

**REVISED
UNIT CODE OF OPERATIONS
COLLEGE OF NURSING
EAST CAROLINA UNIVERSITY**

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REVISED UNIT CODE OF OPERATION FOR THE COLLEGE OF NURSING

Section I. PREAMBLE

This Code allows for faculty participation in and establishes procedures for the College of Nursing’s internal affairs and is consistent with the *University Policy Manual*, and the [East Carolina University \(ECU\) Faculty Manual](#), and all established university policies. The East Carolina University College of Nursing (CON) operates in accordance with the principles of shared governance.

Objective/Mission

The mission of the CON 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 General Faculty and the Graduate Faculty. The General 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 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.

- B. Voting Faculty
Voting faculty must hold a faculty appointment with rank or title, and carry a greater than half position of the normal teaching/research/creative activity and/or patient care/clinical practice assignment as required by the CON. In decisions about code content and 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. Approved Criteria for Appointment to the Graduate Faculty for approved Criteria for Appointment to the Graduate Faculty, refer to the [ECU Faculty Manual, Part II](#). Graduate Faculty is responsible for developing, updating, implementing and following a procedure for nominating graduate faculty. All appropriate material is submitted to the Graduate Council.
- D. Criteria for Emeritus Status in the Unit
Upon recommendation by the unit Personnel Committee and appropriate administrators, the Chancellor may confer the titles “emeritus” or “emerita” upon a retired, permanently disabled, or deceased faculty member, including a Phased Retirement participant, who has made a significant contribution to the university through a long and distinguished record of scholarship, teaching, and service. (See [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 Vice Chancellor for Health Sciences. The selection and review of the Dean shall conform to established university policies.

In consultation with the officers, departments, and faculty of the College and the College committees, and in accordance with the [ECU Faculty Manual](#), the Dean shall ensure that code procedures are followed, serve on the Academic Deans group, collaborate with the Division of Health Sciences 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, and unit academic program reviews. The evaluation of the Dean of the CON shall be conducted according to established university policies and procedures.

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 and technology, extramural affairs, faculty development, finance and administration, planning, assessment and reporting, research, student affairs and admissions. (See [ECU Faculty Manual, Part II.](#))

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.

1. Associate Dean for the Undergraduate Program

The Associate Dean for the Undergraduate Program provides administrative leadership, oversight, and coordination of the BSN program. This position is accountable to the Dean. The primary functions of this position concern management of planning, development, implementation, and evaluation of the BSN Program in the CON. The Associate Dean for the Undergraduate Program 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.

2. Associate Dean for Graduate Programs

The Associate Dean for Graduate Programs provides administrative leadership, oversight, and coordination of the MSN and DNP programs and the Post-Graduate Certificates. This position is accountable to the Dean. The primary functions of this position concern management of planning, development, implementation, and evaluation of the Graduate Programs in the CON. The Associate Dean for Graduate Programs 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.

3. 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, including the PhD Director and the Director of the East Carolina Center for Nursing Leadership. The evaluation of the Associate Dean shall be conducted according to established university policies and procedures.

4. 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 shall be conducted according to established university policies and procedures.

C. Department Chairs

The Department Chairs are selected according to established University Policies. The Department Chairs are directly responsible to the appropriate Associate Dean of the CON. Each Chair is responsible for the overall management and implementation of the undergraduate and graduate Courses specific to that department and that component of the curriculum. Additionally, they are responsible for the 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](#) and in accordance with established university policies. The evaluation of the Department Chairs shall be conducted according to established university policies and procedures.

D. Executive Committee

The Dean's Executive Committee is chaired by the Dean. Membership is at the discretion of the Dean, and will 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 school.

E. Faculty Organization

The Faculty Organization is composed of the CON faculty as defined in Section II.A.1. of this Code and shall be the legislative body of the CON.

1. The Faculty Organization shall meet monthly. Duties of the Faculty Organization:
 - 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 education program through standing and ad hoc committees;
 - c) Act upon matters of concern to the College; and
 - d) Act upon recommendations of the Faculty Council (III.E.3).

2. Faculty Officers

The elected officers of the CON faculty shall consist of a Chair and Secretary of the Faculty Organization. Election of officers is done according to the procedures of Section IV.A.2.f. of this Code.

