

COVER/SIGNATURE PAGE

REVISED UNIT CODE OF OPERATIONS

COLLEGE OF ENGINEERING AND TECHNOLOGY
EAST CAROLINA UNIVERSITY

Revised Unit Code Approval

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

Chair, Code Unit Committee [Signature] Date: January 31, 2022

Unit Administrator Harry J. Ploehn Date: January 31, 2022

- 2. Submitted to Next Higher Administrator for advice:

Administrator _____ Date: _____

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

Chair, Code Unit Committee [Signature] Date: November 16, 2022

Unit Administrator Harry Ploehn Date: November 16, 2022

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

Committee Chair Kenneth Ferguson Date: December 1, 2022

- 5. Approved by the East Carolina University Faculty Senate: FS Resolution # 22-64

Chair of the Faculty Anne Ticknor Date: 12/6/2022 | 5:24 PM EST

- 6. Approved by East Carolina University Chancellor/or designee:

Chancellor Philip Rogers Date: 3/15/2023 | 1:20 PM EDT

(Effective Date of Unit Code is the date of the Chancellor's Signature)

Effective Date of Code: 03-15-2023

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

UNIT CODE FOR THE COLLEGE OF ENGINEERING AND TECHNOLOGY

Section I PREAMBLE

This Code allows for faculty participation in and establishes procedures for the unit's internal affairs and is consistent with the *ECU Policy Manual*, the *ECU Faculty Manual*, and all established University policies. Policies and procedures not covered by the ECU Policy Manual, ECU Faculty Manual, this Unit Code, or other official University or College documents are within the purview of the individual departments with the College of Engineering and Technology. All members of the College and its respective departments support diversity, equity and inclusion (DEI) and strive to ensure respect for diverse populations throughout our educational endeavors.

MISSION

To provide high quality instruction, research, outreach and engagement programs that enable our students to achieve their career goals and that promote a strong, sustainable future for our region. We provide access to experiential technology-intensive education that meets the needs of our region, state and nation. Our programs are enhanced through student, faculty and staff engagement with business, industry, and the community.

Section II FACULTY

The College of Engineering and Technology, hereafter referred to as the College, is a major component of the East Carolina University Academic Affairs Division and shall be primarily composed of departments that advance the theory and application of computing, construction, engineering, and technology.

The College is comprised of faculty and staff appointed in the Departments of Computer Science, Construction Management, Engineering, and Technology Systems. Staff and administrators are also appointed in supporting units including the College Student Success Center, the Center for Sustainable Energy & Environmental Engineering, and the Office of the Dean.

A. The Faculty

The faculty of the College shall consist of all full-time tenured, probationary-term, fixed-term, and part-time members holding academic ranks or titles within the College.

B. Voting Faculty

All faculty of the College have voting privileges for College issues except those specifically excluded by any portion of the unit code or the *ECU Faculty Manual*; for voting on the unit code refer to the ECU Faculty Manual, Part IV; for serving on unit personnel-related committees, refer to the *ECU Faculty Manual, Part IX*.

C. Graduate Faculty

The graduate faculty of the College shall consist of all faculty who have been appointed for graduate membership as outlined in the *ECU Faculty Manual, Part II*. Voting members of the graduate faculty shall consist of all full-time faculty of the College who hold graduate faculty status. Criteria for graduate faculty are specified in a "Graduate Faculty Appointments" document, that is housed in each Department office and the Office of the Dean.

D. Emeritus or Emerita Faculty

Upon recommendation of the appropriate Department personnel committee, emeritus or emerita faculty status may be awarded to a retired, phased retirement, permanently disabled, or deceased faculty member who has made a significant contribution to the College and University through a long and distinguished record of scholarship, teaching, and/or service. Refer to the *ECU Faculty Manual, Part VIII*.

A. Dean of the College

The Dean shall be the College's chief administrative officer and the unit administrator. The Dean shall be responsible for the College resources, staff, and budgets and for overseeing the College departments and College centers, institutes, and programs. The Dean shall report directly to the Provost and Senior Vice Chancellor for Academic Affairs (hereafter the Provost).

1. The responsibilities and authority of the Dean shall include, but may not be limited to:
 - 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 East Carolina University 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
 - Encouraging high academic and professional standards
 - Promoting excellence in teaching and advising, scholarly productivity, funded research, economic development, and professional service
 - Administering University policies and procedures
 - Representing the College on University committees and among groups of University constituencies
 - Administering the College's budget and other resources
 - Allocating and managing faculty and staff positions
 - Managing and assigning the College's space allocations
 - Recommending to the Provost the appointment of College administrators (e.g., Associate Deans and Directors of College centers and programs)
 - Ensuring the proper application of the ECU Faculty Manual and unit code tenure and promotion guidelines;
 - Reviewing recommendations of department Chairs and appropriate department committees on new and subsequent faculty appointments, reappointment, tenure, promotion, advancement in title and post tenure review
 - Recommending personnel actions and merit pay raises to the Provost
 - Cultivating an environment supportive of diversity, equity and inclusion, in consideration of unit needs. See UNC Policy Manual 300.8.5 Policy on Diversity and Inclusion within the University of North Carolina
 - Serving as ex-officio member of all standing and ad hoc committees of the College, with the exception of Personnel, Tenure, and Promotion Committees
 - Recommending changes in the College's organization to members of the College and to the Provost
 - Reviewing and approving all College Undergraduate and Graduate Curriculum committee recommendations prior to distribution to University Curriculum committees
 - Reporting to the faculty at the beginning of the academic year on the state of the College, including the academic and fiscal status of the College and the goals and objectives of the College for that year
 - Calling meetings of faculty of the College as needed, a minimum of once a semester; and,
 - Ensuring that the guidelines of the Code are followed
2. The Dean of the College shall be appointed, serve, and be evaluated in accordance with established University policies and procedures found in the *ECU Faculty Manual Part II* <https://www.ecu.edu/cs-acad/fsonline/customcf/currentfacultymanual/part2.pdf?msclkid=a823a682b44011ec8d9464c2ef13e584> and shall be responsible to the Chancellor through the

Provost.

B. Associate Deans

1. The Associate Dean for Academic Affairs is an administrative staff officer of the College and is responsible to the Dean for coordinating, with academically qualified faculty members, undergraduate programs and assessment in the College (see Code Section IV for additional information).
2. The Associate Dean for Research and Graduate Studies is an administrative staff officer of the College and is responsible to the Dean for research and graduate programs in the College.
3. Associate Deans are evaluated annually by the Dean and serve at the pleasure of the Dean. Associate Deans shall be chosen in accordance with the established University policies and procedures.
4. Job descriptions for Associate Deans are archived in the Office of the Dean.

C. Department Chairs

1. A Department Chair shall be a department's chief administrative officer and shall be responsible for the department's resources, staff, and budgets. Chairs shall report directly to the Dean of the College.
2. The responsibilities and authority of a Chair shall include, but may not be limited to:
 - Providing leadership for the department, including fulfilling its mission and in setting and achieving department goals
 - Encouraging high academic and professional standards
 - Promoting excellence in teaching and advising, scholarly productivity, funded research, economic development, and professional service
 - Administering University policies and procedures
 - Administering the department in accordance with the College Code
 - Serving as principal advocate for the department's interests within the College, including active service as a member of the College Leadership Council as described in this Code, including garnering resources needed for the department and its faculty to meet the goals and objectives of the department, College, and University
 - Administering the department's budget and other resources
 - Ensuring the proper application of the tenure and promotion guidelines as set forth in the *ECU Faculty Manual* and College Code
 - Serving as advocate for all department faculty in issues related to unit governance;
 - Conducting annual evaluations of all departmental faculty and staff
 - Reviewing recommendations of the appropriate department committees on new and subsequent faculty appointments, reappointment, tenure, promotion and advancement in title.
 - Recommending personnel actions and merit pay raises to the Dean
 - Cultivating an environment supportive of diversity, equity and inclusion in consideration of department needs. See UNC Policy Manual 300.8.5 Policy on Diversity and Inclusion within the University of North Carolina
 - Forming ad hoc committees as needed and appointing members to such committees;
 - Serving as an ex-officio member of all standing and ad hoc committees of the department, with the exception of departmental Personnel, Tenure, and Promotion Committees
 - Calling meetings of department faculty as needed, with a minimum of once a month during each academic semester
3. The Chair of a department shall be appointed, serve, and be evaluated in accordance with established University policies and procedures available in the *ECU Faculty Manual Part II*. The Chair shall be responsible to the Provost through the Dean of the College. The Chair of a department serves at the pleasure of the Dean with consideration of the input of the department's faculty.

D. Establishing Special Units

Special units of the College promote, implement and administer interdisciplinary research and service, and in select cases, manage academic programs. Such special units involve more than one department and serve some mission beyond that of an individual department. Special units are administratively responsible to the Dean. To establish a special unit, the Dean will seek input from the College Leadership Council and faculty of the College.

1. Center for Sustainable Energy & Environmental Engineering (CSE3)

The Center for Sustainable Energy & Environmental Engineering is an interdisciplinary research unit of the College.

a. The CSE3 is responsible to the Dean of the College regarding the administration of its operation.

i. The Dean, in consultation with the Department Chairs, appropriate faculty personnel committees, and the Affiliate Faculty of the Center, will appoint the Director of the CSE3. The Director may or may not hold a faculty appointment within the College.

ii. The Director of the CSE3 will administer the Center's budget and other resources.

iii. Approval will be required of the Chair of the affected department and the Director of the CSE3 on all contracts and grants initiated by faculty members working in conjunction with the CSE3.

iv. The Director of the CSE3 will provide input on annual evaluation of College faculty with regard to CSE3 activities to the Chair of the department in which the faculty holds appointment.

v. The Dean of the College will be responsible for evaluating the Director of the CSE3 with regard to Center administration.

vi. The Director of the CSE3 will provide an annual report of the activities of the Center to the Dean of the College.

b. College of Engineering and Technology Faculty with reassigned time in the CSE3

i. After consultation with the affected Chair and the Director of the CSE3, Faculty may be reassigned time in the CSE3 by the Dean of the College.

ii. Procedures for appointments in the CSE3 will be conducted by the department in which the appointment is held and will be conducted in accordance with the *ECU Faculty Manual*.

iii. Annual evaluations of faculty with reassigned time in the CSE3 will be conducted by the appropriate Department Chair with input from the Director of the CSE3 related to Center activities.

c. Faculty outside the College of Engineering and Technology with joint appointments will be administered according to the *ECU Faculty Manual*, [Part IX](#).

E. College Leadership Council

The College's Leadership Council shall consist of the Dean, Associate Deans, the Director of the Center for Sustainable Energy & Environmental Engineering, each Department Chair, and a faculty member elected by the College faculty according to established election protocols established by the College Elections Committee. The Council shall meet regularly as designated by the Dean. The Leadership Council serves in an advisory capacity to the Dean, making recommendations to the Dean regarding College operations, guidelines, and actions. The term of the elected faculty member is one year. A faculty member may be elected for no more than three consecutive academic years

Section IV

CURRICULUM OVERSIGHT AND PROGRAM COORDINATION

Qualified faculty are responsible for overseeing and coordinating all educational programs to assure that each degree program and/or concentration contains essential curricular components, has appropriate content and pedagogy, and maintains discipline currency. Curriculum development, review, and revision are the responsibility of discipline-specific qualified faculty for each degree program, concentration, and level (undergraduate, masters, etc.). Final curriculum decisions rest with faculty who possess the required academic qualifications in fields directly related to the program area of study and whose professional experience is relevant to the program discipline.

- A. The Department Chair shall appoint qualified program coordinators or equivalent to oversee and coordinate curricular content and assessment for each degree and certificate offered in the department (Refer to SASCOC Principle, 6.2.c).
- B. Responsibilities of program coordinators (or equivalent) can be found in the CET Curriculum Oversight and Program Coordination Form located in the Office of the Dean and individual Departmental offices.
- C. Details of academic and/or professional qualifications of program coordinators (or equivalent) can be found in the CET Curriculum Oversight and Program Coordination Form located in the Office of the Dean and individual Departmental offices.

Section V

COMMITTEES OF THE UNIT

A. College Standing Committees

Elections for unit committees should be conducted sufficiently early in the academic year, so that the committees can meet in a timely manner. The previous year's committee will handle any issues that need to be handled until the first organizational meeting is called.

1. Members

All members of the College faculty are eligible to serve on College committees. Wherever possible, diversity among members is encouraged, unless in conflict with member qualifications specified in the committee structure defined below.

a. Chair

- i. All committees shall have an elected chair that is a member of the committee, unless otherwise specified in the committee structure defined below.
- ii. The individual whose last name heads the committee roster alphabetically shall call an organizational meeting and serve as temporary chair for the purpose of electing a permanent chair for the committee.
- iii. An ex-officio member may not serve as chair of a College committee.

b. Quorum

A quorum for a committee meeting shall be a majority of the total membership of the committee. An affirmative vote requires a quorum and a majority vote of those present.

c. Robert's Rules of Order

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

d. Committee Voting Members

All committee members (excluding ex-officio members) are voting members as permitted by relevant policies. All committees in the College will have appointments for three years, unless otherwise stated in the code, and will be made effective at the start of each fall semester. Representation on committees should reflect a commitment to diversity and inclusion.

