

**COVER/SIGNATURE PAGE
REVISED UNIT CODE OF OPERATIONS
UNIT NAME: COLLEGE OF NURSING
SCHOOL/COLLEGE OF: NURSING
EAST CAROLINA UNIVERSITY**

Revised Unit Code Approval

1. Approved by the applicable code unit voting faculty members:

Chair, Code Unit Committee DocuSigned by: Linda Bolin Date: 11/27/23
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Unit Administrator DocuSigned by: Bimbola Akintade Date: 11/27/23
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2. Submitted to Next Higher Administrator for advice:

Administrator _N/A Date: _____

3. If changed, reapproved by applicable code unit voting faculty members*:

Chair, Code Unit Committee _____ Date: _____

Unit Administrator _____ Date: _____

4. Reviewed/recommended by Faculty Senate Unit Code Screening Committee:

Committee Chair DocuSigned by: Kenneth Ferguson Date: 02/21/2024
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5. Approved by the East Carolina University Faculty Senate: FS Resolution #24-13

Chair of the Faculty DocuSigned by: Anne Tichnor Date: 2/27/2024 | 7:41 PM EST
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6. Approved by East Carolina University Chancellor/or designee:

Chancellor DocuSigned by: Philip Rogers Date: 4/19/2024 | 4:20 PM EDT
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(Effective Date of Unit Code is the date of the Chancellor's Signature)

Effective Date of Code: 04-19-2024

* Any changes to the code that are made after the original approval by at least two-thirds of the applicable code unit voting faculty members, in response to advice received from the next higher administrator, must be approved again by at least two-thirds of the applicable code unit voting faculty members.

**EAST CAROLINA UNIVERSITY
UNIT CODE FOR THE COLLEGE OF NURSING**

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**EAST CAROLINA UNIVERSITY
UNIT CODE FOR THE COLLEGE OF NURSING**

Section I PREAMBLE

This Code allows for faculty participation in and establishes procedures for the College of Nursing's (CON) internal affairs and is consistent with the East Carolina University (ECU) [Policy Manual](#), the [ECU Faculty Manual](#), and all established University policies.

Mission

The mission of the College is to serve as a national model for transforming the health of rural underserved regions through excellence and innovation in nursing education, leadership, research, scholarship, and practice.

Section II FACULTY

The College shall consist of the Undergraduate Faculty and the Graduate Faculty. The faculty is comprised of all faculty who hold an appointment in the CON. The Graduate Faculty shall consist of those faculty members defined by the Graduate School in accordance with the [ECU Faculty Manual, Part II](#).

A. Definitions of the unit's faculty

1. Faculty

The Faculty of the CON consists of all persons who hold full-time or part-time appointments with permanent tenure, probationary term appointments, and fixed-term appointments.

2. Undergraduate Faculty

The Undergraduate Faculty consists of faculty members appointed by the CON who hold teaching assignments in the undergraduate nursing program.

3. Graduate Faculty

The Graduate Faculty consists of faculty members approved by the East Carolina University Graduate School as described in the [ECU Faculty Manual, Part II](#).

Appointments are as follows: (a) graduate faculty member, (b) associate graduate faculty member, (c) graduate teaching faculty member, and (d) ex officio graduate faculty member.

4. Adjunct Faculty

Adjunct Faculty are described in the [ECU Faculty Manual, Part VIII](#) as individuals who have a primary employment responsibility outside the University or are in a different department in the University and who bring specific professional expertise to the academic program. Adjunct faculty are typically not paid faculty.

B. Criteria for serving as a voting faculty member of the unit are specified as follows:

- 1) To vote on general CON matters, the voting faculty are defined as those holding a faculty appointment with rank or title and engaging in teaching/research/creative activities and/or patient care/clinical practice with a workload of 50% or more.
 - 2) To serve on unit personnel related committees, voting faculty are those specified in Part IX, Section I.IV.A
 - 3) To vote on the CON unit code, eligible faculty are defined in the [ECU Faculty Manual, Part IV](#), as follows: All permanently tenured faculty with at least 12 consecutive months in a greater than 50% assignment and all full-time faculty with at least 6 years in a greater than 50% assignment may vote on the CON's revised Code. An affirmative vote of at least 2/3 of the voting faculty is required to approve a revised Code. In decisions about promotion and tenure only persons who are permanently tenured may vote and must meet the definition of "voting faculty person" in the [ECU Faculty Manual, Part IV](#) and [Part IX](#).
- C. Criteria for appointment to the graduate faculty can be found in the [ECU Faculty Manual, Part II](#).

Graduate Faculty are responsible for developing, updating, implementing, and following a procedure for nominating graduate faculty. Criteria for a graduate faculty status appointment in the CON can be found in Appendix C of this unit code. All appropriate material is submitted to the CON Graduate Faculty Organization.

- D. Unit Criteria for Emeritus or Emerita Status ([ECU Faculty Manual, Part VIII](#))
 Upon recommendation by the unit Personnel Committee and appropriate administrators, the Chancellor may confer the titles "emeritus" or "emerita" upon a retired or separated in lieu of retirement, permanently disabled, or deceased faculty member, including a Phased Retirement participant, who for seven years or more has made a significant contribution to the University and has a distinguished record in scholarship, teaching, and/or service. The Personnel Committee may consider the candidate's Curriculum Vitae as supporting documentation in their decision to recommend conferral of the title. ([ECU Faculty Manual, Part VIII](#))

Section III ADMINISTRATIVE ORGANIZATION OF THE UNIT

The College is comprised of three departments: The Department of Baccalaureate Education, the Department of Advanced Nursing Practice and Education, and the Department of Nursing Science.

A. Dean

The Dean is the chief administrative officer of the College, reporting directly to the Provost.

In consultation with the officers, departments, and faculty of the College and the College committees, and in accordance with the [ECU Faculty Manual, Part II](#) the Dean shall ensure that Code procedures are followed, serve on the Academic Deans group, collaborate with the Office of the Provost and other community agencies, advocate for

the College within the University and the community-at-large, and support faculty development. The Dean shall make available to the faculty a copy of the College's Strategic Plan, major planning and assessment documents, budget, and unit academic program reviews (see Sections VII, VIII and IX of this code for additional information). Considering these responsibilities, the unit administrator bears responsibility for cultivating an environment supportive of diversity and inclusion, and for ensuring the allocation of duties and resources on an equal opportunity basis in consideration of unit needs. See UNC Policy Manual 300.8.5 Policy on Diversity and Inclusion within the University of North Carolina. The evaluation of the Dean of the CON shall be conducted according to established University policies and procedures (see [ECU Faculty Manual, Part II Section V](#)).

1. Administrative Staff

The Dean has the authority to appoint an administrative staff in accordance with established University policies. These staff members will report to and be evaluated by the Dean. Administrative staff may include Associate Deans who have faculty appointments within the CON. The Dean may also appoint other staff members to whom the Dean may delegate responsibility for the operations of the CON. Those staff members are not required to hold faculty appointments. Members of the Dean's administrative staff will have delegated responsibility for areas including, but not limited to academic affairs, faculty practice, diversity, education/ technology, extramural affairs, faculty development, finance/administration, planning, assessment/reporting, research, student affairs, and admissions. ([ECU Faculty Manual, Part II.](#)) Criteria for the appointment of staff should ensure a diverse pool of candidates and appointees.

B. Associate Deans

The Associate Deans may represent the Dean in performing administrative responsibilities related to College programs. Associate Deans serve at the pleasure of the Dean. The Associate Deans serve as liaisons between the CON, the University, and external constituents. Considering these responsibilities, the Associate Deans bear responsibility for cultivating an environment supportive of diversity, and inclusion, and for ensuring the allocation of duties and resources on an equal opportunity basis in consideration of unit needs. See UNC Policy Manual 300.8.5 Policy on Diversity and Inclusion within the University of North Carolina.

1. Associate Dean for Academic Affairs

The Associate Dean for Academic Affairs provides administrative leadership, oversight, and coordination of academic programs. This position is accountable to the Dean. The primary functions of this position concern management of planning, development, implementation, and evaluation of the undergraduate and graduate programs in the CON. Refer to Section IV of the unit Code that refers to curriculum oversight and program evaluation.

The Associate Dean for Academic Affairs is responsible for the evaluation of any position reporting to the role as depicted in the organizational structure. The evaluation of the Associate Dean shall be conducted according to established University policies and procedures (see [ECU Faculty Manual, Part II Section V](#)).

2. Associate Dean for Research and Scholarship

The Associate Dean for Research and Scholarship provides visionary leadership to advance the research mission of the CON and provides oversight for ongoing research and scholarship. This person serves as a liaison for the CON with extramural funding sources in matters related to research. The Associate Dean is accountable to the Dean. The Associate Dean for Research and Scholarship is responsible for the evaluation of any position reporting to the role as depicted in the organizational structure. The evaluation of the Associate Dean for Research and Scholarship shall be conducted according to established University policies and procedures (see [ECU Faculty Manual, Part II Section V](#)).

3. Associate Dean for Nursing Support Services

The Associate Dean for Nursing Support Services provides leadership and management relative to strategic planning, development, and support of a specified array of learning resources and support services needed by students, faculty, and staff in the achievement of goals of the CON's academic programs. The Associate Dean has administrative oversight of the Learning Resources Center (LRC), the Concepts Integration Labs (CIL), the Student Development and Counseling Center, the Office of Student Services, and the instructional technology staff. The Associate Dean works with faculty and staff to create the infrastructure to facilitate the effective integration of technology in the undergraduate and graduate programs. This position is accountable to the Dean. The Associate Dean for Nursing Support Services is responsible for the evaluation of any position reporting to the role as depicted in the organizational structure. The evaluation of the Associate Dean for Nursing Support Services shall be conducted according to established University policies and procedures (see [ECU Faculty Manual, Part II Section V](#)).

4. Associate Dean for Culture, Engagement, and Professional Development

The Associate Dean for Culture, Engagement, and Professional Development provides leadership and administrative oversight for researching, developing, implementing, and maintaining a range of successful practices for supporting the College of Nursing's cultural climate that values and prioritizes cultural awareness and represents populations served by East Carolina University. The Associate Dean for Culture, Engagement, and Professional Development is responsible for creating an organized evidence-based, ongoing, multimodal plan for faculty and staff access to professional development offerings, both formal and informal, based on identified needs and aligned with the College of Nursing's Mission. Additionally, the Associate Dean for Culture, Engagement, and Professional Development is responsible for fostering and maintaining strategic partnerships, both internally and externally, to ensure positive organizational, student, and community outcomes.

C. Department Chairs

The Department Chairs are selected according to established University Policies. The Department Chairs are directly responsible to the Associate Dean for Academic Affairs. Each Chair is responsible for the overall management and implementation of undergraduate and graduate curricula specific to that department. Additionally, they are responsible for annual faculty evaluations. The Chair provides leadership to the faculty in the department by facilitating their development in teaching effectiveness, research and scholarly activities, and practice. The Department Chairs are responsible for faculty assignments, evaluations, and reassigned time in accordance with criteria described in the [ECU Faculty Manual, Part II](#) and in accordance with established University policies. Considering these responsibilities, the Department Chairs bear responsibility for cultivating an environment supportive of diversity, and inclusion, and for ensuring the allocation of duties and resources on an equal opportunity basis in consideration of unit needs. See [UNC Policy Manual 300.8.5 Policy on Diversity and Inclusion within the University of North Carolina](#). The evaluation of the Department Chairs shall be conducted according to established University policies and procedures (see [ECU Faculty Manual, Part II Section V](#)).

Assistant Department Chairs are appointed to provide support to the Department Chair. Their responsibilities include participating in daily management of the department. There is not a supervisory responsibility for the assistant department chair, but they may be called to provide input in faculty, staff, and student matters. Special duties may be assigned to an assistant department chair at the discretion of the department chair.

