

CODE OF OPERATIONS

English Department Thomas Harriot College of Arts & Sciences East Carolina University

Section I. Preamble

This code allows for faculty participation in and establishes procedures for the English Department's internal affairs and is consistent with the East Carolina University (ECU) [Policy Manual](#), the *ECU Faculty Manual*, and all established university policies.

The English Department's mission is to advance scholarship, creative activity, and teaching throughout the diverse areas of English studies—from language, literature, and writing to media, cultural studies, and folklore. This endeavor extends from the university and the academic disciplines to communities outside the university.

Section II. Faculty

A. Definitions of Unit Faculty

The department faculty consists of persons with university appointments who hold regular academic rank or title in the department as Teaching Instructors, Senior Teaching Instructors, Teaching Assistant Professors, Teaching Associate Professors, Teaching Professors, Assistant Professors, Associate Professors, or Professors; and persons who hold traditional and non-traditional fixed-term appointments.

B. Definitions of Voting Faculty

1. Only persons who are permanently tenured or probationary faculty beyond their first year may vote on the following:
 - The appointment of department officers.
 - Unit self-evaluations.
2. Only persons who meet the definition of voting faculty in the [ECU Faculty Manual, Part IX](#), may vote on making recommendations for appointments, reappointments, promotion, and the conferral of permanent tenure to faculty.
3. Only permanently tenured faculty, as defined in the [ECU Faculty Manual, Part IV](#), may vote on the Unit's Code of Operations.
4. Unless otherwise noted or where prohibited by the [ECU Faculty Manual](#), all department faculty members may vote on other matters.

5. In standing committees, *ex officio* members have voting privileges unless otherwise stipulated.
6. When a single person serves multiple roles on a committee, such as having more than one *ex officio* role (e.g., Area Coordinator, department director, or Personnel Committee Chair), that person has only a single vote. If multiple people share a position on a committee, they share a single vote.

C. Graduate Faculty

To vote on graduate matters or concerns, one must be a member of the department's Graduate Faculty. The Graduate Faculty consists of faculty members who meet department criteria as given in the *Department of English Graduate Faculty Appointments* document kept in the main office and who have been approved by the ECU Graduate School. (See the [ECU Faculty Manual, Part II.](#))

D. Emeritus Status

Criteria for emeritus status will follow the specifications outlined in the [ECU Faculty Manual, Part VIII](#), which recognize emeritus status for retired, permanently disabled, or deceased faculty members who have made significant contributions to the English Department and the university through a long and distinguished record of scholarship, teaching, and/or service. A recommendation for emeritus status must be initiated by the Personnel Committee, approved by the Department Chair, and forwarded to the Dean.

E. Faculty and Areas of Study

Department faculty are organized into Areas of Study to facilitate shared governance, curricular development, and student mentoring and advising. These Areas of Study can include such specializations as creative writing, British and American literature, film studies, folklore, linguistics, multicultural and transnational literature, rhetoric and composition, and technical and professional communication.

Areas of Study may be established or removed by a majority vote of the department's Executive Committee, followed by a two-thirds majority of the voting faculty members (as defined in this Code, Section II.B.4).

All permanently tenured/probationary faculty identify a single Area of Study in which they serve as a core member. Permanently tenured/probationary faculty hired into a field not currently identified as an Area of Study may self-identify into one of the existing areas, in which case self-identification and a majority vote of the area's core members are sufficient for membership. Should a dispute arise in this self-identification process, the faculty member may appeal to the Tenure Committee.

Core faculty members of an Area of Study elect, by ballot, their Area Coordinator. Core members of an area vote on all relevant curricular issues and elect committee representatives. Core faculty are eligible to represent their Area of Study on committees. Each Area Coordinator serves on the Executive Committee.

All faculty, including fixed-term faculty, may serve as non-voting contributing members of as many Areas of Study as they choose, pending approval by a majority vote of those areas' core faculty. Where applicable, an Area of Study's core members may elect a contributing member to serve as the area's representative on a committee.

Section III. Administrative Organization of the Unit

A. Department Chair

The department administrator is the Chair. The Chair is appointed by the Dean of Thomas Harriot College of Arts and Sciences and is subject to periodic evaluation by the department faculty, using University-approved survey procedures, and annual evaluation by the Dean. The Chair's administrative responsibilities, the means of appointment, and the procedures for evaluating their effectiveness are described in established university policies. (See [ECU Faculty Manual, Part II.](#))

As the department's administrator, the Chair:

- Ensures that all unit code procedures and department/college/university policies are followed.
- Provides leadership in shaping and promoting the department's programs.
- Provides leadership in advocating for the best interests of the students and faculty.
- Provides leadership in advocating for the humanities.
- Chairs all department faculty meetings and Executive Committee meetings.
- Represents the department at meetings of College Chairs Council.
- Leads efforts to implement commitments in approved unit strategic plan.
- Reviews faculty recommendations and forwards them to other administrators or units, as necessary or appropriate.
- Requests all increases or changes in department budget lines.
- Discusses with faculty the department's annual budget request and annual report.
- Reports the Executive Committee's recommendations on priorities, procedures, and criteria for salary increases and pay equity to the faculty and solicits input from the faculty at department meetings.
- Manages the department's physical resources, including equipment, supplies, office space, and classrooms.
- Maintains the personnel files of department faculty.
- Approves all expenditures of the department budget and of funds in institutional accounts.

- Supervises the office staff, through the department's lead administrative assistant, including the initiation and approval of all personnel action involving the staff and student workers.
- Approves all scholarships, fellowships, and teaching assistantships.
- Approves all necessary student matters, including professional certifications, course substitutions or exemptions, master's theses and Comprehensive Assessment Projects, doctoral dissertations, and various permissions.
- Appoints, with the approval of the voting faculty members, all department officers and directors.
- Assists the Personnel Committee in establishing search and screening procedures for new faculty appointments.
- Determines teaching assignments, in consultation with the Associate Chair and Area Coordinators and in accordance with guidelines developed by the Executive Committee and with the [ECU Faculty Manual, Part VI](#).
- Reports annually to the Executive Committee on faculty assignments within and outside the department.
- Assists with the orientation of new faculty members.
- Leads the faculty in promoting professional growth in scholarship, teaching, and service.
- Keeps individual faculty members informed of progress regarding reappointment and tenure in accordance with the [ECU Faculty Manual, Part VIII](#) and [IX](#).
- Consults with appropriate committees as required by the [ECU Faculty Manual](#).
- Forwards to the Dean all Tenure, Promotion, and Personnel Committee recommendations for official personnel action and, in accordance with the [ECU Faculty Manual, Parts VIII](#) and [IX](#), indicates in writing to the Dean and to the appropriate committee the Chair's concurrence or non-concurrence with the recommendations.
- Conducts the annual evaluation of each faculty member.
- Recommends to the Dean all initial faculty salaries and annual salary increases.
- Appoints ad hoc committees, as needed.
- Appoints a Communication Coordinator to collect and disseminate department information.
- Promotes collegiality and professionalism in working relations among department faculty, staff, and students.
- Assumes other duties, as appropriate.

Where reasonable and appropriate, the Chair may delegate responsibilities to department officers, Area Coordinators, committees, or, in matters pertaining to the department office, to the staff member who serves as office manager.

In all matters, the Chair seeks the advice or vote, as appropriate, of the faculty, keeps the faculty informed of developments affecting the department, and promotes the interests of the department, its faculty, and the academic disciplines that it represents.

B. Department Officers

With the approval of voting faculty members, the Department Chair may establish and appoint such officers and directors as may be appropriate to carry out the department's mission. All such appointments will be specific re-appointable terms and will be reviewed near the end of each term.

Officers may include an Associate Chair and program directors, including a Director of Graduate Studies, a Director of Undergraduate Studies, a Director of Writing Foundations, and others as necessary.

Whenever a vacancy occurs in any of the officers' positions, the Chair collects names of interested faculty and nominates a candidate for that office, and the voting faculty members approve or reject that nomination.