- a) Qualifications and Duties:
 - (i) The Chair of the CON Faculty Organization shall hold permanent tenure at the rank of Associate Professor or above 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; and
 - (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.
 - (ii) The Secretary shall hold permanent tenure and:
 - (a) Maintain minutes of all Faculty Organization meetings.
 - (b) Distribute minutes to all Faculty Organization members.
 - (c) Obtain a list of the faculty;
 - (d) Perform such other duties as may be designated by the Faculty Chair.

3. Faculty Council

Represents the faculty and shall be composed of a total of 5 elected members at large, including the Chair and Secretary of the CON Faculty Organization. The Chair and Secretary must be tenured. The Dean, Associate Deans, and Department Chairs shall be ineligible to serve on the Faculty Council. 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.

- a) Faculty Council shall:
 - (i) Meet monthly during the Fall and Spring semesters, 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;
 - (ii) 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;

- (iii) Establish committees and task forces, as necessary;
- (iv) Promote dialogue within the Faculty Organization regarding issues and concerns raised by faculty, staff, administration and other stake holders;
- (v) Activate the process for temporary succession of leadership in the event that a vacancy occurs. If a vacancy occurs in the position of the Faculty Chair, the Secretary shall temporarily assume that position until an election can be held. If a vacancy occurs in the position of Secretary of the Faculty, a Faculty Council member shall be appointed by the Chair to hold that office until an election can be held.

F. Undergraduate Faculty Organization

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

1. The Undergraduate Faculty Organization shall:
 - a) 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;
 - b) Develop, implement, and evaluate the undergraduate education program through standing and ad hoc committees;
2. 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. The election for the upcoming year shall be held at the last Undergraduate Faculty Organization meeting of the academic year.

 - a) Qualifications and Duties:
 - (i) 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:
 - (ii) Preside at meetings of the Undergraduate Faculty Organization;
 - (iii) Establish the date and the agenda for all Undergraduate Faculty Organizational meetings;
 - (iv) Have the authority to establish task forces for undergraduate concerns;
 - (v) Communicate recommendations of the Undergraduate Faculty to the CON Faculty Organization, Administrative Staff, University Undergraduate Curriculum Committee, or others as appropriate;

- (vi) Represent Undergraduate Faculty at campus meetings as appropriate;
 - (vii) Forward agenda items to the CON Faculty Organization chair.
- b) The Secretary 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; and
 - 3. Perform such other duties as may be designated by the Undergraduate Faculty Chair.

G. Graduate Faculty Organization

The Graduate Faculty Organization is composed of the Graduate Faculty as defined in II.A.3. of this Code and shall be the legislative body for the Graduate Program.

- 1. The Graduate Faculty Organization shall:
 - a) 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;
 - b) Develop, implement, and evaluate the graduate education programs through standing and ad hoc committees;
 - c) Review faculty for graduate appointments according to criteria prescribed in [ECU Faculty Manual, Part II.](#)
- 2. 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.

 - a) Qualifications and Duties
 - (i) 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:
 - (a) Preside at meetings of the Graduate Faculty Organization;
 - (b) Establish the date and the agenda for all Graduate Faculty meetings;
 - (c) Have the authority to establish task forces;
 - (d) Communicate recommendations of the Graduate Faculty to the Administrative Staff, University Graduate Curriculum Committee, Graduate Council, or others as appropriate; and
 - (e) Represent Graduate Faculty at campus meetings as appropriate.
 - (ii) The Secretary shall hold a Graduate Faculty appointment and shall:

- (a) Obtain a list of the Graduate Faculty and maintain minutes of the Graduate Faculty Organization;
- (b) Distribute minutes to all Graduate Faculty members; and
- (c) Perform such other duties as may be designated by the Graduate Faculty Chair.

Section IV. COMMITTEES OF THE UNIT

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

A. Standing Committees

1. General Procedures

- a) Standing committees advise and make recommendations to the Faculty Organization, Undergraduate and Graduate Faculty Organizations, and/or administration 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 and vote. All standing committee meetings shall be open to the Dean, Associate Deans, Chairs, faculty, students, and guests of the CON with the exception of closed meetings that deal with confidential information pertaining to personnel and student affairs.
- b) All committee meetings shall be conducted according to the latest edition of *Robert's Rules of Order Newly Revised*.
- c) The Chair of each committee and task force 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 Personnel and Undergraduate and Graduate Student Affairs Committees.
- d) A simple majority of the committee membership shall constitute a quorum.
- e) 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 Chair in collaboration with the Student Leadership Council and the Committee Chairs. Students serve as non-voting members.
- f) 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.
- g) 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) Terms of members will be staggered to allow continuity on committees. The initial election of half of the committee members will be for a one year term, and half for a two year term. Thereafter, all terms will be for two years.
- h) Procedure for Election of Committee Chairs

- (i) The Chair shall be a full-time voting faculty member. The Chairs for Undergraduate Curriculum and Graduate Curriculum, 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 been on the faculty full-time a minimum of 5 years. The Associate Dean for the Undergraduate Program shall serve as a voting ex-officio member.

