

COVER/SIGNATURE PAGE

REVISED UNIT CODE OF OPERATIONS
UNIT NAME: College of Allied Health Sciences
SCHOOL/COLLEGE OF: College of Allied Health Sciences
EAST CAROLINA UNIVERSITY

Revised Unit Code Approval

1. Approved by the tenured faculty of the unit:
Chair, Code Unit Committee Leigh Cellucci, PhD, Chair CAHS Faculty *LWC* Date: April 26, 2016
Unit Administrator Gregory L. Hassler, PhD, JD, Interim Dean, CAHS Date: April 26, 2016
2. Submitted to Next Higher Administrator for advice:
Robert F. Orlikoff, PhD., Dean, CAHS Date: November 13, 2018
3. If changed, reapproved by tenured faculty of the unit*:
Chair, Code Unit Committee _____ Date: _____
Unit Administrator _____ Date: _____
4. Reviewed/recommended by Faculty Senate Unit Code Screening Committee:
Committee Chair Cheryl A. Johnson Date: 1-16-2019
5. Approved by the East Carolina University Faculty Senate: FS Resolution #19-04
Chair of the Faculty [Signature] Date: 1-29-2019
6. Approved by East Carolina University Chancellor/or designee:
Chancellor [Signature] Date: 3/13/19
(Effective Date of Unit Code is the date of the Chancellor's Signature)
Effective Date of Code: 3-13-19

* Any changes to the code that are made after the original approval by a majority of the tenured faculty of the unit, in response to advice received from the next higher administrator, must be approved again by a majority of the tenured faculty of the unit.

Editorially revised 10-4-16

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UNIT CODE OF OPERATION
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(Faculty Senate Resolution #14-71, September 16, 2014)

Approved: College of Allied Health Sciences, April 26, 2016

Reviewed by the Unit Code Screening Committee, November 14, 2018

UNIT CODE FOR THE COLLEGE OF ALLIED HEALTH SCIENCES

Section I PREAMBLE

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

Objective/Mission of the College of Allied Health Sciences

The Objective of the College of Allied Health Sciences (CAHS) is to educate and prepare students for a variety of roles within the allied health professions. The College's Mission Statement is to improve the quality of health through leadership, excellence, and innovation in the delivery of progressive baccalaureate, master's, doctoral, and continuing education programs, providing professional and clinical services and conducting basic, clinical and applied research.

Section II FACULTY

The faculty shall be the legislative body of the College of Allied Health Sciences, subject to the established East Carolina University policies, the [ECU Faculty Manual](#), and the regulations of the University of North Carolina. The faculty acts upon matters of concern to the College. All business of the faculty, the Faculty Council and committees shall be conducted in accordance with *Robert's Rules of Order, Newly Revised*. The Legislative Role of the Faculty is to formulate and maintain educational policies for the College that are consistent with University policies and express, through the Faculty Council and/or by formal resolution, opinions and recommendations on matters relating to the administration or policies of the College of Allied Health Sciences.

A. Definitions of the CAHS's Faculty:

Faculty - Employees designated as exempt from the North Carolina State Personnel Act (EHRA Employee) who hold one of the professorial ranks of assistant professor, associate professor, or professor, or who hold one of the fixed-term faculty titles listed in the [ECU Faculty Manual, Part VIII](#), such as visiting professor, clinical associate professor, clinical professor, research associate professor, senior teaching instructor, or the like,.

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

Except where [ECU Faculty Manual](#) provisions state otherwise, a voting faculty member of this College is someone who meets one or more of the following criteria:

1. a) Holds a full-time faculty position with the College with greater than half time teaching/research responsibilities and is either a probationary term faculty member or a permanently tenured faculty member, or

b) Holds a full-time, fixed-term faculty appointment. (See Department Guidelines for promotion, tenure, and advancement in title, which are housed in each department and are adjudicated in accordance with the [ECU Faculty Manual](#)).

2. Has at least one-half of the teaching/research duties normally assigned in the College, as determined by the permanently tenured faculty of the College using standards appropriate to their discipline.
3. Is in at least the twelfth consecutive calendar month of appointment to the faculty of the College as either a probationary term faculty member or a permanently tenured faculty member.
4. Is not an administrator or an individual with more than one half (51%+) of his/her load assigned to administrative duties as determined by the permanently tenured faculty in consultation with the College and/or department administrator.
5. Normally meets the above conditions and is on non-medical leave of absence from all University duties, but is in attendance at the meeting of the appropriate committee at the time of the committee's vote on a personnel action such as reappointment, promotion, or tenure recommendation. (Refer to [ECU Faculty Manual, Part IX.](#))

C. Graduate Faculty:

Each department shall follow established procedures and criteria for the appointment of graduate faculty to each of the types of membership per the guidelines contained in Graduate School Organization section of the [ECU Faculty Manual, Part II](#). The four types of membership in the graduate faculty include graduate faculty member, associate graduate faculty member, graduate teaching faculty member, and ex-officio graduate faculty member. Probationary term, and fixed-term faculty are eligible to serve if they meet the requirements contained in the [ECU Faculty Manual, Part II](#).

D. Criteria for Emeritus or Emerita status:

Upon recommendation by the department's personnel committee and appropriate administrators, the Chancellor may confer the title "emeritus" or "emerita" upon a retired or permanently disabled faculty member, including a Phased Retirement participant or deceased faculty member, who has made a significant contribution to the University through a long and distinguished record of scholarship, teaching, and/or service. (Refer to [ECU Faculty Manual, Part VIII](#)).

Section III ADMINISTRATIVE ORGANIZATION OF THE COLLEGE

The College of Allied Health Sciences is composed of departments, with departmental chairs serving as administrators, which function as academic

units (Departments are listed in Appendix A of this Code).

A Dean

The dean is the chief administrative officer. The selection and evaluation of the Dean shall conform to established University policies. Duties of the Dean shall include but are not limited to:

1. Carrying out the duties described in the Board of Trustees Policy, entitled *Appointment and Review of Administrative Officers at ECU and Implementation Guidelines of Administrative Review in Accordance with Board of Trustees Policy* ([ECU Faculty Manual Part II](#)).
2. Ensuring that Code procedures are followed.
3. Serving as ex-officio member of all Standing and Ad Hoc Committees of the College, with the exception of the Faculty Council.
4. Meeting with the Faculty Council when requested by the Faculty Council.
5. Processing personnel actions in accordance with the [ECU Faculty Manual Parts VIII, IX, and X](#).
6. Obtaining, allocating, and supervising disbursement of College funds and resources.
7. Providing the annual budget request and annual College report to the Faculty for input (see Section VIII of this Code).
8. Performing any other duties assigned by the Provost or higher administrator.

i. Administrative Staff:

The Dean of the College of Allied Health Sciences may appoint Associate and Assistant Deans to aid in the administration of the College and its activities. However, appointment of administrators (i.e., Associate and Assistant Deans) whose direct concern is with academic matters must follow established University policies and procedures.

C. Department Chair(s):

The department chair is the administrative officer of the department. The procedure for selection of a department chair shall conform to established University policies. The departmental evaluation of the chair shall conform to established University policies and procedures.

Duties of the Department Chair shall include:

1. Serving as administrative officer of the department.
2. Processing personnel actions in accordance with the [ECU Faculty Manual Parts VIII, IX, and X](#).
3. Ensuring that CAHS Code procedures are followed.
4. Evaluating annually faculty members' performance in teaching, scholarship (research, creative activities, innovation, engagement and/or outreach), and service (University, community and professional), and where appropriate, clinical activity.
5. Maintaining up-to-date administrative records as appropriate.
6. Performing other duties as defined throughout the [ECU Faculty Manual](#) or as assigned by the Dean.

D. Administrative Council

The Administrative Council consists of the Dean, any Associate Dean(s), any Assistant Dean(s), Department Chairs, and the Faculty Council's Chair. The role of the Administrative Council is to serve in an advisory capacity to the Dean.

Section IV COMMITTEES OF THE COLLEGE

Ad Hoc Committees shall be appointed as needed by the Faculty Council with input by the Dean.