Officers serve terms of three years each. Except for the Director of Writing Foundations, no one shall serve more than two consecutive terms as an officer. The duties of officers are determined by the Chair in accordance with the provisions of this code, and the teaching load of each officer is assigned by the Chair.

At the end of the second year of an officer's term, the Chair initiates a review of that officer's effectiveness. A reasonably detailed description of an officer's duties, including teaching assignments during the term, will be made available in writing to the department faculty when that officer is evaluated. The results of the Chair's review are made available to the voting faculty members during the fall semester of the officer's third year of service, and are taken into consideration in the event that the Chair recommends renewal of that officer. The voting faculty members approve or reject each of the Chair's nominations by secret ballot.

1. The Associate Chair

- Drafts the department's class schedules in consultation with the Chair, the other officers, the area coordinators, and the faculty.
- Collects and reports class enrollments to the department.
- Assumes, with approval by the Dean, the Department Chair's responsibilities in the Chair's absence.
- Assumes additional duties, as assigned by the Department Chair.

2. The Director of Undergraduate Studies

- Oversees and coordinates, with the Undergraduate Committee, curricular content for each undergraduate degree and undergraduate certificate offered by the Department.
- Coordinates the recruitment, advising, and retention of undergraduate majors, minors, and certificate students.
- Advises and consults with other officers and faculty members on matters relating to undergraduate courses, excluding writing foundations courses.
- Prepares the program's annual report and coordinates assessment of the department's undergraduate program(s).
- Chairs the Undergraduate Committee.
- Represents the department at meetings of College Undergraduate Council.
- Assumes additional duties, as assigned by the Department Chair.

3. The Director of Graduate Studies

- Oversees and coordinates, with the Graduate Committee, curricular content for each graduate degree and graduate certificate offered by the Department.
- Coordinates the recruitment, advising, retention, and placement of PhD, MA, and certificate students.
- Advises and consults with other officers and Graduate Faculty members on matters relating to graduate courses, allocation of graduate assistantships, and assignment of duties to graduate assistants.
- Ensures that MA theses, Comprehensive Assessment Projects, and doctoral dissertations are made available to the department's Graduate Faculty (excluding proprietary material).
- Coordinates and oversees the selection of thesis and dissertation committees, as well as thesis and dissertation timelines, including thesis and dissertation hours, prospectus meetings, and defense scheduling.
- Prepares the program's annual report and coordinates assessment of the department's graduate programs.
- Chairs the Graduate Committee.
- Serves as the liaison between the department and the Graduate School.
- Represents the department at meetings of the College Graduate Council.

- Assumes additional duties, as assigned by the Department Chair.

4. The Director of Writing Foundations

- Develops recommended curricula for and coordinates assessment of required writing foundations courses.
- Supervises Graduate Teaching Assistants who are assigned to teach writing foundations courses.
- Organizes professional development events for teachers of writing foundations courses.
- Prepares an annual report of activities related to writing foundations courses.
- Chairs the Writing Foundations Committee.
- Supervises and evaluates graduate teaching assistants.
- Assumes additional duties, as assigned by the Department Chair.

C. Area Coordinators

- Provide input for the fall, spring, and summer class schedules, in coordination with the Chair, Associate Chair, officers, and other Area Coordinators.
- Chair regular meetings of their area faculty to discuss curriculum issues, including class schedules, curriculum revision, and developing major/minor/graduate degrees, concentrations, and tracks.
- Announce and post agendas for forthcoming area meetings to the department and see that the minutes of meetings are posted electronically.
- Present curricular proposals to the department's Graduate or Undergraduate Committees, as appropriate, and to the appropriate college and/or university committee.

Area Coordinators are elected, by ballot, by a majority vote of the core faculty of their Area of Study. Coordinators serve three-year renewable terms and cannot serve for more than two consecutive terms. When possible, Area Coordinators should not serve as department officers.

Where appropriate, an Area Coordinator may designate another area member to perform their duties for a particular meeting. If an Area Coordinator is unable to serve for an extended period of time, the area will elect an interim coordinator to perform the Area Coordinator's duties until the coordinator is able to resume their duties.

D. Editors of Department Publications

With the approval of the Executive Committee, the Department Chair, and when necessary the Dean, may appoint editors of certain ECU/department-supported publications. Such appointments will be for five-year re-appointable terms and will be reviewed by the Executive Committee near the end of each term.

Section IV. Committees

A. Standing Committees

1. Membership Selection and Voting

a. Membership

Committee vacancies are filled by elections held during spring semester department or area meetings, as appropriate. When a vacancy occurs in mid-year, a special election may be held. Members of committees serve staggered terms of three years. Elected committee members cannot serve for more than two consecutive terms.

Student membership terms are one year.

b. Proxy Voting

In the event, that an elected area representative serving on a standing committee is unable to attend a meeting, they may designate a proxy from within the area. Where applicable, if the elected representative of the fixed-term faculty is unable to attend a meeting, they may also designate a proxy from among fixed-term faculty. Proxies have the same voting privileges as the person they are replacing. A committee member must inform the committee chair in writing of their proxy prior to the committee's meeting.

2. Committees

a. Executive Committee

The Executive Committee consists of the Department Chair (*ex officio*, non-voting except in the case of a tie), the Associate Chair, the Director of Graduate Studies, the Director of Undergraduate Studies, the Director of Writing Foundations, the Personnel Committee Chair (*ex officio*, non-voting), the Fixed-Term Faculty Committee Chair, and each Area Coordinator.

The Executive Committee makes recommendations to the Department Chair, and to the department as a whole. The Executive Committee may appoint subcommittees and ad hoc committees, as needed.

In its advisory role, the Executive Committee

- Recommends changes in department guidelines and procedures.
- Reviews requests to establish new or remove current Areas of Study and forwards them to the voting faculty.

- Reviews and approves annual reports from department officers, chairs of standing committees, and editors of ECU/department-supported journals.
- Makes recommendations to the Chair and the department concerning the nature and number of both new and vacant positions, after consultation with the faculty.
- Reviews and discusses the department's budget, annual budget request, and annual report.
- Discusses annually with the Chair the priorities, procedures, and criteria for salary increases and pay equity.
- Reviews and gives by majority vote approval or disapproval of the department's major planning documents, assessment and accreditation documents, and other major reports on department operations before they are sent for review and approval or disapproval by the voting faculty and submitted outside the department.
- Develops and executes guidelines for review, renewal, and selection of editors of certain ECU/department-supported publications, when necessary.
- Reviews other matters brought to it by the Department Chair or any faculty member, as appropriate.

A majority of voting faculty shall suffice to override any decision made on its behalf by the Executive Committee.

b. Graduate Committee

The Graduate Committee consists of the Director of Graduate Studies (*ex officio*, non-voting except in the case of a tie), the Department Chair (*ex officio*, non-voting), the Doctoral Program Committee Chair, one member elected from among and by the faculty of each Area of Study, and one non-voting graduate student representative (elected by the English graduate students). The Director of Graduate Studies is the committee chair.

The Graduate Committee is responsible for the formulation and review of overall graduate policies, procedures, and programs, including recruitment, admissions, retention, curricula, graduation requirements, graduate assistantships, and program assessment. As appropriate, it forwards its recommendations to the department's Graduate Faculty, the Director of Graduate Studies, and/or the Department Chair.

c. Doctoral Program Committee

The Doctoral Program Committee consists of seven members: five elected by the Graduate Faculty as a whole (four from the Graduate Faculty in the core

areas of the PhD program and one from the Graduate Faculty outside the core areas); the Director of Graduate Studies (*ex officio*, non-voting except in the case of a tie); and one doctoral student (non-voting) elected by the program's doctoral students. The committee elects a chair from among its membership; that chair serves on the Graduate Committee and as the PhD Program Coordinator. The chair cannot be the Director of Graduate Studies, is a voting member of the committee, and may serve up to two consecutive two-year terms.