- e. Ex-officio Membership
The Dean or their representative serves as an ex-officio member of all the College's standing committees. The Dean may assign another College administrator to represent the Dean on College standing committees.
 - f. Committee Minutes
The elected chair is charged with the preparation of brief written minutes of the committee's actions and recommendations. When a specific issue(s) is brought to deliberation by, and referred out of the committee, the chair shall make a written report available to members of the College.
2. Faculty Advisory Council
- a. Charge
The Faculty Advisory Council serves in an advisory capacity to the Dean and shall:
 - i. meet with the Dean at least twice a semester to discuss faculty inquiries and issues including, but not limited to: College operations, guidelines, faculty climate, and shared governance issues.
 - ii. report to the faculty (in writing or at a meeting) at least once a semester on the outcomes of the discussions with the Dean.
 - b. Membership
The Faculty Advisory Council shall consist of one elected representative from each academic department. The representative shall be elected annually by the respective department's faculty.
 - c. Chair
The chair of the committee shall be elected by the members of the committee at the first committee meeting in a new academic year.
3. Graduate Faculty Committee
- a. Charge
The Graduate Faculty committee serves in an advisory capacity to the Dean. The College committee shall provide advice to the Dean regarding graduate matters, such as graduate programs and their curricula, graduate faculty appointments, and guidelines regarding such matters.
 - b. Membership
Each academic department shall have one elected representative who is a member of the graduate faculty committee. The representative shall be elected by the department graduate faculty and approved by the chair of the respective department. An additional graduate faculty member shall be elected as an at-large member by a vote of the College graduate faculty.
 - c. Chair
The chair of the committee shall be elected by the members of the committee at the first committee meeting in a new academic year.
4. Elections Committee
- a. Charge
The Elections committee oversees the conduct and organization of College-wide elections, including Faculty Senate elections. The committee is responsible for developing procedures for conducting all College-wide elections and ensuring an environment supportive of diversity, equity and inclusion. All voting procedures must be approved by a simple majority of the voting faculty of the College.

- b. Membership
The Elections committee shall consist of one elected representative from each academic department. The department's representatives shall be elected by the respective department's faculty and approved by the chair of the respective department.
 - c. Chair
The chair of the committee shall be elected by the members of the committee at the first committee meeting in a new academic year.
5. Undergraduate Curriculum Committee
- a. Charge
The Undergraduate Curriculum Committee shall review and recommend actions for undergraduate curriculum changes within the College. The College committee shall provide advice to the Dean regarding academic programs and their curricula.
 - b. Membership
Each academic department shall have one qualified representative on the committee. The representative shall be elected by the department faculty and approved by the chair of the respective department in reference to the Code *Section IV*. One at-large member shall be elected by the College faculty.
 - c. Chair
The chair of the committee shall be elected by the members of the committee at the first committee meeting in a new academic year.
6. Student and Faculty Honors, Scholarships, and Awards Committee
- a. Charge
The Student and Faculty Honors, Scholarships, and Awards committee serves in an advisory capacity to the Dean with regard to the College's nominees for honors, scholarships, and awards. When charged by the Dean, the committee shall develop procedures, guidelines, and criteria for College wide honors, scholarships, and awards. Existing criteria attached to currently established honors, scholarships, and awards shall be observed. The committee may propose changes in the existing criteria, but these proposed changes must be approved by a majority vote of the College faculty. Nomination and selection of students should demonstrate respect for diverse students.
 - b. Membership
Each academic department shall have one representative on the committee. The representative shall be elected by the department faculty and approved by the chair of the respective department. One at-large member shall be elected by a vote of the College faculty.
 - c. Chair
The chair of the committee shall be elected by the members of the committee at the first meeting of the new academic year.
7. College Ad Hoc Committees
- Ad hoc committees shall be formed on an as-needed basis as determined by the Dean. They shall serve as advisory committees for the Dean. Members shall be appointed by the Dean and shall serve as long as needed to complete assigned task(s). The Dean will appoint the chair of a College ad hoc committee.

B. Departmental Committees

1. Nominations and Elections of Department Committee Members

Faculty can volunteer oneself or nominate others for departmental committees, consulting with department chair when appropriate. Members of department committees shall be elected by a majority vote of the faculty members present at a department meeting, providing a quorum is present at this meeting. The quorum for committee meetings shall be a simple majority of the total membership of the committee. Elections for departmental committees should be conducted sufficiently early in the academic year so that the committees can meet in a timely manner. The previous year's committee will handle any issues that need to be handled until the first organizational meeting is called.

2. Committee Administration

Committees shall have a chair. The individual whose last name heads the committee roster alphabetically shall call an organizational meeting and serve as temporary chair for the purpose of electing a permanent chair for the committee.

3. Departmental Ad Hoc Committees

Ad hoc committees shall be formed on an as-needed basis as determined by the Department Chair. They shall serve as advisory committees for the Department Chair. Members shall be appointed by the Department Chair and shall serve as long as needed to complete assigned task(s). The Department Chair will appoint the chair of a departmental ad hoc committee.

4. Departmental Curriculum Committees

In compliance with the Code Section IV, changes to a department's undergraduate curriculum may be proposed to the College Undergraduate Curriculum committee only by that Department's Undergraduate Curriculum committee and after approval by the department's discipline-specific faculty. Graduate curriculum changes may be proposed to the College Graduate Faculty Committee only by that Department's Graduate Curriculum Committee and after approval by the department's graduate faculty in compliance with the Code Section IV.

C. Departmental Tenure, Promotion, and Personnel Committees

Membership, terms, and duties of personnel-related committees are referenced in the *ECU Faculty Manual*, [Part IX](#). Each department shall form, at a minimum, those personnel-related committees necessary to implement the *ECU Faculty Manual* and the College Code, including department Tenure, Promotion, and Personnel Committees.

1. A faculty member who is in their terminal contract year as result of not having been recommended for tenure or re-appointment shall be ineligible to serve on the Personnel Committee.
2. Departmental committees shall operate in compliance with [Part IX and X](#) of the *ECU Faculty Manual*. If provisions of the unit code differ from the *ECU Faculty Manual*, the *ECU Faculty Manual* shall prevail.
3. Membership in departmental Personnel Committees shall be determined by each department's voting faculty as defined in the *ECU Faculty Manual*, [Part IX Section I subsection IV.A](#). Wherever possible, members will reflect the unit's commitment to the university policies related to Diversity, Equity and Inclusion. Departmental guidelines for Personnel Committee membership are archived in the Office of the Dean and in the Department Offices.

Section VI EVALUATION OF FACULTY

All faculty personnel actions at the department level will follow the provisions of the *ECU Faculty Manual* [Part VIII](#) and *ECU Faculty Manual* [Part IX](#).

ECU 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 institution'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 in these arenas include, but are not limited to, peer-reviewed publications, books, presentations, patents, and national awards, including both honorary awards and competitively awarded external funding as appropriate to the discipline. These measures, and particularly national awards that recognize prominence in the discipline, will be positively reflected in annual evaluations and other personnel action. Evaluations of faculty achievements at all levels are conducted by faculty committee members and administrators paying careful attention to the university's policies and expectations regarding Diversity, Equity and Inclusion (DEI).

A. Teaching Assignments and Reassigned Time

Faculty members work under the leadership of their respective department Chair to carry out and maintain excellence in academic programs within departments, to provide effective teaching, to develop productive research and scholarship, to provide service supporting the mission of the College. Workload assignments are dictated by the College Workload Guidelines which is found in the Office of the Dean and in the Department Offices.

B. Guidelines for Evaluation of Faculty

Departmental guidelines for the evaluation of faculty and tenure and promotion are developed by the faculty and are in the administrative responsibility of the Department Chair. Personnel files and College guidelines for evaluation of faculty shall be within the administrative responsibility of the Dean of the College.

C. Guidelines for Tenured and Probationary-Term (Tenure-Track) Faculty

Recommendations for promotion and tenure shall be made in accordance with the procedures specified in the *ECU Faculty Manual*, [Part VIII](#), [Part IX](#), [Part X](#). If the provisions of this code differ from the *ECU Faculty Manual*, the *ECU Faculty Manual* shall prevail. The criteria for tenure and promotion are developed and approved by the tenured faculty of each department with consideration of feedback from the dean of the unit. "Guidelines for Tenure and Promotion" for each department are housed in the respective department offices and the Office of the Dean.

The department Chair, in consultation with each faculty member, shall discuss the faculty member's goals for the year and select relative weights to be applied to the criteria that are used in the annual evaluation of the individual's performance. The Chair shall inform the faculty member in writing of the approved goals and weightings by the last Monday of September of the current academic year.

At no time may service be weighted more than teaching or research or scholarship. The following criteria and the corresponding ranges of relative weights shall 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 four categories noted below.

- Teaching Effectiveness (Weight 25% - 60%)
- Research and Scholarship (Weight 20% - 70%)
- Service to the University, Profession or Community (Weight 5% - 30%)
- Other Specified Categories (Weight 0% - 30%)

At least three of the possible four categories must comprise the final evaluation. Exceptions to these weights may be made in writing with mutual agreement of the faculty member and the Chair when special opportunities in teaching, research, or service arise. The intent of the process is to adequately prepare faculty for the tenure and/or promotion or the post-tenure review process.

D. Guidelines for Fixed-Term Faculty

Fixed term faculty shall be evaluated annually as stipulated in the *ECU Faculty Manual* [Part VIII](#) and [Part IX](#). Subsequent and advancement in title appointments shall be based on criteria as outlined in the *ECU Faculty Manual*.

The department Chair, in consultation with each faculty member, shall discuss the faculty member's goals for the year and select relative weights to be applied to the criteria that are used in the annual evaluation of the individual's performance. The Chair shall inform the faculty member in writing of the approved goals and weightings by the last Monday of September of the current academic year.

The following criteria and the corresponding ranges of relative weights shall 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 four categories noted below.

- Teaching Effectiveness (Weight 60% - 90%)
- Research and Scholarship (Weight 0% - 40%)
- Service to the University, Profession or Community (Weight 0% - 40%)
- Other Specified Categories (Weight 0% - 40%)

At least two of the possible four categories must comprise the final evaluation. Exceptions to these weights may be made in writing with mutual agreement of the faculty member and the Chair when special opportunities in teaching, research, or service arise.

E. Performance Review of Permanently Tenured Faculty

At five-year intervals, each tenured faculty member shall have a review of their professional performance conducted in accordance with the *ECU Faculty Manual*, [Part IX](#). Each department's Tenure Committee and Performance Review Committee will act in accordance with the *ECU Faculty Manual* when completing the reviews. "Performance Review Standards" for each department are housed in the respective department Chair office and the Office of the Dean.

Section VII PROCEDURES FOR MEETINGS WITHIN THE UNIT

- A. Meetings of the College or of its departments shall be conducted in conformity with the *ECU Faculty Manual* and established University policies and when a majority of the voting faculty are present. *Robert's Rules of Order, Newly Revised* shall be followed. The Dean shall convene at least one meeting of the faculty per semester when appropriate. Special meetings may be called by the Dean or upon a written petition to the Dean from a majority of the voting members of the faculty, or from a College committee. The Dean will provide the agenda for each meeting.
- B. For meetings requiring a voting action of the College faculty, a quorum shall consist of a majority of the College faculty. A majority vote of eligible faculty who are present and voting is required for approval on any proposals submitted to the College faculty.
- C. The Chair of each department shall convene departmental meetings as appropriate to carry out departmental business with a minimum of one meeting per month during the academic year. Special meetings may be called by the Chair or upon written petition to the Chair from a majority of the voting members of the faculty of the department or from a College or departmental committee.

Section VIII VOTING BY FACULTY MEMBERS

The Dean shall make available to the faculty a copy of all the College's Strategic Plan, or any other major planning document allowing a reasonable amount of time for faculty review. The Faculty Elections Committee will make provision for the faculty to vote their approval or disapproval of the report(s). A majority of eligible faculty who are present and voting will be required for approval.

Section IX BUDGET AND ANNUAL REPORT

The Dean shall discuss with faculty the College's annual budget request and annual report in a timely manner at the beginning of the academic school year, in accordance with established University policies and procedures.

Section X AMENDMENT PROCEDURES

This code shall become effective upon the approval by an affirmative vote of at least two-thirds of faculty eligible to vote on the code. Such eligible faculty, are permanently tenured faculty members with at least 12 consecutive months in a greater than 50% assignment in the College and full-time faculty with at least six years in a greater than 50% assignment in the College (refer to *ECU Faculty Manual Part IV*) by secret ballot and after approval by the Faculty Senate and the Chancellor, in accordance with established University policies and procedures.