(ii) Functions:

- (a) Collaborates with the Associate Dean for the Undergraduate Program and the Department of Baccalaureate Education Department Chair to develop, implement, and evaluate the undergraduate curriculum.
- (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 above items i-v.

b) Undergraduate Student Affairs Committee

(i) Membership:

Shall consist of 5 elected Undergraduate Faculty members, the non-voting Executive Director of Student Services, and one undergraduate student.

- (ii) Functions:
 - (a) Reviews and reports trends based on existing recruitment, admission, progression, and graduation data;
 - (b) Proposes recommendations related to recruitment, admission, progression and graduation trends to the Undergraduate Faculty Organization;
 - (c) Conducts timely hearings of student appeals in a manner consistent with CON procedures and established university policies.
 - (d) Consults with other university resources and services as needed.
 - (e) Participates in the scholarship selection process.

- 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 masters level, one member representing the prelicensure (BSN or ABSN) programs and one member representing the RN/BSN concentrations. The Executive Director of Program Evaluation, Director of Information Management, and the Associate Dean of Nursing Support Services will serve ex-officio with vote. One graduate and one undergraduate student will serve as non-voting members.

 - (ii) Functions:
 - (a) Develops and supports a culture of data-driven evidence to inform strategic decision making in support of the CON's mission and transformative educational practice.
 - (b) Reviews annually and revises as needed the "Plan for Evaluation of Unit Effectiveness and Program Outcomes."
 - (c) Evaluates data about CON student populations and CON alumni.
 - (d) Establishes an efficient and effective mechanism to disseminate pertinent data to CON stakeholders.
 - (e) Monitors use of data for informing change.
 - (f) Assists with planning and coordination of professional accreditation activities for the CON.
 - (g) Serves as the CON representative body for university-wide assessment efforts.
 - (h) 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 Vidant Medical Center shall serve as voting ex-officio members.

- (ii) Functions:
 - (a) Provides oversight to strategic initiatives that support research and scholarship in the CON.
 - (b) Participates in the planning and delivery of educational and support programs that enhance faculty productivity in research and scholarship.
 - (c) Contributes to the advancement of student engagement in research and scholarship.
 - (d) Participates in providing recognition of faculty, staff, and students who contribute to research and scholarship.
 - (e) Provides guidance and consultation to faculty regarding interdisciplinary and interdepartmental research and scholarship.
 - (f) Provides consultation to the Associate Dean for Research and Scholarship.
 - (g) Provides guidance and support to faculty, students, and staff for collaborative research with community partners.

- e) Global Health Committee (GHC)
 - (i) Membership:

Shall consist of 5 elected faculty members, one of whom is involved in diversity initiatives, and one undergraduate and one graduate student.

 - (ii) Functions:
 - (a) Collaborates with the Associate Deans for the Undergraduate and Graduate Programs to foster the development of new courses and the enhancement of existing courses that address international/global issues.
 - (b) Engages in domestic and international collaborative partnerships within nursing and interprofessionally with the goal of serving developed and developing communities through student and faculty exchanges in practice, research and education.
 - (c) Collaborates, develops, implements and evaluates the funding, quality, and outcomes of study/service abroad activities for baccalaureate, masters and doctoral students.
 - (d) Provides leadership in developing interprofessional activities that foster internationalizing/globalization of the curriculum, faculty and student body.
 - (e) Represents the CON within ECU and beyond the University in global health activities.
 - (f) Fosters the integration of cultural competence in curricula and leadership activities.
 - (g) Assists in identifying and publicizing international and global health programs, grants and interprofessional research and leadership opportunities.
 - (h) Reports activities and outcomes of the GHC to the Faculty Organization and ECU Office of International Affairs.