The Doctoral Program Committee develops doctoral program policies and procedures regarding admissions, retention, curricula, graduation requirements, graduate assistantships, and program assessment. Areas of Study forward recommendations to this committee. The Doctoral Program Committee forwards its recommendations, as appropriate, to the Director of Graduate Studies, the Graduate Committee, and/or the Department Chair.

The Doctoral Program Committee serves as the admissions committee for the PhD program and seeks input from Graduate Faculty in the core Areas of Study.

d. Undergraduate Committee

The Undergraduate Committee consists of one member elected from among and by the faculty of each Area of Study, one member elected from among and by the fixed-term faculty, one undergraduate student elected by the undergraduate English majors, and the Director of Undergraduate Studies (*ex officio*, non-voting, except in the case of a tie). The Director of Undergraduate Studies is the committee chair.

The Undergraduate Committee is responsible for the formulation and review of overall undergraduate policies, procedures, and programs, including recruitment, retention, curricula, graduation requirements, and program assessment. It forwards its recommendations to the department's faculty, the Director of Undergraduate Studies, and/or the Department Chair, as appropriate.

e. Fixed-Term Faculty Committee

The Fixed-Term Faculty Committee consists of five fixed-term faculty members. The fixed-term faculty's representative on Executive Committee is elected directly by the fixed-term faculty. The representative also serves as the committee chair and is a voting member. Four additional members are elected by the department's fixed-term faculty. The Chair of the Fixed-Term Faculty Committee must be a fixed-term faculty member in at least their second year of full-time employment at the time of the vote.

The Committee is responsible for both communicating the needs and concerns of the Fixed Term faculty and recommending improvements in the conditions of their employment to the Executive Committee and the Department Chair.

f. Library Committee

The Library Committee consists of three members elected at large from among and by the department faculty, at least one of whom must be a tenured or probationary-term faculty member. The committee elects a chair from among its tenured or probationary-term faculty membership. The committee chair serves as the department's library representative and reports for the committee to the Department Chair. The chair is a voting member.

The Library Committee supervises the expenditure of library funds allocated to the department in order to improve the holdings and to fill the needs of the department's various areas of teaching and research. It also advises the library regarding resources.

g. Student Scholarships and Awards Committee

The Student Scholarships and Awards Committee consists of the Department Chair (*ex officio*, non-voting, except in the case of a tie), one representative elected from among and by each Area of Study (unless an area opts not to provide a member in a given year), and a representative elected from among and by the fixed-term faculty. The committee elects a chair from its membership. The chair is a voting member.

The Student Scholarships and Awards Committee recommends selection procedures and recipients for department scholarships and graduation awards.

h. Writing Foundations Committee

The Writing Foundations Committee consists of the Director of Writing Foundations (*ex officio*, non-voting except in the case of a tie); the Associate Director of Writing Foundations (if one is appointed); the Director of the University Writing Program; one graduate teaching assistant appointed by the Director of Writing Foundations in consultation with the Graduate Director; and five faculty members elected by the department faculty, at least two of whom must be fixed-term faculty and at least one of whom must be tenured or probationary-term faculty from an Area of Study other than Rhetoric and Composition.

The Writing Foundations Committee

- Advises the Director of Writing Foundations on the recommended curricula for Writing Foundations courses and professional development events for Writing Foundations instructors.

- Decides, in accordance with university guidelines, how Writing Foundations courses will be assessed.
- Makes recommendations to the faculty on requirements for Writing Foundations courses, including course outcomes and any assignments that might be mandatory for all sections.

i. Election Committee

The Election Committee assists the department by distributing, collecting, and counting ballots at department meetings in which elections are held. To be prepared, the committee keeps a record of department standing committees, Faculty Senators, areas and ranks of members, dates of elections to committees, and other appropriate data. The Election Committee also nominates candidates for department awards.

The Election Committee consists of four members appointed by the Chair and the Associate Chair (*ex officio*, non-voting). The committee elects a chair from its membership.

j. Assessment Committee

The Assessment Committee fosters faculty involvement in productive, meaningful assessment conversations that improve our programs and enhance student learning. The committee manages and streamlines the assessment calendar and processes, and each committee member submits in a timely fashion the assessment report for which they have responsibility. Each committee member also has responsibility for working with the faculty members in their program to determine the matter to be reported according to the university assessment plan. The committee members report to and work in consultation with the committee chair.

The Assessment Committee consists of the Director of Graduate Studies, the Director of Undergraduate Studies, the Director of Writing Foundations, and a member from each area that has a program that requires assessment. Each committee member posts assessment report(s) for their programs. The Director of Graduate Studies and the Director of Undergraduate Studies are responsible for reporting on department-wide degree and General Education courses, and the Director of Writing Foundations reports for that program. For other programs that require assessment, each area selects an individual to serve in this capacity.

The committee chair is appointed by and reports to the Department Chair; serves as the department representative in matters of assessment, including as a liaison with the Dean's office, and schedules meetings as necessary, providing advice to and consultation with the committee members.

k. Bertie Fearing Award for Excellence in Teaching Committee

The Bertie Fearing Award for Excellence in Teaching Committee consists of the past three recipients of the award (the voting members) and the following *ex officio* (non-voting) members: The Department Chair, the Director of Graduate Studies, the Director of Undergraduate Studies, and the Director of Writing Foundations. Those eligible to receive the award are all faculty who have taught a minimum of six consecutive semesters (excluding summer school) and have not received the award in the past three years. Each spring the committee will select a chair, and the chair of the committee will send out a call for nominations.

l. English Department Research and Creative Activity Award Committee

The English Department Research and Creative Activity Award Committee consists of the recipients of the award in the past three years. Each spring the committee will select a chair, and the chair of the committee will send out a call for nominations. More than one individual can receive the award. The award recipient(s) will be announced at the end of the spring semester or the beginning of the next fall semester.

m. English Department Service Award Committee

The English Department Service Award Committee consists of the recipients of the award in the past two years. Each spring the committee will select a chair, and the chair of the committee will send out a call for nominations. One award is bestowed on a fixed-term faculty member, and one award is bestowed on a probationary-term (tenure-track) or tenured faculty member. The award recipients will be announced at the end of the spring semester or the beginning of the next fall semester.

B. Personnel Action Committees

1. Personnel Committee

All matters pertaining to the composition and election of the Personnel Committee are subject to the [ECU Faculty Manual, Part IX](#). The Personnel Committee consists of nine persons: among this number, there must be at least two permanently tenured professors and two permanently tenured associate professors. All members are elected from among and by the permanently tenured and probationary-term voting faculty of the department. At least two-thirds of the committee's membership must be tenured. Although not permitted by the [ECU Faculty Manual](#) to vote in the election of Personnel Committee members, fixed-term faculty may participate in the nomination process.

As stated in the [ECU Faculty Manual, Part IX](#), the department's Personnel Committee Chair must be permanently tenured and must be elected annually (at the first meeting in the fall) by and from the committee's membership.

The duties of the Personnel Committee Chair are defined in the [ECU Faculty Manual, Part IX](#).

Appointments:

The Personnel Committee makes recommendations for all initial appointments, and for fixed-term faculty subsequent appointments, based on the criteria in Section V of this code and the [ECU Faculty Manual, Parts VIII and IX](#). If the initial appointment of a probationary-term (tenure-track) faculty member is being made at the rank of Associate Professor or Professor, then the appropriate Promotion Committee must make its recommendation of rank, in accordance with Section V.A.4 of this code and the [ECU Faculty Manual, Part IX](#). If the initial appointment is being made with tenure, the Tenure Committee makes its recommendation in accordance with section V.A.4 of this code and the [ECU Faculty Manual, Part IX](#).