D. Executive Committee

The Dean's Executive Committee is chaired by the Dean. Membership is at the discretion of the Dean, and shall include, but is not limited to the Dean, Associate Deans, and Department Chairs. The role of the Dean's Executive Committee is to serve in an advisory capacity to the Dean by reviewing recommendations regarding policies and procedures of the College. Appointment to the Executive Committee should encompass representation of the college and its constituents.

E. Faculty Organization

The Faculty Organization is composed of the CON faculty as defined in Section II.A. of this Code and shall be the shared governance body of the CON.

The Faculty Organization shall meet at least twice per academic year. Duties of the Faculty Organization are to:

- a. Recommend CON processes and procedures to the Dean and appropriate administrative officers, so that they are consistent with University policy.
- b. Develop, implement, and evaluate the undergraduate and graduate programs through standing and ad hoc committees (see Sections IV and V of this Code).
- c. Act upon matters of concern to the College.
- d. Act upon recommendations of the Faculty Council.

Faculty Officers

The elected officers of the CON faculty shall consist of a Chair and Secretary-Treasurer of the Faculty Organization. Officers shall be elected to one two-year term with a maximum of two consecutive terms. The Dean, Associate Deans, and Department Chairs shall be ineligible for elected officer positions. Officers shall be elected by voting for members of the Faculty as defined in Section II.B of this Code.

Qualifications and Duties:

1. The Chair of the CON Faculty Organization shall hold permanent tenure at the rank of Associate Professor or Professor and:
 - a. Preside at meetings of the Faculty Organization and Faculty Council.
 - b. Establish the date and the agenda for all Faculty Organization and Faculty Council meetings.
 - c. Collaborate with the Dean to establish the annual meeting calendar.
 - d. Communicate recommendations of the Faculty Organization and/or Faculty Council to the Dean, Faculty Senate, or others as appropriate.
 - e. Represent faculty at campus meetings as appropriate.
 - f. Interpret this Code, in consultation with the Faculty Council, in response to a written request from an administrator or a faculty member that specifies the area of concern.
 - g. Appoint members or representatives to Faculty Council and Standing Committees if a vacancy occurs during an academic year until an election can be held.

2. The Secretary-Treasurer shall be a voting member of the Faculty as defined in Section II.B of this Code and:
 - a. Maintain minutes of all Faculty Organization meetings.
 - b. Distribute minutes to all Faculty Organization members.
 - c. Collect voluntary faculty donations and serve as a custodian of the fund of the Faculty Organization.
 - d. Prepare financial statements and reports.
 - e. Take responsibility for any reports required by taxing authorities.
 - f. Perform such other duties as may be designated by the Faculty Chair.

F. Faculty Council

The Faculty Council represents the faculty and shall be composed of the Chair and Secretary-Treasurer of the CON Faculty Organization and 4 elected members-at-large, 2 who are teaching in the undergraduate programs, and 2 who are teaching in the graduate

programs/concentrations. One of the four elected members must hold permanent tenure. Officers shall be elected to one two-year term and are eligible to serve a maximum of two consecutive terms. The Dean, Associate Deans, and Department Chairs shall be ineligible to serve on the Faculty Council. Officers shall be elected by voting members of the Faculty as specified in Sections II.B and VIII of this Code. The Chair of the Faculty Organization shall serve as the Chair of the Faculty Council. One of the elected Council members or faculty-at-large members shall serve as Parliamentarian of the Faculty Organization and Faculty Council.

Faculty Council shall:

- (a) Meet at least one week in advance of a scheduled Faculty Organization meeting either in person or by telephone or electronic conferencing, or more frequently as determined by its members to conduct the business of the faculty.
Any faculty member may submit an agenda item to the Chair of the Council at least five working days before a scheduled meeting of the Faculty Council. Notice of meetings of the Faculty Council and minutes of those meetings will be provided to all faculty members. A simple majority of the elected members shall constitute a quorum for the conduct of business.
- (b) In accordance with the process for shared governance described in the [ECU Faculty Manual](#), collaborate with the Dean on matters pertaining to planning, processes and procedures, budget, and other faculty concerns as they affect the operation of the College.
- (c) Establish committees and task forces as necessary.
- (d) Promote dialogue within the Faculty Organization regarding issues and concerns raised by faculty, staff, administration, and other stakeholders.
- (e) Activate the process for temporary succession of leadership if a vacancy occurs. If a vacancy occurs in the position of the Faculty Chair, the tenured Faculty Council member shall temporarily assume that position until an election can be held. If a vacancy occurs in the position of Secretary-Treasurer of the Faculty, a Faculty Council member shall be appointed by the Chair to hold that office until an election can be held. The interim Secretary-Treasurer appointee need not be tenured faculty.

G. Undergraduate Faculty Organization

The Undergraduate Faculty Organization is composed of the Undergraduate Faculty as defined in Section II.A.2. of this Code and serves as the shared governance body for the Undergraduate Program. It is accountable and responsive to the CON Faculty Organization.

The Undergraduate Faculty Organization shall:

1. Recommend educational processes and procedures for the CON undergraduate program to the CON Faculty Organization, Dean, Administrative Staff, the University Undergraduate Curriculum Committee, and other appropriate bodies consistent with University policy; and
2. Develop, implement, and evaluate the undergraduate program through standing and ad hoc committees. (see Sections IV and V of this Code).

Undergraduate Faculty Officers

The elected officers of the CON Undergraduate Faculty Organization shall consist of a Chair and Secretary. Officers shall be elected to one two-year term with a maximum of two consecutive terms. The Dean, Associate Deans, and Department Chairs shall be ineligible for elected officer positions. Officers shall be elected by voting members of the Undergraduate Faculty (see Section II.B of this Code). The election for the upcoming academic year shall be held at the last Undergraduate Faculty Organization meeting of the academic year.

Qualifications and Duties:

(a) The Chair of the Undergraduate Faculty Organization shall hold an Undergraduate Faculty position and have 5 years of full-time service at the CON. The Chair shall:

1. Preside at meetings of the Undergraduate Faculty Organization.
2. Establish the date and the agenda for all Undergraduate Faculty Organizational meetings.
3. Have the authority to establish task forces for undergraduate department concerns.
4. Communicate recommendations of the Undergraduate Faculty to the CON Faculty Organization, administrative staff, University Undergraduate Curriculum Committee, or others as appropriate.
5. Represent Undergraduate Faculty at campus meetings as appropriate.
6. Forward agenda items for the Faculty Organization meeting to the CON Faculty Organization Chair.

(b) The Secretary of the Undergraduate Faculty Organization shall hold a full-time Undergraduate Faculty teaching assignment and shall:

1. Obtain a list of the Undergraduate Faculty and maintain minutes of the Undergraduate Faculty Organization.
2. Distribute minutes to all Undergraduate Faculty members.
3. Perform such other duties as may be designated by the Undergraduate Faculty Chair.

H. Graduate Faculty Organization

The Graduate Faculty Organization is composed of the Graduate Faculty as defined in the [ECU Faculty Manual, Part II](#) and shall be the shared governance body for the Graduate Program.

The Graduate Faculty Organization shall:

- e. Recommend educational processes and procedures for the CON to the Dean, administrative staff, the University Graduate Curriculum Committee, and the University Graduate Council, consistent with University policy.
- f. Develop, implement, and evaluate the graduate education programs through standing and ad hoc committees (see Sections IV and V of this Code).
- g. Review faculty for graduate appointments according to criteria prescribed in [ECU Faculty Manual, Part II](#) and approved by the Graduate Faculty Organization and Graduate School.

Graduate Faculty Officers

The elected officers of the CON Graduate Faculty Organization shall consist of a Chair and Secretary. Officers shall be elected to one two-year term with a maximum of two consecutive terms. The Dean, Associate Deans, and Department Chairs shall be ineligible for elected officer positions. Officers shall be elected by voting members of the Graduate Faculty. The election for the upcoming year shall be held at the last Graduate Faculty Organization meeting of the academic year.

Qualifications and Duties

- (a) The Chair of the Graduate Faculty Organization shall hold permanent tenure at the rank of Associate Professor or Professor and have a Graduate Faculty appointment. The Chair shall:
1. Preside at meetings of the Graduate Faculty Organization.
 2. Establish the date and the agenda for all Graduate Faculty meetings.
 3. Have the authority to establish task forces.
 4. Communicate recommendations of the Graduate Faculty to the administrative staff, University Graduate Curriculum Committee, Graduate Council, or others as appropriate.
 5. Represent Graduate Faculty at campus meetings as appropriate.
- (b) The Secretary shall hold a Graduate Faculty or Associate Graduate faculty appointment and shall:
1. Obtain a list of the Graduate Faculty and maintain minutes of the Graduate Faculty Organization.
 2. Distribute minutes to all Graduate Faculty members.
 3. Perform such other duties as may be designated by the Graduate Faculty Chair.

Section IV CURRICULUM OVERSIGHT AND PROGRAM COORDINATION

In accordance with the ECU Faculty Manual (Part VI), course and program changes require campus approval by the respective department, the college undergraduate curriculum or graduate curriculum committees, and University Undergraduate Curriculum or Graduate Curriculum Committees. Qualified faculty are responsible for overseeing and coordinating all educational programs to assure that each degree program and/or concentration contains essential curricular components, has appropriate content and pedagogy, and maintains discipline currency. Curriculum development, review, and revision are the responsibility of discipline-specific qualified faculty for each degree program, concentration, and level (undergraduate, masters, doctoral). Final curriculum decisions rest with faculty who possess the required academic qualifications in fields directly related to the program area of study and whose professional experience is relevant to the program discipline. See Section V of this Code for information regarding the roles of the Undergraduate Curriculum Committee and Graduate Curriculum Committee. Qualifications of academic program officers/coordinators are delineated in this Section below and in Section III above.

- A. Appointment of program coordinator/director to oversee and coordinate curricular content for each degree and certificate offered by the Unit (Refer to SASCO Principle, 6.2.c).

The CON Program/Concentration/Options and/or Specialty Directors shall be appointed by the Dean to oversee and coordinate curricular content for each degree and certificate offered by the CON.

The Assistant Program Director for the PhD program is appointed to support the program director and to work with students through advisement, dissertation support, and other duties as assigned by the program director. (See code Section IV.A. for additional information)

- B. Responsibilities of Program/Concentration/Options and/or Specialty Directors
1. Review of transcripts and professional experience in comparison to the concentration requirements to determine the appropriate plan of study for prospective and current students.
 2. Provide oversight for curricular review and revisions according to CON and accreditation bodies procedures and standards.
 3. Hold regular meetings with Associate Deans and Department Chairs for program review and development.
 4. Submit curricular revisions for review by the CON Undergraduate or Graduate Curriculum Committees as appropriate.

- C. Academic and/or professional qualifications of Program/Concentration/Options and/or Specialty Directors

Program/Concentration/Options and/or Specialty Directors shall hold the appropriate terminal degree, or alternate professional qualifications, as determined by the Commission on Collegiate Nursing Education (CCNE) and/or other relevant nursing professional accreditation bodies.

Section V COMMITTEES OF THE UNIT

A. Standing Committees

1. This section describes how standing committee members are elected or appointed, the length of membership terms, and duties or responsibilities of committee members.
General Procedures
 - (a) Standing committees advise and make recommendations to the Faculty Organization, Undergraduate and Graduate Faculty Organizations, and/or CON leadership as appropriate. All members of standing committees shall be considered voting members unless otherwise specified. The ex officio members of a committee may participate in the discussion.
 - (b) All standing committee meetings shall be open to the Dean, Associate Deans, Chairs, faculty, students, and guests of the CON except for closed meetings in which confidential information is discussed (such as student matters that are only applicable

to authorized faculty and administrators).

