

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

Section I

PREAMBLE

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

OBJECTIVE/MISSION

The mission of the College of Education is the preparation of professional educators and allied practitioners, including professionals in counseling, electronic media, and librarianship. Significant to this mission is a strong commitment to three important related areas, all of which are realized through partnerships and other endeavors. These areas are:

1. The encouragement and nurturing of professional growth for educators and allied practitioners at all levels and in all areas of the education endeavor;
2. a continuing emphasis on and support for scholarship and research/creative activity; and
3. service in all areas of professional education.

Critical to such commitment is the promotion of effective teaching; staff participation in the improvement of schools; and, in concert with other state agencies, the development and creation of educational policy for North Carolina.

Section II

FACULTY

A. Definitions of the Unit's faculty

The Faculty of the College of Education consists of all members of the teaching, research, or administrative staff who hold an academic rank or title as defined in [ECU Faculty Manual, Part VIII.](#)

B. Criteria for serving as a voting faculty member of the unit

1. For all matters in the College of Education not otherwise defined in this Code, a voting faculty member of the College of Education is defined in one of two ways:

- a. A full-time faculty member with East Carolina University who holds a regular academic rank, with greater than one-half time assignment of the teaching/research/service duties normally assigned in the Unit, and in at least the twelfth consecutive calendar month of appointment as defined in the [ECU Faculty Manual, Part IV.](#)

- b. A full-time fixed-term faculty member with East Carolina University who has a fixed-term appointment, with greater than one-half time assignment of the teaching/research/service duties normally assigned in the Unit according to terms of a contract/appointment letter, and in at least the sixth year of assignment as defined in the [ECU Faculty Manual, Part IV](#).
2. For all personnel matters in the College of Education a voting faculty member is defined by [ECU Faculty Manual, Part IX](#).
3. Regulations regarding voting on the COE Unit Code of Operations are defined by the [ECU Faculty Manual, Part IV](#). Responsibility for voting on a Unit Code rests with full-time faculty with a commitment to the unit demonstrated as follows: All permanently tenured faculty members with at least 12 consecutive months in a greater than 50% assignment in a unit and all full-time faculty with at least six years in a greater than 50% assignment in a unit count towards a quorum and may vote on the unit's new or revised Code. This includes administrators who meet these conditions. An affirmative vote of at least two-thirds of faculty voting is required to approve a new or revised Unit Code.

A faculty member on non-medical leave from a greater than 50% assignment in a unit may vote if the faculty member wishes to do so but does not count towards a quorum unless the faculty member is present at a vote. A faculty member on approved medical leave is not permitted to participate in any University activities during the period of approved medical leave without written university approval. Faculty members with 50% or less assignment in the unit do not vote on the unit's code.

As a tenure-granting unit, only permanently tenured, eligible voting faculty may vote on or amend the unit's tenure, promotion, and post-tenure review criteria. A separate affirmative vote of at least a majority of voting tenured faculty is required to approve new or revised tenure, promotion, and post-tenure review criteria. Such approved criteria may not be further amended during the approval process of the full new or revised Unit Code by all voting faculty.

4. Only Graduate Faculty, Associate Graduate Faculty, and Graduate Teaching Faculty as defined in section C below, may participate and vote on all graduate program issues as defined by [ECU Faculty Manual, Part II](#).
- C. Approved criteria for appointment to the graduate faculty

The Graduate Faculty of the College of Education consists of members of one of the categories as defined by the [ECU Faculty Manual, Part II](#). Appointment to the Graduate Faculty occurs as the result of the following procedure, using the College of Education Graduate Faculty Appointment Recommendation Form and Checklist: Faculty application request to the respective Department Chairperson; affirmation of recommendation by vote of a majority of the Graduate Faculty within the applicant's home department; recommendation by the respective Department Chairperson to the Dean of the COE; and the COE Dean (or his/her designee) recommendation to the Dean of the ECU Graduate

School. The Dean of the ECU Graduate School approves/denies the application request.

All probationary term (tenure-track) faculty members who hold the appropriate terminal degree for their discipline may be deemed to be eligible for Graduate Teaching Faculty status upon their initial appointment and documentation of such to the Dean of the Graduate School.

Appointment to any category of Graduate Faculty is for five years or for the current contracted term or duration of dissertation/thesis service as indicated on the application.

D. Unit Criteria for Emeritus status

The College of Education recognizes Emeritus status for retired, permanently disabled, or deceased faculty members who have made significant contributions to the College of Education, the department, and the university through a long and distinguished record of scholarship, teaching, and service. A recommendation for Emeritus status must be initiated by the Personnel Committee, approved by the Department Chair and forwarded to the Dean for appropriate action, as described in [ECU Faculty Manual, Part VIII](#).

Section III ADMINISTRATIVE ORGANIZATION OF THE UNIT

The College of Education is composed of six academic departments:

- Department of Educational Leadership
- Department of Elementary Education and Middle Grades Education
- Department of Interdisciplinary Professions
- Department of Literacy Studies, English Education, and History Education
- Department of Mathematics, Science, and Instructional Technology Education
- Department of Special Education, Foundations, and Research

Officers of the College of Education who are responsible for carrying out the administrative responsibilities of the College of Education are: The Dean; Associate and/or Assistant Deans; Department Chairs; and Directors for purposes of Educator Preparation, Assessment, and Accreditation. All officers work to support the vision, mission, and strategic direction of the College of Education. Each administrative officer is appointed and evaluated according to established university policies and procedures and has responsibilities as set forth below.