Any College faculty member may offer amendments to this code by submitting the amendment with signatures of support of twenty percent of the voting faculty of the College. Copies of the proposed amendments must be presented in writing to the Dean and distributed to the College faculty at least seven working days prior to a regularly scheduled faculty meeting or specially called faculty meeting for inclusion as an agenda item. Electronic copies of the proposed code are acceptable. Copies of all signatures must be filed in the Dean's office at the time of, or prior to, distribution of the proposed amendments. Amendments must be approved by a two-thirds majority of the code-voting faculty (refer to *ECU Faculty Manual Part IV*). Amendments to this Code also require the approval of the Unit Code Screening Committee of the Faculty Senate, the Faculty Senate, and the Chancellor of East Carolina University.

Curriculum Oversight and Program Coordination

College of Engineering and Technology

(Feb. 15, 2022)

The mission of the College of Engineering and Technology (CET) is to provide high quality instruction, research, outreach and engagement programs that enable the students to achieve their career goals and that promote a strong, sustainable future for the region. The College offers 9 undergraduate programs, 9 graduate programs, and 6 certificates in 4 departments: Computer Science, Construction Management, Technology Systems, and Engineering.

Program curricula are central for student education. Working along with other stakeholders, academically qualified faculty of a program propose, plan, develop, and improve program curriculum. While the department chair is responsible for the overall oversight of curricular activities, they shall appoint program director(s) (and/or equivalent) to handle curricular matters at a more detailed level. Qualifications and responsibilities of such roles are defined and documented at the department level, appended to this general document.

- Department of Computer Science
- Department of Construction Management
- Department of Engineering
- Department of Technology Systems

Curricular Oversight and Program Director Responsibilities
Department of Computer Science
11 February 2022

1 Structure of Curriculum Oversight and Program Coordination

The Department of Computer Science offers two undergraduate and three graduate degree programs.

- Bachelor of Science in Computer Science
- Bachelor of Science in Software Engineering
- Master of Science in Computer Science
- Master of Science in Software Engineering
- Master of Science in Data Science

The Department has two curriculum committees, one for the undergraduate degree program, and another for the graduate degree programs. Any faculty member may request course and curricular actions. The respective curriculum committees evaluate such requests. If approved, the Department Chair provides a forum in the Department meetings for all faculty to discuss and vote on the proposed curricular actions. If the faculty approves the actions through a majority vote, the proposed actions move through approvals by the Department Chair, College Curriculum Committee, College Dean, and the University Curriculum Committee.

The Department has an assessment committee that performs course and curricular assessments for the undergraduate programs. Often this assessment results in the course and curricular changes. Any such change will go through the process outlined above. The Assessment Committee work is critical for annual SACS reports and is the basis for continuous quality improvement.

The Department has one academically qualified Undergraduate Program Director and one academically qualified Graduate Program Director. Their responsibilities are listed in sections 2 and 5, respectively.

2 The Undergraduate Program Director

The Undergraduate Program Director's (UPD) overall responsibility is to provide leadership for the undergraduate academic programs in the Department. The UPD must have a solid commitment to undergraduate education and undergraduate research and be willing to devote the necessary time and resources to ensure the undergraduate programs' smooth day-to-day functioning and overall academic quality.

3 Resources for the Undergraduate Program Director (UPD)

- Reduced teaching load through one semester reassigned course (3 s.h.)
- A student assistant (graduate or undergraduate student)
- Reduced service load
- Administrative stipend paid during summer session I, which is subject to availability of funds

4 Undergraduate Program Director: Roles and Responsibilities

The Undergraduate Program Director, further referred to as the UPD, is responsible for administering the Department's undergraduate academic programs. These are described in the following sections.

4.1 Student Recruitment and Marketing

The UPD will:

- Develop and maintain materials and processes that promote recruitment and retention. This includes creating and updating promotional brochures/literature, program web pages, catalog copy, and degree checklist
- Respond to routine requests for program information and application procedures
- Coordinate and conduct on-campus and off-campus student recruitment/information sessions for prospective students
- Coordinate high school and Middle school student visits to the department
- Help to broaden the participation of underrepresented groups in computing

4.2 Admissions and Advising

The UPD will:

- Oversee unit admissibility decisions in consultation with the unit faculty or faculty committees, as may be specified by the unit code
- Conduct first-year orientation sessions
- Resolve undergraduate student course schedule conflicts and course final grade complaints/appeals
- Oversee advising and liaison with the Computer Science Undergraduate Academic Advisor and the CET Student Success Center
- Approve transfer credits and course substitutions
- Oversee all registration procedures
- Oversee the certification of final degree checks

4.3 Creating Student Success

The UPD will:

- Serve as the Department's representative to CET First-Year Program
- Periodically inform undergraduate students about peer mentoring, peer tutoring, and the industry mentorship program
- Inform undergraduate students about any opportunities for professional and leadership development, internship, and career opportunities
- Publicize undergraduate scholarships and oversee the selection of awardees
- Promote undergraduate research

4.4 Courses and Curricula

The UPD will:

- Prepare course schedules for undergraduate courses
- Administer allocation of undergraduate TAs using the student fee funds
- Liaise with the Department's Undergraduate Curriculum Committee (UCC) and oversee course revisions and the introduction of new courses
- Assess the quality of undergraduate programs using quantitative metrics and descriptive narratives
- Collect, organize, analyze, and report ABET assessment data and coordinate continuous quality improvement of undergraduate academic programs using the assessment data
- Provide oversight and review of undergraduate degree programs, courses and curricula, and program assessment and accreditation
- Produce SACS assessment reports and ABET self-study reports
- Keep undergraduate course learning outcomes current and relevant by working with course directors
- Serve as the custodian for ABET course syllabi

4.5 Other Responsibilities

The UPD will:

- Represent the department programs' interests in both internal and external endeavors
- Serve as a liaison between the programs and other campus constituencies and participate in community events in which the programs are represented
- Serve as a resource person about rules, regulations, and procedures

- Conduct bi-annual meetings of the Advisory Board associated with each undergraduate program and use feedback to bring innovations to the courses and curricula
- Conduct exit interviews for all graduating students, anonymize responses, summarize findings and report them to the department

4.6 Undergraduate Program Director (UPD) Appointment & Evaluation

The Department Chair appoints an academically qualified UPD for a three-year term and evaluates them annually. Documented evidence of performance will be assessed prior to the continuation of the UPD appointment.

5 The Graduate Program Director

Overall responsibilities of the Graduate Program Director, further referred to as GPD, include graduate program leadership, student recruitment and retention, student mentoring, and promotion of scholarship and research. Therefore, the GPD must have a solid commitment to graduate education and be willing to devote the necessary time and resources to ensure graduate programs smooth day-to-day functioning and overall academic quality.

5.1 Resources for the CPD

The level of the resources provided to the GPD will vary by the size and the complexity of the graduate programs. Resources include:

- Administrative stipend
- Reduced teaching load (one course per semester)
- Reduced service load
- Assignment of a student assistant

6 Graduate Program Director: Roles and Responsibilities

The Graduate Program Director, with the assistance of the Department's graduate faculty members, is responsible for the administration of the Department's graduate programs. Many of responsibilities are governed by the Faculty Manual, Part II. The general duties of the GPD include, but are not limited to the following:

6.1 Courses and Curricula

The GPD will:

- Oversee and review the Department's graduate programs and curricula
- Assess the quality of graduate programs using quantitative metrics and descriptive narrative for University accreditation reports
- Prepare and submit SACS reports for each graduate program annually
- Recommend course offerings each semester to the Department Chair each semester

6.2 Marketing and Recruitment

The GPD will:

- Respond to routine requests for program information and applications
- Conduct new student orientation at the beginning of the Fall and Spring semesters
- Conduct on-campus and off campus recruitment/information sessions about the graduate programs
- Develop and maintain materials and processes that promote recruitment and retention to include creating and updating promotional brochures/literature, programs website, catalog copy, and degree checklist
- Provide text for letter generation to prospective students
- Coordinate the publication of the availability of graduate scholarships and the selections of awardees
- Ensure graduate students are informed about services and critical deadlines

6.3 Admissions and Advising

The GPD will:

- Oversee recruitment and unit (Department) admissibility decisions in consultation with the unit graduate faculty or graduate faculty committees, as specified by the unit code
- Oversee all matters relating to the departmental review of admission applications, ensuring equal, fair, and timely consideration of all applicants
- Sign off on all departmental recommendations for admission/rejection
- Recommend a list of students for graduate assistantships to the department chair that includes a research advisor, a summary of the proposed research, and an evaluation of progress on research
- Serve as an initial academic advisor and continue advocating for all graduate students
- Oversee all registration procedures and verify student enrollments

- Monitor students' progress annually towards degrees
- Certify final degree checks
- Approve transfer credits
- Approve student course selection
- Provide students with information on their degree programs and their progress through the programs
- Consult with students about coursework and timing of courses and thesis
- Schedule and oversee advising and resolve graduate student conflict

6.4 Other Responsibilities

The GPD will:

- Review and sign official forms required by the Graduate School
- Serve as a liaison between the Department, College, Graduate School, and other such agencies
- Nominate students for Graduate School fellowships
- Attend meetings of the Graduate School's Program Directors and Coordinators
- Prepare reports for 6-year program reviews
- Proactively monitor graduate faculty rank/status and process graduate faculty status application
- Forward all announcements sent from the Graduate School to graduate students
- Conduct bi-annual meetings of the Advisory Board for each graduate program and incorporate innovations into the courses from feedback from advisory board members
- Serve as a resource person about rules, regulations, and procedures for the Department's graduate education
- Represent the Department programs' interests in both internal and external endeavors
- Serve as a liaison between the programs and other campus constituencies and participate in community events in which the programs are represented

6.5 Graduate Program Director Appointment & Evaluation

The Department Chair appoints an academically qualified GPD for a three-year term and evaluates them annually. Documented evidence of performance will be assessed prior to the continuation of the GPD appointment

Department of Construction Management

Bachelor of Science in Construction Management (BSCM)

The BSCM program provides students with knowledge and skills that are valued by the commercial, residential and infrastructure sectors of the construction industry. As construction managers and professionals, our graduates plan, organize and control projects of various types and sizes.

The Department of Construction Management offers a professional program of education that responds to the changing needs of the greater communities of eastern North Carolina, our state and the world through a scholarly approach of basic and applied research, quality teaching and service in the field of construction. A series of core courses covers the major construction sectors — commercial, residential and infrastructure — giving students the skills to meet industry demand. Students need 120 credit hours and 500 internship hours to graduate.

The Undergraduate Program Director (UPD) works with the department chair in scheduling courses, assign courses to academically qualified faculty members, students' 500 hours internships, teaching related facilities management; technology initiatives; encouraging high academic and professional standards; delegate department's interests within the college; advocate for all department faculty in issues related to governance.

Master of Science in Construction Management (MSCM)

The MSCM program requires a minimum of 30 semester hours. These hours include courses in the common core made up of required courses and technical electives. Technical electives are chosen, in consultation with the Graduate Program Director, from an approved list. The complete list of approved technical electives can be obtained from the Graduate Program Director.

Each student is required to engage in independent scholarly research on a topic of interest, culminating in the oral and written presentation of a thesis or Capstone Project. The Thesis degree requires 24 hours of coursework including 6 hours of Thesis credit. The Capstone Project degree requires 27 hours of coursework including 3 hours of Capstone credit.

The Graduate Program Director (GPD) manages the Construction Management program. The Director, in consultation with the qualified graduate Construction Management core faculty, generally has decision-making power over admissions and degree requirements. The GPD reports directly to the Department of Construction Management Chair and serves as the program's representative to the ECU Graduate School.

Department of Engineering

The Department of Engineering curriculum oversight includes the following:

- *Undergraduate Program Director (UGPD)*
Undergraduate Program Director is an academically qualified faculty member assigned by the department chair to oversee the administrative aspects of the undergraduate program within a department. The duties of the UGPD include leadership, recruitment, admission, scholarship promotion, mentoring and planning. Fixed-term, Probationary and Tenured Faculty are eligible to serve as UGPD
- *Graduate Program Director (GPD)*
Graduate Program Director is an academically qualified faculty member assigned by the department chair to oversee the administrative aspects of a graduate program and for advising students within a department. The duties of the GPD include leadership, recruitment, admission, scholarship promotion, mentoring and planning. Probationary and Tenured Faculty with Graduate Faculty status are eligible to serve as GPD.
- *Graduate Program Coordinator (GPC)*
Graduate Program Coordinator is an academically qualified faculty member assigned by the department chair to oversee the general aspects of a specific graduate program and to assist with advising students within a graduate program. If the unit only has one graduate program the GPC may also serve as the Graduate Program Director. The duties of the GPC include leadership, recruitment, admission, scholarship promotion, mentoring and planning. Probationary and Tenured Faculty with Graduate Faculty status are eligible to serve as GPC.
- *Undergraduate Concentration Coordinators*
The Concentration Coordinator is an academically qualified faculty member assigned by the department chair. Concentration coordinators have a qualifying degree or relevant experience (e.g. publications, research, teaching) in the concentration discipline. The concentration coordinator oversees curricular and instruction improvement efforts within the concentration in collaboration with the faculty who teach concentration courses. Probationary and Tenured Faculty serve as concentration coordinators.
- *Course Coordinators*
Each course is assigned an academically qualified course coordinator by the department chair. The course coordinators play a critical role in assuring quality and consistency in course content delivery, creating a master syllabus, communicating, coordinating, compiling course assessment materials, collecting and compiling end of course student surveys, coordinating course improvement/changes. Fixed-term, Probationary and Tenured Faculty are eligible to serve as course coordinators.