A. Standing CAHS Committees:

1. Policies and Procedures

- a) A simple majority of the committee members shall constitute a quorum. The Dean serves as an ex-officio non-voting member of all committees.
- b) The chair of each standing committee shall report regularly to the Faculty Council and shall give:
 - 1) A brief Annual Report presentation at the Spring Faculty meeting.
 - 2) A written Annual Report to the Faculty Council by May 1ST.
 - 3) Each committee's annual report (or minutes if required by the Faculty Council) must be submitted to the Chair of Faculty Council.
- c) Terms of Standing Committee Members:
 - 1) Committee membership terms shall begin May 15 and end May 14 of the elected term.
 - 2) Faculty members of each committee shall be elected for three-year terms and shall be eligible for a maximum of two consecutive terms (six years) unless otherwise noted.
 - 3) Each committee shall have staggered terms with election of some members occurring each year.
 - 4) Student representatives shall serve a one-year term and shall be eligible for reappointment.
- d) Procedure for Standing Committee Elections:
 - 1) The Elections Committee shall request nominees for committees from the voting faculty of the College of Allied Health Sciences at the beginning of the Spring Semester.
 - 2) A slate of nominees shall be circulated to all faculty by the end of March and ballots shall be prepared by April 1 in accordance with criteria established by this Code for composition of the committee(s).
 - 3) Elections will be held during the last scheduled meeting of the faculty held prior to the conclusion of spring semester of each academic year.
 - 4) Any full-time faculty member (as defined in II.A. in this Code) shall be eligible to serve as a member of a College standing committee. No one may be elected to serve more than two consecutive terms on a given standing committee.
 - 5) CAHS Students will be represented in the composition of the Student/Faculty and the Research and Scholarly Activities Committees.
 - 6) Student representatives to these committees will be selected by departments on a rotating basis according to guidelines adopted by each department.
 - 7) In the event of a vacancy on any committee, the remainder of the term

shall be filled through appointment by the Faculty Council Chair from recommendations by the Elections Committee.

- e) Procedure for Election of Standing Committee Chairs
 - 1) The committee chair shall be a voting faculty member as defined in II.B in this code.
 - 2) The committee chair shall be elected at the initial meeting of the committee members to be convened no later than May 30 by the senior member of the committee (the longest serving member of the committee). The term shall be for one year, and that person shall be eligible for re-election.

2. Standing Committees

1. Faculty Council

a) Membership:

- 1) Eligibility for Faculty Council and Faculty Officers:
 - a) The Chair and Secretary of the Faculty Council must have been a voting member of the faculty for at least one year.
 - b) The at-large members of the Faculty Council must be voting members of the College who have been on the faculty for at least one year. No department shall have more than one at-large member on the Faculty Council.
 - c) No less than five (5) and no more than (9) members at large, plus the Secretary and the Chair.
 - d) The Dean, Associate Dean(s), Assistant Dean(s), and Department Chairs shall be ineligible to serve as a Faculty Officer or as a member of the Faculty Council.

b) Election procedure:

- 1) Elections shall be held annually by secret ballot at the last scheduled Faculty meeting held prior to the conclusion of the spring semester of each academic year.
- 2) Election shall be by plurality of votes cast for a particular office or vacancy.
- 3) In case of ties, a drawing from the tied candidates will determine the election.
- 4) Terms of office for at-large members of the Faculty Council shall be staggered three-year terms. Members may serve no more than two consecutive terms.
- 5) Terms of office for the Chair and the Secretary of the CAHS Faculty shall be one year, and neither may serve more than three consecutive terms.
- 6) A vacancy in the at-large membership of the Faculty Council shall be filled by a voting faculty member appointed by the Chair and approved by a majority of the Faculty Council. This individual must meet the eligibility criteria and shall serve until the next regular election. Serving during this period shall not count toward the "Consecutive Terms" limitation.

c) Responsibilities:

- 1) The Chair and Secretary are voting members of the Faculty Council.
- 2) Meet monthly or more frequently as determined by its members to conduct the business of the faculty. Any faculty member may submit an agenda item to the chair of the Council at least five (5) working days

before a scheduled meeting.

3) Advise the Dean on matters pertaining to planning, policy, organizational, and budgetary issues as they impact on the operation of the College.

4) Have the authority to establish a committee, as necessary, which will review the Code of the College of Allied Health Sciences. This Code Committee will make recommendations to the faculty for the amendment of the Code in part or in total as specified in *Section IX* of this Code.

5) Interpret the Code upon request from an administrator or a faculty member when an item is submitted in writing and states in detail the area of concern.

6) Perform other duties delegated by the Dean.

7) Report to the faculty on a regular basis.

8) Reconsider any decision or recommendation it has made when twenty percent of the faculty appeal such a decision in writing to the Chair of the Council. The Council will then set a date for a full faculty meeting at which a vote on the issue will be taken by the faculty, and recommendations may be overridden by a two-thirds vote of the faculty.

2. Undergraduate Affairs and Curriculum Committee:

a) Membership: Five faculty members to include one member from each department with an undergraduate degree program.

b) Responsibilities:

1) The Chair of the Undergraduate Affairs and Curriculum Committee shall serve as the resource person to the University Curriculum Committee.

2) Provide assistance to departments developing new course proposals and/or curriculum changes requiring University Curriculum Committee approval.

3) Make recommendations to the department submitting proposed new undergraduate courses and other proposed undergraduate degree program changes.

4) Consider other issues related to undergraduate education.

5) Perform other duties delegated by the Chair of the CAHS Faculty.

3. Graduate Affairs and Curriculum Committee:

a) Membership: A Graduate Faculty or Associate Graduate Faculty representative from each department having a graduate program.

b) Responsibilities:

1) The Chair of the Graduate Affairs and Curriculum Committee shall serve as the resource person to the ECU Graduate Curriculum Committee.

2) The Chair and members of the committee aid departments developing new course proposals and/or curriculum changes requiring University Graduate School approval.

3) The Chair and members of the committee make recommendations to the requesting department on proposed new graduate courses and other graduate degree program changes.

4) The Chair and members of the committee consider other issues related to graduate education.

5) The Chair and members of the committee perform other duties delegated by the

Faculty Council Chair.

4. Elections Committee:
 - a) Membership: Three members, elected from the voting faculty.
 - b) Responsibilities:
 - 1) By March 1 Solicit nominations and develop a slate of candidates for each elective office and committee vacancy at the beginning of Spring Semester, and for vacancies in the ECU Faculty Senate and Graduate Council as needed.
 - 2) Prepare a written slate of nominees for each office and committee vacancy by March 30 and circulate to every voting member of the faculty.
 - 3) Prepare a written ballot for distribution at the last Faculty Meeting scheduled prior to the end of spring semester. The ballot will provide room for nominations made from the floor. The committee will collect and tabulate ballots immediately after the meeting.
 - 4) Maintain a file of ballots and election results for one month after the election results are announced.
 - 5) Notify those individuals elected and announce election results to all faculty in written memo within two weeks of the election.
 - 6) Faculty Senators and Alternates shall be elected for a term of two years by the College faculty following procedures in the [ECU Faculty Manual, Part II](#). The Elections Committee shall be responsible for the election procedures.
 - 7) Laupus Library Representative shall be elected by the College faculty. If there are no candidates for an election, the Representative shall be appointed by the Dean after negotiation with the faculty member. The representative serves as a liaison between the College and the Laupus Library in matters pertaining to the selection and acquisition of books, periodicals and other materials.
5. Student/Faculty Committee:
 - a) Membership: Five faculty elected from the voting faculty, and, on a rotational basis, four student members selected by each designated department selected by their respective departments.
 - b) Responsibilities:
 - 1) Advise Faculty Council and the Dean regarding issues that affect student interests in the College.
 - 2) Plan and coordinate the CAHS recognition ceremonies. Conduct other activities as appropriate to increase awareness of health and science careers.
 - 3) Perform other duties delegated by the Faculty Council Chair
- 6.. Honors and Awards Committee:
 - a) Membership: Five faculty members elected from the voting faculty of the College (as defined in II.B of this Code).
 - b) Responsibilities:
 - 1) Review nominations from the College for the Board of Governor's Distinguished Professor for Teaching Awards and make recommendations to the Dean.
 - 2) During spring semester, solicit nominations for the Dean's Awards.
 - 3) Select and present the candidates to the Dean with accompanying nomination documents. The awards will be announced during the fall opening meeting of the College.