Dean of the College of Education

The Dean is the College's chief administrative officer and the unit administrator. The Dean is responsible for the College resources, staff, and budgets and overseeing the college, departments, centers, institutes, and programs. The Dean reports directly to the Provost and Senior Vice Chancellor for Academic Affairs. The Dean is appointed and evaluated according to the established university policies as explained in *Appointment and Review of Administrative Officers at ECU*, [ECU Faculty Manual, Part II](#).

The responsibilities of the Dean shall include, but are not limited to the following:

- Providing leadership for the College, including fulfilling its mission and setting and achieving College goals
- Serving aggressively as principal advocate for the College's interests both within and external to East Carolina University, including garnering resources needed for departments and faculty to meet the goals and objectives of the College and University
- Establishing the department assignment of persons to be employed in the College of Education based on input of the faculty search committee
- After receiving and reviewing the recommendation of the appropriate department personnel committee and with the concurrence or non-concurrence of the Department Chair, recommends and forwards to the Provost and Senior Vice Chancellor for Academic Affairs personnel appointment, reappointments, non-reappointments, promotions, permanent tenure, performance (post-tenure review), leaves of absence, emeritus status, and salaries, and communicates relevant decisions to Department Chairs and respective department committees
- Promoting innovation and excellence in program development
- Promoting excellence in teaching and advising, scholarly productivity, and professional service
- Supporting proposals for external funding of research and service projects
- Supporting the administration of funded projects
- Constructing and managing a budget, space allocations, and other resources for the benefit of students, faculty, and staff
- Providing each academic department and other organizational units with an operating budget annually
- Recommending personnel actions and merit pay raises to the University Administration
- Scheduling a minimum of three meetings during the academic year with other meetings convened as needed and reporting yearly on the College budget, strategic plans, and an evaluation of the work of the College
- After considering recommendations from the appropriate personnel committees, appointing Associate and/or Assistant Deans, Department Chairs, and Directors in accordance with the Appointment and Review of Administrative Officers found in [ECU Faculty Manual, Part II](#)
- Appointing Directors of special programs, university-approved centers, and institutes, and coordinators of program areas after receiving nominations from appropriate committees
- Serving as chief administrator of education preparation for the University
- Ensuring that the College of Education Code procedures are followed.

Associate Deans

The Associate Deans are appointed according to [ECU Faculty Manual, Part II](#). The responsibilities of Associate Deans are assigned by the Dean. The Associate Deans are evaluated annually by the Dean according to established university policies and procedures.

Assistant Deans

Assistant Deans are appointed according to [ECU Faculty Manual, Part II](#). The Dean assigns the responsibilities of Assistant Deans and evaluates Assistant Deans according to established university policies and procedures. When an

Assistant Dean is in a faculty position with a “buy-out” for administrative responsibilities, this person will retain instructional loads in their academic departments. In this case, they maintain their faculty voting privileges, if the administrative duties are no more than 49% of their load. The instructional, research, and service activities are evaluated by their department chair(s). Administrative responsibilities are evaluated by the Dean, using the “Other” component of the faculty evaluation.

Director of Educator Preparation

The Director of Educator Preparation is appointed according to *Appointment and Review of Administrative Officers at ECU*, located in [ECU Faculty Manual, Part II.](#) and is evaluated annually on administrative performance by the Dean.

Responsibilities are inclusive of, but not limited to, the following:

- Serving as Chair of the Council for Educator Preparation, communicating all actions of the Council to the Dean of the College of Education for approval and further action
- Advising the Dean of the College of Education regarding needed policies for admission and retention of pre-service teachers
- Monitoring all approved policies regarding admission and retention of pre-service teachers
- Coordinating preparations for and monitoring compliance with the standards and guidelines set forth by the North Carolina Board of Education, the Department of Public Instruction, and Council for the Accreditation of Educator Preparation, and other appropriate accrediting agencies
- Acting on all petitions for exceptions to policies and procedures for teacher education approved by the Council for Educator Preparation and the Dean of the College of Education
- Informing students of due process in resolving problems related to teacher education programs and procedures
- Assuming responsibility for all procedures to maintain an orderly record keeping system for licensure by the Department of Public Instruction and overseeing the implementation of alternative procedures
- Conferring regularly with the coordinator(s) of clinical experiences to ensure the development and implementation of sequential coordinated field experiences, including student internships
- Assuming other responsibilities as assigned by the Dean.

Director of Assessment, Data Management, and Digital Learning

The Director of Assessment, Data Management, and Digital Learning is appointed according to *Appointment and Review of Administrative Officers at ECU*, located in [ECU Faculty Manual, Part II.](#) The Director is evaluated annually on administrative performance by the Dean. As Director of Assessment, Data Management, and Digital Learning, responsibilities are inclusive of, but not limited to, the following:

- Develops and leads a comprehensive assessment system centered on cultured evidence of student learning and outcomes in all related professional academic programs
- Conducts systematic research and assessment of student success and services

- Assumes responsibility for the design, conduct, and analysis of follow-up studies of students who matriculate from graduate and undergraduate teacher education programs, which include all programs approved by the North Carolina Department of Public Instruction
- Provides leadership, coordination, and professional expertise for program evaluation, outcomes assessment, and research efforts within the College of Education and across various academic units
- In collaboration with the Office of Institutional Planning, Assessment and Research, advises departments in strategic planning efforts to improve educational programming and service delivery in the College, and enhances the quality and outcomes of student learning in all related professional academic programs
- Supports institutional effectiveness and assessment efforts; and in consultation with the Office of Institutional Planning, Assessment and Research, leads the assessment and accreditation efforts for the College
- Leads the SACS reaffirmation process and serves in a key leadership role in the accreditation efforts for the North Carolina State Department of Public Instruction and the Council for the Accreditation of Educator Preparation
- Assumes other responsibilities as assigned by the Dean.