Department of Technology Systems Program Coordinator Responsibilities

The academically qualified program coordinator is the primary contact person for their respective program areas and is responsible for:

1. Faculty/ Teaching

- a. Identifying program instructional and faculty needs
- b. Working with the Chair on program faculty assignments and schedules
- c. Providing updates on program and faculty activities during departmental meetings
- d. Overseeing course coordinators and insuring compliance with university and accreditation requirements

2. Curriculum

- a. Overseeing all assessment activities pertaining to the program (internal program reviews, accreditation, etc.)
- b. Convening periodic program meetings to discuss curricular matters and program improvements
- c. Overseeing the preparation, submission, and presentation of curricular revisions at the departmental, college, and university levels
- d. Overseeing Advisory Board activities, including periodic meetings, memberships, involvement with program, etc.
- e. Maintaining records of all curricular revisions, Advisory Board and program meetings

3. Recruitment and Marketing

- a. Overseeing program faculty involvement in marketing and recruitment activities
- b. Maintaining currency of all program recruitment materials (websites, printed brochures, exhibits, etc.)
- c. Obtaining, recording, and disseminating PR type information on program, faculty and student achievements

4. Planning and Reporting

- a. Participating in periodic program coordinator meetings
- b. Submitting requested program information for annual reports, accreditation, strategic planning, and assessment

s. Advising

- a. Serving as the primary contact person for program inquiries
- b. Reviewing graduation summaries and recommendations for any course substitutions

Except for service requirements specified by the faculty manual and unit code, program coordinator department service responsibilities will be limited to their service as a program coordinator.

Appendix A: Graduate Faculty Appointments

The graduate faculty exercises the authority within the University for the development of general policies and procedures for all graduate courses and programs as noted in Part II, section IV) of the *Faculty Manual* (hereby referred to as Part II). To apply, change or renew graduate faculty status, a faculty member should meet the criteria as outlined below, and submit a copy of the College Graduate Faculty Checklist and a current vita to the Chair of the Graduate Faculty Committee two weeks prior to published Graduate School deadlines. The Chair of Graduate Faculty Committee will schedule a meeting of the College's Graduate Faculty Committee to review the materials. Upon recommendation of the College's Graduate Faculty Committee, the Dean will forward a nomination to the Dean of the Graduate School. Each nomination will state the type of appointment and contain evidence that the nominee has satisfied the College's criteria for the type of membership sought. In compliance with Part II, for individuals with permanent tenure, appointment to graduate faculty status is for five years. At the end of the term, the appointment will be reviewed within the College in the manner outlined for initial appointments except that the focus will be on the activity during the five years immediately preceding the evaluation.

1. Types of Memberships and Criteria

There are four types of memberships in the graduate faculty. Minimum criteria for membership eligibility in each category and brief descriptions of relevant rights and privileges are as follows (See Part II of the *Faculty Manual* for details).

- a. **Graduate Teaching Faculty Membership:** All probationary (tenure-track) faculty members who hold the appropriate terminal degree for the discipline in which they hold their appointments are deemed to be members of the graduate teaching faculty upon their initial appointments. Departments are responsible for notifying the Dean of the College and the Dean of the Graduate School of these individuals and requesting an appointment to the graduate teaching faculty. Graduate teaching faculty members may teach masters or doctoral classes as appropriate for their background, certification, and experience and may serve as a fourth member of a master's committee upon certification of appropriate experience or expertise by the unit administrator.
- b. **Associate Graduate Faculty Membership:** A faculty member should have 6 or more checks with at least 1 in each activity group using the activities described below. Associate graduate faculty members may serve as members of the Graduate Assembly, may teach graduate classes, may chair doctoral or master's committees, and may serve as a member of doctoral or master's committees.
- c. **Graduate Faculty Membership:** A faculty member should have 10 or more checks with at least 2 in each activity group using the activities described below. Graduate faculty members are eligible to serve on the Graduate Assembly, the Administrative Board of the Graduate School, the Graduate Curriculum Committee, may teach graduate classes, may chair doctoral or master's committees, and may serve as a member of doctoral or master's committees.

2. Graduate Faculty Checklist

All probationary (tenure-track) faculty members who have completed their dissertation and have been awarded their terminal degree may be nominated by their Chair for Associate or Graduate faculty status applying the criteria in Part II of the *Faculty Manual*. Upon completion of the person's first five years as a faculty member, they will be required to meet the criteria as set forth in the checklist below for re-nomination to graduate faculty status. If the new probationary (tenure-track) faculty member does not have prior experience at an institution of higher education in either a post-doc or a teaching position, that person will not be eligible to chair a dissertation/thesis committee for one year. That person may co-chair a dissertation/thesis committee during that first year. New faculty members who have been engaged as faculty members in other institutions of learning may use activities in the below stated activity groups to determine their checks. The activities must have taken place within the past five years.

Faculty members may request to change or renew their graduate faculty status at the time of the annual review of faculty in the spring of each academic year by submitting a memo to this effect, a copy of the College Graduate Faculty Checklist, and a current *vita* to the Chair of the Graduate Faculty Committee.

To objectively document eligibility for membership in the graduate faculty the following criteria will be used. Place one check in each box that applies to an activity. Note some activities are duplicated and some have two checks. The check marks count for one activity and are not weighted. Where two boxes exist, the boxes correlate to two occurrences in that activity.

Name: _____

Department: _____

Activity Group 1 - Graduate Teaching / Mentoring Activity

- Directed a graduate student thesis / dissertation
- Directed a graduate student project
- Served on a graduate student's project / thesis / dissertation committee
- Mentored a graduate student's professional paper
- Developed a new graduate level course
- Taught a graduate course
- Team-taught a graduate course
- Served as Departmental / Program Graduate Director
- Member of College Graduate Curriculum Committee
- Member of University Graduate Curriculum Committee

Activity Group 2 - Research or Creative Activity

- Senior Author of a research paper in a peer-reviewed journal
- Senior Author of a research paper in a peer-reviewed journal
- Author of a book
- Author of a book chapter
- Co-author, but not senior Author of a research paper in a peer-reviewed journal
- Presented a poster, paper, or invited seminar
- Author or co-author of research paper in peer-reviewed conference proceedings
- Reviewed books, journal articles, conference papers, or abstracts
- Served on the editorial board of a journal or monographs
- Reviewed research proposals for granting agencies
- Applied for an external research grant
- Received an external research grant
- Received an internal research grant

DEPARTMENT OF COMPUTER SCIENCE
Expectations For Attaining Rank of
Tenured Associate Professor and Professor

Research, Scholarship, and Creative Activities

The domain of research, scholarship, and creative activities represents a major emphasis of your role statement; thus, you will be expected to perform with *excellence* in this domain of your responsibility. Specifically, you are expected to demonstrate a high-quality program of research, scholarship, and creative activities that are consistently productive, sustainable, and reflect the national productivity standards for scholars at the rank of associate professor within your professional peer group.

As your colleagues review your program of research, scholarship, and creative activities, they will look for the following elements that are commonly associated with success in this domain:

- A steady, consistent, and significant record of peer reviewed conference and journal papers emerging from your program of research and scholarship activities. An important indicator of significance is the reputation and stature of the academic outlets in which you publish.
- A coherent theme in your body of published research, scholarship, and creative activities. We expect that your published record of research, scholarship, and creative activities will accumulate systematically. Moreover, we expect that your publications will have begun to establish your professional reputation and expertise in a clearly identified field of inquiry.
- External peer reviews that judge your research record to be scientifically rigorous and to contribute significantly to the literature in your field.
- Evidence of your ability to acquire the resources necessary to sustain a productive program of research, scholarship, and creative activities (e.g., external funding; student research assistants; travel support; or whatever is required to sustain these activities).
- Miscellaneous optional items that may be considered include but are not limited to invited talks, survey papers, research monographs, patents, and construction of software or other artifacts used by peers.

Teaching

In the domain of teaching, which represents a major emphasis of your role statement, you will be expected to perform with *excellence* in this domain of your responsibility. Your specific teaching assignment will be determined each year by the department chair and will reflect the needs of students in your academic unit combined with your areas of expertise.

As your colleagues review your teaching and engagement with students, they will look for evidence of the following elements commonly associated with effective instruction:

- A clearly articulated philosophy of teaching that communicates your approach to instruction and describes your primary goals as a teacher, advisor, and mentor to students while being respectful of diversity, equity and inclusion matters.
- Positive student evaluations of your classroom performance. We also expect to see you maintain a clear record of high-quality instruction. A successful profile will reflect ongoing instructional innovation and consistently high levels of performance.
- Systematic and repeated peer reviews and administrative reviews of your classroom performance. We also expect a response to these reviews focusing on significant changes suggested. There should be appropriate documentation of any implemented changes.
- Documented engagement with students outside of normal course instruction that supports student scholarly activity.
- The delivery of high-quality courses regardless of instruction format (e.g. face-to-face, online, hybrid face-to-face and online). Ultimately, the evidence that you provide regarding your teaching effectiveness will be enhanced, strengthened, and be more persuasive if it addresses different aspects of your instruction (for example, in-class presentations, written course materials, tests and examinations, appropriate use of technology outside of scheduled instruction time, and/or out-of-class interactions with students).

Service

In this domain of faculty responsibility, we expect you to demonstrate effectiveness in service to the operations and governance of the University, to your academic profession, and/or to the outreach and extension mission of the University. You are not expected to provide evidence of your service in all of these areas, but, rather, some combination that represents the evaluation weight that has been assigned to this domain. The College values engagement of faculty with industry as an important aspect of professional service. However, you must commit your time and effort to service to the extent that it does not detract from your achievements in teaching

and in research.

In judging your efforts in service, your colleagues will look for evidence of your contributions to a variety of meaningful service activities. Possible service activities may include:

- Serve as a member or leader of substantive departmental, college, and university committees and organizations.
- Consult with state, regional and/or national professional societies and organizations in your field as evidenced by committee membership and/or holding elected or appointed office.
- Serve as a consultant to local, regional, national, or international industries, organizations and agencies.
- Participate as a reviewer of manuscripts or editor to a scientific or professional publication.
- Serve as a reviewer of grant proposals for an agency or professional organization.
- Participate in outreach and engagement to the community based on your professional expertise.
- Provide service on state, regional, national, or international advisory or governing boards that reflect your professional expertise.

Approvals:

The undersigned have reviewed and accepted the conditions that are stated or implied in this role statement:

Signature of Department Head

Date

Signature of Dean

Date

Signature of Candidate

Date

**Department of Construction Management
College of Engineering and Technology
East Carolina University**

**Guidelines for Probationary (Tenure-Track) Faculty Members for
The Conferral of Permanent Tenure and Promotion to the Rank of Associate Professor¹**

The Department of Construction Management (CMGT) was founded in 1986, is one of the largest construction management programs in the United States and the first construction management program accredited by the American Council for Construction Education in North Carolina. The department offers Bachelor of Science and Master of Science degrees in Construction Management and participates in a PhD consortium program with peer universities. The department continuously strives for excellence in student success.

Tenure is a long-term commitment by the institution to the faculty member in return for an expectation of long-term productivity that adds value by both enhancing and expanding the department beyond its current state. The primary consideration for tenure is the value that the tenure candidate adds to the department. Consistent with *East Carolina University (ECU) Faculty Manual*, in the review of probationary (tenure-track) faculty members for conferral of permanent tenure, evidence of excellence in three major areas, i.e., (I) teaching, (II) scholarship, including research and creative activities, and (III) service must be provided and reviewed. According to Part IX of *ECU Faculty Manual*, “*Conferral of permanent tenure shall be based on the faculty member's demonstrated professional competence in teaching, scholarship, and service; performance of these responsibilities in accord with appropriate professional standards of ethical conduct; a potential for future contributions in a like manner; and the institution's needs and resources.*”² College of Engineering and Technology (CET) Unit Code of Operations states that “*Recommendations for promotion and tenure shall be made in accordance with the procedures specified in the ECU Faculty Manual, Part VIII, Part IX, Part X, If the provisions of this code differ from the ECU Faculty Manual, the ECU Faculty Manual shall prevail. The criteria for tenure and promotion are developed and approved by the tenured faculty of each department. ‘Guidelines for Tenure and Promotion’ for each department are housed in the respective department Chair office and the Office of the Dean.*”³

No assistant professor will be awarded permanent tenure unless concurrently promoted to associate professor. Promotion shall be based on the faculty member's demonstrated professional competence and achievements. *ECU Faculty Manual Parts VIII and IX*, provides the policies and procedures for promotion. In evaluating a candidate for promotion, all the candidate's Teaching, Scholarship, Service, and other professional activity shall count, but activity since the last promotion or appointment at ECU shall carry a greater weight than activity prior to the last promotion or appointment. Commitment to citizenship and collegiality are expectations in the totality of a faculty member's contributions and achievements when recommending a faculty candidate for tenure within the institution.