- 4) Solicit nominations, determine recipients, and recommend the College's candidates for other awards or scholarships being requested.
 - 5) Perform other duties as requested by Faculty Council.
7. Research and Scholarly Activities Committee:
- a) Membership: Five faculty members elected from the voting faculty of the College (as defined in II.B of this code) and one student.
 - b) Responsibilities:
 - 1) Organize the annual seminar series.
 - 2) Organize the faculty and student poster presentation sessions (yearly or biennially).
 - 3) Other activities as appropriate to promote research in the College.
 - 4) Perform other duties delegated by the Faculty Council Chair.
8. Diversity Committee:
- a) Membership: One faculty representative from each department elected from the voting faculty of the College. No two faculty representatives will be from the same department.
 - b) Responsibilities:
 - 1) Advise Faculty Council and the Dean regarding cultural diversity issues that affect students, staff, and faculty.
 - 2) Facilitate greater awareness of and sensitivity to cultural diversity.
 - 3) Plan and coordinate activities whose goal is to enhance cultural diversity.
 - 4) Provide assistance to departments seeking to increase cultural diversity among their faculty and students.
 - 5) Other activities as appropriate to promote diversity in the College
 - 6) Perform other duties delegated by the Faculty Council Chair and/or Dean.

B. Personnel Committees, Tenure Committees, Promotion Committees These Department Committees follow the Faculty Manual Provisions for clinical tenure-granting units that include fixed-term faculty members in personnel actions in their unit codes (Refer to [ECU Faculty Manual, Part IX](#)).

Section V EVALUATION OF FACULTY

NOTE: Unit Guidelines follow provisions of [the ECU Faculty Manual, Part IV, Part VIII](#) and [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, performances, patents, and national awards, including both honorary awards and competitively awarded external funding as appropriate to the discipline. These measures, and

particularly national awards that recognize prominence in the discipline, will be positively reflected in annual evaluations and other personnel actions

A. Annual Evaluations

1. Each Department Chair, in consultation with the faculty member will select relative weights (percentage of commitment) to be applied to the criteria that are used in the annual evaluation of the individual's performance in advance of the completion of the annual evaluation. The individual will inform the Department Chair, in writing, of the selection no later than the established date determined by the Dean for continuing faculty, or within one month of the initial date of employment for new faculty. The percentage of commitment is reviewed and evaluated in consultation with the Departmental Chair. Adjustments are renegotiated, as appropriate.
 - a) Teaching: 20% - 70%
 - b) Research/Creative Activities: 10% - 70%
 - c) Service: 5% - 25%;
 - d) Clinical (if appropriate): x% - x%
 - e) Other: 0 – 50%; negotiated with Administrative Supervisor.

Note: Service cannot be higher than teaching or research/creative activity.

2. Criteria shall be available to enable the faculty member to be aware of expectations upon which academic achievement, professional progress, and performance will be judged. These criteria by which the performance of the faculty of the College of Allied Health Sciences should be assessed are found below. (NOTE. Each of the four areas which may be considered in the annual evaluation process is represented by lists of possible activities. The location of an item on any of the lists is NOT intended to imply any ranking or importance, nor are the lists intended to be exhaustive or mutually exclusive. The items on each of the lists are not necessarily of equal weight.)

- 1) **Teaching:** Teaching in the College should reflect the efforts and ability of a faculty member to provide each student with quality instruction. Such instruction should contribute to the knowledge, skills, and competencies required of the student (both graduate and undergraduate). The following criteria are representative, but not exclusive:

a) Teaching Skills

- 1) Demonstrates grasp of theory, practice, and significant research.
- 2) Displays knowledge of contemporary policies and issues in field of practice.
- 3) Creates classroom environment that challenges, encourages participation, and stimulates student creativity.
- 4) Offers highly specialized instruction at sophisticated levels of expertise.

- 5) Provides students with access to relevant historical and contemporary literature and reference resources appropriate to course offerings.
- 6) Demonstrates knowledge and use of appropriate community resources.
- 7) Uses appropriate instructional resources and aids.
- 8) Enables students to relate theory to practice.
- 9) Up-dates course content or develops new courses in the light of developing knowledge.
- 10) Develops learning material (e.g., manuals, audio-visuals, self- instructional modules, study guides, computer assisted instruction, etc.).
- 11) Develops and applies objective and subjective measures to evaluate student competencies.
- 12) Clearly communicates course objectives and expectations to the student.

a. Related Professional Teaching Responsibilities

- 1) Demonstrates sensitivity and appropriate responses to students with special problems and needs (e.g., students with disabilities who experience communication problems or require referral to other services).
- 2) Provides academic and/or career advisement.
- 3) Consults with students on research or developmental activities.
- 4) Supervises students in preparation of theses, major papers, and professional papers and projects.
- 5) Supervises, instructs, or monitors student activities in a variety of settings at differing levels of complexity (classroom, laboratory, field education placement, internship).
- 6) Develops or expands clinical or field education resources.
- 7) Engages in inter-departmental teaching activities.
- 8) Is available for guest teaching.

b. Faculty Professional Educational Achievements

- 1) Attends professional or academic conferences for academic enhancement.
- 2) Meets professional requirements of continuing education, re-certification, or licensure.

6. Research/Creative Activity

Research/Creative Activity occurs in many forms and reflects the diverse interests, skills, and opportunities of the various professions represented in the College. No one form of research/creative activity is considered superior to another as long as it meets the standards of the profession or discipline. Research/Creative Activity includes but is not limited to:

- 1) Refereed journal articles
- 2) Books
- 3) Book Chapters
- 4) Monographs

- 5) Reports in proceedings of sponsored meetings
- 6) Presentations to international, national, regional or state meetings
- 7) Editor for refereed journal
- 8) Development of grant proposals
- 9) Community engagement and/or outreach
- 10) Other noteworthy similar activities as appropriate

7. Faculty Service:

Service is that activity which contributes to the welfare of the University, the faculty, the students, the profession, or the community. Its relationship to departmental, College and University goals and objectives is important. It may include:

a) **Administration and Management**

- 1) Serves on administrative or standing committees of the University, College, department, or program.
- 2) Serves on Faculty Senate.
- 3) Participates in task groups at various levels of the University.

b) **Student Life**

- 1) Serves as advisor, coordinator, monitor, or faculty representative for student life program(s).
- 2) Contributes to special student programs (e.g., career days, recognition ceremonies, orientation, academic course registration, etc.).
- 3) Assists students in career planning and job placement.
- 4) Demonstrates willingness and ability in handling special assignments.

c) **Professional Service:** evidenced by activity as an officer, committee chair, task force member or governing board member in a professional organization.

d) **Community Service**

- 1) Participates in non-partisan community programs and activities related to human welfare.
- 2) Contributes to community education and understanding of issues related to human service programs.
- 3) Offers consultation and/or technical assistance to community organizations concerned with human needs.
- 4) Is available as speaker, discussion leader, or resource person in public discussion related to human problems.
- 5) Provides the services of one's profession in the community to enhance the profession, aid the community, and maintain one's skills.

8. Other: (negotiated with administrative supervisor) Activities include but are not limited to:

- a) Directing the activities of a department or program (e.g., Chairperson).
- b) Advising General Education students.

- c) Grant Administration (External).
- d) Special departmental, College, or University assignments.