- (c) All committee meetings shall be conducted according to the latest edition of *Robert's Rules of Order, Newly Revised*.
- (d) The Chair of each committee shall prepare and post minutes within a month of the committee meeting, and an annual report by the end of the Spring semester. Both will be available to faculty and housed on SharePoint and in the office of the Dean, excluding confidential information from the Undergraduate and Graduate Student Affairs Committees.
- (e) A simple majority of the committee membership shall constitute a quorum.
- (f) Students from the academic programs will be represented in the composition of select committees as stipulated in this Code, and representatives will be determined by the Department Chairs in collaboration with the Student Leadership Council and the Committee Chairs. Students serve as non-voting members.
- (g) The Chair of the Faculty Organization shall appoint a replacement to any committee in the event of a vacancy. The appointment shall be made upon recommendation by the Chair of the committee and the Department Chairs. The appointed member shall serve on the committee for the remainder of the unexpired term.
- (h) Terms of Members
 - (i) Members of committees shall be elected for two-year terms and shall be eligible for re-election for two additional consecutive terms.
 - (ii) The terms of members will be staggered to allow continuity on committees. For newly formed committees, half of the elected committee members will serve a one-year term, and half will serve a two-year term. Thereafter, all terms will be for two years.
- (i) Procedure for Election of Committee Chairs
 - (i) The Chair shall be a full-time voting faculty member (see Section II.B) and be qualified as otherwise stipulated in each Committee's requirements for Chair. The Chair for the Graduate Curriculum Committee shall be permanently tenured.
 - (ii) The current Chair shall call a meeting in April of the new and continuing committee members to elect the Chair for the upcoming year.
 - (iii) The term for Chair shall be for one year, and the Chair shall be eligible for re-election.

2. Standing Committees of the Faculty Organization

(a) Undergraduate Curriculum Committee

- (i) Membership:

Shall consist of 6 full-time Undergraduate Faculty members, one undergraduate pre-licensure student, and one RN/BSN student. Of the 6 faculty members, at least three shall be from the traditional BSN program option, one from the Accelerated 2nd degree BSN option, one from the RN/BSN option, and one member-at-large. At least one must be tenured and three shall have experience as a full-time faculty member in a BSN program for a minimum of 3 years. The Chair shall be a full-time faculty member who has served on the committee previously. The Associate Dean for Academic Affairs shall serve as an ex officio member.
- (ii) Functions:

- a. Collaborates with the Associate Dean for Academic Affairs and the Department of Baccalaureate Education Chair to develop, implement, and evaluate the undergraduate curriculum. See Section IV of this Code for additional information related to curriculum oversight and program coordination.
- b. Makes recommendations to the Undergraduate Faculty Organization for course and curriculum changes that are consistent with the philosophy and objectives of the program.
- c. Reviews new course proposals, course revisions, and course deletions, and recommends changes to the Undergraduate Faculty Organization.
- d. Makes curriculum recommendations based on program evaluation data and trends in nursing education.
- e. Reports trends and recommendations related to the curriculum to the Undergraduate Faculty Organization.
- f. Reports and makes recommendations to the Faculty Organization regarding undergraduate curricula.

(b) Undergraduate Student Affairs Committee

(i) Membership:

Shall consist of 5 elected Undergraduate Faculty members, the non-voting Executive Director of Student Services (see Section III.A of this Unit Code), and one undergraduate student.

(ii) Functions:

1. Reviews and reports trends based on existing recruitment, admission, progression, and graduation data, with consideration of the recruitment, admission, progression, and graduation of a diverse student population.
2. Proposes recommendations related to recruitment, admission, progression, and graduation trends to the Undergraduate Faculty Organization.
3. Conducts timely hearings of student appeals in a manner consistent with established [University policies](#).
4. Consults with other University resource and service providers as needed.
5. Submits nominations for student awards to the Nominating and Recognition Committee upon request.

(c) Unit Assessment and Evaluation Committee

(i) Membership:

Shall consist of one member representing the PhD program, one representing the DNP program, one from the master's level programs, one member representing the prelicensure (BSN or Accelerated BSN) programs, and one member representing the RN/BSN concentration. The Executive Director of Program Evaluation, Director of Information Management, and the Associate Dean for Nursing Support Services (see Section III.A of this Unit Code), shall serve as ex officio members. One graduate and one undergraduate student will serve as non-voting members.

- (ii) Functions:
 1. Develops and supports a culture of data-driven evidence to inform strategic decision-making in support of the CON's mission and strategic plan.
 2. Reviews annually and revises as needed the "Plan for Evaluation of Unit Effectiveness and Program Outcomes."
 3. Evaluates data about CON student populations and CON alumni.
 4. Establishes an efficient and effective mechanism to disseminate pertinent data to CON stakeholders.
 5. Monitors use of data for informing change.
 6. Assists with planning and coordination of professional accreditation activities for the CON.
 7. Provides a CON representative for University-wide assessment efforts.
 8. Evaluates effectiveness of assessment methods based on input and feedback from faculty, students, alumni, and other stakeholders.

(d) Research and Scholarship Committee

- (i) Membership:

Shall consist of 6 elected faculty members, one graduate student, and one undergraduate student. The Associate Dean for Research and Scholarship, the CON Honors College/Early Assurance Student Coordinator, and the Director of Research at ECU Health Medical Center (see Section III.A. of this Unit Code), shall serve as non-voting ex officio members.
- (ii) Functions:
 1. Provides oversight to strategic initiatives that support research and scholarship in the CON.
 2. Participates in the planning and delivery of educational and support programs that enhance faculty productivity in research and scholarship.
 3. Participates in providing recognition of faculty, staff, and students who contribute to research and scholarship.
 4. Provides guidance and consultation to faculty regarding interdisciplinary and interdepartmental research and scholarship.
 5. Provides consultation to the Associate Dean for Research and Scholarship or designee.
 6. Provides guidance and support to faculty, students, and staff for research and scholarship.

(e) Global Health Committee (GHC)

- (i) Membership:

Shall consist of all CON study abroad faculty program coordinators who are appointed annually, up to 5 elected faculty members, up to three annually appointed student representatives, and up to two librarians annually appointed who serve as ad-hoc, non-voting members.

(ii) Functions:

1. Collaborates with the Associate Dean for Academic Affairs to foster the development of new courses and the enhancement of existing courses that address international/global issues. See Section IV of this Code regarding curriculum oversight and program coordination.
2. Engages in domestic and international collaborative partnerships within nursing and through interprofessional collaboration, with the goal of serving developed and developing communities through student and faculty exchanges in practice, research, and education.
3. Collaborates, develops, implements, and evaluates the funding, quality, and outcomes of study/service abroad activities for baccalaureate, master's, and doctoral students.
4. Provides leadership in developing interprofessional activities that foster internationalizing/globalization of the curriculum, faculty, and student body.
5. Represents the CON within ECU and beyond the University in global health activities.
6. Fosters the integration of cultural and linguistic competence (consistent with the U.S. Department of Health and Human Services [National Culturally and Linguistically Appropriate Services Standard](#)) in curricula and leadership activities.
7. Assists in identifying and publicizing international and global health programs, grants, and interprofessional research and leadership opportunities.
8. Reports activities and outcomes of the GHC to the Faculty Organization and ECU Office of Global Affairs.

(f) Nominating and Recognition Committee

(i) Membership:

Shall consist of 5 elected faculty members consisting of 1 PhD faculty, 1 DNP faculty, 1 master's concentration faculty, and 2 undergraduate faculty.

(ii) Functions:

1. Prepares a nomination ballot in accordance with criteria established by the CON Unit Code for composition of the committees, the Faculty Council, and the Faculty Organization Chair and Secretary-Treasurer. The committee members and Chair confirm the eligibility of all voting faculty through a validation process. The ballot shall be distributed to eligible voting faculty electronically using a secure platform that allows for anonymous voting.
2. Ensures that faculty nominations are consistent with the criteria for

- committee and faculty organizations composition as designated in Section III and Section V of this Code and obtain the consent of the nominees.
3. Holds elections during the academic year according to Sections III and V of this Code and the [ECU Faculty Manual, Part II](#)
 4. Ensures that candidates for a committee shall be elected by a majority vote and shall begin serving their term in August of the academic year.
 5. Identifies eligible faculty for University and CON recognition awards.
 6. Makes recommendations to the Dean or other appropriate officials for individual faculty awards.

(g) Culture and Engagement Committee

- (i) Membership:
Shall consist of a minimum of 4 elected faculty members in addition to the following members who shall be appointed by the Committee Chair: at least 1 staff person, 1 undergraduate student, 1 graduate student, and 1 Laupus Library liaison. The appointed members shall serve a term of one year and shall be eligible for reappointment. The Director of Student Development and Counseling (see Section III.A. of this Unit Code) shall serve as an ongoing ex officio member.
- (ii) Functions:
 1. Support the university's mission of a diverse and inclusive learning and working environment.
 2. Expand knowledge through educational and awareness programs.
 3. Develop, implement, and monitor institutional strategies in collaboration with the Associate Dean in the Office of Culture, Engagement, and Professional Development (CEPD).
 4. Collaborate with the Office of CEPD on strategic initiatives that support culture and engagement of an inclusive diverse and learning working environment in the College of Nursing.

3. Standing Committees of the Graduate Faculty

a) Graduate Curriculum Committee

- (i) Membership:
Shall consist of 5 elected at-large graduate faculty members; at least one shall be permanently tenured and hold a graduate faculty or associate graduate faculty appointment, and one shall be a graduate student. The Associate Dean for Academic Affairs shall serve as an ex officio member.
- (ii) Functions:
 1. Collaborates with the Associate Dean for Academic Affairs, Chairs of the Department of Advanced Nursing Practice and Education and the Department of Nursing Science, and MSN Concentration and DNP

- Specialty Directors to develop and implement the graduate curricula.
2. Makes recommendations to the Graduate Faculty Organization for course and curriculum changes that are consistent with the philosophy and objectives of the programs (see Section IV of this Code regarding curricular oversight and program coordination).
 3. Reviews new course proposals, course revisions, and course deletions, and recommends changes to the Graduate Faculty Organization (see Section IV of this Code regarding curricular oversight and program coordination).
 4. Makes curriculum recommendations based on program evaluation data and trends in nursing education (see Section IV of this Code regarding curricular oversight and program coordination).

b) Graduate Student Affairs Committee

- (i) Membership:
Shall consist of 3 elected graduate faculty members, at least one of whom holds graduate faculty or associate graduate faculty status; the non-voting Executive Director of Student Services (see Section III.A. of this Unit Code); and at least one graduate student.
- (ii) Functions:
 1. Reviews and reports trends based on existing recruitment, admission, progression, and graduation data with consideration to the recruitment, admission, progression, and graduation of a diverse student population.
 2. Proposes recommendations related to recruitment, admission, progression, and graduation trends to the Graduate Faculty Organization.
 3. Conducts timely hearings of student appeals in a manner consistent with established [University policies](#).
 4. Consults with other University resources and services as needed.
 5. Submits nominations for student awards to the Nominating and Recognition Committee upon request.

B. Personnel Committee, Tenure Committee, Promotion Committees

Membership, terms, and duties of these personnel-related committees will be conducted in accordance with [ECU Faculty Manual, Part IX](#).