The Personnel Committee appoints search committees in accordance with the [ECU Faculty Manual, Part IX](#). A search committee will consist of five members. When possible, two are recommended by the faculty in the Area of Study in which the position is designated. The Personnel Committee appoints two additional members, at least one of whom will be from outside the search's Area of Study. The fifth member will be a representative of the Personnel Committee, preferably from outside the search's area. The Personnel Committee representative is a non-voting committee member, except in the case of a tie.

The Personnel Committee may appoint one or more search committees to fill fixed-term positions. The membership of search committees will depend upon department need. Each such committee will include at least three voting members, plus a non-voting Personnel Committee representative.

2. Tenure Committee

The Tenure Committee is defined in the [ECU Faculty Manual, Part IX](#).

The Tenure Committee is responsible for making recommendations regarding the reappointment of probationary-term faculty members, the granting of permanent tenure, the conferral of tenure for initial appointments with permanent tenure, and for conducting the Performance Review of Permanently Tenured Faculty, in accordance with Appendix A of this code, the Department of English Standards (available on the [Faculty Senate website](#)) and the [ECU Faculty Manual, Part IX](#).

In the Department, a subcommittee of the Tenure Committee carries out the tasks that can be delegated as defined by the [ECU Faculty Manual, Part IX](#). This subcommittee consists of the permanently tenured members of the department's Personnel Committee.

If the subcommittee does not include a member of the candidate's Area of Study, the Tenure Committee will, if possible, elect an additional subcommittee member from the candidate's area.

3. Promotion Committees

The Promotion Committees are defined in the [ECU Faculty Manual, Part IX](#).

Promotion Committees are responsible for making recommendations for promotions in rank and for recommending initial appointments at the ranks of Associate Professor and Professor in accordance with Appendix A and B of this code.

Section V. Evaluation of Faculty

A. Evaluation of Tenured and Probationary-Term (Tenure-Track) Faculty

1. Annual Evaluation Weighting

Each department faculty member annually receives an evaluation of their performance for the year from the Department Chair. This evaluation is based on the faculty member's performance in the areas of teaching and advising, research and/or creative activity, service, professional development, and specified other duties. The general criteria for performance evaluations within the department are those explained in the [ECU Faculty Manual, Part VIII](#).

The relative weight assigned to the areas of faculty performance may vary among faculty members but must be determined in accordance with the following guidelines:

Tenured faculty

- Teaching/Advising 30-60%
- Research/Creative Activity 30-60%
- Service 10-30%
- Other (if applicable) 0-30%

Probationary-term faculty

- Teaching/Advising 30-50%
- Research/Creative Activity 30-50%
- Service 10-20%
- Other (if applicable) 0-30%

It is the Department Chair's responsibility, in consultation with the faculty member, following the guidelines listed above, to assign relative weight to the areas of faculty performance. The Chair assigns relative weight in a reasonable manner that takes into consideration such factors as the nature of the faculty member's appointment, their academic training and interests, professional

standards and expectations in their teaching and research field(s), the professional development of the faculty member (including progress toward tenure and/or promotion), and the goals of the department and the university.

In every case, the weighting must add up to 100%. Faculty members who are bought out for non-teaching assignments will have a fourth category, *Other*, which will be evaluated based on those non-teaching assignments. The percentages of the overall evaluations counted as *Other* will be equivalent to the percentage of their contracts bought out from the English Department.

The normal procedure for assigning relative weights for tenured and probationary faculty members is as follows:

- (a) For tenured faculty members, the Chair makes the determination of relative weight, assigning the greatest possible weight to the criteria for which the faculty member received the highest numerical score in the preceding year's annual evaluation. The notification of relative weights will be sent by the Chair to the tenured faculty member in writing no later than October 1 each academic year. If the faculty member wishes to discuss the assigned relative weights or requests a different relative weight for performance evaluation in the current academic year, the Chair will schedule a meeting with the faculty member to discuss weights and to decide upon final relative weight assignment no later than November 1. The determination must accord with the guidelines for tenured faculty stated above. If significant revision of responsibilities warrants a change in relative weights during the academic year, the faculty member may request a meeting to discuss amending the relative weights prior to annual performance evaluation. If the faculty member disagrees with the final determination, the faculty member may attach a statement to the completed annual performance evaluation explaining why a different relative weight should have been assigned.
- (b) When tenured faculty are assigned a heavier than standard teaching load and correspondingly lower research expectations, teaching/advising can be weighted as high as 80% and research/creative activity can be weighted as low as 10%. In no case shall service be weighted more heavily than either teaching or scholarship. Both the Chair and faculty member must agree upon the relative weighting no later than December 1 of the academic year being evaluated. If this is done, the determination must accord with the guidelines above, and a form stating the assignment of relative weight and including the signature of both the faculty member and the Chair must be placed in the faculty member's personnel file. Through mutual agreement between the Chair and the faculty member, the assignment of relative weight may be amended later in the academic year. (See the [ECU Faculty Manual, Part VIII](#)).

- (c) For probationary-term faculty members, the Chair will assign relative weights to the categories of performance for annual evaluation following the [ECU Faculty Manual, Part IX](#) that requires a “Fall Criteria Review” meeting to discuss criteria for evaluating faculty performance. This meeting will be called by the Chair and will include assigning relative weights for the academic year no later than October 15. A summary of this discussion will be placed in the probationary faculty member’s personnel file.

2. Reappointment and Professional Advancement

Reappointment of probationary-term faculty is based on consistent progress toward tenure. Criteria for permanent tenure and promotion are given in Section V.A.4.a-b and Appendices A and B of this code and in the [ECU Faculty Manual, Parts VIII and IX](#).

3. Faculty Raises

The Chair will recommend faculty raises according to the guidelines received from the university administration. The award of any merit component of the raise pool will be based formulaically on each faculty member’s annual evaluation cumulative total. If there is no merit salary raise in a given year or years, that year’s or those years’ annual evaluation cumulative totals will also be considered the next time merit salary raises are given. (See the [ECU Faculty Manual, Part VIII](#).)

4. Criteria for Permanent Tenure and Promotion

Candidates for the conferral of tenure and promotion to Associate Professor will be evaluated by the following criteria, which are in addition to those prescribed in the [ECU Faculty Manual, Parts VIII and IX](#). Additional advice regarding tenure and promotion to Associate Professor procedures can be found in Appendix A of this code. Promotion to Professor advice is found in Appendix B of this code.

a. Expectations for Tenure

Tenure is based on the faculty member’s demonstrated professional competence and achievements in teaching, scholarship, and service.

i. Teaching

Teaching includes:

- (i) The articulation of the salient aspects of a discipline in a rigorous but accessible manner, whether in or out of the traditional classroom setting.
- (ii) Academic advising within the unit.

(iii) Other contributions towards the university's fundamental mission of transmitting knowledge, including participation in curriculum development.

The following (unordered) evidence of effective contributions in teaching will be considered in the evaluation:

- Active role in the achievement of overall program goals of the unit.
- Active role in unit assessment and discussion of curriculum and program development.
- Carefully written course objectives, requirements, instructional materials, grading policies, and evaluation materials for students.
- Effectiveness in teaching assigned classes, as demonstrated by overall results from student feedback and peer observations.
- Mentoring of individual students (especially graduate students, where appropriate).
- Teaching awards.

These items potentially cross categories in the Personnel Action Dossier (PAD), but the following (unordered) items are typically counted as part of teaching:

- Consultations with publishers or institutions about the development of pedagogical materials.
- Development and conduct of study abroad and/or other experiential learning programs.
- Evidence of student success.
- Non-peer reviewed publications about methods of instruction in one's field.
- Publication of textbooks or other pedagogical materials.
- Teaching-related grants.

Placement of any of these items under scholarship or service should be accompanied by a rationale.

ii. Scholarship

The Department defines scholarship as inquiry and research aimed at the discovery and interpretation of new knowledge; revision of accepted theories in light of new knowledge; or practical application of such new or revised theories and its appropriate professional dissemination. Scholarship includes (i) the scholarship of research, (ii) the scholarship of creative activity/innovation, and (iii) the scholarship of engagement.