- f) Nominating and Recognition Committee
1. Membership

Shall consist of 5 elected faculty members, one representing each of the PhD, DNP, and masters degrees, and 2 representing the undergraduate program.
 2. Functions:
 - (a) Prepare a nominating 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. The ballot shall be mailed or issued via a secret and secure electronic site to each eligible faculty member.
 - (b) Assure that faculty nominations are consistent with the criteria for committee composition as designated in Section III of this Code and obtain the consent of the nominees. Only Graduate Faculty may nominate and serve on Graduate Faculty Committees.
 - (c) Elections are held by secret and secure ballots no later than April with the exception of elections for Faculty Senators and Alternates, which shall be conducted in February, according to the [ECU Faculty Manual, Part II](#).
 - (d) Candidates for a committee shall be elected by a plurality vote and shall begin their term in August. (See [ECU Faculty Manual Part II](#).)
 - (e) Identify eligible faculty for University and CON recognition awards.
 - (f) Make recommendations to the Dean or other appropriate officials for individual faculty awards.
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 an Associate or Graduate Faculty appointment, and one shall be a graduate student. The Associate Dean for the Graduate Programs shall serve as a voting ex-officio member.
 - (ii) Functions:
 - (a) Collaborates with the Associate Deans, Graduate Level Department Chairs of the Department of Advanced Nursing Practice and Education and the Department of Nursing Science and Concentration Directors to develop and implement the Graduate curricula.
 - (b) Makes recommendations to the Graduate Faculty Organization for course and curriculum changes that are consistent with the philosophy and objectives of the programs.

- (c) Reviews new course proposals, course revisions, and course deletions, and recommends changes to the Graduate Faculty Organization.
 - (d) Makes curriculum recommendations based on program evaluation data and trends in nursing education.
- b) Graduate Student Affairs Committee
- (i) Membership:
Shall consist of 3 elected Graduate Faculty members, at least one of whom holds Associate Graduate Faculty or Graduate Faculty status; the non-voting Executive Director of Student Services; and at least one graduate student.
 - (ii) Functions:
 - (a) Reviews and reports trends based on existing recruitment, admission, progression, and graduation data.
 - (b) Proposes recommendations related to recruitment, admission, progression and graduation trends to the Graduate Faculty Organization.
 - (c) Conducts timely hearings of student appeals in a manner consistent with CON procedures and established university policies.
 - (d) Consults with other university resources and services as needed.
 - (e) Participates in scholarship selection processes.

B. Personnel Action Committees

1. Personnel Committee

- a) 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 above. The Dean, Associate Deans, and Department Chairs shall be ineligible for membership. The Personnel Committee Chair shall be elected for the upcoming year at the last meeting of the academic year of the Personnel Committee. (See [ECU Faculty Manual, Part IX.](#))
- b) Functions:
 - (i) Uses the guidelines established by the [ECU Faculty Manual](#) and Appendix A of this Code to determine if the candidate meets the minimum qualifications for title or rank based on education, experience, training, and licensure/certification; and makes recommendations to the appropriate Department Chair and Associate Dean and to the Dean regarding appointment of prospective faculty (See [ECU Faculty Manual, Part VIII](#) and [Part IX.](#))
 - (ii) 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.

- (iii) 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
- (iv) Appoints a Fixed-term Advancement Committee which makes recommendations for advancement in title for fixed-term faculty, in accordance with the [ECU Faculty Manual](#) and Appendix A of the CON Code, and the CON procedure for appointment and advancement of fixed-term faculty. The committee membership shall consist of one representative of the Personnel Committee, and 4 full-time fixed-term faculty at the title of Clinical Assistant Professor or higher.

2. Tenure Committee

The Tenure Committee 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. (See [ECU Faculty Manual, Part IX.](#))

3. Promotion Committee(s)

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

Section V. EVALUATION OF 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, Probationary (Tenure-Track) and Fixed-term Faculty according to the [ECU Faculty Manual, Part VIII.](#)

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 contract. 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 by the contract and will be evaluated in terms of the contract.

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

Annual evaluations shall address the following:

Teaching - Evaluations made by the Department Chair, peers, and self shall be made by using a systematic process approved by the voting faculty. This process is

described in the [ECU CON Faculty Handbook](#). Results of University administered course and instructor evaluations may be included for formative review. Direction of graduate student research shall be considered in the work load for faculty holding graduate faculty appointments. Evaluation of performance is reviewed in relation to faculty annual goals and objectives.

Research and Scholarship-Evaluation shall be made by reviewing scholarly productivity in relation to faculty annual goals and objectives.

