Hans, President, UNC System

       Randall C. Ramsey, Chair, UNC System Board of Governors

From: East Carolina Faculty Senate

Re: Faculty Response in Support of the Racial, Equity, & Diversity Task Force

Date: April 27th, 2021

East Carolina University Faculty Senate is endorsing the recommendations of the Racial Equity Task Force, as presented to the Board of Governors in January 2021. The six recommendations presented by the Task Force outline strategic and intentional guidelines for the UNC system to address the inequities which have plagued our learning communities and society for far too long. These inequities (i.e. ageism, racism, sexism, ableism, and prejudice) deprive society of the great innovations and contributions that can come from recipients of injustices.

The initial draft of the Task Force recommendations was made public in November 2020, with the official presentation to the Board of Governors in January 2021. At the conclusion of the November meeting, a written response to each recommendation was requested from the Board of Governors regarding its intentions to approve and allocate resources toward systematic implementation of the recommendations.

In order to establish and foster equitable and inclusive learning/working environment, it is imperative that we as a system are intentional in our response to these recommendations. The first recommendation called for the establishment of an executive position that reports directly to the President. This action signals a genuine attempt to build capacity and infrastructure designed to address the systemic inequities which exist within our system. Without a clear communication channel with top-level UNC System leadership for how this position would necessarily bring to the fore a persisting and informed manner of engagement, the likely result will be one of chosen neglect regarding recommendations from the Task Force.

As faculty, we support the work of this Task Force and urge the System Office and the Board of Governors to provide a written response to each recommendation, so that we can begin working toward a shared vision for our UNC System.