2. Promotion

Each department in the College of Allied Health Sciences shall establish guidelines expressing departmental expectations regarding achievement for professional advancement. Evaluation of teaching must include peer review according to departmental plans for new and probationary-term faculty. Such peer review must include direct observation of the classroom teaching.

a) General Guidelines

- 1) Departmental guideline documents shall include separate guidelines for the conferral of permanent tenure and for promotion to each academic rank. (See Department Guidelines for promotion, tenure, and advancement in rank that are housed in each department and are adjudicated in accordance with the *ECU Faculty Manual*)
- 2) Annual performance evaluation and evaluation for reappointment, promotion, conferral of permanent tenure, and cumulative review shall take into consideration the assignments in the three traditional areas of teaching/advising (including clinical teaching), research/creative activity, service (including patient care), and scholarship of community engagement and outreach.
- 3) Departmental guidelines require approval by a majority of the permanently tenured faculty of the department. In cases where there are fewer than three permanently tenured faculty of appropriate rank in the department, the Dean appoints per [ECU Faculty Manual, Part IX](#).
- 4) Departmental guidelines shall include a procedure for revision. Revisions must be approved by a majority of the permanently tenured faculty of the department.

3. Permanent Tenure

Permanent tenure is a privilege and may be conferred only by action of the Board of Trustees of East Carolina University, and is always held with reference to employment by East Carolina University rather than to employment by The University of North Carolina. Meeting or exceeding college criteria or departmental guidelines does not ensure the conferral of permanent tenure (See Promotion, Tenure, and Advancement in this Code). Conferral of permanent tenure is based on the faculty member's demonstrated professional competence in teaching/advising, research/creative activity, professional service, and, for some clinical faculty members, patient care and related clinical activities; potential for future contributions; and the institution's needs and resources. No assistant professor will be awarded permanent tenure unless concurrently promoted to associate professor.

4. Performance Review of Tenured Faculty (Post-tenure review):

As stated in the [ECU Faculty Manual, Part IX](#) at five-year block intervals, each permanently tenured CAHS faculty member shall have a review of all aspects of his or her professional performance (teaching, research, service, scholarship of community engagement and outreach, and other duties). The departments' Tenure Committee shall review current standards of "meets, exceeds, and does not meet expectations," performance and revise as necessary. The review shall be informed by the faculty member's annual reports, annual evaluations, and an updated curriculum vitae. The Committee will address all aspects of the faculty member's professional performance, including all duties actually assigned to the faculty member during the period covered by the review, as these duties were weighted for the individual faculty member at the time. In addition, this comprehensive review will address the faculty member's contributions to the department, college, and university mission and goals

The review shall not be a re-evaluation or re-validation of tenured status. The review shall be for ensuring faculty development and promoting faculty vitality (See Department Guidelines for promotion, tenure, and advancement in rank that are housed in each department and are adjudicated in accordance with *the ECU Faculty Manual*).

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

1) The College of Allied Health Sciences' Departmental procedures for appointment and subsequent appointments of fixed-term faculty shall be as follows:

- a) Special faculty appointments with specific titles shall be made according to the general provisions as outlined in *the [ECU Faculty Manual, Part VIII](#) and [Part IX](#)*.
- b) Criteria for appointment shall be as set forth in the *ECU Faculty Manual, [Part VIII](#)*.
- c) The credentials required for the appointment must be clearly delineated in the position advertisement.
- d) Any faculty member employed in a fixed-term position shall be evaluated annually in accordance with the provisions of the employment contract.

2) Clinical Fixed-Term Appointments (Minimum standards for each title defined).

- a) **Clinical Instructor** – Evidence of qualities which contribute decidedly to the professional advancement of the well-trained person; evidence of a sound educational background and clinical experience for the specific position, including as a minimum the master's degree or equivalent as established by the faculty of the department and affirmed by the appointing officer, and evidence of clinical teaching competence.

- b) **Clinical Assistant Professor** – Qualifications of the previous title; evidence of potential for continued professional growth, which shall be in part measured by clinical and/or didactic teaching effectiveness, and membership and professional activity in professional organizations, College and University.
- c) **Clinical Associate Professor** – Qualifications of the previous title; evidence of quality clinical and/or didactic teaching at the University level; a minimum of 6 years of experience in the delivery of clinical services and/or clinical instruction in association with an academic institution; a record of creative activity or research or a record of participation in professional organizations and effective service to the profession, College and University.
- d) **Clinical Professor** – Qualifications of the previous title; an established record of excellence in clinical teaching; a minimum of 12 years of experience in the delivery of clinical services and/or clinical instruction in association with an academic institution; and a record of significant creative/research activity or significant service to the profession, College or University.

3) Research Fixed-Term Appointments (Minimum standards for each title defined).

- a) **Research Instructor** – Evidence of qualities which contribute decidedly to the professional advancement of the well-trained person; evidence of a sound educational background and research experience for the specific position, including as a minimum the master’s degree or equivalent as established by the faculty of the department and affirmed by the appointing officer.
 - b) **Research Assistant Professor** – Qualifications of the previous title; evidence of potential for continued professional growth, which shall be measured by research and creative activities and/or didactic teaching effectiveness.
 - c) **Research Associate Professor** – Qualifications of the previous title; evidence of quality research and/or didactic teaching at the University level; a minimum of 6 years professional experience in research or in an academic setting; a record of creative activity or research or a record of participation in professional organizations, College and University.
 - d) **Research Professor** – Qualifications of the previous title; an established record of excellence in research and teaching; a minimum of 12 years of experience in research or in an academic setting; and a record of significant creative/research activity, and a record of participation in professional organizations, College and University.
- 4) Recommendations for the appropriate title for initial appointments and subsequent appointments will be made by the Departmental Personnel Committee. Fixed-term faculty wishing to apply for advancement in title for subsequent appointments will submit an updated CV and write a letter requesting consideration of the advancement in title to the Department Chair. Upon receipt of these documents, the Departmental Administrator shall notify the Departmental Personnel Committee. ([ECU Faculty Manual, Part VIII](#) and [Part IX](#))**
- a. The candidate shall provide the Departmental Personnel Committee with a portfolio that provides evidence of his or her activities and supports the

advancement in title.

- b. The Department Personnel Committee shall review the portfolio and by secret vote determine if the committee supports or does not support the advancement in title for the subsequent appointment. The chair of the Departmental Personnel Committee forwards in writing the recommendation of the committee to the Department Chair. The Department Chair considers the advancement in title request and considers the recommendation of the Departmental Personnel Committee. If the administrator concurs, the recommendation is communicated in writing to the Dean with copies to the candidate and the Departmental Personnel Committee. If the Department Chair does not concur, he or she will meet with the Departmental Personnel Committee to discuss the appointment. After the meeting the Departmental Administrator shall make a recommendation and communicate the recommendation in writing to the Dean with copies to the candidate and Personnel Committee. These recommendations must comply with the procedures identified in [ECU Faculty Manual, Part VIII](#) and [Part IX](#).

C. Standards for Performance Review of Tenured Faculty Post-Tenure Review (Refer to [ECU Faculty Manual, Part IX](#))

1. Performance review of all tenured faculty members will follow procedures outlined in the [ECU Faculty Manual, Part IX](#). (See Department Guidelines for promotion, tenure, and advancement in rank that are housed in each department and are adjudicated in accordance with the [ECU Faculty Manual](#)).

D. Evaluation of University Administrators, College Administrators, and Department Chairs

1) Annual Evaluation:

a) University Administrators

University administrators shall be evaluated in accordance with established University policies. (See the [ECU Faculty Manual, Part II](#).)

b) College Administrators:

College administrators shall be evaluated in accordance with established University policies. Eligible faculty members within each department in the College of Allied Health Sciences shall be provided an opportunity to evaluate the Dean on an annual basis. The instrument(s) developed by the University will be used for this purpose.

c) Department Chairs:

All faculty members within each department shall be provided an opportunity to evaluate their respective Department Chair on an annual basis. The instrument(s) developed by the University will be used for this purpose. In addition, evaluation of the Chair shall include an annual conference with the Dean and the department faculty excluding the Chair.

2) Five-Year Administrator Review:

The Five-Year Administrator Evaluation of the Dean and Chairs will be conducted in accordance with established University policies and procedures

(see [ECU Faculty Manual, Part II](#)).