¹ Approved by the Department of Construction Management Tenure & Promotion Committees, and Department Chair electronically between October 18 and October 31, 2022.

² *ECU Faculty Manual*, Part IX, Section I-1.B.2, 2019.

³ CET Unit Code, Section VI.C, 2022

The purpose of these guidelines is to establish a framework that can assist probationary (tenure-track) faculty members within the Department in pursuing tenure and promotion and assist the Tenure & Promotion (T&P) Committees in evaluating professional competence of the faculty member. These guidelines are provided in the spirit of assisting faculty by establishing a set of criteria recommended that a faculty consider when implementing their tenure plan within the Department. The audience of this document includes CMGT faculty, CMGT T&P Committees, CMGT and CET administrators, external peer reviewers in the tenure and promotion process, and ECU Academic Affairs officials.

Additional information about the requirements and timelines for tenure and promotion can be found in Parts VIII, IX, and X of the ECU *Faculty Manual*. Faculty members seeking tenure and promotion are encouraged to attend ECU Office for Faculty Excellence (OFE) organized workshops for Tenure & Promotion to Associate Professor.

The following sections articulate the criteria for permanent tenure and promotion to Associate Professor in (I) teaching, (II) scholarship, including research and creative activities, and (III) service.

(I) Teaching

Teaching is recognized as the primary responsibility of the faculty members within the Department and must be effective. Student success is the mission and ultimate measure of success at East Carolina University, CET, and the Department of Construction Management. Department faculty members are expected to foster a learning culture that prepares our students to be key contributors to the industry and society and be innovative and professional leaders in the construction industry. Establishing oneself as an effective educator is fundamental for conferral of tenure and promotion to Associate Professor within the Department. Teaching represents a major emphasis in each faculty member's role. Teaching is broadly defined to include the imparting of knowledge to and the education of people.

Teaching assignments and load will be determined by the Department Chair according to the CET Unit Code of Operations and reflect a faculty-member's area(s) of expertise.

The tenure and promotion candidate is evaluated in teaching effectiveness and dedication to student success by (i) the activities directly involving classroom performance, (ii) associated activities that support teaching and, (iii) activities that demonstrate a commitment to continuous improvement as an effective teacher.

Performance can be evaluated through several methods, including but not limited to:

- (i) Direct Classroom Performance methods:
 1. Completion of all assigned undergraduate and graduate courses with evidence that all learning objectives have been addressed, evaluated, with continuous improvements planned and implemented;
 2. Completion of the assessment activities for all assigned undergraduate and graduate courses;

3. Peer observation and evaluation of teaching including assessment, review and development per ECU Faculty Manual and OFE guidelines;
 4. Surveys approved by the University to acquire student input per ECU Faculty Manual and Institutional Planning, Assessment and Research (IPAR) Guidelines;
 5. Creation of teaching materials such as labs/lab manuals, course packs and video supplements.
- (ii) Associated activities that support teaching
1. Improving existing courses or course materials;
 2. Developing new courses;
 3. Engage with the industry providing student job site and plant visits when applicable;
 4. Supervising, coaching, and mentoring students in industry-related competitions;
 5. Advising of research project for undergraduate or graduate students;
 6. Treat students with respect and courtesy to include regulations related to Diversity, Equity and Inclusion (DEI).
 7. Mentoring of undergraduate and graduate students in applied research.
- (iii) Activities that demonstrate a commitment to continuous improvement
1. Participation in teaching improvement or training programs (internal or external);
 2. Engagement in the scholarship of teaching and learning (i.e., teaching grants);
 3. Documented reflection on teaching performance and effectiveness such as a focus on lessons learned and directions for improvement (i.e., course assessment analysis);
 4. Attend and/or publish papers at professional conferences that focus on teaching, student development, student success, and learning;
 5. Curriculum development;
 6. Documented experimentation with teaching innovations in classes to reflect the rapid developed technologies in the construction industry.

(II) Scholarship, including research and creative activities

The mission of ECU involves discovery of new knowledge and innovations to support a thriving future for eastern North Carolina and beyond. This discovery is advanced through faculty scholarship, including research and creative activities. Accordingly, research and creative activities that align with the institution's mission, engage students in effective ways, and advance our academic disciplines are an expectation of probationary (tenure-track) faculty.

Scholarship represents one of the major emphases of a faculty member's responsibility; thus, the faculty member seeking tenure is expected to perform with excellence in this area. Scholarship is broadly defined to include the possession, application, and advancement of a body of knowledge gained through research, study, and learning. Generally, the candidate's scholarship shall provide new knowledge that helps advance new ideas or expands understanding of construction management, construction technology, and the overall construction industry. Specifically, the candidate shall possess a record of scholarship, including research and creative activities that is consistently productive, sustainable, and reflect national productivity standards for tenured scholars at the rank of associate professor within a faculty member's professional peer group.

Each faculty member has the freedom to develop their own unique scholarly program and must

provide appropriate evidence for both impact and sustainability for their program. A well-defined research agenda in the candidate specialty areas is important and should be developed at the early stage of the probationary term, and supported by documented scholarship, research, and creative activities. The respective T&P Committee members expect that a probationary (tenure track) faculty member's documented record of research, scholarship, and creative activities will accumulate systematically within their research areas (i.e., latter work to be built upon earlier work of the faculty). Moreover, the Committees expect that the candidate's publications will have begun to establish professional reputation and expertise of the candidate in a clearly identified field of inquiry.

There is no minimum number of journal and conference proceedings articles that will assure success toward tenure and promotion, as quality of scholarship, not quantity, is most important.

Faculty candidate is evaluated in scholarship by (i) the impact that the tenure candidate has had on the construction profession external to the university at the time of tenure review, and (ii) the expectation that the impact will be sustained after tenure is conferred.

(i) Impact

The impact of the candidate's scholarly activity on the profession is measured by how it advances the profession external to the university. Impact is typically measured through the body of work published by the tenure candidate in external venues. This body of work may include some elements, including but not limited to:

1. A steady and consistent record of peer-reviewed articles in professional journals;
2. A steady and consistent record of written products emerging from a program of research, scholarship, and creative activities including articles in proceedings at conferences, particularly national conferences requiring peer review;
3. National awards including honorary awards;
4. Competitive awarded internal and/or external research grant funding;
5. Published professional books, monographs, and/or book chapters;
6. Patents or other forms of intellectual property;
7. Reports to sponsors, including governmental agencies.

(ii) Sustainability

The sustainability of the candidate's scholarly activity is measured by the body of scholarly work in various stages of progress at the time of tenure review. Such works in progress include, but are not limited to:

1. Ongoing research projects;
2. Papers in progress and/or under review;
3. Ongoing MS or PhD theses examiner committees;
4. Continuous grant proposals submission, particularly as PI or Co-PI;
5. Grants received, particularly as PI or Co-PI;
6. Initiating new scholarship projects.

Additional information about scholarship activities:

Publication - One indicator of these traits is the reputation and stature of the academic outlets in which the candidate has published. T&P Committee members critically evaluate outlets and rigor of their peer-review process, and to avoid those that are considered predatory. In general, peer-reviewed journal articles are preferred over conference proceedings.

Conference presentations are effective methods to engage with other academics, develop regional and national prominence in one's discipline, and seek opportunities for external service to the discipline. These articles should be based on work done in the candidate's research and teaching themes at ECU (which includes collaborative efforts) since joining the faculty.

Multiple criteria shall be used to assess the quality of publications, including, but not limited to the quality of peer-review system, editorial board, journal reputation, impact factor, citation counts, evaluation by external reviewers, and assessment by the respective T&P Committees. The candidate may also publish books, e-books, software, and book chapters in the candidate's discipline as a part of creative activity and research portfolio. Patents documenting scientific or technical discoveries, inventions, rigorously evaluated training curricula, and computer software are valid indicators of productivity emerging from candidate's program of research, scholarship, and creative activities.

Research - Evidence of the candidate's ability to acquire the resources necessary to sustain a productive program of research, scholarship, and creative activities (e.g., external funding; graduate or undergraduate students research assistants; travel support; or whatever is required to sustain these activities). Application for external funding is expected. Participation of the candidate in collaborative research and development projects with faculty within the candidate's field and within other disciplines is expected. When the candidate has participated in collaborative efforts, the candidate must clearly document contributions to the activities of the project. CMGT, CET, and ECU value engagement of faculty with industry for achieving regional transformation. Engagement with industry and conducting industrial projects leading to publications and research funding should be sought to apply technology in research and creativity activity.

External peer review of accomplishments and scholarship is an integral part of the method for assessing a candidate's achievement. External peer review provides validation of the faculty member's scholarly contributions by a discipline-specific audience outside of ECU. Tenure and promotion to Associate Professor requires an external review (see Part IX of the *Faculty Manual*) of the candidate's research and scholarly achievements. According to ECU *Faculty Manual*, the Department Chair will direct the external peer evaluators to focus the evaluation on the quality and significance of the faculty member's scholarship as defined by the criteria described in this document.

(III) Service

Service activities are critical to the operation of the department, the institution, and to the overall construction management profession. Tenure candidates are expected to engage in an appropriate level of service activities. Service is not rated higher than teaching and/or research.

Service to the University is an expected and integral component of a probationary (tenure-track) faculty member. Typical service duties to the University include service on the department, college, and university committees; assistance with special assignments, for instance, university open houses, graduation ceremony determined by the ECU, CET, and CMGT, and other volunteer functions. In evaluating the candidate's efforts in service, the respective T&P Committees will look for evidence of candidate's contributions to a variety of meaningful service activities.

Service is evaluated in: (i) service to the institution (with at least some service to the Department) and (ii) external service to the profession. Candidates for tenure are expected to demonstrate success in both areas. Some activities may count in both areas.

- (i) Possible service activities to the Department and institution can be demonstrated through activities including, but not limited to:
 1. Department committee membership and/or leadership;
 2. College committee membership and/or leadership;
 3. University committee membership and/or leadership;
 4. Participation in Faculty Senate and/or related committees;
 5. Participation in recruitment, retention, and community outreach activities;
 6. Advising of student organizations.

- (ii) Service to the profession of construction management or related fields can be demonstrated through activities including, but not limited to:
 1. Service to state, regional and/or national professional societies and organizations in the candidate's field as evidenced by committee membership and/or holding elected or appointed office;
 2. Service as a consultant to local, regional, national, or international industries, organizations and agencies;
 3. Service as a reviewer of manuscripts or editor to a scientific or professional publication;
 4. Service as a reviewer of grant proposals, or a funding agency's project review panel;
 5. Service on behalf of the outreach and engagement to the community based on the candidate's professional expertise;
 6. Service on state, regional, national, or international advisory or governing boards that reflect the candidate's professional expertise;
 7. Service as a program evaluator;
 8. Service as a reviewer of papers for conferences and journals;
 9. Service as editor or associate editor for journals;
 10. Service as session coordinators at conferences;
 11. Service through helping to organize or speak at local or regional professional society meetings.

**Department of Construction Management
College of Engineering and Technology
East Carolina University**

Guidelines for Promotion to Professor¹

The awarding of promotion to the rank of Professor must be based upon clear and convincing evidence that the faculty member has demonstrated (I) a sustained record of excellence in teaching, (II) has produced a significant body of scholarship that is recognized nationally and internationally, and (III) has demonstrated excellence in service. The general criteria in teaching, scholarship, and service for promotion to Professor have the added expectation of sustained accomplishment and increasing quality of contributions, a record of continuing professional growth, and evidence of established national and international reputation in the fields of construction management, civil engineering, architecture, or related fields.

The quality and effectiveness of a faculty member's achievements/contributions, as evidenced through the required Personnel Action Dossier (PAD), must reflect high performance standards in all three categories, i.e., teaching, scholarship and service and also include regulations related to Diversity, Equity and Inclusion (DEI). The Department Promotion Committee should ensure that the evidence of the qualifications and performance of the candidate appear to meet or exceed the Department's criteria. The Committee should provide the PAD for a candidate to the Department Chair as stated in the ECU [Faculty Manual](#), Part IX. Refer to Part X of the ECU [Faculty Manual](#) for additional information related to procedures, timelines, and documentation for promotion.