The quantity of scholarly output does not guarantee promotion, since the qualitative assessment of the candidate's achievements included in the PAD is equally important. The reception and impact of the work after publication is also a consideration in evaluating scholarly materials. Part of the criteria for evaluation of scholarly materials shall be the caliber of their venue of publication and, for grant awards, shall be the caliber of the granting agencies. Monographs, articles, creative works, and other scholarly materials should be published by reputable presses, journals, university presses, scholarly societies, or other publishers held in high regard by the academic community.

(i) The scholarship of research

The scholarship of research is inquiry aimed at the discovery and interpretation of new knowledge, revision of accepted theories in light of new knowledge, and/or practical application of such theories and its professional dissemination. It takes the form of peer-reviewed publications.

(ii) The scholarship of creative activity/innovation

The scholarship of creative activity/innovation can take the form of creation of new methodologies of research, innovative interpretation paradigms, original theories of analysis, or long or short works of fiction, poetry, dramatic works, or creative non-fiction, etc. It must be peer-reviewed or have received rigorous editorial screening.

(iii) The scholarship of engagement

The scholarship of engagement and/or outreach is research that involves a mutual, reciprocal relationship between researchers and their community participants. This research creates outcomes for university researchers in the form of peer-reviewed publications or other artifacts but also creates significant outcomes for community members and demonstrates a commitment to shared inquiry and collaboration. Projects that apply the candidate's original contributions to knowledge count more than projects that primarily disseminate existing knowledge.

The Department scholarship expectations for tenure:

1. A significant body of original scholarship that typically includes a monograph; full-length creative book; multiple scholarly journal articles, literary magazine publications, or book chapters; or the equivalent.

2. A body of original high-quality scholarship demonstrating that the candidate is developing a national reputation in a field of the discipline.

Although each candidate's career is unique, there is agreement upon certain evaluative principles, and the following materials are ranked in general order of importance. Both the quality and quantity of each item must be considered.

Monograph publications or full-length creative books.

Peer-reviewed scholarly journal and literary magazine publications, or book chapters.

In unranked order (it is the candidate's responsibility to explain the significance of their work):

- Critical editions and translations.
- Editorial work on anthologies, edited collections, and journal special issues.
- External research grants, awards, and fellowships.
- Internal research grants, awards, and fellowships.
- Interviews.
- Materials from the scholarship of engagement and outreach.
- Peer-reviewed conference proceedings.
- Readings, lectures, book reviews, and conference presentations.
- Reprints in anthologies and textbooks.

The quantity of scholarly output does not guarantee tenure, since the qualitative assessment of the candidate's achievements included in the PAD is equally important. Moreover, the merit of each published work can only be fully determined after its publication. Part of the criteria for evaluation of scholarly materials is the caliber of their venue of publication. Monographs, articles, creative works, and other scholarly materials should be published by reputable presses, university presses, journals, scholarly societies, or other venues held in high regard by the academic community.

In the absence of a monograph/full-length creative book or multiple journal publications/book chapters/short creative works, it is unlikely that any amount of editorial work, or any number of book reviews, entries in reference works, grants, conference papers, readings, etc. would meet the department's scholarship expectations for tenure.

All of a candidate's published research can be included in the application for promotion and tenure. The candidate, however, must demonstrate a focused record of scholarly publication since that individual's start of employment at ECU.

iii. Service

Service includes formal and informal assignments or activities on behalf of the department, college, university, the community and the candidate's discipline.

A fair, meaningful, and qualitative record of department and, typically, university service is expected of any faculty member under consideration for tenure.

The tenure committee will review the candidate's service to the department, college, and university, as well as to the community and professional discipline. The quality rather than quantity of service is of primary importance. Extensive community service will not compensate for a deficiency of department, college, or university service.

A candidate should call attention to awards received for service activities. Services for which financial remuneration was received may be included but must be identified.

Examples of forms of service include, but are not limited to:

Unit	A faculty member may serve as an administrator, as an Area Coordinator, or as a committee chair. Other forms of unit service include participation in and contributions to unit committees, involvement with unit student organizations, and assisting colleagues with professional endeavors.
College	Participation in college-level committees and assignments.
University	Participation in university-level committees and assignments.
Community	Participation in activities outside of the university that support ECU's community engagement. These can include, for example, lectures, presentations, and professional advice to nonprofit agencies. Preference is given to community service

that places one's professional expertise at the service of the public.

Discipline

Participation in service functions of the faculty member's discipline, such as serving as a journal referee, serving as an officer of a professional organization, judging a literary competition, or assisting in professional conference organization.

These items potentially cross categories in the PAD, but the following unordered items are typically counted as service:

- Author of a foreword for a collection or monograph.
- Book series editor.
- Journal editor.
- Journal editorial board member.
- Serving on conference program committees.

Placement of any of these items under scholarship or teaching should be accompanied by a rationale.

b. Criteria for Promotion to Associate Professor

The teaching, scholarship, and service criteria for promotion to Associate Professor are the same as those for permanent tenure. (See V.A.4.a, above.)

c. Criteria for Promotion to Professor

Candidates for promotion to Professor will be evaluated by the following criteria, which are in addition to those prescribed in the [ECU Faculty Manual, Parts VIII and IX](#). Additional advice regarding promotion to Professor procedures can be found in Appendix B of this code.

Promotion shall be based on the faculty member's demonstrated professional competence and achievements. These include the documented performance in scholarship, teaching, and service.

A candidate whose national recognition as a scholar in the discipline or specialization is not clearly established through peer-reviewed publications shall not be promoted to Professor. The candidate must have earned national recognition in the discipline, principally through a number of articles published in the discipline's refereed journals; or the combination of refereed scholarly publications and publication of monographs by reputable scholarly presses, university presses, scholarly societies, or other presses held in high regard by the scholarly community; or the combination of refereed scholarly publications and artifacts of the scholarship of engagement that advance

knowledge and are based on a record of research and scholarship. Extensive service or teaching excellence without a strong record of scholarship cannot be used as the basis for promotion to Professor.

i. Teaching

Teaching includes:

- (i) The articulation of the salient aspects of a discipline in a rigorous but accessible manner, whether in or out of the traditional classroom setting.
- (ii) Academic advising within the unit.
- (iii) Other contributions towards the university's fundamental mission of transmitting knowledge, including participation in curriculum development.

The candidate should demonstrate an engagement beyond teaching their assigned courses.

The following (unordered) evidence of effective contributions in teaching will be evaluated:

- Active role in the achievement of overall program goals of the unit.
- Active role in unit assessment and discussions regarding curriculum and program development.
- Carefully written course objectives, requirements, formats, procedures, instructional materials, grading policies, and evaluation materials for students.
- Effectiveness in teaching assigned classes, as demonstrated by overall results from student feedback, peer observations, and other instruments and procedures approved by the unit.
- Other documentation of teaching effectiveness using instruments and procedures approved by the unit.

These items potentially cross categories in the PAD, but the following (unordered) items are typically counted as part of teaching:

- Consultations with publishers or institutions about the development of pedagogical materials.
- Development and conduct of study abroad and/or other experiential learning programs.
- Evidence of student success.

- Non-peer reviewed publications about methods of instruction in one's field.
- Publication of textbooks or other pedagogical materials.
- Teaching-related grants.

Placement of any of these items under research or service should be accompanied by a rationale.

ii. Scholarship

The Department defines scholarship as inquiry and research aimed at the discovery and interpretation of new knowledge, revision of accepted theories in light of new knowledge, or practical application of such new or revised theories and its appropriate professional dissemination.

Scholarship includes (i) the scholarship of research, (ii) the scholarship of creative activity/innovation, and (iii) the scholarship of engagement.