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.

Service-Evaluation shall be made by reviewing professional service in accordance with Appendix A of this Code.

Other-Evaluation shall be made by reviewing according to assignment.

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/creative activities, practice, service and other. The Dean shall report annually salary increments to the unit and to each faculty member, in accordance with [ECU Faculty Manual, Part VIII](#).

Personnel/Evaluation files are governed by [ECU Faculty Manual](#), State Statute, and established university policies. (See [ECU Faculty Manual, Part VIII](#))

- A. Evaluation of tenured and probationary (tenure-track) faculty
Evaluations for tenured and probationary (tenure-track) faculty use current, updated, and approved guidelines, criteria and weights 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](#)).
- B. Evaluation of fixed-term faculty
Evaluations for fixed-term faculty use current, updated, and approved guidelines, criteria and weights to annually evaluate faculty members and for all personnel actions, including new or subsequent appointments, performance evaluation and advancement in title. (See Appendix A of this Code and the [ECU Faculty Manual, Part VIII](#) and [Part IX](#).)

C. Standards for Post-Tenure Review

Faculty members' post-tenure review shall be conducted in accordance with the CON Standards and [ECU Faculty Manual, Part IX](#).

Section VI. PROCEDURES FOR MEETINGS WITHIN THE UNIT

Meetings may be called by the: Faculty Organization, Graduate Faculty Organization, Undergraduate Faculty Organization, Departments, Dean, or Associate Deans. Additional meetings may be called at the discretion of the Chair of the respective group listed in Section VI. A. of this Code, or upon petition by ten faculty members to the respective Chair. [ECU Faculty Manual, Part VIII](#), [Part IX](#), [Part X](#) and [Part XI](#). 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 each group shall be held a minimum of twice each semester during the academic year. Faculty shall submit agenda items to the respective Chair of the group listed in Section VI. A. of this Code ten days prior to the meeting. The Chair shall circulate the agenda to each faculty member 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 VII. 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*. The Dean shall enlist faculty participation and cooperation in preparation of major planning documents, assessment documents, and other major reports. Documents shall be distributed electronically to the appropriate group for review 5 working days prior to discussion in the group meeting. Suggestions may be sent to the originating committee or task force in writing prior to the meeting, on the floor during the discussion, or in writing following the meeting. The Faculty shall review Committee recommendations relative to program processes and procedures. Approval is by a simple majority vote, except where otherwise stipulated. A majority vote is defined as the majority of the faculty present and voting. Two-thirds of the voting faculty of the respective group in Section II. B. of this Code shall constitute a quorum.

The Faculty will have an opportunity to vote upon the recommended changes at least five business days after the initial presentation. With a majority vote, the required time before voting may be adjusted if action is considered urgent. The faculty will vote their approval or disapproval of major planning documents, assessment documents, and other major reports before the final version is sent to person(s) outside the unit. Such vote may be taken in a regular or specially called Faculty Organization Meeting, or by secure ballot. A majority vote is required for approval.

The CON shall complete a unit academic program review as outlined in the established university policies and procedures. The Dean shall make available to the faculty copies of the College's Strategic Plan and evaluation 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). A simple majority of the vote from voting faculty will be required for a report to be designated as approved by the faculty.

Section VIII. BUDGET

A. Procedures for discussing the budget

The Dean shall solicit and discuss annual budget requests from faculty prior to development of the budget. The Dean shall then prepare the budget and annual report in consultation with the administrative staff and present and discuss them annually with the faculty in a regularly scheduled faculty meeting.

The Dean shall submit an annual budget request to faculty for input. Copies of requests will be made available to Department Chairs to share with faculty in the respective departments. 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 with administrative roles. The report will be shared with faculty at the first faculty meeting of the academic year.

Section IX. AMENDMENT PROCEDURES

Proposed amendments to this Code shall be submitted to the Faculty Council of the CON for review. The Council shall submit the proposed amendment in writing to each faculty member at least five business days prior to its formal consideration for vote at a Faculty Organization meeting. The unit administrator may participate in the vote. Amendments become effective upon approval by a majority of the permanently tenured faculty, the Unit Code Screening Committee, the Faculty Senate, and the Chancellor in accordance with the [ECU Faculty Manual](#) according to *Robert's Rules of Order Newly Revised*. This Code must be approved by a majority of the permanently tenured faculty members of the unit. (See [ECU Faculty Manual, Part IV.](#))

APPENDIX A

FIXED-TERM APPOINTMENT AND ADVANCEMENT GUIDELINES EAST CAROLINA UNIVERSITY COLLEGE OF NURSING

Introduction

This document provides guidance regarding decisions pertaining to initial appointment and advancement 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 recognize 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 which are provided in this document are not meant to be all inclusive; rather they provide assistance to faculty in understanding the general expectations of the CON appointment and advancement.