The purpose of these guidelines is to establish a framework that can assist faculty members within the Department in pursuing promotion and assist the CMGT Promotion Committee (for the academic rank of Professor) in evaluating professional competence of the faculty member. These guidelines are provided in the spirit of assisting faculty by establishing a set of criteria recommended that a faculty member consider when implementing their promotion plan within the Department. The audience of this document includes CMGT faculty, CMGT Promotion Committee, CMGT and CET administrators, external peer reviewers in the promotion process, and ECU Academic Affairs officials.

The Department of Construction Management comprises an array of professional areas in the discipline of construction management, civil engineering, architecture, and related fields. While emerging and innovative technologies and methods have rapidly developed in the past, the Department understands that faculty members may pursue some interdisciplinary fields that may or may not directly relate to the traditional areas. In all instances, superior intellectual attainment and impact, in accordance with the criteria set forth in this document, are essential qualifications for promotion to Professor.

The following sections articulate the criteria for promotion to Professor in (i) teaching, (ii) scholarship, including research and creative activities, and (iii) service. Faculty members seeking promotion are encouraged to attend ECU Office for Faculty Excellence (OFE) organized workshops for Promotion to Professor.

¹ Approved by the Department of Construction Management Tenure and Promotion Committee, Tenured Faculty Members, and Department Chair electronically between October 18 and October 31, 2022.

When evaluating a candidate's national and international reputation in the field, creative activities in outreach and engagement should be valued as well, in addition to scholarly and teaching activities.

Candidates for Promotion to Professor should:

1. Be engaged in teaching, academic program development and student mentoring
2. Develop a record of scholarship with a coherent theme
3. Have a commitment to citizenship, collegiality with contributions and achievements considered for promotion within the institution;
4. Contribute to service to institution, profession and community; and
5. Have developed a national or international reputation in the field of construction management, civil engineering, architecture, and/or a related field.

When applying for promotion to Professor within the Department of Construction Management, evidence of excellence and effective contributions and impact in each area of teaching, scholarly activities, and service must be demonstrated through documentation of a faculty member's activities in the PAD and supporting materials. ECU Faculty Manual Part X provides that documentation of achievements/contributions is included in the PAD and in any supporting materials, which must be made available when referenced in the PAD.

(I) Teaching

Teaching is broadly defined to include the imparting of knowledge and education of students. CMGT faculty members are expected to foster a learning culture that prepares students to be key contributors to society and help them become innovative leaders in the construction industry. Teaching activities may include, but are not limited to:

1. Undergraduate, graduate, and professional courses taught;
2. Involvement in graduate exams, theses, and dissertations examinations;
3. Extension and continuing education;
4. New course development;
5. Curriculum development;
6. Evaluation and direction of student research;
7. Academic mentoring (undergraduate and/or graduate level);
8. Writing textbooks, monographs and other essential education materials;
9. Preparation of online teaching resources;
10. Advising of student groups and organizations; and
11. Participation in student affairs programs and student services.

Documentation of teaching excellence may include, but is not limited to, the following items below. Documentation is submitted for review through the PAD and supporting materials as indicated in Faculty Manual Part X.

1. Include updated content at an appropriate level in every instructional situation and demonstrated continuing growth in subject matter knowledge;
2. Demonstrate ability to organize and present class material effectively;
3. Demonstrate appropriate use of various modes of instruction, classroom technology, and other teaching strategies to create an optimal learning environment;
4. Actively engage students in the learning process and encourage independent thought, creativity, and appreciation of the knowledge creation process;
5. Provide appropriate and timely feedback to students throughout the instructional process;
6. Treat students with respect and courtesy to include regulations related to Diversity, Equity and Inclusion (DEI)
7. Improve curriculum through revision or new development of courses and/or academic programs;
8. Serve as advisor to graduate students (in research capstone, for instance) within the faculty member's area(s) of expertise;
9. Assist graduate students in the production of high-quality published work;
10. Engage in documentable efforts to improve teaching.

Metrics of effective teaching may include, but are not limited to:

1. Student and peer evaluation of instruction activities;
2. Awards and formal recognition for teaching;
3. Evaluation of performance as a mentor;
4. Number, level, and number of courses taught;
5. Quality of textbooks, monographs, electronic resources, and other publications on education in the candidate's field;
6. Number of completed Master's projects/theses or Ph.D. dissertations (member or chair);
7. Number and quality of jointly authored publications with graduate students;
8. Impact of course and curriculum development;
9. Effectiveness of teaching innovations.

(II) Scholarship

Scholarship includes the scholarship of research, the scholarship of creative activity/innovation, and the scholarship of engagement and/or outreach. ECU *Faculty Manual* Part VII states that “*Scholarship is a fundamental faculty activity, and faculty members have freedom to pursue scholarship on the subjects of their choosing.*”²

Scholarship is defined to include the sustainable possession, application, and advancement of a body of knowledge gained through research, study, and learning. The candidate's research, scholarly and creative work agenda shall provide new knowledge that can be assimilated by the professionals in the industry and other researchers and create and disseminate new ideas and concepts that expand our understanding of construction management, civil engineering, architecture and related fields.

Scholarly activities include but are not limited to:

² ECU Faculty [Manual](#), Part VII, Section 1.

1. Ongoing, consistent record of peer-reviewed articles in professional journals;
2. Ongoing, consistent record of written products emerging from a program of research, scholarship, and creative activities including articles in proceedings at conferences;
3. National awards including honorary awards;
4. Competitive awarded internal and/or external research grant funding;
5. Published professional books, monographs, and/or book chapters;
6. Securing patents and licensing of intellectual property;
7. Reports to sponsors, including governmental agencies;
8. Publishing reviews and abstracts;
9. Serving as an editor or reviewer of journal articles;
10. Presenting lectures at universities, symposia, and conferences;
11. Submitting proposals, conducting and directing original research or other creative activities;
12. Editing books, and collections of research works;
13. Developing software;
14. Producing peer reviewed creative works in exhibits, symposia, and juried competitions,
15. Designing and supervising the construction of creative products (e.g., new building, alloy, machine, device, or software).

Additional information about scholarship activities:

1. Produce a body of work in high quality peer reviewed venues. This work should be thematically focused, contribute substantively to knowledge in the area of focus, and be favorably cited or otherwise show evidence of influence on the work of others. The following attributes of the body of work are considered:
 - a. Quality, impact, and quantity;
 - b. Unique contribution to a line of inquiry or repackaging of earlier work;
 - c. Rigor of the peer-review process and degree of dissemination;
 - d. Employ collaborative work clearly and fairly describe and permit accurate assessment
2. A demonstrated ability to obtain and potential to sustain research program funding, where appropriate. Competitive peer-reviewed funding is weighted more favorably than other types, since it serves as a quality indicator of research programs, and grants requiring the exercise of intellectual creativity are weighted more heavily than those that largely dictate the work to be done. A developing national and international reputation in the candidate's field is evident.
3. Invitations to present at recognized prestigious forums, invitations to review research papers and grant proposals, and a beginning trend of positive citations in other researchers' publications. A reputation based on the quality of the research contribution is distinguished from one based mainly on familiarity through the faculty member's frequent attendance at national and international conferences.
4. Demonstration of high degree of ethics in the conduct of research including, but not limited

to, full and timely adherence to all regulations relevant to the research program, and ethical treatment of graduate students, and collaborators.

Scholarship metrics include quantity, quality, and impact of the activities detailed above include, but are not limited to:

1. The number of publications and citation analysis for each presentation and invited lectures conducted
2. The amount of research funding in discipline of construction management, civil engineering, architecture, and related fields; placing in juried competitions
3. The number of patents, licenses and licensing revenue, awards, prizes, and other forms of professional recognition
4. Letters of evaluation by peers at the national or international level.

Documentation is submitted for review through the PAD and supporting materials as indicated in Faculty Manual Part X.

(III) Service

Service activities are critical to the operation of the department, the institution, and to the overall construction management profession. The candidates are expected to engage in an appropriate level of service activities. Service is not rated higher than teaching and/or research.

Service to the University is an expected and integral component of a tenured faculty member. Typical service duties to the University include service on the department, college, and university committees; assistance with special assignments, for instance, university open houses, graduation ceremony determined by the ECU, CET, and CMGT, and other volunteer functions. In evaluating the candidate's efforts in service, the Promotion Committee will look for evidence of the candidate's contributions to a variety of meaningful service activities.

Service is evaluated in: (i) service to the institution (with at least some service to the Department) and (ii) external service to the profession. Candidates for promotion are expected to demonstrate success in both areas. Some activities may count in both areas.

- (i) Possible service activities to the department and institution can be demonstrated through activities including, but not limited to:
 1. Department committee membership and/or leadership;
 2. College committee membership and/or leadership;
 3. University committee membership and/or leadership;
 4. Participation in Faculty Senate/Senate Committees;
 5. Participation in recruitment, retention, and community outreach activities;
 6. Advising of student organizations.

- (ii) Service to the profession of construction management or related fields can be demonstrated through activities including, but not limited to:
1. Serving on state, regional and/or national professional societies and organizations in the candidate's field as evidenced by committee membership and/or holding elected or appointed office;
 2. Consulting with local, regional, national, or international industries, organizations and agencies;
 3. Serving as a manuscript reviewer or editor to a scientific or professional publication;
 4. Reviewing grant proposals, or a funding agency's proposal/project review panel;
 5. Serving on behalf of the outreach and engagement to the community based on the candidate's professional expertise;
 6. Serving on state, regional, national, or international advisory or governing boards that reflect the candidate's professional expertise. Service as a program evaluator;
 7. Serving as a reviewer of papers for conferences and journals;
 8. Serving as editor or associate editor for journals;
 9. Serving as session coordinators at conferences;
 10. Serving through helping to organize or speak at local or regional professional society meetings.

Professional expertise provided as a compensated outside professional service alone is insufficient to satisfy the service criterion.

**Department of Engineering
College of Engineering and Technology
Guidelines for Tenure, Promotion, and Advancement**

1.0 Preamble

The Department of Engineering was founded at East Carolina University in 2004 to serve the needs of Eastern North Carolina. The philosophy of the department is that excellence can be achieved through small engineering classes taught by faculty, project based learning, and high faculty-student interaction. The Department initially offered only a baccalaureate degree but has since expanded its offerings to include masters degrees in biomedical engineering and mechanical engineering. As the department has grown and is expected to continue growing, the responsibilities of faculty members have evolved and will continue to do so. As a result, expectations for tenure, promotion, and advancement have evolved and will continue to do so.

Tenure and promotion apply to tenured/probationary (tenure-track) faculty and are based on two different philosophical perspectives. Promotion is backward looking and reflects an acknowledgement and reward for prior achievements. Tenure is forward looking and reflects an expectation for continued advancement of the department and institution beyond its current state. Tenure is a long-term commitment by the institution to the faculty member in return for an expectation of long-term productivity that adds value by both enhancing and expanding the department beyond its current state. Under this dual philosophical perspective, a recommendation for tenure may be different from a recommendation for promotion, even though both recommendations may be based on the same faculty Personnel Action Dossier (PAD). A positive recommendation for tenure will normally result in a concurrent positive recommendation for promotion from assistant professor to associate professor, but a positive promotion recommendation at any level does not automatically result in a positive tenure recommendation. In accordance with the Faculty Manual, Part IX, no assistant professor will be awarded permanent tenure unless concurrently promoted to associate professor.

Advancement in title applies to fixed-term faculty. As defined in the Faculty Manual, fixed-term faculty hold faculty title, not faculty rank. Because of this, fixed-term faculty advance through faculty titles instead of being promoted through ranks. Advancement in title is similar to promotion in that it is a reward for past achievements. Refer to section 4.0 below for specific guidelines related to Advancement in Title for fixed-term faculty.

Additional information about the requirements for tenure, promotion, and advancement can be found in the Faculty Manual.

2.0 Guidelines for Tenure

The primary consideration for tenure is the value that the tenure candidate adds to the department. The primary areas in which value is added are teaching, scholarship, and service.

A strong department is best achieved by leveraging the strengths of individual faculty members rather than expecting all to achieve a set of uniform goals. Also, faculty members hired from year to year are often expected to fill specific roles related to teaching or scholarship needs and opportunities. To maintain flexibility for different types of faculty achievement, there are no specific, quantitative formulas or requirements in any particular area for achieving tenure. Faculty with lower teaching loads, as measured by the teaching history provided in the PAD, may be expected to add more value in scholarship than faculty with higher teaching loads.

Overall requirements for tenure:

1. Tenure candidates are expected to demonstrate competence in either teaching or research and excellence in the other.
2. Tenure candidates are expected to appropriately contribute in service activities.
3. Although collegiality and the ability to get along with others is not, in itself, a metric for tenure recommendations, behavior that materially inhibits others from engaging in and/or completing their own professional activities is inconsistent with the expectation of adding value to the department and may be grounds for a negative recommendation.

2.1 Teaching

The primary purpose of the Department of Engineering at East Carolina University is to educate students as engineers who then positively contribute to society upon graduation. This requires effective teaching.

Teaching effectiveness is evaluated in two areas:

1. Activities directly involving classroom performance and associated support activities and
2. Activities that demonstrate a commitment to continuous improvement as a teacher.