Department Chair

A Department Chair is appointed according to established university policies and procedures and evaluated by the Dean. The responsibilities of the Department Chair include, but are not limited to, the following:

- Providing leadership for the department, including fulfilling its mission and setting and achieving department goals
- Serving as principal advocate for the department's interests within the College, including garnering resources needed for the department and its faculty to meet the goals and objectives of the department
- Recommending to the Dean of the College of Education the qualifications of persons to be employed in the department, in accordance with [ECU Faculty Manual, Part IX](#).
- Conveying to the Dean of the College of Education concurrence or non-concurrence concerning personnel recommendations of the appropriate department personnel action committees
- Regarding personnel matters, recommending to the Dean leaves of absence, requests for reassigned time, and faculty salaries, and in accordance with [ECU Faculty Manual, Part VIII](#) and [ECU Faculty Manual, Part IX](#)., assuming designated responsibilities as the administrator for the department
- Being responsible for convening the departmental faculty for meetings. Regular meetings of the departmental faculty will occur at least twice per semester with printed or electronic agendas distributed at least one week in advance. The Chair will post the approved minutes of each meeting to the departmental website within a week after the meeting and make the link available to all departmental personnel
- Informing the Dean of class schedules, teaching assignments, and other matters related to curriculum and instruction

- Requesting and managing an annual budget from the Dean, including making a full report of the budget to the department faculty in at least one department faculty meeting in each academic year
- Providing leadership in improvement of instruction and in curriculum development and implementation
- Appoint department ad hoc committees (except search committees) and serving as an ex-officio nonvoting member of all department committees except personnel action committees
- Recommending department associate/assistant chairs, directors of special programs, and/or department coordinators of program areas to the Dean when appropriate to do so and in accordance with the code unit's organizational structure
- Evaluating each faculty members with a probationary appointment and each permanently tenured faculty member in the areas of teaching, research/creative activity, service and other assigned duties; sharing the evaluation with the appropriate faculty member and forwarding the evaluation to the Dean (See Section V of this Code.)
- Evaluating fixed-term and part-time faculty members according to the terms of their contracts
- Creating and ensuring an environment supportive of diversity and fair treatment of all faculty, staff, and students
- Ensuring that departmental resources and duties are distributed fairly and equitably among faculty, considering academic program needs
- Assumes other responsibilities as assigned by the Dean.

In the event of a Chair's departure or removal from office, the Dean will appoint an Acting Chair. The Acting Chair will assume all the duties of the Department Chair as specified in this Code.

Associate/Assistant Chair

A department Associate/Assistant Chair may be appointed to assist the department chair in managing department operations, work with students and SHRA staff, assume administrative duties in the Chair's absence, and complete other duties as assigned by the department chair.

Departments

Departments consist of one or more undergraduate and/or graduate academic programs in the College of Education. Each department has a Chair and may have an Associate or Assistant Chair responsible for assisting the Department Chair in managing the functions of the department. In departments where more than one program exists, the Chair, after consultation with the faculty, may recommend program coordinators or directors to the Dean.

With input from the faculty and the Department Chair, the Dean appoints program coordinators and directors, who are academically qualified in the respective discipline and report to the Department Chair. Program coordinators must have academic credentials demonstrating experience and academic preparation relative to the respective program. Curriculum oversight is one of the responsibilities of the program coordinator, in conjunction with the Curriculum Committee of the Department and faculty who teach within the program area.

Each department must have a standing curriculum committee. This curriculum committee is composed of elected, academically qualified voting faculty members. The size of the committee is determined by each department with a minimum of three members elected by a simple majority vote.

Departments may include students as nonvoting members of curriculum committees and may invite other non-voting faculty to participate in curriculum discussions without vote. Each department will form, at a minimum, those committees necessary to implement the [ECU Faculty Manual](#) and the *COE Code* for the purposes of personnel, promotion, tenure, and search functions. In the event of any proposed reorganization of the College of Education, [ECU Faculty Manual, Part IV](#) must be followed.

Directors of Offices, Centers, and Institutes

The Dean appoints directors of special programs, university-approved centers, and institutes after receiving nominations from appropriate committees. The Director of a center or institute reports to the Dean of the College of Education.

The appointed Director of a center or institute is responsible for establishing a mission, setting goals, and planning objectives in accordance with the charge given by the College of Education or by a specific legislative mandate. The Director is responsible for hiring staff, managing a budget, and supervising the office, center, or institute's functions.

All administrative personnel are evaluated annually by their immediate supervisors in accordance with established university policies and procedures.

Section IV

CURRICULUM OVERSIGHT AND PROGRAM COORDINATION

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

With input from the faculty and the Department Chair, the Dean appoints academically qualified program coordinators and directors, who report to the Department Chair.

- B. Responsibilities of program coordinator/director

Curriculum oversight is one of the responsibilities of the program coordinator, in conjunction with the Curriculum Committee of the Department and academically qualified faculty who teach within the program area.

- C. Academic and/or professional qualifications of program coordinator/director

Program coordinators must have academic credentials demonstrating experience and academic preparation relative to the respective program.