At initial appointment to a title or application for advancement to a title, the candidate should demonstrate evidence that they meet the criteria for the title for which they are applying. As candidates advance through the 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](#), 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 include 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 does not have to meet all of the 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 the guidelines in the [CON Faculty Handbook](#); and a commitment to the mission and vision of the CON.

Clinical Faculty

Clinical Instructor

Initial appointment at this level is appropriate for a new faculty who holds at a minimum a master's degree in nursing, licensed/approved/credentialed as required by the appointment or meets CON faculty credentialing criteria and has 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.
- Feedback from patients, families, the clinical agency and colleagues document a high standard of patient care/clinical instruction.
- Holds membership in professional organizations.
- Participates in CON committees.

Clinical Assistant Professor

Initial appointment or advancement of a faculty member to clinical assistant professor title is appropriate for a faculty who holds at a minimum a master's degree in nursing, licensed/approved/credentialed as required by the appointment or meets CON faculty credentialing criteria and demonstrates proficiency in patient care/clinical instruction.

In addition to sustaining evidence of competency in patient care/clinical instruction described at the clinical instructor level, examples 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.
- Effectively serves on 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.

Clinical Associate Professor

Initial appointment or advancement of a faculty member to clinical associate professor title is appropriate for a faculty who holds at a minimum a master's degree in nursing, licensed/approved/credentialed as required by the appointment or meets CON faculty credentialing criteria and demonstrates 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 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 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 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.

Clinical Professor

Initial appointment or advancement for a faculty to the clinical professor title should have a terminal practice degree (DNP) or a terminal research degree or meets CON faculty credentialing criteria and demonstrates 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 which 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.

Teaching Faculty

Teaching Instructor

Initial appointment or advancement for a faculty to the teaching instructor title should have at a minimum, a master's degree in nursing, or meets CON faculty credentialing criteria and has 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 expertise from one's discipline 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, innovative instructional materials related to teaching assignments.

Teaching Assistant Professor

Initial appointment or advancement for a faculty to the teaching assistant professor title should have at a minimum, a terminal degree in nursing, or meets CON faculty credentialing criteria and has demonstrated potential for proficient teaching.

In addition to sustaining evidence of competence in teaching described at the instructor level, examples of progression to proficiency in teaching may include:

- Consistently demonstrates evidence of positive student evaluations.
- Develops and incorporates effective, innovative instructional materials related to teaching assignment.
- 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.
- Effectively serves on 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.

Teaching Associate Professor

Initial appointment or advancement of a faculty member to teaching associate professor title should hold at a minimum, a terminal degree in nursing, or meets CON faculty credentialing criteria and has demonstrated superior teaching.

In addition to sustaining evidence of proficiency in teaching described at the assistant professor level, 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.

Teaching Professor

Initial appointment or advancement of a faculty member to teaching professor title should hold at a minimum, a terminal degree in nursing, or meets CON faculty credentialing criteria and has demonstrated excellent achievement and leadership in teaching.

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 which 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, 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.

Research Faculty

Research Instructor

Initial appointment at this level is appropriate for a new faculty who holds at a minimum a master's degree in nursing, or meets CON faculty credentialing criteria and has demonstrated potential for competent research/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 expertise from one's discipline to contribute to the research process or quality improvement.
- Consistently demonstrates evidence of positive evaluations.

Research Assistant Professor

Initial appointment or advancement for a faculty to the research assistant professor title should hold at a minimum, a terminal degree in nursing, or meets CON faculty credentialing criteria and has demonstrated potential for proficient research/creative activity.

In addition to sustaining evidence of competency in research/creative activity described at the instructor level, 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.

Research Associate Professor

Initial appointment or advancement for a faculty to the research associate professor title should hold at a minimum, a terminal degree in nursing, or meets CON faculty credentialing criteria and has demonstrated potential for superior research/creative activity.

In addition to sustaining evidence of proficiency in research/creative activity described at the assistant professor level, 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, for 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.