1. Personnel Committee

- (i) Membership:
Shall be established in accordance with the [ECU Faculty Manual](#) and consist of

a total of 6 members. All members shall be permanently tenured and hold the rank of Associate Professor or Professor. The Personnel Committee shall consider diversity and inclusion in membership. The Dean, Associate Dean for Academic Affairs, Associate Dean for Research and Scholarship, and Department Chairs shall be ineligible for membership. The Personnel Committee Chair shall be elected for the upcoming year at the last Personnel Committee meeting of the academic year. ([ECU Faculty Manual, Part IX.](#))

(ii) Functions:

1. Uses the guidelines established by the [ECU Faculty Manual](#) and Appendix A and Appendix B of this Code to determine candidates meet the minimum qualifications for title or rank based on education, experience, training, and licensure/certification, and makes recommendations to the appropriate Department Chair, Associate Dean, and the Dean regarding appointment of prospective faculty ([ECU Faculty Manual, Part VIII](#) and [Part IX.](#))
2. The appropriate Department Chair will work together with the Personnel Committee, who will nominate a search committee for faculty positions, ensuring diversity and emphasizing the mission of the College within the context of the search. Search committees for faculty positions will solicit and screen applicants and make recommendations to the Personnel Committee for appointment.
3. Recommends to the Faculty Organization or the appropriate Committee changes needed to the College's criteria for faculty evaluation and appointment, reappointment, promotion, or conferral of permanent tenure.
4. Appoints a Fixed-term Appointment and Advancement Group that makes recommendations to the Personnel Committee regarding advancement in title for fixed-term faculty, in accordance with the ECU Faculty Manual, Appendix B of the CON Code, and the CON Procedure for Appointment and Advancement of Fixed-term Faculty. The membership shall consist of one ex-officio member from the Personnel Committee and 5 fixed-term faculty at the title of Clinical Assistant Professor or higher, as permitted by the ECU Faculty Manual, Part IX, Section I.IV.A.2 "...clinical tenure-granting units (formerly in Health Sciences) that include fixed-term faculty members in personnel actions in their unit codes." Members should have experienced advancement in title from an institution of higher learning. The Chair shall be elected from the membership. The Dean, Associate Dean for Academic Affairs, Associate Dean for Research and Scholarship, and Department Chairs shall be ineligible for membership. Members may serve a maximum of 6 years.

2. Tenure Committee

The Tenure Committee's membership and duties are delineated in the [ECU Faculty Manual](#) with the Chair of the Personnel Committee serving as the Chair of the Tenure Committee. ([ECU Faculty Manual, Part IX.](#))

(i) Membership:

The Tenure Committee shall be composed of the permanently tenured voting faculty members of the unit, including those who are on non-medical leave but in

attendance at the meeting at the time of the committee's vote, but excluding the unit administrator. According to the [ECU Faculty Manual, Part IX](#), a quorum for personnel action committees is defined as three-quarters of the membership for a committee that has twenty or fewer members; or as a majority, defined as 50% plus one, of the membership for a committee that has more than twenty members.

(ii) Function:

The Tenure Committee shall be responsible for making recommendations for reappointments of probationary-term faculty members, the granting of permanent tenure, and conferral of tenure for initial appointments with permanent tenure and other duties specified in the [ECU Faculty Manual, Part IX](#).

3. Promotion Committees

Each Promotion Committee's membership and duties is delineated in the [ECU Faculty Manual, Part IX](#).

(i) Membership:

The membership of each Promotion Committee shall be composed of those permanently tenured voting faculty members who hold rank at least equal to the rank for which the candidate is being considered, including those on non-medical leave but in attendance at the committee's meeting at the time of the committee's vote, but excluding the unit administrator. The composition of each committee shall be established according to the rank to which a faculty member is being considered for promotion. A quorum is defined based on the number of Promotion Committee members and in accordance with the [ECU Faculty Manual, Part IX](#).

(ii) Function

The Promotion Committee shall be responsible for making recommendations for promotions in rank and for recommending the ranks of initial appointments at the associate professor or professor level ([ECU Faculty Manual, Part IX](#)).

C. Task Forces and Ad Hoc Committees

1. General Procedures

- a) Task forces and ad hoc committees advise and make recommendations to the Faculty Organization, Undergraduate and Graduate Faculty Organizations, and/or CON leadership as appropriate.
- b) Task force and ad hoc committee members may be appointed by the Dean, Faculty Council and/or other CON leadership as appropriate.
- c) Task forces and ad hoc committees shall elect a Chair from within their membership and shall prepare and distribute reports to relevant stakeholders.
- d) Students may serve as task force and ad hoc committee members as relevant to the specific task.
- e) All members of task forces and ad hoc committees shall be considered voting members unless otherwise specified.
- f) A simple majority of the task force or ad hoc committee membership (50% +1) shall constitute a quorum.

- g) Task force and ad hoc committee members shall serve until the completion of their delegated assignment.
- h) The Chair of each task force and ad hoc committee shall prepare and post minutes, excluding confidential information, within a month of the task force or ad hoc committee meeting, and an annual report by the end of the Spring semester. Both will be available to faculty and housed on SharePoint and in the office of the Dean.
- i) The Chair of the Faculty Organization shall appoint a replacement to any task force or ad hoc committee in the event of a vacancy. The appointment shall be made upon recommendation of the Chair of the task force or ad hoc committee or upon recommendation of CON leadership.

Section VI EVALUATION OF FACULTY

Guidelines follow the CON Code Appendix A and Appendix B, [ECU Faculty Manual, Part IV](#), [Part VIII](#) and [ECU Faculty Manual, Part IX](#).

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

A. Tenured and Probationary Term Faculty

Each faculty member shall receive an annual performance evaluation by the Department Chair using the unit guidelines outlined in Appendix A of this Code, and criteria and corresponding weights described below that govern the evaluation of Tenured and Probationary (Tenure-Track) faculty, according to the [ECU Faculty Manual, Part VIII](#), and [Part IX](#).

Evaluations for tenured and probationary (tenure-track) faculty use current, updated, and approved guidelines, criteria, and weightings to annually evaluate faculty members, and for all personnel actions, including recommendations for raises, merit awards, reappointment, promotion, and the award of permanent tenure. (See Appendix A of this Code and the [ECU Faculty Manual, Part VIII](#), [Part IX](#), [Part X](#)).

The Department Chair and faculty member negotiate the relative weights of the criteria used in the annual evaluation by July 1 or at the time of appointment. Relative weights of each criterion shall be based on such factors as assigned responsibilities, academic preparation and interests, professional expectations, the continued professional development of the faculty member, and the goals of the College. Service will be weighted least of all categories.

The following criteria will be used in the annual evaluation process. Weights for probationary (tenure-track) and tenured faculty are negotiated at the time of appointment and are discussed annually in accordance with the [ECU Faculty Manual, Part IX](#). Combined weights must total 100% and are reflected in the faculty annual goals and objectives.

Annual evaluations for all tenured and probationary (tenure-track) faculty shall address the following:

1. Teaching: Self-evaluations and evaluations by the Department Chair and peers shall be conducted using university policies and procedures which govern these evaluations. Evaluation of performance is reviewed in relation to faculty annual goals and objectives.
2. Research and Scholarship: Evaluation shall be made by reviewing scholarly productivity in relation to faculty annual goals and objectives.
3. Patient Care/Clinical Practice: Evaluation of practice performance is reviewed in relation to faculty annual goals and objectives, and input from peers, supervisors and/or other professional and agency personnel.
4. Service: Evaluation shall be made by reviewing professional service in accordance with Appendix A of this Code.
5. Other: Other criteria for evaluation may be negotiated in relation to faculty annual goals and objectives.

When merit pay funds are available for distribution within the department, the Chair, as part of the annual evaluation, shall use performance evaluation outcomes based upon annual goals and objectives. The Department Chair shall recommend a faculty member's merit award to the respective Associate Dean. The Associate Dean recommends each faculty member's merit award to the Dean. The criteria upon which these awards are based include the faculty member's performance in teaching/advising, research/scholarship/creative activities, practice, service, and other negotiated evaluation criteria. The Dean shall report annually salary increments to the unit and to each faculty member, in accordance with [ECU Faculty Manual, Part VIII](#).

The process for External Peer Review for Promotion and the Conferral of Permanent Tenure shall occur according to the process described in the [ECU Faculty Manual, Part IX](#). External reviewers shall be permanently tenured and hold the rank of at least Associate Professor for CON probationary (tenure-track) faculty at the Assistant Professor rank or Professor for CON probationary (tenure-track) faculty at the Associate Professor rank.

B. Fixed-Term Faculty

Each faculty member shall receive an annual performance evaluation by the Department Chair using the unit guidelines outlined in Appendix B of this Code, and criteria and corresponding weights described below that govern the evaluation of Fixed-term Faculty according to the [ECU Faculty Manual, Part VIII](#), and [Part IX](#).

Evaluations for fixed-term faculty use current, updated, and approved guidelines, criteria, and weightings to annually evaluate faculty members, and for all personnel actions, including new or subsequent appointments, performance evaluation, and advancement in title. (See Appendix

B of this Code and the [ECU Faculty Manual, Part VIII](#) and [Part IX](#)). The Department Chair and faculty member negotiate the relative weights of the criteria used in the annual evaluation by July 1 or at the time of appointment. Relative weights of each criterion shall be based on such factors as assigned responsibilities, academic preparation and interests, professional expectations, the continued professional development of the faculty member, and the goals of the College. Service will be weighted least of all categories. Weights for fixed-term faculty are negotiated relevant to the appointment and will be evaluated in terms of the appointment letter.

The following criteria will be used in the annual evaluation process. Weights for fixed-term and part-time faculty are negotiated at the time of appointment and are discussed annually in accordance with the [ECU Faculty Manual, Part IX](#). Combined weights must total 100% and are reflected in the faculty annual goals and objectives.

Annual evaluations for all fixed-term faculty shall address the following:

1. **Teaching:** Self-evaluations and evaluations by the Department Chair and peers shall be conducted using university policies and procedures which govern these evaluations. Evaluation of performance is reviewed in relation to faculty annual goals and objectives.
2. **Research and Scholarship:** Evaluation shall be made by reviewing scholarly productivity in relation to faculty annual goals and objectives.
3. **Patient Care/Clinical Practice:** Evaluation of practice performance is reviewed in relation to faculty annual goals and objectives, and input from peers, supervisors and/or other professional and agency personnel.
4. **Service:** Evaluation shall be made by reviewing professional service in accordance with Appendix B of this Code.
5. **Other:** Other criteria for evaluation may be negotiated in relation to faculty annual goals and objectives.

When merit pay funds are available for distribution within the department, the Chair, as part of the annual evaluation, shall use performance evaluation outcomes based upon annual goals and objectives. The Department Chair shall recommend a faculty member's merit award to the respective Associate Dean. The Associate Dean recommends each faculty member's merit award to the Dean. The criteria upon which these awards are based include the faculty member's performance in teaching/advising, research/scholarship/creative activities, practice, service, and other negotiated evaluation criteria. The Dean shall report annually salary increments to the unit and to each faculty member, in accordance with [ECU Faculty Manual, Part VIII](#).

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

Performance review of permanently tenured faculty (post-tenure review) shall be conducted in accordance with the [ECU Faculty Manual, Part IX](#). Current approved standards for the review are located on the Faculty Senate website and linked here: [PTR_nursing.pdf \(ecu.edu\)](#)

Section VII PROCEDURES FOR MEETINGS WITHIN THE UNIT

Meetings may be called by the Faculty Organization, Graduate Faculty Organization, Undergraduate Faculty Organization, Department Chairs, Dean, or

Associate Deans.

Additional meetings may be called at the discretion of the Chair of the respective groups listed in Section V.A of this Code. The Chair shall send a notice of the meeting time to all faculty members at least forty-eight hours prior to the meeting. Scheduled meetings of the groups listed in Section V.A of this Code shall be held a minimum of twice per academic year. Faculty shall submit agenda items to the respective Chair of the groups listed in Section V.A of this Code ten working days prior to the meeting. The Chair shall circulate the agenda to faculty members whose attendance is expected at the meetings at least one week prior to the scheduled meeting. In the case of a called meeting, the Chair shall distribute the agenda at the time of the call. Meetings shall be conducted according to the latest edition of *Robert's Rules of Order, Newly Revised*. The Chair or Secretary shall distribute minutes of the meetings to all faculty members within ten working days following the meeting.