Section V

COMMITTEES OF THE UNIT

- A. Standing Committees, including membership, terms, and duties of committees

Membership: Membership in each standing committee will consist of one voting faculty member from each department, and the Dean or designee will serve as an ex-officio non-voting member. When a faculty member is unable to attend a meeting, another faculty member from the same department may represent the department with the same voting rights as that of the absent member. No faculty member will serve simultaneously on more than two College of Education committees.

Term and Method of Election: Election of department representatives to each standing committee will be made during the first department meeting of the academic year. Each department will elect by simple majority its representative for a term of two years. An elected representative may not serve more than two consecutive full terms. An unexpired term will be filled by a representative elected by the department.

Reporting: Each committee will post on the College of Education Committee website, the approved minutes of each meeting within one week of their approval. All committees will report to the College of Education faculty through their posted minutes.

Committee Organization and Procedures: For committees to begin their work, the committee chair from the prior year will call an organizational meeting in September. In cases where the former chair is not available, the individual whose name heads the new committee roster alphabetically will call an organizational meeting in September. That person will serve as temporary chair for the purpose of electing a permanent chair of the committee. The Committee Chair is elected by the voting faculty members of the committee.

1. Faculty Advisory Council

- a. Membership: Membership, in addition to the elected departmental representatives, will include the Dean (ex-officio without vote).
- b. Duties and responsibilities: The Faculty Advisory Council advises the Dean on matters related to policies and procedures in the College, including long-range development for the College of Education, information management, budgeting matters of the College, and other matters as determined by the Faculty Advisory Council.
- c. The Dean will be responsible for establishing a schedule of meetings (minimum of 5 times per year) subject to the approval of the Faculty Advisory Council. The Council will communicate with committees in the college about common concerns and ways to facilitate the work of different groups within the college. Any member may call for a special meeting of the Faculty Advisory Council, if notification of time and purpose of the meeting are provided to the members at least seven working days in advance of the meeting date.
- d. The Faculty Advisory Council will elect a Chair. That person will be responsible for delivering a message on behalf of the faculty of the College of Education at both Fall and Spring College of Education Recognition ceremonies.

2. Code Committee will meet at least once a semester to:

- a. Review the Unit Code of Operations and recommend necessary revisions. Proposed code revisions are forwarded to the eligible voting faculty of the College of Education, as defined in the [ECU Faculty Manual, Part IV](#). If approved, the amended Unit Code is submitted to the Faculty Senate's Unit Code Screening Committee (UCSC) for subsequent review and approval by the UCSC, the Faculty Senate, and the Chancellor.
 - b. Interpret the Code upon request of an administrator or a faculty member when an item is submitted in writing and states in detail the specific area of concern. Any party can appeal an interpretation to the Chair of the Faculty.
3. Curriculum Committee will meet at least three times a semester to:
 - a. Review all new courses and course revisions that have been approved by qualified program faculty via departmental procedures and submit recommendations to the Dean of the College of Education and the Council for Educator Preparation or the Undergraduate Curriculum Committee or the Graduate Curriculum Committee.
 - b. Review new degree programs and program revisions and submit recommendations to the Dean of the College of Education and the Council for Educator Preparation or the Undergraduate Curriculum Committee or the Graduate Curriculum Committee.
4. Diversity Committee will meet at least once a semester to:
 - a. Provide leadership on diversity, equity, and social justice so as to foster anti-discriminatory practices and build cultural proficiency across the college.
 - b. Promote attitudes that affirm, respect and celebrate diversity and raise awareness about systemic forms of discrimination.
 - c. Initiate and support activities that assist students, faculty, staff, and community partners with self-awareness, understanding, and appropriate interaction with culturally different and diverse individuals.
 - d. Provide advice to support College of Education compliance of diversity standards for accreditations.
5. Library Committee will meet at least once a semester to:
 - a. Make faculty aware of available library services.
 - b. Make library personnel aware of faculty needs.
 - c. Membership will include the Dean of the College of Education (ex-officio), Head of the Joyner Library Teaching Resources Center (ex-officio, without vote) and Joyner's Education Subject Liaison (ex-officio without vote).
6. Planning Committee will meet at least once a semester to:
 - a. Review the COE Strategic Plan and suggest revisions.
 - b. Monitor, on an ongoing basis, an evaluation to assess the external and internal demands and needs of the College of Education.
 - c. Develop goals, objectives, and strategies for meeting these demands and needs.
 - d. Keep the faculty informed and involved in the process of meeting the mission, goals, and objectives of the COE Strategic Plan.

7. Research Committee will meet at least once a semester to:
 - a. Assess the overall mission and vision of the College of Education research agenda.
 - b. Encourage and promote research activities throughout the College of Education.
 - c. Serve as an advisory council to the assigned Associate Dean for Research issues and activities related to the College of Education.
 - d. Provide leadership to support College of Education research efforts.
 - e. Disseminate research conducted by College of Education faculty and students.

8. Technology Committee will meet at least once a semester to:
 - a. Establish the vision and mission of the College of Education regarding the integration of technology in teaching, research, and service.
 - b. Assess and advocate for the needs of the college including faculty and staff professional development in the technological aspects and support for curriculum delivery and integration.
 - c. Make recommendations to the Council for Educator Preparation and the Faculty Advisory Council for implementation of technology integration.
 - d. Membership will include an Instructional Technology staff member (ex-officio, without vote).