The quantity of scholarly output does not guarantee promotion, since the qualitative assessment of the candidate's achievements included in the PAD is equally important. The reception and impact of the work after publication is also a consideration in evaluating scholarly materials. Part of the criteria for evaluation of scholarly materials shall be the caliber of their venue of publication and, for grant awards, shall be the caliber of the granting agencies. Monographs, articles, creative works, and other scholarly materials should be published by reputable presses, journals, university presses, scholarly societies, or other publishers held in high regard by the academic community.

(i) The scholarship of research

The scholarship of research is inquiry aimed at the discovery and interpretation of new knowledge, revision of accepted theories in light of new knowledge, and/or practical application of such theories and its professional dissemination. It takes the form of peer-reviewed publications.

(ii) The scholarship of creative activity/innovation

The scholarship of creative activity/innovation can take the form of creation of new methodologies of research, innovative interpretation paradigms, original theories of analysis, or long or short works of fiction or poetry, dramatic works, or creative non-fiction, etc. It must be peer-reviewed or have received rigorous editorial screening.

(iii) The scholarship of engagement

The scholarship of engagement and/or outreach is research that involves a mutual, reciprocal relationship between researchers and their community participants. This research creates outcomes for university researchers in the form of peer-reviewed publications or other artifacts but also creates significant outcomes for community members and demonstrates a commitment to shared inquiry and collaboration. Projects that apply the candidate's original contributions to knowledge count more than projects that primarily disseminate existing knowledge.

Beyond the materials already counted toward promotion/tenure, the department scholarship expectations for promotion are:

1. A significant body of original scholarship that typically includes a monograph; full-length creative book; multiple scholarly journal articles, literary magazine publications, or book chapters; a combination of refereed scholarly publications and artifacts from the scholarship of engagement; or the equivalent.
2. The overall body of original scholarship should provide evidence of at least one coherent scholarly trajectory. The research must reflect a significant agenda in the areas of specialization.
3. The publications should establish the candidate as an author or authority of national standing.

Although each candidate's career is unique, there is agreement upon certain evaluative principles, and the following materials are ranked in general order of importance. Both the quality and quantity of each item must be considered in determining scholarly trajectory.

Monograph publication.

Peer-reviewed scholarly journal and literary magazine publications, or book chapters.

In unranked order (it is the candidate's responsibility to explain the significance of their work):

- Critical editions and translations.
- Editorial work on anthologies, edited collections, and journal special issues.
- External research grants, awards, and fellowships.
- Internal research grants, awards, and fellowships.
- Interviews.

- Materials from the scholarship of engagement and outreach.
- Peer reviewed conference proceedings.
- Readings, lectures, book reviews, and conference presentations.
- Reprints in anthologies and textbooks.

In the absence of a monograph/full length creative book or multiple journal publications/book chapters/short creative works, it is unlikely that any amount of editorial work or any number of book reviews, entries in reference works, grants, conference papers, readings, etc. would meet the scholarship requirements for promotion.

iii. Service

Service includes formal and informal assignments or activities on behalf of the department, college, university, the community, and the candidate's discipline.

A substantial, effective, and sustainable record of leadership in department, university, and discipline service is expected of any faculty member under consideration for promotion.

The promotion committee will review the candidate's service to the department, college, and university, as well as to the community and professional discipline. The quality rather than quantity of service is of primary importance. Extensive community service will not compensate for a deficiency of department, college, or university service.

A candidate should call attention to awards they received for service activities. Services for which financial remuneration was received may be included but must be identified.

Examples of forms of service include, but are not limited to:

Unit	A faculty member may serve as an administrator, as an Area Coordinator, or as a committee chair. Other forms of unit service include participation in and contributions to unit committees, involvement with unit student organizations, and assisting colleagues with professional endeavors.
College	Participation in college-level committees and assignments.

University	Participation in university-level committees and assignments.
Community	Participation in activities outside of the university that support ECU's community engagement. These can include, for example, lectures, presentations, and professional advice to nonprofit agencies. Preference is given to community service that places one's professional expertise at the service of the public.
Discipline	Participation in service functions of the faculty member's discipline, such as serving as a journal referee, serving as an officer of a professional organization, judging a literary competition, or assisting in professional conference organization.

These items potentially cross categories in the PAD, but the following (unordered) items are typically counted as part of service:

- Book series editor.
- Journal editor.
- Journal editorial board member.
- Conference program committee member.
- Author of a foreword for a collection or monograph.

B. Evaluation of Fixed-Term Faculty

1. Annual Evaluation Weighting

Each fixed-term faculty member annually receives an evaluation of their performance for the year from the Department Chair. This evaluation is based on the faculty member's performance in the areas of teaching and advising, service, professional development (which may include scholarship), and specified other duties. The general criteria for performance evaluations within the department are those explained in the [ECU Faculty Manual, Part VIII](#).

The relative weight assigned to the areas of fixed-term faculty performance may vary among fixed-term faculty members but must be determined in accordance with the following guidelines:

Teaching/Advising 70-90%
 Professional Development and Service 10-30%
 Other (if applicable) 0-50%

It is the Department Chair's responsibility, in consultation with the fixed-term faculty member, following the guidelines listed above, to assign relative weight to the areas of fixed-term faculty performance. The Chair assigns relative weight in a reasonable manner that takes into consideration such factors as the nature of the fixed-term faculty member's appointment, academic training and interests, professional standards and expectations in teaching and research field(s), the professional development of the fixed-term faculty member (including progress toward advancement in title), and the goals of the department and the university.

In every case, the weighting must add up to 100%. Fixed-term faculty members who are bought out for non-teaching assignments will have a fourth category, *Other*, which will be evaluated based on those non-teaching assignments. The percentages of the overall evaluations counted as *Other* will be equivalent to the percentage of their contracts bought out from the English Department.

The normal procedure for assigning relative weights for fixed-term faculty members is as follows:

For fixed-term faculty members, the Chair makes the determination of relative weight based on the responsibilities defined in the fixed-term faculty member's appointment letter and in compliance with the categories of performance for annual evaluation following the [ECU Faculty Manual, Part IX](#). The notification of relative weights will be sent by the Chair to the fixed-term faculty member in writing no later than October 1 each academic year (for those with one-year, multi-year, or fall semester only contracts) or no later than March 1 (for those with spring semester only contracts). If the faculty member wishes to discuss the assigned relative weights or requests a different relative weight for performance evaluation in the current academic year, the Chair will schedule a meeting with the faculty member to discuss weights and to decide upon final relative weight assignment no later than November 1 (for those with one-year, multi-year, or fall semester only contracts) or no later than April 1 (for those with spring semester only contracts). If significant revision of responsibilities warrants a change in relative weights during the academic year, the fixed-term faculty member may request a meeting to discuss amending the relative weights prior to annual performance evaluation. If the fixed-term faculty member disagrees with the final determination, the faculty member may attach a statement to the completed annual performance evaluation explaining why a different relative weight should have been assigned.

2. New and Subsequent Appointments and Professional Advancement

Initial and subsequent appointment of fixed-term faculty is based on department needs. Subsequent appointment of fixed-term faculty is also based on the annual performance evaluation as given above (Section V.B.1). Considerations for advancement in title of fixed-term faculty are performed according to the [ECU](#)

[Faculty Manual, Part VIII](#). Criteria for initial title and advancement in title are given in Appendix C of this code.

3. Fixed-Term Faculty Raises

The Chair will recommend fixed-term faculty raises according to the guidelines received from the university administration. The award of any merit component of the raise pool will be based formulaically on each fixed-term faculty member's annual evaluation cumulative total. If there is no merit salary raise in a given year or years, that year's or those years' annual evaluation cumulative totals will also be considered the next time merit salary raises are given during the individual's appointment term. (See the [ECU Faculty Manual, Part VIII](#).)

C. Standards for Performance Review of Permanently Tenured Faculty

The department will conduct periodic Performance Reviews of Tenured Faculty in accordance with the [ECU Faculty Manual, Part IX](#), and will use the guidelines adopted by the permanently tenured faculty available on the ECU Faculty Senate website.