Section VIII VOTING BY FACULTY MEMBERS

The CON procedures for voting are described in this Code and are in accordance with the latest edition of *Robert's Rules of Order Newly Revised*. Unless otherwise prescribed in the Code, throughout Section VIII voting and approval is by a simple majority of eligible faculty present and voting (see section II.B of this code).

The Dean shall enlist faculty participation and cooperation in preparation of major planning documents, assessment documents, Unit Academic Program Review (see the [ECU Faculty Manual, Part IV](#)), and other major reports prior to their submission in final form to person(s) outside the unit. The Dean shall make available to the faculty copies of these reports, allowing ten working days for faculty review. The Faculty Council will provide ballots for faculty to vote their approval or disapproval of the report(s).

Documents and reports requiring a vote shall be distributed electronically to faculty based on the subject matter of the document/report being considered and the eligibility of relevant faculty to vote on the document/report. Faculty have an opportunity to vote on acceptance of the document/report at least five working days after the initial presentation. Suggestions may be sent in writing to the originating committee or task force/ad hoc committee prior to the vote. The required time before voting may be adjusted if action is considered urgent.

Section IX BUDGET AND ANNUAL REPORT

A. Annual Budget

The Dean shall submit an annual budget request to faculty for input prior to development of the budget. Copies of requests will be made available to Department Chairs to share with faculty in the respective departments.

The Dean shall then prepare the budget in consultation with the administrative staff and present and discuss it annually with the faculty in a regularly scheduled faculty meeting.

The Dean and the Faculty Council shall meet to discuss priorities and procedure for developing criteria for salary increases in compliance with University compensation regulations. The Dean reports the decisions to the Faculty Organization, solicits their input, and finalizes criteria.

B. Annual Report

The Dean shall prepare an annual CON report based on input from faculty and others in administrative roles. The report will be shared with faculty at the first faculty meeting of the academic year.

Section X AMENDMENT PROCEDURES

For faculty voting eligibility and minimum requirements for approval, refer to [ECU Faculty Manual, Part IV](#). (NOTE: Eligibility to vote and minimum requirements for approval were revised effective April 2019 (FS Resolution #19-37); approval requires at least a two-thirds affirmative vote by those eligible faculty who vote.) Refer also to *Robert's Rules of Order, Newly Revised* "Bylaws," #55, Article IX. Proposed amendments to this Code shall be submitted to the Faculty Council of the CON for review. The Council shall submit the proposed amendment(s) in writing to each faculty member at least five working days prior to formal consideration for vote at a Faculty Organization meeting. Unit administrators may participate in the vote. Two-thirds of the eligible voting faculty defined in the ECU Faculty Manual Part IV shall constitute a quorum.

Amendments become effective upon approval by two-thirds affirmative vote by those eligible faculty who vote ([ECU Faculty Manual, Part IV](#)), and in accordance with *Robert's Rules of Order Newly Revised* "Bylaws," #55, Article IX. The Unit Code next is submitted to the Unit Code Screening Committee of the Faculty Senate for review. Upon being recommended for approval by the Unit Code Screening Committee, the Unit Code is submitted to the Faculty Senate for review and, if approved, to the Chancellor for final approval.

Only permanently tenured, eligible voting faculty may vote on or amend the CON's tenure, promotion, or post-tenure review criteria. An affirmative vote of at least a majority of voting members present is required to approve new or revised tenure, promotion, or post-tenure review criteria. Such approved criteria may not be further amended during the approval process of the full new or revised Unit Code by all voting faculty. Refer to the [ECU Faculty Manual, Part IV](#).

APPENDIX A: TENURED & PROBATIONARY TERM (TENURE-TRACK) FACULTY GUIDELINES

APPOINTMENT, REAPPOINTMENT, PROMOTION, AND TENURE

Introduction

This document presents guidance regarding faculty recommendations pertaining to initial appointment, reappointment, conferral of tenure, and promotion. Its content is congruent with the CON Code and amplifies the [ECU Faculty Manual](#). Faculty in the CON function in either fixed-term, probationary (tenure-track), or tenured positions according to their title and rank as defined by [Part VIII](#), [Part IX](#), and [Part X](#) of the [ECU Faculty Manual](#)

This document is organized under the criteria for personnel actions: teaching, research/scholarship/creative activity, service, and patient care. Each section begins with a definition of the criteria. Next, a description of the expectations that must be met during the probationary (tenure-track) period for conferral of tenure is presented. Finally, a standard for each rank (Assistant Professor, Associate Professor, and Professor) is presented followed by examples that may be used as evidence, but a candidate is not required to demonstrate every item on the example list.

Guiding Principles of Personnel Actions

A philosophical underpinning of the criteria for appointment, reappointment, conferral of tenure, and promotion is evidence of academic citizenship/membership whereby the faculty member teaches with enthusiasm, engages in scholarly activities and research, and is deeply committed to a collegial community, professional service, and student well-being (AAUP 2006).

Tenure is bestowed by the University following an assessment of institutional needs and resources, evidence of service to the academic community, potential for future contributions, and demonstrated effectiveness in teaching, research/scholarship/creative activity, and service.

It is in the best interest of the University and the CON for individuals to achieve tenure and promotion. Therefore, it is the responsibility of both administrators and tenured faculty to foster the success of probationary (tenure-track) faculty through mentorship and workload assignments that are consistent with the guidelines of the CON.

In addition to the criteria concerning qualifications of individual candidates, review of candidates for new appointments and for tenure must take into account the needs of the University and whether the qualifications of the candidate are congruent with the curricular and research programs in the CON and the department of primary appointment. Selection of faculty will place high priority on achieving diversity including diversity in race, ethnicity, gender, and educational preparation.

Academic Preparation

All candidates appointed to a probationary (tenure-track) position are required to hold a research-focused, earned doctorate consistent with their teaching, research, and service assignment. It is preferred that nursing faculty hold a graduate degree in nursing.

Review of Candidate Qualifications for Appointment, Reappointment, Tenure, and Promotion

Recommendations concerning reappointment, promotion, and tenure are based on evidence of effectiveness in research/scholarship/creative activity, teaching, and service documented by the faculty candidate in the Personnel Action Dossier (PAD) defined in the [ECU Faculty Manual, Part X](#). The information provided in these guidelines is developed to assist faculty in better understanding the general expectations defined in the unit code for reappointment, promotion, and tenure. The examples of evidence that are provided in this document are not meant to be all inclusive. Examples may be used as evidence, but a candidate is not required to demonstrate every item on the example list. A candidate can provide other evidence in the PAD that demonstrates their effectiveness. Faculty who review the PAD should examine the totality of the evidence provided.

In concurrence with the [ECU Faculty Manual, Part IX Section I](#), faculty who are considering application for early conferral of permanent tenure are encouraged to consult with the Personnel Committee.

At initial appointment to a rank or application for promotion to a rank, the candidate should demonstrate evidence of meeting the criteria of the rank to which they are applying. As candidates move through the ranks, it is expected that they will demonstrate an increased level of performance in the areas of teaching, research, scholarship, and service as outlined in this document, in the CON unit Code, and in the [ECU Faculty Manual](#).

Annual faculty evaluations and progress toward tenure letters should be consistent with and address the more specific criteria provided in this document, in addition to the general criteria prescribed in the [ECU Faculty Manual](#) and in the CON unit Code.

I. TEACHING (definition)

Teaching includes the education of students, academic advising/mentoring, and curriculum development. Effectiveness in teaching includes positive relationships with students and colleagues, mastery of the content and use of appropriate, culturally sensitive, student-centered teaching strategies. Teaching occurs in the classroom, clinical setting, laboratory, and through distance education. Effectiveness in teaching is an expectation of all faculty and an important criterion in decisions related to appointment, tenure, and promotion. With increased experience and advancement in rank, faculty are expected to contribute to curriculum development and the mentoring of other faculty in the teaching role.

For Tenure: Candidates for tenure must demonstrate excellence in the teaching role. The candidate's philosophy of teaching must be consistent with the mission and values of the CON. The PAD should demonstrate that the candidate is able to effectively teach a diverse student population. Evidence of collegiality in developing and delivering instruction is essential. Student, peer, and annual evaluations should be considered in the tenure decision as well as pedagogical materials that have been developed, implemented, and peer reviewed.

For Appointment and Promotion

Assistant Professor (initial appointment rank)

Standard: Demonstrates competence in teaching.

Examples of competence in teaching include:*

- Consistently demonstrates evidence of positive student evaluations.
- Receives peer evaluations that reflect competence as a teacher.
- Develops and incorporates effective, innovative instructional materials related to teaching assignments.
- Participates in activities to enhance teaching effectiveness through membership in professional organizations related to teaching and participation in continuing education programs.
- Presents local or regional continuing education programs in area of specialization.
- Receives positive evaluations from clinical agency staff and serves as a resource to clinical agencies.
- Revises course materials based on feedback from students, department chairs, peers, and clinical agencies.
- Collaborates with peers to disseminate innovations in teaching through peer-reviewed presentations and publications.
- Effectively serves on a CON curriculum committee, course planning meetings, or ad hoc committees related to curriculum/course development.
- Serves as an academic advisor or mentor, particularly for at-risk students.
- Serves as a role model and mentor of students and novice clinicians in clinical practice.

**Examples may be used as evidence, but a candidate is not required to demonstrate every item on the example list.*

Associate Professor

Standard: Demonstrates excellence in teaching.

In addition to sustaining evidence of competence described at the assistant professor level, examples of progression to excellence in teaching include:*

- Develops and provides courses that demonstrate the integration of theory, practice, research, and technology.
- Serves in a leadership role related to curriculum or program development such as course coordinator, concentration director, or chair of a CON curriculum committee.
- Serves on University committees related to teaching, or professional committees that promote excellence in teaching.
- Achieves and maintains certification as a nurse educator or in area of specialization.
- Develops and submits grants that support creativity in teaching or the development of innovations in teaching or student advisement.
- Develops and disseminates innovations in education through peer-reviewed presentations and publications, books, book chapters, or development of software applications.
- Serves as a reviewer of grants, publications, or presentations related to teaching.
- Receives a teaching award or commendation from the CON, University, or a

- professional organization.
- Mentors students beyond course assignments and assists them in applying for and obtaining honors and awards.
- Develops innovative projects with clinical partners or community leaders to promote educational excellence for current or future students or practicing nurses.
- Serves as a clinical practice role model and student mentor across disciplines.

**Examples may be used as evidence, but a candidate is not required to demonstrate every item on the example list.*

Professor

Standard: Demonstrates superior achievement in teaching.

In addition to sustaining evidence of competence and excellence in teaching described in previous ranks, examples of superior achievement in teaching include:*

- Provides leadership to the University on committees or projects that promote excellence in teaching or interdisciplinary/interprofessional education.
- Obtains and administers external grants to support the teaching mission of the CON.
- Develops innovative teaching strategies that are shared with and adopted by other faculty.
- Holds national office or committee membership in organizations that promote excellence in education.
- Serves as a mentor to junior faculty.
- Demonstrates sustained success in the dissemination of innovations in education through publications, presentations, and/or consultation.
- Advances standards of excellence in nursing education by serving as an accreditor, educational representative to the Board of Nursing, or other similar position.
- Provides leadership to clinical agencies and community groups related to teaching by serving as a consultant or advisor.