B. Personnel Committees, Tenure Committees, Promotion Committees (Refer to [ECU Faculty Manual, Part IX](#))

Although the College of Education has one approved Code of Operations, the college follows the [ECU Faculty Manual, Part IX](#) and [ECU Faculty Manual, Part IV](#) in its use of departmental personnel committees, with one personnel committee within each department. The functions of the Personnel Committee, Tenure Committee, Promotion Committee, and Post-Tenure Review Committees are all handled at the departmental level, with recommendations going to the Department Chair for the respective department, and then forwarded to the Dean, all according to the [ECU Faculty Manual, Part IX](#). Membership and functions of each of these committees comply with [ECU Faculty Manual, Part IX](#) and [ECU Faculty Manual, Part X](#), including membership, processes, and procedures. A faculty member in their terminal contract year as a result of not having been recommended for tenure or re-appointment shall be ineligible to serve on the Personnel Committee. The Personnel Committee makes decisions regarding membership of search committees and forwards the names from the Personnel Committee to the Department Chair.

C. Ad Hoc Committees

Ad hoc committees may be established at any regular or special meeting of the Faculty Advisory Council or the College of Education faculty meetings. Motions to establish *ad hoc* committees must specify the membership, method of selection, duties and responsibilities, and expected date of conclusion. An *ad hoc* committee will not assume the duties and

responsibilities of a standing committee. The committee will make a report at the end of each semester to the Faculty Advisory Council.

Section VI EVALUATION OF FACULTY

A. Tenured and Probationary-Term Faculty

Current, updated, and approved guidelines, criteria, and weights governing the evaluation of tenured and probationary term (tenure-track) faculty members annually and otherwise for all personnel actions, including recommendations for raises, merit awards, reappointment, promotion, and the award of permanent tenure

Each tenured and probationary term (tenure-track) faculty member receives an annual evaluation of performance by the Department Chair according to [ECU Faculty Manual, Part VIII](#). This evaluation is based on the faculty member's performance in the areas of teaching, research and/or creative activity, service, and/or other specified duties.

1. Procedures for Annual Evaluation

Each faculty member, in consultation with the respective department chair or director, will select the relative weights to be applied to the criteria (listed below) that are used in the annual evaluation of the faculty member's performance in advance of the completion of the evaluation by the department chair (at least seven months for new fall appointees). The faculty member will inform the department chair, in conference and in writing, of tentative category selection by October 1 of the academic year in which the evaluation is to take place. When special opportunities arise, relative weights may be modified, but final relative weights must be agreed upon prior to completion of the evaluation. The chair will be responsible for scheduling the annual evaluation conference.

2. Criteria for Annual Evaluation

The College of Education at East Carolina University is committed to recruiting, retaining, and developing faculty that are highly accomplished in teaching and scholarship, including research and creative activities. Accordingly, research and creative activities that align with the College of Education's mission, engage students in effective ways, and advance our academic disciplines are an expectation of all tenured and probationary (tenure-track) faculty. Measures of success, especially national awards or activities that recognize prominence in the discipline, will be positively reflected in annual evaluations and other personnel actions.

The following criteria (refer to [ECU Faculty Manual, Part VIII](#)), and the corresponding ranges of relative weights, will be used in the annual evaluation process. The weights must total 100% and may not be below the minimum or above the maximum for any of the categories including the category "other specified duties". At least three of the possible four categories must comprise the final evaluation. Each of the criteria is followed by a list of possible activities to be considered in the annual

evaluation process. The location of an item on any of the four lists does not indicate or imply any ranking or importance, nor are the lists intended to be exhaustive or mutually exclusive. The items on the four lists are not necessarily of equal weight. The weight for service will not exceed either the weight for teaching effectiveness or for research/creative activity. Exceptions to these weights may be made in writing with mutual agreement of the faculty member and the Department Chair when special opportunities in teaching, research, or service arise.

a. Teaching Effectiveness (Weight 20% - 70%)

The following list includes samples of activities and products related to teaching effectiveness used in faculty evaluation. The items are not arranged in order of importance.

- Attending teaching-related workshops or presentations
- Presenting teaching-related workshops or presentations
- Earning a professional certification, credential, or micro-credential related to teaching area
- Serving as course mentor for multiple sections of one course or participating in course-alike meetings
- Developing a new course or substantially revising an existing course
- Demonstrating innovation in teaching methodology
- Implementing interactive teaching experiences such as Mursion
- Supervising student interns or field experiences
- Serving on thesis or dissertation committees
- Creating or teaching special courses
- Redesigning/developing curriculum, such as to meet professional standards
- Teaching awards
- Instructional workload
- Academic advising
- Student surveys
- Evaluations of teaching from peer observations
- Grant proposals submitted or funded related to teaching
- Pedagogical materials and other resources used in teaching
- Newly developed or revised course materials such as assignments, tests, or instructional videos/multimedia presentations
- Examples of assessment and evaluation methods, including in-depth feedback, or other materials to scaffold ongoing student development
- Anonymous samples of student work on assignments, projects, papers, or other examples of student achievement
- Case studies created for use in courses
- Other related activities or products as negotiated

b. Research and Scholarly Activities (Weight 20% - 70%)

The following list includes samples of publications, presentations, grants, and other activities related to research and scholarly activities used in faculty evaluation. The items are not arranged in order of importance.