Academic Program Review

The College of Allied Health Sciences shall complete a College program review as outlined in the established University policies and procedure ([see ECU Faculty Manual, Part IV](#)).

Section VI PROCEDURES FOR MEETINGS WITHIN THE COLLEGE

- A. The faculty shall hold at least one meeting during each semester of the academic year. The Faculty Council Chair shall determine the time for meetings. A spring meeting shall include election of the Faculty Council and committee members from the slate presented by the Elections Committee and candidates nominated from the floor. These meeting dates will be announced to the faculty no later than the end of the first month of the respective semester. Meetings shall be conducted in accordance with *Robert's Rules of Order, Newly Revised* ([ECU Faculty Manual](#)).
- B. The prerogative of the Dean of the College of Allied Health Sciences to assemble the faculty as desired for administrative purposes is duly recognized.
- C. Special meetings of the faculty may be called by the Faculty Council Chair by:
 - a) A petition of twenty percent of the voting faculty.
 - OR
 - b) Upon resolution of any standing committee and approval by the Faculty Council.
- D. The Faculty Council's Secretary shall notify each member in writing at least five working days prior to a regular or special meeting concerning the time, place, and agenda of a meeting.
- E. Items may be placed on the agenda by the Faculty Council or a faculty member.
 - 1) Any member of the faculty shall be entitled to place an item on the agenda if it pertains to the business of the College; and if it is presented in writing to the Chair of the Faculty Council prior to distribution of the meeting notice. Two weeks prior to this meeting, the chair shall issue to the faculty a call for agenda items.
 - 2) Proposals from the floor regarding new business will be honored upon consent of a two-thirds vote of the voting faculty present.

Section VII VOTING BY FACULTY MEMBERS

Voting in all faculty meetings may be by voice vote, show of hands, or by secret ballot. A secret ballot may be requested by any member of the faculty and must be honored. Electronic balloting is allowed for votes taken outside of faculty meetings.

Section VIII BUDGET

A. Annual budget request

The Dean shall submit an annual budget request to the faculty for review and input. Copies will be distributed to faculty. Faculty are encouraged to provide input directly to the Dean or through their Department Chair relative to these documents immediately upon receipt.

B. Annual report

The Dean shall submit an Annual Report to the faculty for review and input. Copies shall be made available to each Department Chair to share with all faculty in the respective departments. Faculty are encouraged to provide input directly to the Dean or through their Department Chair relative to these documents within five working days.

C. Procedure for Developing Criteria for Salary Increases

The Dean of the College of Allied Health Sciences shall meet annually with the Administrative Council and the CAHS Faculty Council to develop priorities and procedures for salary increases. The CAHS faculty members may submit suggestions to their Department Chair or to a Faculty Council member. The salary increase criteria implemented will be in accordance with the [ECU Faculty Manual, Part VIII](#) and the guidelines set forth by UNC General Administration and the ECU Administration.

Section IX AMENDMENT PROCEDURES

- A. Proposals recommending changes in the CAHS Code are to be submitted to the Faculty Council Chair. These changes may be initiated by not less than twenty percent of the College's voting faculty or by the committee established by the Faculty Council. If the proposal is initiated by twenty percent of the faculty, the proposal should include the signatures of the faculty making the request, the location of the proposed amendment in the Code as well as any words to be added or deleted. If the proposal is initiated by the committee, the proposal should include the location of the proposed amendments(s) in the Code as well as any words to be added or deleted. The Faculty Council Chair will circulate the proposal to all faculty. Following a fifteen working day review period, the Faculty Council Chair will call for a vote of the permanently tenured faculty. Voting will follow rules according to *Robert's Rules of Order, Newly Revised*.
- B. The revised Code must be approved by two-thirds of the permanently tenured faculty members of the College of Allied Health Sciences ([ECU Faculty Manual, Part IV](#)).
- C. The Code and subsequent amendments shall be enabled upon the approval by a two-thirds vote of the permanently tenured faculty members of the College of Allied Health Sciences and after approval by the Faculty Senate and the Chancellor.

Appendix A

Departments of the College of Allied Health Sciences

Addictions and Rehabilitation Studies (DARS)

Biostatistics (BIOS) *Department will be deleted on or before July 1, 2022, after approval of pending reorganization of faculty to the BSOM/Department of Public Health by the Chancellor.*

Clinical Laboratory Science (CLSC)

Communication Sciences and Disorders

(CSDI)

Health Services and Information Management (HSIM)

Nutrition Science (NUTR)

Occupational Therapy (OCCT)

Physical Therapy (PTHE)

Physician Assistant Studies (PADP)

COLLEGE OF ALLIED HEALTH SCIENCES

Departmental Promotion, Tenure, and Advancement Guidelines

(Reviewed by the Unit Code Screening Committee, November 14, 2018)

Departments of the College of Allied Health Sciences

Addictions and Rehabilitation Studies (DARS)	pages 23 - 37
• <i>Approved by Department: March 12, 2018</i>	
Biostatistics (BIOS)	pages 38 - 39
• <i>Approved by Department: November 17, 2017</i>	
• <i>Department will be deleted on or before July 1, 2022, after approval of pending reorganization of faculty to the BSOM/Department of Public Health by the Chancellor.</i>	
Clinical Laboratory Science (CLSC)	page 40
• <i>Approved by Department: February 12, 2018</i>	
Communication Sciences and Disorders (CSDI)	pages 41 - 47
• <i>Approved by Department: November 9, 2018</i>	
Health Services and Information Management (HSIM)	pages 48 - 55
• <i>Approved by Department: February 19, 2018</i>	
Nutrition Science (NUTR)	pages 56 - 62
• <i>Approved by Department: November 12, 2018</i>	
Occupational Therapy (OCCT)	pages 63 - 75
• <i>Approved by Department: January 18, 2018</i>	
Physical Therapy (PTHE)	pages 76 - 83
• <i>Approved by Department: December 17, 2018</i>	
Physician Assistant Studies (PADP)	pages 84 - 88
• <i>Approved by Department: September 19, 2017</i>	

Department of Addictions and Rehabilitation Sciences
College of Allied Health Sciences
East Carolina University

Tenure, Promotion, and Personnel Guidelines

These guidelines were approved by the Department of Addictions and Rehabilitation Studies (DARS) Chair and tenured faculty on February 4, 2010. Revised November 8, 2011; April 15, 2013; January 26, 2015; May 11, 2015; October 28, 2015; January 11, 2016; February 22th, 2016; March 14th, 2016; October 25th, 2017; December 13th, 2017. January 22nd, 2018.

INTRODUCTION

The following tenure, promotion, and personnel guidelines have been developed in concurrence with the 2013 Department of Addictions and Rehabilitation Studies' strategic planning goals:

1. Maintain excellent and contemporary curricula and instruction ensuring competent graduates with high levels of critical thinking and analytical ability.
2. Promote research capabilities and productivity.
3. Provide service support for the community, state and national professional organizations, and/or appropriate groups within East Carolina University.