**Examples may be used as evidence, but a candidate is not required to demonstrate every item on the example list.*

II. RESEARCH/ CREATIVE ACTIVITY (Definition)

Research/scholarship/creative activity encompasses the conceptualization and design of original work that advances the nursing profession. It may occur in the laboratory, clinical agency, community, or educational setting. Research/scholarship/creative activity produces outcomes that can improve nursing practice, enhance health care delivery, or advance the methods and approaches to nursing education. Characteristics related to research/scholarship/creative activity that are valued by the CON are those that are: consistent with the mission and strategic direction of the CON and University; focused and sustained over time resulting in a body of knowledge in a specific area; and inclusive of collaboration with other disciplines, clinical partners, and community leaders as appropriate.

Evidence related to research/scholarship/creative activity is highly considered in decision-making related to initial appointments, tenure, and promotion.

For Tenure

Candidates seeking tenure must demonstrate a high level of research productivity during the probationary period. Manuscripts accepted for publication within 18 months of the probationary (tenure-track) appointment date may be considered toward meeting the requirements for tenure. Evidence should include a minimum of five (5) articles that have been peer-reviewed and published in appropriate disciplinary journals. The articles should reflect the original work of the candidate. At least 3 of the articles should be data-based articles. A data-based article is a data-driven manuscript with a scholarly content focus derived from a formal research investigation. The candidate should be first author on at least three (3) publications. Interdisciplinary work is strongly encouraged. In addition, the candidate must demonstrate dissemination of their work to national and international audiences through peer-reviewed presentations.

Evidence of external grant submission as the primary investigator (PI) during the probationary period is expected.

Publications of editorials, commentaries, books, and book chapters may augment the tenure portfolio but do not replace the aforementioned requirements. Self-publication is not encouraged. As a candidate advances in rank, there should be clear evidence that the research portfolio demonstrates increasing expertise in the field that is recognized and valued on a regional and national/international level. Commensurate with increasing rank, an increase in mentorship of novice researchers is expected.

For Appointment and Promotion

Assistant Professor (initial appointment rank)

Standard: Demonstrates research productivity and the potential to conduct independent research.

Examples of research productivity and the potential to conduct independent research include:*

- Submits research/scholarship/creative activity proposals for competitive review at least at the intramural level.
- Disseminates findings from research/scholarship/creative activity through publication in refereed journals and through presentations at local and/or regional meetings.
- Participates in collaborative research activities as evidenced by membership on a research team or committee.
- Conducts research within a specialized field as evidenced by a clear research trajectory that includes an identifiable theme with the potential for future research and funding.
- Fosters student research through mentorship and advisement.
- Contributes to the development of innovations related to nursing practice or clinical outcomes.

**Examples may be used as evidence, but a candidate is not required to demonstrate every item on the example list.*

Associate Professor

Standard: Demonstrates the ability to conduct research, collaborate and lead a research team, and disseminate research in a focused area.

In addition to the evidence described at the assistant professor level, examples of progression in research to the associate professor rank include:*

- Demonstrates success in obtaining funding for research/scholarship/creative activity.
- Demonstrates ability to use constructive feedback in research/scholarship/creative activity grant submissions.
- Demonstrates sustained success in disseminating research through refereed publications and presentations at national/international research meetings.
- Serves as an external reviewer of abstracts, manuscripts, or grant applications.
- Publishes books, book chapters, or software applications that are based on research/scholarship/creative activity.
- Receives recognition and honors for research at the local and/or regional level.
- Serves on research review committees within the institution or for specialty organizations.
- Mentors students through directed research or membership on doctoral dissertation/graduate thesis committees.
- Provides research consultation to colleagues locally and regionally.
- Demonstrates expertise in advising students in research/creative activity.
- Contributes to evidence-based practice reviews and guidelines.

**Examples may be used as evidence, but a candidate is not required to demonstrate every item on the example list.*

Professor

Standard: Demonstrates leadership in research and scholarly activity that is recognized on a national/international level.

In addition to the evidence described at the previous ranks, examples of progression in research to the professor rank include:*

- Demonstrates a consistent record of funded research/creative activity.
- Publishes manuscripts, monographs, books, or book chapters that demonstrate a synthesis of research or creative activity.
- Uses findings from research and creative activity to effect changes in health care, public policy, or nursing.
- Serves as an editor or member of an editorial board.
- Chairs doctoral dissertation committees or thesis committees.
- Serves on national review committees, boards, or commissions related to research.
- Receives recognition from former students and junior faculty in nursing or other disciplines as having influenced their subsequent performance and achievement in research.
- Serves as a principal investigator of an interdisciplinary research team.
- Receives national/international award or recognition for research.
- Provides consultation to researchers at other universities or in other disciplines.
- Demonstrates that research/creative activity is cited by others in the field and used to advance knowledge in a particular area.

**Examples may be used as evidence, but a candidate is not required to demonstrate every item on the example list.*

III. SERVICE (definition)

Service is the application of the faculty member's expertise to the University/College, profession, and community. As the faculty member progresses in rank, service activities should demonstrate increasing levels of leadership and responsibility.

A. For Tenure

Although service is accorded the least weight, it is nevertheless an essential component of the tenure decision. A record of University/College service and professional service is expected of any faculty member under consideration for tenure. The quality rather than the quantity of service is of primary importance.

B. For Appointment and Promotion

Assistant Professor (initial appointment rank)

Standard: Participates in service activities.

Examples of participation in service activities include the following:*

College/University

- Works with administrators, faculty, and students in furthering the mission and goals of the College and University.
- Participates in governance of the College and University through active involvement in faculty meetings.
- Demonstrates regular attendance and active involvement in departmental and CON committees.
- Attends professional conferences and promotes the image of the College and University.
- Represents the CON at graduation, recognition ceremonies, and other events.
- Assists with student/faculty orientation.
- Serves on CON search committees, task forces, or ad hoc committees.

Professional

- Serves as a member of professional organizations.
- Plans and presents continuing education programs.
- Serves on local/regional committees of professional organizations.

Community

- Serves as a member and participates in community organizations or events.
- Serves on community boards, commissions, and committees at the local level.
- Presents and organizes workshops/continuing education programs for professional and community groups.

**Examples may be used as evidence, but a candidate is not required to demonstrate every item on the example list.*

Associate Professor

Standard: Contributes to service activities.

In addition to the evidence described at the assistant professor level, examples of progression in service to the associate professor rank include:*

College/University

- Chairs a CON committee.
- Serves on a University committee.
- Provides leadership as a course coordinator, concentration director, or other administrative role.
- Chairs a search committee, task force, or ad hoc committee within the CON.

Professional

- Provides leadership to professional organizations at the regional or state level.
- Provides consultation and education to professional groups at the state and national level.
- Serves as reviewer for professional journals, grants, or abstracts.
- Serves on a national/international professional committee.

Community

- Collaborates with community leaders in the development and implementation of programs and/or services.
- Provides leadership for community-based events.

**Examples may be used as evidence, but a candidate is not required to demonstrate every item on the example list.*

Professor

Standard: Demonstrates leadership in service activities.

In addition to the evidence described at the previous ranks, examples of progression in research to the professor rank include:*

College/University

- Contributes to committees, councils, or the Faculty Senate in participation or leadership roles.
- Assumes chair role and/or serves on special review groups, task forces, and policy-making bodies.
- Demonstrates leadership in recruitment, mentoring the professional development of colleagues, and fostering a diverse and inclusive environment.

Professional

- Writes external reviews for faculty at other universities for purposes of promotion/tenure or other professional awards.
- Assumes a leadership role in a national/international professional organization.

- Serves as a consultant at national and international levels.
- Serves as an appointed member of regional or national boards, committees, or task forces.

Community

- Assumes leadership in community organizations.
- Assumes leadership and/or administrative roles in community or policy-making bodies.
- Assumes leadership role on community committees or boards.

**Examples may be used as evidence, but a candidate is not required to demonstrate every item on the example list.*

IV. PATIENT CARE (definition)

Patient care includes the provision of nursing care or advanced practice nursing and clinical consultation. For purposes of this document, patient care may be used as a criterion for tenure or promotion only when the faculty member's workload assignment at the CON includes patient care as in the case of faculty who teach in an advanced practice nursing concentration or those with joint appointments.

A. For Tenure

Candidates who include patient care as a criterion for tenure must demonstrate excellence as a clinician. Feedback from patients, other care providers, the clinical agency, and colleagues should document that the candidate is committed to a high standard of patient care that is based on evidence and reflects best practices.

B. For Appointment and Promotion

Assistant Professor (initial appointment rank)

Standard: Demonstrates competence in patient care.

Examples of competence in patient care include:*

- Provides clinical services/consultation to patients in a health care setting.
- Maintains certification, licensure, and other requirements related to area of expertise.
- Contributes to quality improvement projects in the clinical area.
- Collaborates with other disciplines to provide high quality patient care.
- Implements evidence-based practice guidelines in the clinical setting.

**Examples may be used as evidence, but a candidate is not required to demonstrate every item on the example list.*

Associate Professor

Standard: Demonstrates excellence in patient care.

In addition to sustaining evidence of competence described at the assistant professor level, examples of progression to excellence in patient care include:*

- Develops and implements new clinical or innovative clinical practice protocols.
- Serves as a clinical consultant to health care agencies.
- Shares clinical expertise through regional, practice-based conferences and workshops.
- Receives awards and/or honors related to expertise in clinical practice.
- Shares clinical expertise through journals, books, book chapters, and newsletters.
- Serves as a preceptor to students within nursing preparing for a similar role.

**Examples may be used as evidence, but a candidate is not required to demonstrate every item on the example list.*

Professor

Standard: Demonstrates superior achievement in patient care.

In addition to sustaining evidence of the previous ranks, examples of progression to superior achievement in patient care include:*

- Publishes practice-based manuscripts or other scholarly works.
- Provides consultation to national/international groups related to practice standards, intervention protocols, and policy development.
- Achieves national recognition for clinical expertise.
- Serves as a preceptor for students in other disciplines.
- Generates theory or research through clinical practice.
- Is recognized as a long-term clinical mentor by students in nursing and other disciplines.

**Examples may be used as evidence, but a candidate is not required to demonstrate every item on the example list.*

REFERENCE:

AAUP (2006) "Statement of Principles on Academic Freedom and Tenure," Policy Documents and Reports, 10th ed. Washington, D.C.

APPENDIX B: FIXED-TERM FACULTY GUIDELINES

APPOINTMENT, SUBSEQUENT APPOINTMENT, AND ADVANCEMENT IN TITLE

Introduction

This document provides guidance pertaining to initial appointment and advancement in title of fixed-term faculty. Its content is congruent with the CON Code and amplifies the [ECU Faculty Manual](#). Fixed-term faculty may be appointed as clinical faculty, teaching faculty, or research faculty. The purpose of this document is to provide consistency in initial appointment of fixed-term faculty with similar qualifications and advancement of faculty members that have consistently demonstrated a high level of performance.

Appointment and advancement are based on effectiveness documented by the faculty candidate in the Professional Portfolio (PP). The information presented in these guidelines is developed to assist faculty in better understanding the general expectations defined in the unit Code for appointment and advancement. The examples of evidence that are provided in this document are not meant to be all inclusive; rather they aid faculty in understanding the general expectations of the CON appointment and advancement procedures and processes. At initial appointment to a title or application for advancement in title, the candidate should demonstrate evidence that they meet the criteria for the title that they are applying for. Examples may be used as evidence, but a candidate is not required to demonstrate every item on the example list. As candidates advance through titles it is expected that they will demonstrate an increased level of performance. Service is also an essential component of the advancement decision.

Definitions

In accordance with the [ECU Faculty Manual, Part VIII](#), fixed-term faculty may be appointed as clinical faculty, teaching faculty, or research faculty.

Clinical faculty (titles include Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor)

The designation of clinical faculty is appropriate for nursing faculty whose primary role is clinical education. Examples include faculty teaching students in clinical courses, didactic courses with a clinical component, or those that have a major service obligation related to patient care. The majority of fixed-term nursing faculty in the CON will be on the clinical track.