- Refereed scholarly article or research report in an international, national, regional, or state professional journal
- Refereed paper or abstract in proceedings of national/international professional conferences
- Monograph or textbook
- Edited volume
- Book chapter in an edited volume or textbook, either peer-reviewed or editor-reviewed
- Editorial or position paper in a professional journal or newsletter
- Book review in a professional journal
- Invited, editor-reviewed, and/or non-refereed publication in an international, regional, or state professional journal
- Participation as a juried or invited professional conference contributor (research paper, theoretical paper, panel, poster, roundtable, etc.)
- Participation in expert panels
- Awarded international or national grant in support of research or scholarly activity
- Awarded state, regional, or local grant in support of research or scholarly activity
- Contributing author on a proposal to an external granting agency
- Contributing author on an annual report to national granting institution or agency
- Editorship of a professional journal or book series
- Evaluation report to national granting institutions
- Proposal reviewer for national or state granting institutions
- Creation of multi-media production (electronic or analog) related to one's research and/or field of scholarly activities
- Creation of computer applications/program related to one's research and/or field of scholarly activities
- Creation and dissemination of pedagogical materials related to one's research and/or field of scholarly activities
- Documentation of in-progress or ongoing research (i.e., synthesis of literature, collection and analysis of data, etc.)
- Direction of thesis or dissertation as research
- Other related activities or products as negotiated

c. Service (Weight 10% - 33 1/3%)

Professional, university, and community service is an essential component of professional activity. The weight of service may not exceed the weight of teaching effectiveness or research and scholarly activities. The following items are samples of service activities or products related to service used in faculty evaluation. The items are not arranged in order of importance.

- Editor or co-editor of newsletter or other professional publication

- Technical assistant or educational consultant to schools, school systems, businesses, and other organizations
- Director of service grants and contracts
- Advisor for student organizations and activities
- Participant at professional meetings, seminars, professional development activities, or comparable meetings as a representative of the College or University
- Chair of Program Area, Department, College, University or University of North Carolina Systems committee, task force, or working group
- Member of Program Area, Department, College, University or University of North Carolina Systems committee, task force, or working group
- Volunteer in community service
- Provider of research assistance to colleagues
- Officer, reviewer, discussant, chairperson, presenter, board member in professional organizations
- Author of grant proposals submitted or funded that are related to service
- Member of accreditation, assessment and approval group for the Department of Public Instruction, Southern Association of Colleges and Schools, and the Council for the Accreditation of Educator Preparation
- Other activities as negotiated

d. Other Specified Categories (Weight 0% - 50%)

The weight of Other Specified Categories may not exceed the combined weights of Teaching, Research and Scholarly Activities, and Service.

The following items are samples of items related to Other Specified Categories used in faculty evaluation. The items are not arranged in order of importance.

- Assignment to administrative duties
- Assignment of responsibilities for alternative licensure
- Reassigned time for work on a major project
- Further education related to increased performance of job responsibility
- Coordination of a major conference
- Extra program advisement
- Other activities as negotiated

3. College of Education Criteria for Tenure and Promotion

Criteria for tenure and promotion (refer to [ECU Faculty Manual, Part IX](#)) include the items in the categories and lists described above as "Criteria for Annual Evaluation." In general, College of Education standards for permanent tenure include demonstrated professional competence, potential for future contributions, and the institution's needs and resources.

a. Standards for Permanent Tenure

In assessing a candidate for permanent tenure, the College of Education considers the following general qualifications in compliance with [ECU Faculty Manual, Part IX.](#)

Effective teaching is essential. Documentation must reflect multiple means of teaching effectiveness, including peer observation. A candidate's teaching should support the communication of current knowledge and understanding of the candidate's discipline. In addition, the candidate must show carefully prepared course syllabi, appropriate instructional materials, along with assuming an active role in curriculum and program development where qualified within the academic discipline.

Research and scholarly activity must include evidence of refereed publication and/or other appropriate products specific to the particular discipline. The review of research and/or creative activity must take into account both the quantity and quality of the products. A candidate must indicate a clear research, publication, or creative agenda in the particular discipline.

Service must demonstrate involvement in the candidate's professional discipline through work with associations, editorial boards, community organizations, or other professional groups. Equally important is service to the College of Education, the University through membership and leadership on campus committees, and public schools or other appropriate organizations.

b. Standards for Promotion

General qualifications for the ranks of assistant professor, associate professor, and professor are stated in [ECU Faculty Manual, Part VIII.](#) In addition, the College of Education sets the following standards as minimum qualifications for promotion.

Associate Professor. To be recommended for promotion to Associate Professor, a candidate must have an appropriate terminal degree in the academic discipline or alternative professional qualifications, show evidence of teaching excellence, a record of scholarly productivity within a research or creative agenda, exhibit leadership in curriculum and program development, involvement in professional organizations appropriate for the particular discipline, service to the College of Education, the University, and public schools or other appropriate organizations. The candidate must meet the minimum criteria expected for permanent tenure as required by this code.

According to [ECU Faculty Manual, Part IX](#), the criteria for tenure and promotion to associate professor are the same.

Professor. Promotion to full professor requires the qualifications of the previous rank. In addition, candidates must show an established record of teaching excellence; a record of significant publication, research, and scholarship; evidence of international or national recognition in the

discipline as illustrated by publications in international or national journals or proceedings, or presentations at international or national conferences, along with a record of significant service to the profession.

B. Fixed-Term Faculty

Guidelines, criteria, and weights governing the evaluation of fixed-term faculty members annually and otherwise for all personnel actions, including new or subsequent appointments, performance evaluations and advancement in title

Each fixed-term faculty member receives an annual evaluation of performance by the Department Chair according to [ECU Faculty Manual, Part VIII](#). This evaluation is based on the faculty member's performance in the areas specified by the appointment letter/contract for the fixed-term faculty member.