Further, the Department of Addictions Rehabilitation Studies (DARS) tenure, promotion, and personnel criteria are inclusive of the Carnegie Foundation's support of "two common approaches to conceptualizing community engagement for promotion and tenure. The first is to place the engagement achievements in the categories of teaching or research and to require traditional forms of scholarship (articles, presentations, and grants). The second is to consider community engagement in a broad category of service along with campus-based and consultations; this second approach may or may not carry expectations of a scholarly approach."¹

As outlined in the [*ECU Faculty Manual*](#), DARS tenure, promotion, and personnel committees are comprised of DARS faculty. The function, composition and special role additions/limitations (where appropriate) of said committees are as follows:

- **Tenure Committee:**
 - Function: The Tenure Committee shall be responsible for making recommendations concerning re-appointments of probationary-term faculty members, the granting of permanent tenure, and conferral of tenure for initial

- appointments with permanent tenure.
- Composition: All permanently tenured voting faculty, as defined in [the ECU Faculty Manual, Part IX](#), will comprise this committee.
- Special role addition: The Tenure Committee will perform functions of the Performance Review Committee (see below) pertaining to post-tenure review as outlined in the [ECU Faculty Manual](#).
- **Promotion Committee:**
 - Function: The Promotion Committee shall be responsible for making recommendations for promotions in rank and for recommending the ranks of initial appointments at the associate professor or professor level.
 - Composition: A given Promotion Committee will be comprised of faculty who have obtained or exceeded the rank to which a given faculty member is seeking promotion.
- **Personnel Committee:**
 - Function: The Personnel Committee shall be responsible for making recommendations regarding initial probationary appointments and initial and subsequent fixed-term faculty appointments.
 - Composition: All faculty (permanently tenured, probationary term, and full-time fixed term faculty) will comprise this committee in accordance with the [ECU Faculty Manual, Part IX](#). At least two-thirds of the Personnel Committee membership shall be permanently tenured voting faculty members.
 - Special role limitations: Probationary term and fixed term faculty will be excluded from the following roles-
 - Making recommendations on requests for reduction in the normal probationary term at the time of initial appointment,
 - Making recommendations on requests for the extension of the normal probationary term,
 - Consulting, by request of the faculty member, with faculty members who are considering requesting conferral of permanent tenure prior to the end of the probationary term, and
 - Consulting, by request of the faculty member, with faculty members who are considering requesting promotion.

Criteria stated for all three categories (teaching, research, and service) are entry requirements for that rank or title. Criteria are sequential in that all requisites in prior ranks must be met along with the requirements for entry at the desired rank.

- **Assistant Professor.** The criteria reflect the concept that the Assistant Professor is the entry level position during which time the faculty member is gaining experience and mastery in teaching, building service experience, and developing a research scholarship agenda.
 - **Clinical Assistant Professor.** This entry level position is similar to the Assistant Professor in concept except that the title is not tenure eligible. The Clinical Assistant Professor position will typically not have a research/scholarship expectation. Moreover, his/her teaching and service expectations may vary depending on the nature of assigned duties.

- **Tenure/Associate Professor.** Competence in all three areas is required, although there may be one area that is stronger than another. In the area of "teaching," the faculty member must demonstrate competence in the courses he or she is assigned to develop and teach. Service should be varied and across several areas. Research will focus on establishing an area of expertise, leading to a publication record.
 - **Clinical Associate Professor.** This position is similar to the Associate Professor in concept except that the title is not tenure eligible. Similarly, the Clinical Associate Professor position will typically not have a research/scholarship expectation. Moreover, his/her teaching and service expectations may vary depending on the nature of assigned duties.

- **Professor.** Promotion to Professor is achieved when the individual has demonstrated significant contributions in at least two of the three areas (i.e., teaching, research, and service) as described in the guidelines.
 - **Clinical Professor.** This position is similar to the Professor in concept except that the title is not tenure eligible. Similarly, the Clinical Professor position will typically not have a research/scholarship expectation. Moreover, his/her teaching and service expectations may vary depending on the nature of assigned duties.

Performance Review. Tenured faculty are expected to maintain their quality performance and productivity in teaching, research, and service. The comprehensive, formal, periodic evaluation of cumulative faculty performance has the purposes of ensuring faculty development and promoting faculty vitality. The review shall have as its basic standard of appraisal and evaluation whether the faculty member under review discharged conscientiously and with professional competence the duties associated with his or her position during the period under review. The review shall not be a reevaluation or revalidation of tenured status.

An initial review shall be conducted by the Department Chair after reviewing the faculty member's 5-year plan, current curriculum vitae, annual reports, and annual evaluations for the years under review (not to exceed five years), and any other materials that the faculty member provides in support of his/her professional performance over the review period. Subsequently, this review will be conducted, at a minimum, every five years by the Department Chair.

Using the "Form: Report on Performance Review of Tenured Faculty" the Department Chair prepares a performance review report which shall consist of a narrative evaluation of the overall performance of the faculty member that considers the relative weights assigned to each duty during each of the years being reviewed and the amount of reassigned time from teaching to the performance of other duties for each year under review. This evaluation shall conclude with an overall ranking that categorizes each

faculty member's performance as "meets," "exceeds," or "does not meet" expectations. The overall designation should address the policy requirements for a comprehensive review that includes individual faculty contributions to departmental, school/college, and university goals as well as to the academic programs in which the individual faculty member teaches; it should **not** be derived by averaging annual faculty evaluations for the years being reviewed. The evaluative report, together with the faculty member's annual reports and annual performance evaluations for the period under review, a copy of the faculty member's 5-year plan, a copy of the faculty member's current curriculum vita, and any other material the faculty member provided in support of his/her professional performance over the review period, shall be forwarded to the Performance Review Committee and shall become part of the permanent personnel file.

For each faculty member under review, a Performance Review Committee (consisting of all tenured faculty) will determine whether the committee either agrees or disagrees with the findings of the Department Chair. The Performance Review Committee's discussion will address all aspects of the faculty member's professional performance, including all duties actually assigned to the faculty member during the period covered by the review, as these duties were weighted for the individual faculty member at the time. Reviews may consider any performance of duties judged supererogatory (i.e., duties that address the unit's mission but are not specifically assigned during the period under evaluation). The review shall reflect the nature of the faculty member's field or work and shall conform to fair and reasonable expectations as recognized by faculty peers in the discipline. The review shall be conducted in a manner free of arbitrary, capricious, or discriminatory elements and shall adhere to the requirements of the *Faculty Manual* and the unit code. Reviews can only address misconduct if the misconduct is documented in the faculty member's personnel file and the faculty member's due-process rights were respected (the right to appeal a finding or sanction to the relevant committee and the right to include in the personnel file a letter expressing disagreement).

The Performance Review Committee shall apply the following criteria in determining whether to agree or disagree with the findings of the Department Chair:

1. [ECU Faculty Manual, Part VIII](#), Evaluations,
2. The guidelines for teaching, research and service delineated below on pages 6-8, and
3. The expectations for teaching, research, and service delineated below on pages 9-19.

General guidelines finding of "meets," "exceeds," or "does not meet" expectations:

Meets expectations: during the period under review, the faculty member discharged conscientiously and with professional competence the duties associated with his or her position. Faculty who demonstrate a record that is consistent with the teaching, research, and service expectations under the Performance Review of Tenured Faculty criteria should receive a ranking of “meets” expectations.

Exceeds expectations: during the period under review, the faculty member discharged conscientiously and with professional competence the duties associated with his or her position in such a way as to constitute a model for others that represents the best of its kind. Faculty who demonstrate a record that consistently exceeds, over time and across all areas, the teaching, research, and service expectations under the Performance Review of Tenured Faculty criteria should receive a ranking of “exceeds” expectations.

Does not meet expectations: during the period under review, the faculty member failed to discharge conscientiously and with professional competence the duties associated with his or her position. Faculty who demonstrate a record that consistently does not meet, over time and across all areas, the teaching, research, and service expectations under the Performance Review of Tenured Faculty criteria should receive a ranking of “does not meet” expectations.

In accordance with [ECU's Faculty Manual, Part IX](#), all faculty must abide by the revised criteria once approved by the Department's Tenure Committee.

Teaching Guidelines

Assistant Professor/Clinical Assistant Professor is the anticipated entry-level position with the expectation of having completed all doctoral courses with the possible exception of a completed dissertation. The criteria listed under Assistant Professor/Clinical Assistant Professor are the minimum criteria to be used when hiring.

Documentation of Teaching Effectiveness:

Documentation of teaching effectiveness and of meeting the criteria specified may include any of the following: DARS students' surveys of instruction, peer reviews (as per ECU guidelines), annual teaching evaluation, participant evaluations from conference/workshop presentations, and/or evidence demonstrated through student work.