Teaching faculty (titles may include but are not limited to Teaching Instructor, Teaching Assistant Professor, Teaching Associate Professor, and Teaching Professor).

The designation of teaching faculty is appropriate for a faculty member whose primary responsibility is instruction. Examples include faculty teaching courses that require specialty knowledge in areas such as statistics or informatics.

Research faculty (titles include Research Instructor, Research Assistant Professor, Research Associate Professor, and Research Professor).

The designation of research faculty is appropriate for a faculty member whose duties are primarily research. Examples include faculty with externally funded research, conducting program

evaluation, or conducting/directing data collection or analysis.

Criteria for Title at Appointment or Advancement

The criteria listed below are examples for each category. Faculty do not have to meet all criteria in the category. All faculty are expected to demonstrate a high level of academic citizenship, and this should be considered when a faculty member requests a change in title. Academic citizenship includes respect for colleagues, staff, and students; active participation and attendance at departmental meetings, faculty organization and committee meetings; accountability for completing assigned duties and responsibilities in a professional manner; adherence to the CON Code and a commitment to the mission and vision of the CON.

Faculty requesting an advancement in title should submit a portfolio that includes documentation requesting an advancement, their most recent annual performance evaluation, past annual performance evaluations, and a current CV.

Criteria for Subsequent Appointment

In accordance with the [ECU Faculty Manual, Part IX](#), faculty requesting a subsequent appointment should submit a portfolio that includes documentation requesting a subsequent appointment, annual performance evaluation(s) and a current CV.

Clinical Faculty

Clinical Instructor

Initial appointment at this level is appropriate for a new faculty member who holds at a minimum a master's degree in nursing, is licensed/approved/credentialed as required by the appointment or meets CON faculty credentialing criteria with demonstrated potential for competent patient care/clinical instruction.

Examples of competence in patient care/clinical instruction may include:*

- Provides safe and competent clinical care.
- Acquires and maintains certification in the area of practice related to their clinical expertise.
- Mentors students and/or faculty in the clinical agency.
- Participates in quality improvement.
- Adheres to policies and protocols in the educational and health care setting.
- Serves as a clinical preceptor to nursing students or faculty.
- Presents evidence of feedback from patients, families, clinical agencies, and colleagues documenting a high standard of patient care/clinical instruction.
- Holds membership in professional organizations.
- Participates in CON committees.

**Examples may be used as evidence, but a candidate is not required to demonstrate every item on the example list.*

Clinical Assistant Professor

Initial appointment or advancement of a faculty member to Clinical Assistant Professor title is appropriate for a faculty member who holds at a minimum a master's degree in nursing, is

licensed/approved/credentialed as required by the appointment or meets CON faculty credentialing criteria with demonstrated proficiency in patient care/clinical instruction.

*In addition to sustaining evidence of competency in patient care/clinical instruction described at the clinical instructor level, example*s of progression to proficiency in patient care/clinical instruction may include:*

- Consistently demonstrates evidence of positive student and peer evaluations.
- Develops and incorporates effective, innovative instructional materials related to teaching assignments.
- Holds membership in professional organizations related to the assigned role.
- Participates in continuing education programs related to the faculty assignment.
- Presents local or regional continuing education programs in area of specialization.
- Receives positive evaluations from clinical agency staff and serves as a resource to clinical agencies.
- Revises course materials based on feedback from students, department chair, peers, and clinical agencies.
- Collaborates with peers to disseminate innovations in teaching through presentations and publications.
- Serves on the CON curriculum committee, course planning meetings, or ad hoc committees related to curriculum/course development.
- Serves as an academic advisor or mentor, particularly for at-risk students.
- Serves as a role model and mentor of students and novice clinicians in clinical practice.
- Provides clinical services/instruction/consultation in the health care setting.
- Contributes to quality improvement in the health care setting.
- Revises clinical practice protocols to reflect current evidence-based research.
- Participates in developing practice settings for students.
- Collaborates with other disciplines to provide high quality patient care.
- Implements evidence-based practice guidelines in the health care setting.

**Examples may be used as evidence, but a candidate is not required to demonstrate every item on the example list.*

Clinical Associate Professor

Initial appointment or advancement of a faculty member to Clinical Associate Professor title is appropriate for a faculty member who holds at a minimum a terminal degree or equivalent alternate professional qualifications in nursing, is licensed/approved/credentialed as required by the appointment or meets CON faculty credentialing criteria with demonstrated superior patient care/clinical instruction.

In addition to sustaining evidence of proficiency in patient care/clinical instruction described at the clinical assistant professor level, examples of progression to superior patient care/clinical instruction may include:*

- Serves in a leadership role related to curriculum or program development such as course coordinator, concentration director, or chair of a curriculum committee.
- Serves on University committees related to teaching, or professional committees that promote excellence in teaching.
- Serves as a reviewer of clinically related grants, publications, or presentations related

to teaching.

- Serves as a reviewer of educational/clinical programs within their area of expertise.
- Receives a teaching/clinical award or commendation from the CON, University, clinical agency, or a professional organization.
- Mentors students beyond course assignments and assists them in applying for and obtaining honors and awards.
- Develops innovative projects with clinical partners or community leaders to promote educational and clinical excellence for current or future students or practicing nurses.
- Serves as a clinical practice role model and mentor across disciplines.
- Develops and implements innovative clinical practice protocols.
- Shares clinical expertise through presentations at regional, practice-based conferences, and workshops.
- Shares clinical expertise through journals, books, book chapters or newsletters.
- Has demonstrated superior teaching ability.

**Examples may be used as evidence, but a candidate is not required to demonstrate every item on the example list.*

Clinical Professor

Initial appointment or advancement to the Clinical Professor title is appropriate for faculty with a terminal practice degree (DNP) or a terminal research degree, or for those who meet CON faculty credentialing criteria with demonstrated excellent achievement and leadership in patient care/clinical instruction.

In addition to sustaining evidence of superior patient care/clinical instruction described at the clinical associate professor level, examples of progression to excellent achievement and leadership in patient care/clinical instruction may include:*

- Provides leadership on committees or projects that promote excellence in teaching or interdisciplinary/interprofessional education.
- Develops innovative teaching strategies that are shared with and adopted by other faculty.
- Serves as a mentor to junior faculty.
- Advances standards of excellence in nursing education by serving on state or national committees or offices.
- Provides leadership to clinical agencies and community groups related to teaching by serving as a consultant or advisor.
- Publishes peer-reviewed practice-based manuscripts or other scholarly works.
- Provides consultation related to practice standards, clinical/educational programs of study, intervention protocol, or policy development.
- Achieves state or national recognition for clinical or teaching expertise.
- Serves as a preceptor for students in other disciplines.
- Demonstrates the linkage of theory and research into clinical practice.
- Provides consultation to clinical practitioners at other health care agencies, universities, or in other disciplines nationally/internationally.

**Examples may be used as evidence, but a candidate is not required to demonstrate every item on the example list.*

Teaching Faculty

Teaching Instructor

Initial appointment to the Teaching Instructor title is appropriate for faculty with a minimum of a master's degree in nursing, or for those who meet CON faculty credentialing criteria with demonstrated potential for competent teaching.

Examples of competence in teaching may include:*

- Participates in activities to enhance teaching effectiveness through membership in professional organizations.
- Attends continuing education programs in area of expertise.
- Utilizes disciplinary expertise to enrich student learning.
- Consistently demonstrates evidence of positive student evaluations.
- Receives peer evaluations that reflect competence as a teacher.
- Serves as a resource in area of preparation and expertise. Serves as a role model and mentor of students.
- Develops and incorporates effective and innovative instructional materials related to teaching assignments.

**Examples may be used as evidence, but a candidate is not required to demonstrate every item on the example list.*

Teaching Assistant Professor

Initial appointment or advancement to the Teaching Assistant Professor title is appropriate for faculty with a minimum of a master's degree in nursing or equivalent professional qualifications, with demonstrated effectiveness in teaching or the potential for proficient teaching. Note that Part VIII states: Teaching Assistant Professor

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

In addition to sustaining evidence of competence in teaching described at the Teaching Instructor title, examples of progression to proficiency in teaching may include:*

- Consistently demonstrates evidence of positive student evaluations.
- Develops and incorporates effective and innovative instructional materials related to teaching assignments.
- Holds membership in professional organizations related to the assigned role.
- Participates in continuing education programs related to the faculty assignment.
- Presents local or regional continuing education programs in area of expertise.
- Receives positive evaluations from peers within the department, College, and University.
- Revises course materials based on feedback from students, department chair, peers, and clinical agencies.
- Collaborates with peers to disseminate innovations in teaching through peer reviewed presentations and publications.

- Serves on the CON curriculum committee, course planning meetings, or ad hoc committees related to curriculum/course development.
- Serves as an academic advisor or mentor, particularly for at-risk students.
- Serves as a role model and mentor of students and faculty.
- Provides consultation in area of expertise.

**Examples may be used as evidence, but a candidate is not required to demonstrate every item on the example list.*

Teaching Associate Professor

Initial appointment or advancement of a faculty member to the teaching associate professor title is appropriate for faculty who hold at a minimum, a terminal degree in nursing or a relevant discipline (e.g., DNP, PhD, DNS, EdD), or those who meet CON faculty credentialing criteria with demonstrated superior teaching and/or other instructional responsibilities and engages in professional development or professional service activities.

In addition to sustaining evidence of proficiency in teaching described at the Teaching Assistant Professor title, examples of progression to superior teaching may include:*

- Serves in a leadership role related to curriculum or program development.
- Serves on University committees related to teaching, or professional committees that promote excellence in teaching.
- Serves as a reviewer of grants, publications, or presentations related to area of expertise in teaching.
- Receives a teaching award or commendation from the CON, University, clinical agency, or a professional organization.
- Mentors students beyond course assignments and assists them to apply for and obtain honors and awards.
- Develops innovative projects with clinical partners or community leaders to promote educational excellence for current or future students or practicing nurses.
- Serves as a role model and mentor across disciplines.
- Develops and submits grants that support creativity in teaching or the development of innovations in teaching or student advisement.
- Shares expertise through presentations at regional conferences or workshops.
- Shares expertise through peer-reviewed journals, books, book chapters or professional newsletters.

**Examples may be used as evidence, but a candidate is not required to demonstrate every item on the example list.*

Teaching Professor

Initial appointment or advancement of a faculty member to the Teaching Professor title is appropriate for faculty who hold at a minimum, a terminal degree in nursing or a relevant discipline (e.g., DNP, PhD, DNS, or EdD), or those who meet CON faculty credentialing criteria with demonstrated excellence in teaching and has established an excellent professional reputation among colleagues and is qualified and competent in mentoring others.

In addition to sustaining evidence of superior teaching described in the previous titles, examples of excellent achievement and leadership in teaching may include:*

- Provides leadership on committees or projects that promote excellence in teaching or interdisciplinary/interprofessional education.
- Develops innovative teaching strategies that are shared with and adopted by other faculty.
- Serves as a mentor to junior faculty.
- Advances standards of excellence in nursing education by serving on state or national committees or offices.
- Provides leadership related to teaching by serving as a consultant, advisor, or accreditor.
- Publishes peer-reviewed manuscripts, books, book chapters, software, or other scholarly works in area of expertise.
- Provides consultation related to area of expertise.
- Achieves state or national recognition for teaching expertise.
- Serves as a preceptor for students in other disciplines.
- Demonstrates the linkage of theory and research into clinical practice.
- Develops and submits external grants to support the teaching mission of the CON.
- Participates in appropriate committees related to research.

**Examples may be used as evidence, but a candidate is not required to demonstrate every item on the example list.*

Research Faculty

Research Instructor

Initial appointment at the title of Research Instructor is appropriate for a new faculty member who holds at a minimum a master's degree in nursing or who meets CON faculty credentialing criteria with demonstrated potential for and competency in research and creative activity.