1. Criteria for Annual Evaluation

The following criteria (refer to [ECU Faculty Manual, Part VIII](#)), and the corresponding ranges of relative weights, will be used in the annual evaluation process. The weights must total 100% and may not be below the minimum or above the maximum for any of the categories including the category "other specified duties". Each of the criteria is followed by a list of possible activities to be considered in the annual evaluation process. The location of an item on any of the four lists does not indicate or imply any ranking or importance, nor are the lists intended to be exhaustive or mutually exclusive. The items on the four lists are not necessarily of equal weight. The weight for service will not exceed either the weight for teaching effectiveness or for research/creative activity. Exceptions to these weights may be made in writing with mutual agreement of the faculty member and the Department Chair when special opportunities in teaching, research, or service arise.

a. Teaching Effectiveness (Weights as determined by department chair
The following list includes samples of activities and products related to teaching effectiveness used in faculty evaluation. The items are not arranged in order of importance.

- Attending teaching-related workshops or presentations
- Presenting teaching-related workshops or presentations
- Earning a professional certification, credential, or micro-credential related to teaching area
- Serving as course mentor for multiple sections of one course or participating in course-alike meetings
- Developing a new course or substantially revising an existing course
- Demonstrating innovation in teaching methodology
- Implementing interactive teaching experiences such as Mursion
- Supervising student interns or field experiences
- Serving on thesis or dissertation committees
- Creating or teaching special courses

- Redesigning/developing curriculum, such as to meet professional standards
 - Teaching awards
 - Instructional workload
 - Academic advising
 - Student surveys
 - Evaluations of teaching from peer observations
 - Grant proposals submitted or funded related to teaching
 - Pedagogical materials and other resources used in teaching
 - Newly developed or revised course materials such as assignments, tests, or instructional videos/multimedia presentations
 - Examples of assessment and evaluation methods, including in-depth feedback, or other materials to scaffold ongoing student development
 - Anonymous samples of student work on assignments, projects, papers, or other examples of student achievement
 - Case studies created for use in courses
 - Other related activities or products as negotiated
- b. Research and Scholarly Activities (Weights as determined by department chair)

The following list includes samples of publications, presentations, grants, and other activities related to research and scholarly activities used in faculty evaluation. The items are not arranged in order of importance.

- Refereed scholarly article or research report in an international, national, regional, or state professional journal
- Refereed paper or abstract in proceedings of national/international professional conferences
- Monograph or textbook
- Edited volume
- Book chapter in an edited volume or textbook, either peer-reviewed or editor-reviewed
- Editorial or position paper in a professional journal or newsletter
- Book review in a professional journal
- Invited, editor-reviewed, and/or non-refereed publication in an international, regional, or state professional journal
- Participation as a juried or invited professional conference contributor (research paper, theoretical paper, panel, poster, roundtable, etc.)
- Participation in expert panels
- Awarded international or national grant in support of research or scholarly activity
- Awarded state, regional, or local grant in support of research or scholarly activity
- Contributing author on a proposal to an external granting agency
- Contributing author on an annual report to national granting institution or agency
- Editorship of a professional journal or book series

- Evaluation report to national granting institutions
- Proposal reviewer for national or state granting institutions
- Creation of multi-media production (electronic or analog) related to one's research and/or field of scholarly activities
- Creation of computer applications/program related to one's research and/or field of scholarly activities
- Creation and dissemination of pedagogical materials related to one's research and/or field of scholarly activities
- Documentation of in-progress or ongoing research (i.e., synthesis of literature, collection and analysis of data, etc.)
- Other related activities or products as negotiated

c. Service (Weights as determined by department chair)

Professional, university, and community service is an essential component of professional activity. The weight of service may not exceed the weight of teaching effectiveness or research and scholarly activities. The following items are samples of service activities or products related to service used in faculty evaluation.

The items are not arranged in order of importance.

- Editor or co-editor of newsletter or other professional publication
- Technical assistant or educational consultant to schools, school systems, businesses, and other organizations
- Director of service grants and contracts
- Advisor for student organizations and activities
- Participant at professional meetings, seminars, professional development activities, or comparable meetings as a representative of the College or University
- Chair of Program Area, Department, College, University or University of North Carolina Systems committee, task force, or working group
- Member of Program Area, Department, College, University or University of North Carolina Systems committee, task force, or working group
- Volunteer in community service
- Provider of research assistance to colleagues
- Officer, reviewer, discussant, chairperson, presenter, board member in professional organizations
- Author of grant proposals submitted or funded that are related to service
- Member of accreditation, assessment and approval group for the Department of Public Instruction, Southern Association of Colleges and Schools, and the Council for the Accreditation of Educator Preparation
- Other activities as negotiated

e. Other Specified Categories (Weights as determined by department chair)

The weight of Other Specified Categories may not exceed the combined weights of Teaching, Research and Scholarly Activities, and Service.

The following items are samples of items related to Other Specified Categories used in faculty evaluation. The items are not arranged in order of importance.

- Assignment to administrative duties
 - Assignment of responsibilities for alternative licensure
 - Reassigned time for work on a major project
 - Further education related to increased performance of job responsibility
 - Coordination of a major conference
 - Extra program advisement
 - Other activities as negotiated
2. General qualifications for the fixed-term titles of Teaching Instructor, Senior Teaching Instructor, Teaching Assistant Professor, Teaching Associate Professor, and Teaching Professor are stated in [ECU Faculty Manual, Part VIII.](#), along with an explanation of the process used for recommendations for appointments and advancement in title, as explained in [ECU Faculty Manual, Part IX.](#) In addition to the university qualifications, the College of Education sets the following standards as minimum qualifications for advancement in title.