Section VI. Procedures for Meetings Within the Unit

All department, area, and committee meetings are conducted according to the latest edition of *Robert's Rules of Order, Newly Revised*. The Chair may appoint a Parliamentarian who will monitor the department's compliance with *Robert's Rules of Order, Newly Revised* for the year.

The department faculty meets at least two times each semester. Additional meetings may be called by the Chair as needed. Areas of Study will each meet at least once per semester. Additional area meetings may be called by the appropriate Area Coordinator. Standing committees will meet at least once per semester. Any faculty member may attend a meeting of any Area of Study or standing committee and may be granted speaking rights by majority vote of the committee.

For department meetings, absences are automatically excused if the faculty member informs the Department Chair at least twenty-four hours before the meeting of the faculty member's inability to attend. In such cases, the faculty member's absence will be excused and will not count against the quorum.

The Personnel, Tenure and Promotion Committees will meet as needed, when called to meet by the Personnel Committee Chair.

Section VII. Voting by Faculty Members

Faculty will be given the unit's major planning documents, assessment documents, Unit Academic Program Review, and other major reports a minimum of five working days before voting their approval or disapproval prior to their submission in final form outside the department. (See the [ECU Faculty Manual, Part IV](#).)

Section VIII. Budget

The Department Chair will report to the faculty on the unit's annual budget request and its annual report at least once per academic year during a faculty meeting (or via electronic media), or more frequently, as circumstances dictate. (See the duties of the Chair and Executive Committee in sections III.A and IV.A.2.a above.)

Section IX. Amendment of Code

Amending this code requires a two-thirds majority vote of the permanently tenured faculty members. The procedure must be conducted in accordance with the [ECU Faculty Manual, Part IV](#). Fixed-term, probationary-term, and tenured faculty may fully contribute to the deliberation process, including proposing and voting on potential code revisions.

Amendments must also be approved by the university's Unit Code Screening Committee, the Faculty Senate, and the Chancellor. The code should be reviewed at least every five years. (See [ECU Faculty Manual, Part IV](#).)

Section X. Other Policies and Documents

All department policies for administrative procedures and faculty evaluation, committee and faculty meeting minutes, and reports on faculty workloads and class enrollments are available through the Department office.

Appendix A.

English Department Advice to Candidates for Tenure and Promotion to Associate Professor

1. Candidate responsibilities

It is the responsibility of the candidate to make their tenure case in the cumulative report and the remainder of the PAD. The cumulative report is the assertion; the rest of the PAD is evidence to support the cumulative report.

The PAD should contain evidence to document each activity, but the amount of evidence should be kept to the minimum necessary to give a clear sense of the nature and scope of the activity.

The PAD should be written with the understanding that many of its readers may not be familiar with the scholarship or discipline in question.

If a brief description in the candidate's curriculum vitae or in the cumulative report does not give a clear indication of the nature and scope of an activity, the candidate should provide a more detailed explanation with the supporting documentation in the appropriate section of the PAD.

If an activity such as professional service or pedagogical publications could be included in more than one area in the PAD, the candidate should consult with the Department Chair and the Personnel Committee Chair before choosing where it appears. The final determination of where activities count is made by the Tenure Committee during deliberations.

Candidates who received start-up funds from the university must include in their PADs a copy of their start-up fund award letter and evidence of external research grant proposals.

Documents may not be added to the PAD after the deadline for submitting the PAD to the Tenure Committee, as specified in the [ECU Faculty Manual, Part X](#), except where revised deadlines are approved in writing by the Chancellor (or designee).

2. Teaching

The department Tenure Committee will consider a variety of written evidence submitted by the candidate of effectiveness in the classroom.

The PAD should include for teaching, as a minimum (if applicable):

Peer evaluations from faculty members. Candidates are expected to secure at least eight peer evaluations evenly distributed over the probationary period. It is recommended that at least half of these evaluators be of a rank higher than the candidate's.

Full sample syllabus for each course taught.

Student evaluations and summary.

List of teaching awards and nominations.

Evidence of design and development of new course deliveries, including online courses and study abroad.

Evidence of curriculum development.

Invitations to lecture about teaching, conduct seminars at other universities, or lead workshops on teaching.

Material illustrating the advising of Honors projects, independent studies, comprehensive assessment projects (CAPs), theses, and dissertations. These can include the preparation and grading of graduate examinations.

3. Scholarship

For the tenure committee to properly understand and assess peer-reviewed publications, it is the candidate's responsibility to articulate the place of all publications within the candidate's broader research program and to verify the nature and extent of the contribution. For suggestions on contextualizing scholarship, see the Department Chair or the Chair of the Personnel Committee.

As part of articulating the place of a publication within the research program:

- The candidate who produces collaborative scholarship should explain their contribution and role in each collaborative artifact transparently.
- A PAD that includes non-peer reviewed artifacts should describe the results, theoretical underpinnings, and intellectual rigor of the work. The candidate should describe how the work may overlap with or redefine the traditional categories, and define the process underlying the creation of work in digital media (e.g., the creation of infrastructure as well as content). Any new collaborative relationships with other faculty members and students required by the candidate's work in digital media should also be noted. The scholarly impact of non-peer reviewed artifacts should be documented: for example, through citations or reviews in peer-reviewed publications; endorsements by scholarly or professional associations, colleges, or universities; adoptions by library-based sub-collections of resources; or linking by professional web sites.

The combination of items may vary, but citations, reviews, and endorsements are typically more demonstrative than adoptions or links.

The material to be considered for tenure may include texts that are accepted without further revisions, but not yet published. Materials accepted for publication must be

accompanied by attesting documentation. Materials may not include work in progress or work submitted to a journal, publisher, or grant agency but not accepted.

The department recognizes the relative scarcity of external grant support in some department disciplines. However, fellowships, grants, contracts, and awards from internal and external local, regional, national, or international agencies represent a highly significant professional achievement and testify to the scholarly reputation and significance of the candidate's research. International and national external awards and grants will generally weigh more heavily than regional or local.

The department expects fellowships and grants to culminate in peer-reviewed publication or scholarship of engagement.

4. Early tenure

The probationary period is a crucial time for faculty members to develop professionally, establishing habits in the areas of teaching, scholarship, and service that will sustain them throughout their careers. As such, the department maintains that requests for early tenure are an exception. The typical scenario for early tenure may occur if a candidate has already published an exceptional quantity of high-quality peer-reviewed scholarship and has demonstrated excellence in teaching and service since arriving at ECU. While other scenarios may be possible, it is the candidate's responsibility to justify a level of accomplishment that warrants early tenure. (See [ECU Faculty Manual, Part IX.](#))

In going up for tenure on the regular schedule, a candidate's scholarship that is accepted without further revisions, but not yet published, is usually counted towards tenure decisions because of the time deadline. However, for early tenure, only published scholarship and completed work in the other areas will count towards tenure. A candidate's request for early tenure should be based on having already established a record of accomplishment in scholarship, teaching, and service that would merit tenure.

Anyone considering early tenure must consult with the Department Chair, senior faculty in the field, and the Personnel Committee Chair.

Appendix B.

English Department Advice to Candidates for Promotion to Professor

1. Candidate responsibility

- It is the responsibility of the candidate to make their promotion case in the cumulative report and the remainder of the PAD. The cumulative report is the assertion; the rest of the PAD is evidence to support the cumulative report.
- The PAD should contain evidence to document each activity to be considered, but the amount of evidence should be kept to the minimum necessary to give a clear sense of the nature and scope of the activity.
- The PAD should be written with the understanding that many of its readers may not be familiar with the scholarship or discipline in question.
- Anyone considering promotion should consult with the Department Chair, senior faculty in the field, and the Personnel Committee Chair. Candidates for promotion to Professor will normally have held the rank of Associate Professor for five or more years.
- If a brief description in the candidate's curriculum vitae or in the cumulative report does not give a clear indication of the nature and scope of an activity, the candidate should provide a more detailed explanation with the supporting documentation in the appropriate section of the PAD.
- If an activity such as professional service or pedagogical publications could be included in more than one area, the candidate shall choose which area where it appears in the PAD. The final determination of where activities count is made by the Promotion Committee during deliberations.
- Candidates who received start-up funds from the university, as associate professors, must include in their PADs a copy of their start-up fund award letter and copies of all external research grants for which they have applied after receiving the funding.
- Documents may not be added to the PAD after the deadline for submitting the PAD to the Promotion Committee, as specified in the [ECU Faculty Manual, Part X](#), except where revised deadlines are approved in writing by the Chancellor (or designee).