Candidates for tenure are expected to demonstrate success in both areas. Some activities may count in both areas.

2.1.1 Classroom Performance

Classroom performance can be evaluated through several methods, including but not limited to:

- Completion of all assigned courses with evidence that all learning objectives have been satisfied.
- Completion of the assessment activities for all assigned courses
- Peer evaluations per University guidelines
- Student feedback per University guidelines
- Other teaching assessments
- Creation of teaching materials such as labs, course packs and video supplements
- Advising of capstone design projects or MS theses
- Mentoring of engineering students in activities involving scholarship.

2.1.2 Continuous Improvement

Continuous improvement as a teacher can be evaluated by several methods, including but not limited to:

- Participation in teaching improvement programs (internal or external)
- Engagement in the Scholarship of Teaching and Learning
- Documented reflection on teaching performance and effectiveness such as a focus on lessons learned and directions for improvement
- Attendance at professional conferences that focus on teaching, student development, student success, and learning.
- Curriculum development
- Documented experimentation with teaching innovations (successful or not).

2.2 Scholarship

The Mission of ECU involves impacting society outside of the university through scholarship. Scholarship involves the creation of something new and the presentation of that new creation to and its acceptance by appropriate external audiences.

Scholarship for engineering faculty involves the creation of new knowledge, the creation of new products and/or the creation of new processes. The creation of new knowledge involves traditional research and is the Scholarship of Discovery. The creation of new products and processes involves the traditional practice of engineering and is the Scholarship of Application. Scholarship that involves multiple disciplines is the Scholarship of Integration. Scholarship that is broadly applied to engineering education (including teaching, student development, student success and student learning) is the Scholarship of Teaching. All four types of scholarship (Discovery, Application, Integration, and Teaching) are appropriate scholarship for engineering faculty.

Scholarship is evaluated in two areas:

1. The actual impact that the tenure candidate has had on the engineering profession external to the university at the time of tenure review, and
2. The expectation that the impact will be sustained after tenure is conferred.

Candidates for tenure are expected to demonstrate success in both areas. Some activities may count in both areas.

2.2.1 Impact on Profession

The impact of the tenure candidate's scholarly activity on the profession is measured by how it advances the profession external to the university. Impact is typically measured through the body of work published by the tenure candidate in external venues. This body of work may include a number of types of publications, including but not limited to:

- Peer-reviewed articles in professional journals
- Proceedings at conferences, particularly national or international conferences requiring peer review
- Published professional books, monographs, and/or book chapters
- Patents or other forms of intellectual property
- Reports to sponsors, including governmental agencies.

2.2.2 Sustainability of Impact

The sustainability of the impact on the profession beyond the conferral of tenure is normally measured by the body of scholarly work in various stages of progress at the time of tenure review. Such works in progress include, but are not limited to:

- Ongoing research projects
- Papers or MS theses in progress and/or under review
- Grant proposals submitted, particularly as PI or Co-PI
- Grants received, particularly as PI or Co-PI
- Initiating new scholarship projects.

2.2.3 Weights of Scholarly Activities

Each faculty member has the freedom to develop their own unique scholarly program and must provide appropriate evidence for both impact and sustainability for their program. Although there are no fixed numerical requirements or metrics for measuring either the impact or the sustainability of a scholarly program, it is noted that different activities may demonstrate different levels of impact or sustainability. Tenure candidates must balance their activities so that appropriate levels of overall impact and sustainability are demonstrated at the time of tenure review. The following points may be considered when evaluating candidates for tenure.

- Although journal publications are normally weighed more heavily than other types of publications, journals typically publish only new knowledge (Scholarship of Discovery) and tend not to publish new processes or products (Scholarship of Application). Faculty engaged in the Scholarship of Application may need to ensure that their scholarly program still results in an appropriate impact on the profession by publishing in other appropriate venues.
- Because of the limited number of journals focusing on engineering education, faculty engaged in the Scholarship of Teaching may need to ensure that their scholarly program still results in an appropriate impact on the profession by publishing in other appropriate venues.
- Scholarship integrating engineering principles and methodologies with other disciplines (Scholarship of Integration) may result in publications outside of traditional engineering venues that target audiences other than engineers. Although the impact of such scholarship on the engineering profession may only be indirect, an indirect impact is still considered an impact.
- Managing the capstone program for the department or serving as a faculty advisor for capstone projects will not normally be considered as scholarship unless those activities result in external publications. Probationary (Tenure-track) faculty with significant capstone responsibilities, such as a capstone course coordinator, are encouraged to engage in improvements in the capstone program, assess those improvements, and publish the results in appropriate external venues.
- Serving as a faculty advisor for capstone projects is considered to be teaching and does not normally contribute to the tenure requirement of scholarship unless projects result in external publications beyond capstone reports.
- Supervising MS candidates is considered to be teaching and, in itself, does not normally contribute to the tenure requirement of scholarship. Publications arising from supervising MS candidates are a measure of the impact on the profession. Developing new research programs and projects is a measure of sustainability of scholarship.
- Writing or receiving grants related to scholarship is not specifically required for tenure because grants, in themselves, do not impact the profession external to the university. However, grant activity over the course of the probationary period can be a strong indicator of the sustainability of a scholarly program.
- Writing or receiving grants that are not directly related to scholarship, such as student support not tied to specific scholarly activities, are considered as service.
- Scholarship from work conducted prior to coming to ECU is normally included in the area of impact on the profession. Such work, however, is not normally included in the area of sustainability. Faculty with a record of prior scholarship may still need to demonstrate that they can create and sustain a successful scholarly program within the ECU system prior to a positive tenure recommendation.

2.3 Service

Service activities are critical to operation of the department, the institution, and to the overall engineering profession. Tenure candidates are expected to engage in an appropriate level of service activities.

Service is evaluated in two areas:

1. service to the institution (with at least some service to the department) and
2. external service to the engineering profession.

Candidates for tenure are expected to demonstrate success in both areas. Some activities may count in both areas.

2.3.1 Service to Institution

Service to the department and institution can be demonstrated through activities including, but not limited to:

- Department committee membership and/or leadership
- College committee membership and/or leadership
- University committee membership and/or leadership
- Participation in Faculty Senate and/or as a member of Senate Committees
- Advising of student organizations
- Participation in recruitment, retention, and K-12/community outreach activities
- Obtaining funds for student scholarships and fellowships not tied to faculty scholarly activities.

2.3.2 Service to Profession

Service to the profession of engineering can be demonstrated through activities including, but not limited to:

- Service roles in regional and national professional organizations
- Service as an ABET Program Evaluator
- Review papers for conferences and journals
- Serve as editor or associate editor for journals
- Serve as session coordinators at conferences
- Help organize or speak at local or regional professional society meetings.

3.0 Guidelines for Promotion for Probationary (Tenure Track) / Tenured Faculty

The guidelines presented here provide a framework for the evaluation of candidates for promotion. A positive promotion recommendation requires that the candidate for promotion demonstrate appropriate success in the areas of teaching, scholarship, and service. Promotion is a reward for past activity, so there is no expectation for future performance.

3.1 Promotion to Associate Professor

For assistant professors seeking promotion to the rank of associate professor, the level of achievement required for a positive tenure recommendation normally satisfies the expected achievement level for promotion. It would be unusual, but an assistant professor who has not completed their probationary term and reached the mandatory tenure decision year may choose to apply for promotion to associate professor but choose to wait for the mandatory decision year to apply for tenure. In that case, promotion to associate professor without tenure requires satisfying all of the tenure requirements except sustainability of the impact of scholarship. In all cases, the personnel actions must be in compliance with Faculty Manual provisions regarding tenure and promotion.

3.2 Promotion to Professor

Promotion to Professor is a reward for and an acknowledgment of superior performance of a faculty member holding the rank of Associate Professor. Competence at the rank of Associate Professor does not necessarily imply superior performance.

The overall requirement for promotion to Professor in the Department of Engineering is for the applicant to provide evidence that they have achieved and sustained excellence in all three areas of teaching, scholarship, and service since submitting a successful application for promotion to Associate Professor. Excellence is a standard above competence.

Tenure in the Engineering Department at ECU and a minimum of ten years of cumulative, full-time experience as a faculty member is required prior to submitting an application for promotion to professor. These ten years do not all have to be at ECU.

Guidelines for time in rank as an Associate Professor are as follows:

- Faculty members promoted to Associate Professor at ECU. The nominal expectation is that a minimum of five years of evidence will be provided for activities that occurred after submission of the successful application for promotion to Associate Professor. Exceptional performance (beyond both competence and excellence) may shorten the period of time over which sustained excellence at ECU must be demonstrated, but by no more than one year. For longer periods in the rank of Associate Professor, the nominal periods of sustained excellence for each of the three areas do not have to overlap. Further, the nominal five-year periods do not have to be continuous, as long as five years of excellence are demonstrated in each area. A minimum of one year of excellence in one of the three areas must be demonstrated during the five-year period just prior to submitting the application for promotion to Professor.
- Faculty members hired at ECU at the rank of Associate Professor. The expectation is the same as for faculty promoted to Associate Professor while at ECU, except that one year at the rank of Associate Professor at the other institution may be counted as part of the nominal five-year period. Evidence of excellence in all three areas while at that institution must still be provided for that year to count, however.

Faculty in the rank of Professor are expected to uphold the highest standards of professionalism and serve as an example for others. This responsibility includes behaving in a manner that reflects positively upon the university. Behavior outside of the standards of academic freedom that has a negative impact on the university may be grounds for a negative recommendation for promotion.

3.2.1 Teaching

Excellence in teaching is evaluated in two areas:

1. Classroom Performance
2. Continuous Improvement

Excellence must be demonstrated in both of these areas, with sustained excellence in at least one and sustained competence in the other.

3.2.1.1 Classroom Performance

Excellence in classroom performance can be evaluated through several methods, including but not limited to:

- student feedback
- faculty peer reviews
- teaching awards
- external letters from others qualified to evaluate teaching performance
- awards and honors received for mentoring students in academic activities such as research, capstone, or thesis
- scholarly publications and/or presentations with students.
- mentoring students in research, including REU and theses.

3.2.1.2 Continuous Improvement

Excellence in continuous improvement as a teacher can be evaluated through several methods, including but not limited to:

- publications and/or presentations related to teaching or engineering education
- documented evidence of significant mentoring of junior faculty in teaching
- grant proposals and/or grant funding focused on teaching improvement
- significant curriculum improvements such as developing new courses or curricula
- external letters from those qualified to evaluate continuous improvement as a teacher
- participation in workshops and conferences focused on teaching improvement followed by documented implementation of learning from such activities.

Examples of activities that demonstrate competence but not necessarily excellence include, but are not limited to, ongoing improvements and updating of individual courses and attendance at workshops and conferences focused on teaching improvements.

3.2.2 Scholarship

Excellence in scholarship is evaluated by the level of impact the applicant has had on the profession of engineering. A positive national or international impact is required. This impact is measured in two ways:

1. Publication Record
2. External Letters

Sustained excellence must be demonstrated in the publication record and excellence should be reflected in the external letters.

3.2.2.1 Publication Record

Excellence in the publication record can be evaluated by the quality and quantity of publications and presentations to national and/or international audiences.

Although there are no specific metrics for the publication record, the expectation is that the impact of the publications that occurred after submitting the successful application for promotion to Associate Professor exceeds the impact of the publications required for tenure and promotion to Associate Professor when those earlier publications are judged by the standard of excellence in research instead of competence in research.

Although grant writing and receiving external grants can demonstrate competence in scholarship, they do not have a direct impact on the profession. An impact on the profession is made through external publication with grants providing a pathway for such publications. Publications arising from grants received from external agencies, however, may be judged as having an additional validation of impact because of being selected for funding and may be weighed accordingly.

3.2.2.2 External Letters

Excellence may be informed through evaluations provided by external peer review letters that positively reflect the quality and significance of the scholarly productivity of the candidate and indicate national recognition relative to successful people in the same field at approximately the same stage of professional development.

3.2.3 Service

Excellence in service is evaluated through both personal initiative in service and the resulting impact of that initiative. Initiative is measured primarily through the amount of leadership demonstrated, but may also include the level of responsibility held. Leadership differs from management in that leadership creates positive changes to the status quo, while management maintains the status quo. Service that does not require significant initiative or that does not result in significant change, although valuable to the institution, reflects competence in service

but not necessarily excellence in service. Similarly, the amount of time spent in service activities does not necessarily reflect excellence in service.

Service is evaluated in two areas:

1. Service to Institution
2. Service to Profession

Excellence must be demonstrated in both of these areas, with sustained excellence in at least one and sustained competence in the other.