Fixed-Term Appointments and Advancements in Title

a. Teaching Instructor

- Holds, at a minimum, a master's degree appropriate to the area of instruction, or has equivalent professional experience
- Has professional experience in the field
- Has demonstrated potential for effective teaching

b. Teaching Assistant Professor

- Has qualifications of the previous title
- Holds the appropriate terminal degree, as evaluated by the academic unit and affirmed by the appointing officer and the profession concerned
- Has professional experience in the field
- Has demonstrated effective teaching

c. Teaching Associate Professor

- Has qualifications of the previous title
- Has professional experience in the field
- Has demonstrated excellent teaching
- Engages in professional development activities

d. Teaching Professor

- Has qualifications of the previous title
- Has professional experience in the field
- Has demonstrated superior teaching ability
- Engages in professional development activities

- Has demonstrated a degree of proficiency sufficient to establish an excellent reputation among colleagues
- Is qualified and competent in mentoring others (such as graduate students, teaching instructors, etc.)

C. Procedures and Criteria for Performance (Post-Tenure) Review Evaluations
 The Performance Review of Tenured Faculty (PRT) Standards and process within the College of Education are based on [ECU Faculty Manual, Part IX](#). The standards and process documents are located within the College of Education offices of the Dean and of the Department Chair and on the Faculty Senate website <https://www.ecu.edu/cs-acad/fsonline/customcf/currentfacultymanual/manual.pdf>

Statement of Standards for the College of Education

Exceeds expectations: During the period under review, the faculty member discharged conscientiously and with professional competence in the duties associated with his or her position in such a way as to constitute a model for others that represents the best of practice. There is evidence in the annual reports, CV, comprehensive narrative, and/or supplemental documents that the five-year plan has been adequately addressed. One factor to be considered is the five-year average on annual evaluations of 4.5 and above.

Meets expectations: During the period under review, the faculty member discharged conscientiously and with professional competence the duties associated with his or her position. There is evidence in the annual reports, CV, comprehensive narrative, and/or supplemental documents that the five-year plan has been adequately addressed. One factor to be considered is a five-year average on annual evaluations of 3.0 to 4.49.

Does not meet: During the period under review, the faculty member failed to discharge conscientiously and with professional competence the duties associated with their position. There is lack of evidence in the annual reports, CV, comprehensive narrative, and/or supplemental documents that the five-year plan has been adequately addressed. One factor to be considered is the five-year average on annual evaluations of below 3.0.

Section VII PROCEDURES FOR MEETINGS WITHIN THE UNIT

College of Education meetings will be conducted according to the most recent edition of *Robert's Rules of Order, Newly Revised*.

Regular meetings of the College of Education faculty will occur at least three times per year with printed or electronic agendas distributed at least one week in advance. The minutes will be distributed to the College of Education personnel and posted on the College of Education website within one week after the meeting.

Special meetings of the College of Education faculty may be called by the Dean or by petition of two-thirds of the voting faculty members of the College of Education.

Special meetings of department faculty may be called by the Dean, by the Chair, or by petition of two-thirds of the voting faculty members of the department. See Section II.B. of this Code for the definition of voting faculty members.

Special meetings will require a simple majority and will address only the specific matter for which the meeting was called.

A special or regular meeting will be called to allow voting faculty to show their approval or disapproval of major planning documents, assessment documents, and other major reports prepared by the Dean prior to submission in final form to person(s) outside the College of Education.

Section VIII VOTING BY FACULTY MEMBERS

The Dean will enlist faculty participation and cooperation in preparation of major planning documents, assessment documents, and other major reports. The faculty will indicate in a timely fashion and by vote, their approval or disapproval of such documents prior to submission in final form to person(s) outside the unit. Such vote may be taken in a regular or specially called Faculty Organization Meeting or by mail ballot or by electronic ballot. A majority vote is required for approval. See Section II.B. of this code for the definition of voting faculty members.

Section IX BUDGET AND ANNUAL REPORT

A. Annual budget request

In the area of budget and resources, the Dean, with input from the faculty through the Faculty Advisory Council, Department Chairs, Associate and Assistant Deans, prepares and submits budget requests to the Provost and Senior Vice Chancellor for Academic Affairs. The Dean allocates funds to departments and determines appropriate utilization of physical facilities.

B. Annual report

In a formal meeting, the Dean reports the total budget to the College of Education faculty annually. The budget will be distributed to the College of Education personnel and posted on the College of Education website within one week after the meeting. Likewise, in a formal meeting, the Department Chair reports the total budget to the department faculty annually.

Section X AMENDMENT PROCEDURES

This code will go into effect upon acceptance by a majority of the voting faculty members (See Section II.B of this Code) of the College of Education by secret ballot, whether paper or electronic, and after approval by the Faculty Senate and the Chancellor.

Code amendment procedures must follow the most recent edition of *Robert's Rules of Order, Newly Revised*. Proposed amendments to this Code should be submitted to the College of Education Code Committee. The Code Committee will submit the proposed amendment(s) in writing to each faculty member at least two weeks prior to its formal consideration for vote at a College of Education Faculty meeting. Voting eligibility will be conducted in accordance with the [ECU Faculty Manual, Part IV](#), and Section II.B. of this Code. Voting may be paper or electronic; if electronic voting is called for, ballots must be completed and counted within

three working days of the called vote. Amendments become effective upon approval by a majority of the voting faculty members (See Section II.B of this Code), the Unit Code Screening Committee, the Faculty Senate, and the Chancellor.