Examples of competence in research/creative activity and participation in research/creative activity may include:*

- Participates in data collection, data maintenance, and analysis.
- Participates in collaborative research activities as evidenced by membership on a research committee/team.
- Collaborates to disseminate findings related to outcomes of specific studies.
- Fosters student engagement in the research process.
- Participates in activities to enhance effectiveness through membership in professional organizations.
- Attends continuing education programs in area of expertise.
- Utilizes disciplinary expertise to contribute to the research process or quality improvement.
- Consistently demonstrates evidence of positive evaluations.

**Examples may be used as evidence, but a candidate is not required to demonstrate every item on the example list.*

Research Assistant Professor

Initial appointment or advancement to the Research Assistant Professor title is appropriate

for faculty members who hold at a minimum, a terminal degree in nursing or a relevant discipline (e.g., DNP, PhD, DNS, EdD), or meet CON faculty credentialing criteria with demonstrated potential for proficient research/creative activity.

In addition to sustaining evidence of competency in research/creative activity described at the Research Instructor title, examples of progression to proficiency in research/creative activity may include:*

- Serves in a leadership role related to research within the College.
- Develops and submits research projects/intramural grants for research/creative activity.
- Uses effective, innovative approaches to data interpretation and analysis.
- Disseminates research through peer reviewed professional publications and /or presentations to improve practice, education, and patient care.
- Holds membership in professional organizations related to the assigned role.
- Participates in continuing education programs related to the faculty assignment.
- Presents local or regional continuing education programs in area of specialization.
- Receives positive evaluations from peers within the department, CON and University.
- Collaborates with peers to disseminate findings through presentations and peer reviewed publications.
- Effectively serves on CON committees and task forces related to area of expertise.
- Serves as an advisor or mentor to students.
- Serves as a role model and mentor to new faculty.
- Provides consultation in area of expertise.

**Examples may be used as evidence, but a candidate is not required to demonstrate every item on the example list.*

Research Associate Professor

Initial appointment or advancement to the Research Associate Professor title is appropriate for faculty members who hold at a minimum, a terminal degree in nursing or a relevant discipline (e.g., DNP, PhD, DNS, EdD), or meet CON faculty credentialing criteria with demonstrated potential for superior research/creative activity.

In addition to sustaining evidence of proficiency in research/creative activity described at the Research Assistant Professor title, examples of progression to superior research/creative activity may include:*

- Serves in a leadership role related to research in the University.
- Develops and submits extramural grants for research/creative activity.
- Demonstrates ability to use constructive feedback in research/creative activity and grant submissions.
- Demonstrates sustained success in disseminating research through refereed publications and presentations at national research meetings.
- Serves as an external reviewer of abstracts, manuscripts, or grant applications.
- Serves on research review committees within the institution, health care organizations, or professional organizations.
- Mentors students through research or membership on doctoral dissertation/graduate research committees.
- Provides research consultation to colleagues regionally/nationally.

**Examples may be used as evidence, but a candidate is not required to demonstrate every item on the example list.*

Research Professor

Initial appointment or advancement to the Research Professor title is appropriate for faculty members who hold at a minimum, a terminal degree in nursing or a relevant discipline (e.g., DNP, PhD, DNS, EdD), or meets CON faculty credentialing criteria with demonstrated excellent achievement and leadership in research/creative activity.

In addition to sustaining evidence of superior research/creative activity described in the previous titles, examples of excellent achievement and leadership in research/creative activity may include:*

- Demonstrates a consistent record of funded research/creative activity.
- Publishes peer reviewed manuscripts, monographs, software applications, books, or book chapters that demonstrate a synthesis of research/creative activity.
- Serves as an editor or member of an editorial board.
- Chairs or is a member of graduate student's research committee.
- Serves on national/international review committees, boards, or commissions related to research/creative activity.
- Receives recognition and honors for research/creative activity at the national/international level.
- Receives recognition from former students and junior faculty in nursing or other disciplines as having influenced their performance and achievement in research/creative activity.
- Serves as a principal investigator of an interprofessional research/creative activity team.
- Provides consultation to researchers at other universities or in other disciplines nationally/internationally.
- Research/creative activity is cited by others in the field and used to advance knowledge in a particular area.

**Examples may be used as evidence, but a candidate is not required to demonstrate every item on the example list.*

Fixed-Term Faculty Advancement Guidelines

1. The faculty member will review the applicable provisions of the ECU Faculty Manual Personnel Policies and Procedures for the Faculty of East Carolina University Part VIII, Section I.
2. The faculty member will review the ECU CON Code.
3. Faculty are encouraged to consult with the Fixed-Term Advancement Advisory Group at any stage in the process for assistance. In addition, faculty are encouraged to review sample Professional Portfolios previously submitted along with the Fixed-Term Title Advancement Appeals Process.

4. Professional Portfolios will be reviewed by the Fixed-Term Advancement Advisory Group in the Spring Semester.
5. Faculty should discuss their desire for advancement in title with the appropriate department chair in September prior to the Spring Semester of the academic year.
6. After consulting with the department chair, the faculty member will prepare a letter to the unit administrator (chair) requesting advancement and identifying the title requested. This letter will be included in the completed Professional Portfolio.
7. The faculty member will prepare a Professional Portfolio using the Professional Portfolio for Appointment and Advancement Form as a guide. The faculty member will submit the Professional Portfolio to the appropriate department chair for review and feedback **by the** department chair's **designated deadline**. Faculty members should consider revising the Professional Portfolio using the department chair's feedback.
8. The faculty member will submit the Professional Portfolio to the Chair of the Personnel Committee **by January 10 for faculty with nine-month contracts and February 10 for faculty with 12-month contracts** for review by the Fixed-Term Advancement Advisory Group and representative from the Personnel Committee.
9. The Chair of the Personnel Committee will route the Professional Portfolio to the Chair of the Fixed-Term Title Advancement Advisory Group.
 - a. The Fixed-Term Title Advancement Advisory Group will be appointed by the Personnel Committee. The membership shall consist of one ex-officio member from the Personnel Committee and 5 fixed-term faculty at the title of Clinical Assistant Professor or higher, as permitted by the ECU Faculty Manual, Part IX, Section I.IV.A.2 "...clinical tenure-granting units (formerly in Health Sciences) that include fixed-term faculty members in personnel actions in their unit codes." Members should have experienced advancement in title from an institution of higher learning. The Chair shall be elected from the membership. The Dean, Associate Dean for Academic Affairs, Associate Dean for Research and Scholarship, and Department Chairs shall be ineligible for membership. Members may serve a maximum of 6 years.
10. The Fixed-Term Title Advancement Advisory Group will review the Professional Portfolio and submit a recommendation to the Personnel Committee chair. The Personnel Committee will review the recommendation submitted by the Fixed-Term Title Advancement Advisory Group, and the Chair of the Personnel Committee will submit a recommendation to the department chair of record for the faculty.
11. If the department chair's recommendation for an advancement in title differs from the Personnel Committee's recommendation, the department chair will discuss the non-concurrence with the Personnel Committee before forwarding the committee's recommendation and their non-concurrence to the Dean of the College of Nursing. The Dean will review the recommendation and will communicate their concurrence or non-concurrence to the department chair and the chair of the Personnel Committee.

12. The Dean will notify the faculty applicant in writing of the final decision by May 1st. The Dean's decision is final.
13. If the Dean's recommendation is favorable for advancement, the CON Human Resources Office will initiate the change in appointment with the appropriate title change and forward to the Office of the Provost for final approval. The letter of appointment from the Provost will be forwarded to the faculty member for signature.
14. If advancement in title is denied, the candidate will remain at the same title. The candidate must wait one year before reapplying.
15. The faculty member may access the general grievance process in the Faculty Manual Part XII for "...matters directly related to a faculty member's employment status and institutional relationships within East Carolina University."
16. Faculty who are denied title advancement may request reconsideration by submitting a formal letter to the Dean of the College of Nursing within 14 days of receiving the denial for title advancement. The letter will include the candidate's rationale(s) for reconsideration. Grounds for requesting reconsideration include, but are not limited to:
 - a) The department chair received the faculty's letter of interest prior to the department chair's deadline, but the department chair did not read and respond to the letter in time to allow faculty completion of the Professional Portfolio by the deadline.
 - b) The department chair and faculty requesting title advancement were not able to meet in time for the faculty to complete the Professional Portfolio by the deadline.
 - c) The faculty believes that review processes were not followed correctly by either the Fixed-Term Title Advancement Advisory Group or the Personnel Committee.
 - d) Other rationales clearly provided in writing by candidate.

APPENDIX C: COLLEGE OF NURSING CRITERIA FOR GRADUATE FACULTY STATUS

Complete this rubric entirely including your name (each page) and date of hire/renewal. Place your current CV at the end of this document.

For the two categories, there is a list of activities and the number of points that would accompany that activity. There are some areas in which a point could be repeated and other areas where the maximum number of points that could be earned is one. There is room for narrative justification at the end.

Graduate faculty would be required to earn at least two points in each category but the overall percentage in each category could vary. A graduate faculty member would be judged on the work of a 5-year period.

- Full graduate faculty: accrue minimum of 10 points in the 5-year period
- Associate graduate faculty accrue minimum of 8 points in the 5-year period
- Graduate Teaching Faculty are not required to complete the rubric but may do so if they desire “Full” or “Associate Graduate Faculty” status.

Faculty Name _____

Hire or Last Renewal Date _____

Graduate Teaching/Mentoring/Practice*

Activity	One in past 5 years	Two or more in past 5 years	Faculty points
Formal mentoring of faculty	1	2	
Teaching a graduate course	1	2	
Designing a new graduate course	1	2	
Redesign of an existing graduate course	1	2	
Program development or revisions processed through the Graduate School	1	2	
Development of accreditation self-study	1	2	
Serve as chair or co-chair of PhD dissertation	1 per dissertation		
Serve as chair or co-chair of DNP project	1 per project		
Co-chair of a PhD dissertation	1/2	1	
Serves as member of committee for PhD Dissertation or DNP project	1/2	1	
Serve as a lead faculty in graduate core or clinical course	1 (not repeatable)	*	
Serve as a concentration or program director	2 (not repeatable)	*	
Engages in faculty practice as part of workload	2 (not repeatable)	*	

* The activity in this column is only counted one time in the five-year period.

Faculty Name _____

Research and Scholarly Production

Activity	One in past 5 years	Two or more in past 5 years	Faculty Points
Author of a book	3**		
Editor of a book with multiple chapters	2**		
Writes a chapter for a book	1**		
Lead/senior mentor author of a paper in a refereed journal	2**		
Co-author of a paper in a refereed journal	1**		
Presents a poster at a state, national/international conference	½**		
Gives a podium presentation at a state, national/international conference	1**		
Serves as the editor of a journal	2	4	
Serves on the editorial board of a journal	½	1	
Applies for an external research grant as PI	2**		
Applies for an external research grant as CO-I	1**		
Applies for an external programmatic grant	2**		
Receives an external research grant	2**		
Receives an external programmatic grant	2**		
Receives an internal research grant	1**		
Serves as the PI on a funded grant	2**		
Serves as a co-investigator on a funded grant	1**		
Reviews grant applications for an external organization	½	1	
Reviews abstracts for presentation for an external organization	½	1	
Reviews manuscripts for publication in a refereed journal	½ for 5 reviews		
Serves as an external reviewer for tenure and/or promotion for a faculty from another institution	½	1	

**Points are awarded for each activity (e.g., if 3 articles are published points are awarded)

TOTAL points _____

then 3

Narrative Justification of Graduate Faculty Status:

Approvals:

CON Revised Fall 2023

CON Faculty Vote of Support: 11/21/23