3.2.3.1 Service to the Institution

Excellence in service to the institution can be evaluated through the level of initiative shown and the resulting impact of that initiative on the institution. Excellence in service to the institution must include significant excellence in service to the department, but may also include some excellence in service to the institution outside of the department. Examples of activities that can demonstrate excellence in service to the institution include, but are not limited to:

- chairing committees that require significant initiative and have a significant impact on the department or institution, such as the ABET or SACS assessment committees
- awards and recognition for student advising and/or student success (other than teaching activities)
- documented evidence of significant mentoring of junior faculty in research and/or service
- significant initiative in other service activities that positively impact the institution.

Serving as a chair on institutional committees, serving on the Faculty Senate, serving as a course/concentration coordinator, serving as advisor for student organizations, or serving as a committee member may or may not reflect excellence in service, depending upon the documented level of initiative and the impact of that service.

3.2.3.2 Service to the Profession

Service to the profession can be evaluated by the level of leadership and responsibility demonstrated during that service. Examples of excellence in service to the profession may include, but are not limited to,

- serving as an officer in a relevant professional organization,
- serving on relevant regional or national committees
- serving as a session organizer for a relevant conference
- serving as an editor or associate editor for journals.
- external letters from those qualified to evaluate service to the profession.

Reviewing grant applications or reviewing papers for publication, although valuable to the profession, reflects competence in service but not necessarily excellence in service.

4.0 Guidelines for Advancement in Title for Fixed-Term Faculty

According to the Faculty Manual, Part VIII, the titles for fixed-term teaching faculty, include teaching instructor, senior teaching instructor, master teaching instructor, teaching assistant professor, teaching associate professor, and teaching professor. Advancing in title to the teaching assistant professor or above requires either a terminal degree in the discipline or alternative professional qualifications. For engineering, the terminal degree is the doctorate and the alternative professional qualifications are either 1.) professional licensure as an engineer in the State of North Carolina, or 2.) five years equivalent post-baccalaureate experience as a practicing engineer. Because advancement is a reward for past activity, there is no expectation for future performance. General requirements for advancement in title are provided in the Faculty Manual, Part VIII.

**DEPARTMENT OF TECHNOLOGY SYSTEMS
GUIDELINES FOR PROBATIONARY (TENURE TRACK) FACULTY MEMBERS
FOR THE CONFERRAL OF PERMANENT TENURE AND PROMOTION
TO THE RANK OF ASSOCIATE PROFESSOR**

The Department of Technology Systems (TSYS) subscribes to the Mission of the College of Engineering and Technology (CET), to provide high quality instruction, research, outreach and engagement programs that enhance the diversity of our student population, enable our students to achieve their career goals, and support an inclusive environment that promotes a strong, sustainable and equitable future for our region. Candidates for conferral of permanent tenure and promotion to the rank of associate professor in the Department of Technology Systems must provide evidence of excellence in three major areas: (1) teaching, (2) research, and (3) service.

According to Part IX of the East Carolina University *Faculty Manual*, conferral of permanent tenure shall be based on the faculty member's demonstrated professional competence in teaching, research, scholarship, creative activity, and service; a potential for future contributions; and the institution's needs and resources. The purpose of these guidelines is to assist the Tenure and Promotion Committees in evaluating professional competence of the faculty member in order to make appropriate recommendations for tenure and promotion. As such, these guidelines will also assist probationary (tenure-track) faculty members in pursuing tenure and promotion.

Teaching

The success of our students is the ultimate measure of success for our University, as well as for the Department of Technology Systems. Establishing oneself as an effective educator is fundamental for conferral of tenure and promotion to Associate Professor in TSYS. Teaching represents a major emphasis in each faculty member's role. Teaching is broadly defined to include the imparting of knowledge to and the education of people. Department faculty members are expected to foster a learning culture that prepares our students to be key contributors to society and innovative leaders in technology, management, and/or applied engineering. Specific teaching assignments will be determined each year by the department Chairperson and reflect a faculty's area(s) of expertise.

As Committee members review the candidate's teaching and engagement with students, they will be looking for evidence of the following, which are typically associated with effective instruction:

- A clearly articulated philosophy of teaching that communicates an approach to instruction and describes primary goals as a teacher, advisor, and mentor to students.

- Positive student evaluations of classroom performance. Awards and recognition for excellence in teaching. Evidence of consistent effort in improving teaching performance and maintaining a clear record of high-quality instruction. A successful profile will reflect ongoing instructional innovation and consistent high levels of performance.
- Regular peer reviews of classroom performance. Evidence of efforts to address suggestions made in these evaluations and reviews in terms of documented changes to instruction. Peer evaluations should indicate effective teaching and learning.
- Engagement with students outside normal classroom instruction is highly desired from a successful educator. Such engagement may take different forms such as involving students in faculty's scholarly activities, supervising master's theses and doctoral dissertations, field-based projects and independent study, advising student organizations, or consulting with students regarding their careers.
- The delivery of high quality online or distance education courses when such courses are a part of the candidate's instructional assignment. Examples may include managing course scheduling and instructor availability; utilizing voice, video, and chat boards; grading student assignments and providing feedback on their performances in a timely manner; developing innovative web materials; and responding to student inquiries in timely manner.

Ultimately, each candidate is responsible for demonstrating to the Tenure and Promotion Committee and Administrators sufficient and clear evidence of their evolution and positive growth as an effective educator. The candidate should also provide evidence that their teaching has had an impact and an effect on the various stakeholders—the students in particular. The evidence regarding teaching and advising effectiveness will be enhanced, strengthened, and more persuasive if it addresses different aspects of instruction (for example, in-class presentations, written course materials, tests and examinations, motivational learning activities and assignments (including lab exercises where applicable), contributions to the honors program, and out-of-class interactions with students).

Research, Scholarship, and Creative Activities

The domain of research, scholarship, and creative activities represents a major emphasis of a candidate's role statement; thus, the candidate will be expected to perform with *excellence* in this domain of responsibility. Scholarship is broadly defined to include the possession, application, and advancement of a body of knowledge gained through research, study, and learning. The candidate's scholarship shall provide new knowledge that can be assimilated by our customers and partners and help advance new ideas that expand understanding of technology, management, and applied engineering. Specifically, the candidate shall possess a

record of research, scholarship, and creative activities that is consistently productive, sustainable, and reflect the national productivity standards for tenured scholars at the rank of associate professor within a faculty's professional peer group. The candidate should provide evidence that their research, scholarship, and creative activities have had a positive impact.

As the members of each committee review a program of research, scholarship, and creative activities, they will look for the following elements that are typically associated with success in this domain:

- A steady and consistent record of peer-reviewed, written products emerging from a program of research, scholarship, and creative activities.
- A well-defined research agenda reflected in published research, scholarship, and creative activities. Committee members expect that a probationary (tenure track) faculty member's published record of research, scholarship, and creative activities will accumulate systematically (i.e., latter work to be built upon earlier work of the faculty). Moreover, the committee members expect that the candidate's publications will have begun to establish professional reputation and expertise of the candidate in a clearly identified field of inquiry.
- A record of published research, scholarship, and creative activities judged by committee members to be scientifically rigorous and to contribute to the body of knowledge in the discipline. One indicator of these traits is the reputation and stature of the academic outlets in which the candidate publishes. Committee members critically evaluate outlets and rigor of their peer-review process, and to avoid those that are considered predatory. In general, peer-reviewed journal articles are highly preferred over conference proceedings.
- Conference presentations are effective methods to engage with other academics, develop regional and national prominence in one's discipline, and seek opportunities for external service to the discipline. These articles should be based on work done in the candidate's research and teaching theme(s) at East Carolina University (which includes collaborative efforts) since joining the faculty. There is no minimum number of journal articles and conference proceedings that will guarantee tenure and promotion. Multiple criteria should be used to assess the quality of publications, including, but not limited to the quality of peer-review system/ editorial board, journal reputation, impact factor, citation counts, evaluation by external reviewers, and assessment by the Tenure and Promotion Committees.
- Evidence of the candidate's ability to acquire the resources necessary to sustain a productive program of research, scholarship, and creative activities (e.g., external funding; graduate or undergraduate students research assistants; travel support; or

whatever is required to sustain these activities). Application for external funding is expected. The committee will consider the candidate's start-up package and funding expectations as outlined in their start-up letter.

- Participation of the candidate in collaborative research and development projects with faculty within the candidate's field and within other disciplines is expected. When the candidate has participated in collaborative efforts, the candidate must clearly document contributions to the activities of the project.
- Patents documenting scientific or technical discoveries, inventions, rigorously evaluated training curricula, and computer software are valid indicators of productivity emerging from candidate's program of research, scholarship, and creative activities.
- The candidate may also publish books, e-books, software, and book chapters in the candidate's discipline as a part of creative activity and research portfolio.
- TSYS and ECU value engagement of faculty with industry for achieving regional transformation. Engagement with industry and conducting industrial projects leading to publications and research funding should be sought to apply technology in research and creativity activity. However, only providing training to industry without such an outcome is not given credit as research and creative activity.

Tenure and promotion to Associate Professor requires an external review (see Part IX of the ECU Faculty Manual) of the candidate's research and scholarly achievements. It is the responsibility of the candidate to recommend external reviewers to the Tenure Committee. Potential reviewers should be tenured faculty at the rank of Associate Professor or higher at peer academic institutions or academic institutions with a greater research emphasis. External reviewers should not have been previous collaborators with or advisors of the candidate at any time.

Service

In this domain of faculty responsibility, the Tenure and Promotion committees expect the candidate to demonstrate effectiveness in service to the operations and governance of the University, to the candidate's academic profession, and/or to the outreach and mission of the University. The Department values engagement of faculty with industry as an important aspect of professional service. However, the candidate must balance the time and effort to service to the extent that it does not detract the candidate from achievements in teaching and in research.

In evaluating the candidate's efforts in service, committee members will look for evidence of the candidate's contributions to a variety of meaningful service activities. Possible service activities may include:

- Serving as a member or leader of substantive program, departmental, college, and university committees and organizations.
- Consultation with state, regional and/or national professional societies and organizations in the candidate's field as evidenced by committee membership and/or holding elected or appointed office.
- Serving as a consultant to local, regional, national, or international industries, organizations and agencies.
- Serving as a reviewer of manuscripts or editor to a scientific or professional publication.
- Service as a reviewer of grant proposals.
- Conducting outreach and engagement activities to the community based on the candidate's professional expertise.
- Service on a state, regional, national, or international advisory or governing board that reflects the candidate's professional expertise. Service is not rated higher than teaching and research. It is not possible to achieve tenure and promotion by doing very well on service and unsatisfactorily on either teaching and/or research.

Approved by the Department of Technology Systems Tenure and Promotion Committees on November 1, 2022.

Guidelines for Promotion to Professor Department of Technology Systems

The rank of Professor is the highest and most prestigious academic rank in the institution. The criteria for promotion to Professor include continued excellence in teaching, research, and service. Promotion to Professor is inclusive of the contents of the TSYS Guidelines for Probationary (Tenure Track) Faculty Members for the Conferral of Permanent Tenure and Promotion to the Rank of Associate Professor going beyond those guidelines to demonstrate distinction and recognition. When considering promotion to Professor, the Department looks for faculty members that exhibit qualities of those espoused by the ECU motto *Servire*. The Department supposes faculty members to rank very high compared to colleagues in the same field at similar stages in their careers at peer institutions, and to demonstrate high standards of leadership and ethics in their field while supporting activities related to Diversity, Equity and Inclusion (DEI). Recognizing that each faculty member in the Department makes a unique contribution, the three criteria of teaching, research and service are amplified further to provide a general framework for the faculty member's evaluation. Note: For those faculty who are assigned and evaluated for 'additional' or 'other' duties, consideration should be given for those work activities that directly or indirectly relate to the following criteria, as well.

1. Teaching. Teaching is viewed broadly, including curriculum planning, course design, student reactions and success, and mentoring. In evaluating for the rank of Professor, a high level of excellence as an educator is expected in the faculty members assigned courses as well as their interactions with their students. Excellence in teaching can be gleaned from but is not limited to, the following sources: student, peer, and annual evaluations; development of innovative course materials; and a significant contribution to curriculum development and delivery, and assurance of learning; program discipline leadership activities; contributions to continuous program improvement and accreditation; etc.
2. Research. The faculty member evaluated for the rank of Professor must have achieved a reputation as not only an outstanding researcher, but also as a productive scholar in their respective field. A faculty member's entire scholarly career is evaluated, with emphasis placed on work developed since the time of promotion to Associate Professor. Research should be regularly published in well-known and respected publications. A demonstrated regional, national, or international reputation as a recognized scholar in one's discipline is exemplified through a current stream of research and creative output that is demonstrated by (but not limited to): active service on the editorial board or as the editor of a well-known journal; serving as Principal Investigator (PI) on externally funded grants; and recognition as a sought-after speaker in one's discipline; etc.
3. Service. Professional and academic communities thrive when all members contribute. Accordingly, faculty members evaluated for the rank of Professor are expected to have made contributions to discipline-related organizations at the local, regional, national, and international levels. Additionally, evidence of mentorship and leadership ability, as well as the ability to positively impact those around them in service to the department, college, university, and profession is expected.