Research Professor

Initial appointment or advancement for a faculty to the research professor title should hold at a minimum, a terminal degree in nursing, or meets CON faculty credentialing criteria and has 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 subsequent performance and achievement in research/creative activity.
- Serves as a principal investigator of an interdisciplinary research/creative activity team.
- Provides consultation to researchers at other universities or in other disciplines nationally/internationally.
- Demonstrates that research/creative activity is cited by others in the field and used to advance knowledge in a particular area.

Faculty Vote of Support: 1/11/13

Personnel Committee Vote: 1/11/13

Tenured Faculty Vote: 1/11/13

Reviewed Fall, 2015

APPOINTMENT, REAPPOINTMENT, PROMOTION, AND TENURE GUIDELINES EAST CAROLINA UNIVERSITY COLLEGE OF NURSING

Introduction

This document presents guidance regarding faculty decisions 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 decisions: teaching, research/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 are consistent with each rank.

Guiding Principles of Personnel Decisions

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 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/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 the individual candidate, 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 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 nurse 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/creative activity, teaching and service documented by the faculty candidate in the Personnel Action Dossier (PAD) defined in the [ECU Faculty Manual](#). 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 which are provided in this document are not meant to be all inclusive. A candidate can provide other

evidence in the PAD which demonstrates their effectiveness. Faculty who review the PAD should examine the totality of the evidence provided.

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 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 criteria 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

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 assignment.
- 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 chair, peers and clinical agencies.

- Collaborates with peers to disseminate innovations in teaching through peer reviewed presentations and publications.
- Effectively serves on 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.

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 which 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 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 to apply 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 clinical practice role model and mentor across disciplines of students' development in practice.

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 might include:

- Provides leadership within the Health Science Division or 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 which 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.

II. RESEARCH/ CREATIVE ACTIVITY

Research/creative activity encompasses the conceptualization and design of original work that advances the nursing profession. It may occur in the laboratory, clinical, community or educational setting. Research/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 that are valued by the CON are: it is consistent with the mission and strategic direction of the CON and University; it is focused and sustained over time resulting in a body of knowledge in a specific area; it includes collaboration with other disciplines, clinical partners, and community leaders as appropriate.

Evidence related to research/creative activity is important for decision making related to initial appointments, tenure and promotion.

For Tenure

Candidates seeking tenure must demonstrate a high level of research productivity during the tenure period. Evidence should include a minimum of five (5) major articles which have been peer-reviewed and published in appropriate journals. The articles should reflect the original work of the candidate. At least 3 of the articles should be data-based manuscripts. 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 during the tenure period is expected and success in submitting and/or obtaining a major external award during the tenure period will be considered as a publication.

Publications of editorials, commentaries, books, and book chapters may augment the tenure portfolio but not replace the aforementioned requirements. Self-publication or publication in journals which charge fees to the author in exchange for publication are not encouraged. As a candidate advances in rank, there should be clear evidence that the research portfolio demonstrates increasing expertise in the field which 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

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

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/creative activity.
- Demonstrates ability to use constructive feedback in research/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/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.

Professor

Standard: Demonstrates leadership in research and scholarly activity which 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.

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. The candidate should document the outcome and impact of the service through evidence of peer review rather than just listing activities considered to be service.

B. For Appointment and Promotion

Assistant Professor

Standard: Participates in service activities.

Examples of participation in service activities include:

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 committee, task force, or ad hoc committee.

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 at workshops/continuing education programs for professional and community groups.

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.

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, and Faculty Senate with participation or leadership roles.

Assumes chair 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 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.

IV. PATIENT CARE (definition)

Patient care includes the provision of nursing care or advanced practice nursing care 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 ECUCON includes patient care such as in the case of faculty who teach in an advanced practice nursing concentration or those with joint appointments.

1. 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.

2. For Appointment and Promotion

Assistant Professor

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.

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, chapters, and newsletters.
Serves as a preceptor to students within nursing preparing for a similar role.

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.

REFERENCES

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

11/29/2010 Submitted by Task Force; 1/13/2011 Approved by Tenure Committee;
4/7/2011 Approved with Revisions by Tenure Committee

Amendment:

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 nurse faculty hold a graduate degree in nursing.

9/20/2012 – Approved by Tenure Committee; Fall, 2015-Reviewed by Personnel Committee

Revised 04-08-2016/tkh