2. Teaching

The Promotion Committee will consider a variety of written evidence submitted by the candidate of effectiveness in the classroom.

The PAD should include for teaching, as a minimum (if applicable):

- Peer evaluations from faculty members of rank higher than the candidate's. Candidates are expected to secure several peer evaluations. They should represent

the range of the candidate's teaching since tenure and promotion to Associate Professor.

- Full sample syllabus for each course taught.
- Student evaluations and summary.
- List of teaching awards and nominations.
- Evidence of design and development of new course deliveries, including online courses and study abroad.
- Evidence of new curriculum development.
- Invitations to lecture about teaching, conduct teaching seminars at other universities, and lead workshops on teaching.
- Material illustrating the advising of Honors projects, independent studies, Comprehensive Assessment Projects, theses, and dissertations. These can include the preparation and grading of graduate examinations.

Documentation of teaching contributions requires the faculty member's participation in unit-approved means of assessment.

3. Scholarship

The department's scholarship expectations for tenure and promotion to Associate Professor differ from its scholarship expectations for promotion to Professor.

To fulfill the department's expectations for promotion, it is necessary to continue publishing after tenure. But all tenured professors are expected to continue publishing, whether they seek promotion or not.

For tenure, evidence is expected of a developing national reputation. For the rank of Professor, the standard is higher: evidence of an established national reputation, such that candidates are acknowledged as nationally recognized authors or national authorities in their own field. This higher standard affects the scholarship expectations for promotion in several ways.

For the rank of Professor, the candidate's publication record should be significant. There is no minimum page count, but a candidate who has not published a sizable amount of scholarship is unlikely to be acknowledged as a nationally recognized author or authority. The term *significant* is elastic, to accommodate the variety of scholarship in our department, but precedent offers some guidance; the [ECU Faculty Manual, Part IX](#), also recommends that prospective candidates seek advice from the unit Chair and Personnel Committee before they request promotion.

For the rank of Professor, the candidate's publication record should be focused: not necessarily in one genre (for creative writing) or on one subject (for other forms of scholarship), but enough to establish the candidate as an author or authority of national standing in at least one genre or on at least one subject.

Authority implies recognition. For tenure, recognition is primarily gauged from external review letters. For the rank of Professor, candidates should supplement the external reviews in their PAD with evidence of public recognition. Such documentation typically consists of items such as reprints, citations in peer-reviewed publications, published reviews of the candidate's work, national or international awards, paid readings or lectures, or plenary lectures at national or international conferences. The strongest forms of evidence usually come from members of the candidate's own field and document the impact, reception, or effect of the candidate's publications in that field.

Materials for publication will only be considered for the rank of Professor if they have been published on or before the date that the final PAD is submitted. Publications that are under review, still forthcoming, or in-press on that date will not be considered.

As part of articulating the place of a publication within the research program:

- The candidate who produces collaborative scholarship should explain their contribution and role in each collaborative artifact transparently. For suggestions on contextualizing collaborative scholarship, see the Department Chair or the Chair of the Personnel Committee.
- A PAD that includes non-peer reviewed artifacts should describe the results, theoretical underpinnings, and intellectual rigor of the work. The candidate should describe how the work may overlap with or redefine the traditional categories, and define the process underlying the creation of work in digital media (e.g., the creation of infrastructure as well as content). Any new collaborative relationships with other faculty members and students required by the candidate's work in digital media should also be noted. The scholarly impact of non-peer reviewed artifacts should be documented: for example, through citations or reviews in peer-reviewed publications; endorsements by scholarly or professional associations, colleges, or universities; adoptions by library-based sub-collections of resources; or linking by professional web sites.

The combination of items may vary, but citations, reviews, and endorsements are typically more demonstrative than adoptions or links.

- Candidates are also encouraged to document the continuing impact of any materials that were considered for promotion to associate professor.

The department recognizes the relative scarcity of external grant support in some department disciplines. However, fellowships, grants, contracts, and awards from internal and external local, regional, national, or international agencies represent a highly significant professional achievement and testify to the scholarly reputation and significance of the candidate's research. International and national external awards and grants will generally weigh more heavily than regional or local.

The department expects fellowships and grants to culminate in peer-reviewed publication or scholarship of engagement.

Appendix C.

Criteria for Initial Appointment Title and Advancement in Title of English Department Fixed-Term Faculty in Accordance with the [ECU Faculty Manual, Parts VIII and IX](#)

1. New fixed-term faculty appointments shall be made in accord with the [ECU Faculty Manual, Part IX](#). Candidates who are not in possession of the terminal degree may be eligible for appointment with the title of Teaching Instructor. Those with the terminal degree may be appointed with the title Teaching Assistant Professor.
2. For advancement in title to Senior Teaching instructor, a candidate:
 - a. Must have six years commensurate experience at ECU at the title of Teaching Instructor.
 - b. Must demonstrate teaching effectiveness through
 - Student evaluations.
 - Teaching experience at the college level.
 - Peer evaluations in an English class.

A file/portfolio containing documentation that the candidate meets these criteria will be reviewed by the Personnel Committee. Recommendations of the Personnel Committee will be provided to the Department Chair, who will make a recommendation and forward it to the next higher administrator following the process described in the [ECU Faculty Manual, Part IX](#).

3. For advancement in title to Teaching Assistant Professor, a candidate:
 - a. Must hold a terminal degree in the field.
 - b. Must demonstrate teaching effectiveness through
 - Student evaluations.
 - Teaching experience at the college level.
 - Peer evaluations in an English class.

A file/portfolio containing documentation that the candidate meets these criteria will be reviewed by the Personnel Committee. Recommendations of the Personnel Committee will be provided to the Department Chair, who will make a recommendation and forward it to the next higher administrator following the process described in the [ECU Faculty Manual, Part IX](#).

4. For advancement in title to Teaching Associate Professor:
 - a. Must hold a terminal degree in the field and have six years commensurate experience at ECU at the title of Teaching Assistant Professor.

- b. Must demonstrate teaching effectiveness through
 - Student evaluations.
 - A teaching portfolio (format and design to be determined by agreement between the candidate and the Personnel Committee) that includes a summary of annual evaluations by the Department Chair.
 - Peer evaluations of teaching as required by the department.
- c. Must provide service to the department, university, and profession, such as any of the following:
 - Department committees.
 - University committees.
 - Creative writing competition judge and public readings.
 - Public outreach.
 - Professional service, such as reviewing papers or grants.

A file/portfolio containing documentation that the candidate meets these criteria will be reviewed by the Personnel Committee. Recommendations of the Personnel Committee will be provided to the Department Chair, who will make a recommendation and forward it to the next higher administrator following the process described in the [ECU Faculty Manual, Part IX](#).

5. For advancement in title to Teaching Professor:
 - a. Must have all criteria for advancement in title to Teaching Associate Professor.
 - b. Must have four years of experience at ECU at the title of Teaching Associate Professor.
 - c. Must have an excellent reputation in teaching at the university level as indicated by letters in support of the advancement in title from faculty members in the department holding the rank of Professor or Teaching Full Professor.

A file/portfolio containing documentation that the candidate meets these criteria will be reviewed by the Personnel Committee. Recommendations of the Personnel Committee will be provided to the Department Chair, who will make a recommendation and forward it to the next higher administrator following the process described in the [ECU Faculty Manual, Part IX](#).