Research Guidelines

The publication and presentation of research is viewed as a necessary part of the tenure and promotion process. Typically persons spend 4-6 years at each rank before moving up to the next level. Faculty are expected to develop, conduct, present, and

publish, as primary investigator, independent lines of research. Consideration of this time period was used in formulating each set of entry requirements. **Scholarship** is identified as research projects that produce and advance the fields of counseling, rehabilitation, and addiction in relation to teaching, learning, and/or professional knowledge. Scholarship of engagement and scholarship of outreach is supported and encouraged through ECU, which received the 2008 Community Engagement Classification in the category of Curricular Engagement and Outreach and Partnerships classification from the Carnegie Foundation.¹

Scholarship of Engagement refers to academically relevant work that simultaneously meets ECU's mission and goals as well as community needs by integrating community issues. The scholarship of engagement includes engaged scholarship and scholarship on engagement.²

- **Engaged scholarship** focuses on the outcomes of the partnership activities within the community from the partnership's perspective.
- **Scholarship on engagement** focuses on the engagement processes from the partnerships' perspective.

Scholarship products may include²

- peer reviewed professional publications and presentations
- grant applications
- community presentations
- policy development that impacts professional practice
- curriculum development
- empirical evaluation of student learning in a community
- action research conducted in a course which may include any of the following:
 - record of instructional scholarship
 - instrument development (e.g. software, evaluation instrument, etc)
 - solving program problems
 - software development

These products may be disseminated by means of reports, curriculum materials, and/or faculty development workshops.²

Scholarship of Outreach pertains to scholarly work that is done for members of a group outside of ECU that involves teaching, consultation, and/or research. It includes generating, transmitting, applying, and preserving knowledge for the direct benefit of external audiences in ways that are consistent with university and unit missions. The scholarship of outreach includes outreach scholarship and scholarship on outreach, and both focus on the faculty member's perspective.²

- **Outreach scholarship** describes the outcomes of outreach activities
- **Scholarship on outreach** focuses on outreach processes.

Scholarship products include²:

- peer reviewed professional publications and presentations
- grant applications
- grant awards
- community presentations
- policy development that impacts professional practice
- curriculum development
- empirical evaluation of student learning in a community action research conducted in a course which may include any of the following:
 - record of instructional scholarship
 - instrument development (e.g. software, evaluation instrument, etc)
 - solving program problems
 - software development
- written reports

Refereed journals are those scholarly publications that critically review submitted manuscripts and have an editorial board that oversees the quality of the printed material and may include:

- critical reviews of the literature
- original research including qualitative and quantitative studies and mixed designs
- articles of a theoretical or philosophical orientation
- online publications

When manuscript authorship is in alphabetical order with an appropriate note indicating equality of authorship, may count the publication as first author.

Documentation of Research

Documentation for publication and presentation which may include any of the following:

- letter or electronic correspondence of acceptance (e.g. publication and/or presentation at a conference/ grant award)
- copy of conference program or proceedings
- copy of article

Service Guidelines

Service to the department, College of Allied Health Sciences, and East Carolina University are all valued. Additionally, because faculty members are also healthcare providers, therapists, and supervisors, service to the profession, and the community are seen as worthy endeavors.

Documentation of Service Effectiveness

Documentation of the effectiveness of service activities may include any of the following: letters or other forms of written communication from committee chairs, professional peers, and supervisors or project leaders. It is recognized that service has both qualitative and quantitative components and both should be addressed in the documentation.

References

¹Driscoll, A. (2008). Letter to Chancellor Ballard from The Carnegie Foundation for the Advancement of Teaching.

²Velde, B .P. (2009). Report of the ECU Engagement Planning Team: ECU Definitions. (Available from the Office of Engagement, Outreach and Economic Development, Willis Building, East Carolina University, Greenville, NC).

Guidelines for probationary term Assistant Professor or Clinical Assistant Professor or Entry-level criteria. Please note that the Clinical Assistant Professor position will typically not have a research/scholarship expectation. Moreover, his/her teaching and service expectations may vary depending on the nature of assigned duties.

Teaching

Required:

- All but doctoral dissertation completed.
- Has direct service experience in the rehabilitation, counseling, addiction, or mental health field.
- A record of progress toward teaching effectiveness.
- Presentation experience which may include any of the following:
 - Clinics
 - Community
 - State/Regional conferences
 - National conferences
 - Community college
 - University
 - On-line class/course
- Assist with Comprehensive Examinations if identified with Graduate Programs

Optional: additional scholarship of teaching beyond requirements:

- Fieldwork supervisor
- Instructor in DARS program

Research/Scholarship

Required: Participation in research such as data collection, supervision of graduate/doctoral student research, development and presentation of own doctoral research, and membership on a research committee.

Service

Required:

- Membership in state and national professional organizations
- Participated in four or more of the following:
 - National professional organization committee member or officer
 - State professional organization committees/task group/ ad hoc committee
 - ECU committee
 - CAHS committee
 - DARS dept. committee or ongoing task such as Newsletter editor or coordinator of job bank
 - Continuing education presentations such as AHEC or in-service training to other professionals
 - Community public service such as board of directors, community presentations, Professional practice such as active practitioner or volunteer

Guidelines for Promotion (with tenure) to Associate Professor or Advancement to Clinical Associate Professor. Please note that the Clinical Associate Professor position will typically not have a research/scholarship expectation. Moreover, his/her teaching and service expectations may vary depending on the nature of assigned duties.

Teaching

Required:

- Qualifications of the previous rank or title as appropriate.
- Doctorate completed.
- Certification and/or licensure required by accreditation for faculty in assigned program.
- Evidence of teaching effectiveness
 - Teaching competence as demonstrated by:
 - Satisfactory student survey of instruction scores
 - Peer teaching observations (number to be in compliance with ECU standards: observations by 2 faculty members two times during years 1 and 4)
 - Satisfactory annual teaching evaluation scores as achieved in faculty evaluations
 - Designs and implements graduate courses at an appropriate level and is consistent with the mission and philosophy of the department, college, and university
 - Challenges students to meet or exceed Council for Accreditation of Counseling & Related Educational Programs (CACREP)/ Council on Rehabilitation Education (CORE) standards
 - Uses various teaching resources and aids which may include any of the following: DVDs, PPT, blackboard, web resources, guest speakers
 - Develops and applies objectives and subjective measures to evaluate student competencies such as classroom assessment techniques, surveys

- Communicates course and/or class objectives and expectations clearly
- Serve as a director of student research project
- Is available for guest lectures
- Maintains professional educational requirements for academic enhancement
- Provide academic and/or career advisement, if applicable

Optional: additional scholarship of teaching beyond requirements:

- Engages in team-taught or interdisciplinary taught courses within and/or outside the Department, if applicable
- Provides clinical opportunities, if applicable
- Utilizes simulated client, if applicable
- Develops and teaches distance education course(s), if applicable
- Receives award(s) for excellence in teaching, if applicable
- Serves as committee member/reader of student research project thesis, and/or dissertation if applicable
- Serves as director of thesis or dissertation, if applicable
- Mentorship of probationary-term colleagues in teaching, research, and service endeavors, if applicable
- Recognition for excellence in teaching, if applicable

Research/Scholarship

Required: Qualifications of previous rank or title as appropriate, AND evidence of creative or research activity that includes publications and grants.

- Graduate Teaching Faculty
 - Six publications in a minimum of two different refereed journals.
 - Books, book chapters, and non-refereed publications (e.g., invited paper, software, assessment development, and monograph) may count for no more than a total of two of the six required refereed journal articles.
- Graduate Faculty
 - Six publications in a minimum of two different refereed journals.
 - One research grant application or award as PI or Co-PI for at least \$50,000 (in total costs) must be submitted or awarded.
 - Grant applications/awards, books, book chapters, and non-refereed publications (e.g., invited paper, software, assessment development, and monograph) may count for no more than a total of two of the six required refereed journal articles.
 - Please note that tenure track faculty hired after January 1st, 2015 will produce, at least, at the Graduate Faculty (grant seeking) level.
- Research Faculty:
 - Twelve publications in a minimum of four different refereed journals.
 - Two research grant applications or awards as PI or Co-PI for at least \$50,000 (in total costs) must be submitted or awarded.
 - Grant applications/awards, books, book chapters, and non-refereed publications (e.g., invited paper, software, assessment development, and

monograph) may count for no more than a total of four of the twelve required refereed journal articles.

- Four papers, panels, posters, or other presentations at local, regional, state, national and/or international conferences
- Participation in one scholarly project of:
 - An interdisciplinary nature **OR**
 - With DARS colleagues from outside East Carolina University

Service

Required:

- Qualifications of previous rank or title, as appropriate
- Participated in 2 or more of the following each academic year (at least one must be from a through e below):
 - a. Professional organization - elected officer or committee member
 - b. Departmental committee member
 - c. Departmental committee chair
 - d. CAHS committee, CAHS task group or other committee such as peer review & post-tenure committee
 - e. University committee/task group/ad hoc committee
 - f. Editor or member of an editorial board
 - g. Grant reviewer
 - h. Book reviewer
 - i. Peer reviewer (internal and/or external)
 - j. Proposal reviewer
 - k. Public service such as board of directors, community presentations

Guidelines for Promotion (with tenure) to Professor or Advancement to Clinical Professor. Please note that the Clinical Professor position will typically not have a research/scholarship expectation. Moreover, his/her teaching and service expectations may vary depending on the nature of assigned duties.

Teaching

Required:

- Qualifications of previous rank or title, as appropriate
- Continued record of teaching effectiveness
 - Teaching competence as demonstrated by:
 - Satisfactory student survey of instruction scores
 - Peer teaching observations (number to be in compliance with ECU standards: observations by 2 faculty members, twice every five years)
 - Satisfactory annual teaching evaluation scores as achieved in faculty evaluations

- Thesis/Dissertation or Research Project involvement by
 - Serving as director of student research projects
 - Serving as director of theses committees
 - Serving as director of dissertation committees
 - Serving as committee member for theses and/or dissertations
 - Reader for doctoral student comprehensives
- Develops creative instructional method(s) and module(s), etc.

Research

Required: Qualifications of previous ranks or titles, as appropriate, AND record of publication and research activities that includes:

- Publications and Grants:
 - Graduate Teaching Faculty:
 - Six publications in a minimum of two different refereed journals.
 - Books, book chapters, and non-refereed publications (e.g., invited paper, software, assessment development, and monograph) may count for no more than a total of two of the twelve required refereed journal articles.
 - Graduate Faculty (grant seeking):
 - Six publications in a minimum of two different refereed journals.
 - One research grant application or award as PI or Co-PI for at least \$50,000 (in total costs) must be submitted or awarded.
 - Grant applications/awards, books, book chapters, and non-refereed publications (e.g., invited paper, software, assessment development, and monograph) may count for no more than a total of two of the six required refereed journal articles.
 - Please note that tenure track faculty hired after January 1st, 2015 will produce, at least, at the Graduate Faculty (grant seeking) level.
 - Research Faculty:
 - Twelve publications in a minimum of four different refereed journals.
 - Two research grant applications or awards as PI or Co-PI for at least \$50,000 (in total costs) must be submitted or awarded.
 - Grant applications/awards, books, book chapters, and non-refereed publications (e.g., invited paper, software, assessment development, and monograph) may count for no more than a total of four of the twelve required refereed journal articles.
- Four presentations at regional and/or state conferences, and at least one presentation at national and/or international conferences
- Participation in another scholarly project which may include:
 - An interdisciplinary nature, or
 - With DARS colleagues from outside ECU.
- Editor or manuscript reviewer for recognized professional outlets.
- Mentorship of probationary term colleagues in research endeavors, if applicable.

Service

Required: Qualifications of previous rank or title as appropriate, AND leadership in:

- CAHS committee, task group/ad hoc committee (minimum of one every year)
- University committee; task group; ad hoc committee (at least one time for every 4 years)
- Contributed to one or more of the following each academic year:
 - Grant reviewer
 - Book reviewer
 - Proposal reviewer
 - Tenure & promotion review for CAHS and/or other universities
 - External peer reviews
 - External consultant (paid or unpaid)
 - Leadership* at state or national level such as committee/task group/ ad hoc
 - Public service such as board of directors, community presentations

Performance Review of Tenured Faculty

[The ECU Faculty Manual, Part IX](#), requirements for Performance Review of Tenured Faculty (PTR) state that the review standards must include “individual faculty contributions to departmental, school/college, and university goals as well as to the academic programs in which faculty teach.

Teaching

Required:

- Qualifications of the current rank
- Continued record of teaching effectiveness
 - Teaching competence as demonstrated by:
 - Satisfactory student survey of instruction scores
 - Peer teaching observations (number to be in compliance with ECU standards: observations by 2 faculty members, twice every five years)
 - Satisfactory annual teaching evaluation scores as achieved in faculty evaluations
 - Thesis/Dissertation or Research Project involvement by
 - Serving as director of student research projects
 - Serving as director of theses committees
 - Serving as director of dissertation committees
 - Serving as committee member for theses and/or dissertations
 - Reader for doctoral student comprehensives
 - Develops creative instructional method(s) and module(s), etc.

Research

Required: Qualifications of previous ranks AND continued record of publication and research activities that includes:

- Publications and Grants:
 - Graduate Teaching Faculty:

- Averaging one publication per year in different refereed journals.
- As described under Associate Professor, books, book chapters, and non-refereed publications may count for no more than one-third of the faculty's five-year total.
- Graduate Faculty:
 - Averaging one publication per year in different refereed journals.
 - One research grant application or award as PI or Co-PI for at least \$50,000 (in total costs) must be submitted or awarded within the five year review period.
 - As described under Associate Professor, grants, books, book chapters, and non-refereed publications may count for no more than one-third of the faculty's five-year total.
 - Please note that tenure track faculty hired after January 1st, 2015 will produce, at least, at the Graduate Faculty (grant seeking) level.
- Research Faculty:
 - Averaging two publications per year in different refereed journals.
 - Two research grant applications or awards as PI or Co-PI for at least \$50,000 (in total costs) must be submitted or awarded within the five year review period.
 - As described under Associate Professor, grants, books, book chapters, and non-refereed publications may count for no more than one-third of the faculty's five-year total.
- Averaging 1 presentation per year at regional, state, national and/or international conferences
- Continued participation in other scholarly projects which may include:
 - An interdisciplinary nature, or
 - With DARS colleagues from outside ECU.
- Editor or manuscript reviewer for recognized professional outlets.
- Mentorship of probationary term colleagues in research endeavors, if applicable.

Service

Required: Qualifications of current rank AND continued leadership in:

- CAHS committee, task group/ad hoc committee (minimum of one every year)
- University committee; task group; ad hoc committee (at least one time for every 5 years)
- Continued contributions to one or more of the following each academic year:
 - Grant reviewer
 - Book reviewer
 - Proposal reviewer
 - Tenure & promotion review for CAHS and/or other universities
 - External peer reviews
 - External consultant (paid or unpaid)
 - Leadership* at state or national level such as committee/task group/ ad hoc

- group
- Continued public service such as board of directors, community presentations

*Leadership does not necessarily imply chairing these; it might be serving as another officer leading a task group, etc.

Department of Biostatistics

Department will be deleted on or before July 1, 2022, after approval of pending reorganization of faculty to the BSOM/Department of Public Health by the Chancellor

College of Allied Health Sciences

East Carolina University

Tenured and Probationary Term (Tenure-Track) Position Tenure and Promotion Guidelines

Guidelines for Promotion (with tenure) to Associate Professor

Tenure and promotion decisions will be based primarily on the faculty member's performance in teaching, research, and service. The performance must be adequate in all of these areas in order for tenure and promotion to be granted. Additional considerations include the candidate's potential for future contribution and institutional needs and resources.

Teaching

Teaching will be evaluated by considering the following:

- A teaching portfolio for at least one course. The teaching portfolio should contain course material including notes, homework, handouts, quizzes, work sheets and exams in accordance with Personnel Action Dossier (PAD) guidelines contained in the [ECU Faculty Manual, Part X](#).
- Student evaluation surveys
- Scheduled peer-review evaluations, and unscheduled reviews of Mediasite recordings by the Personnel Committee members and the department chair

Service

- As part of their service faculty members are expected to serve on committees at the department level, college level and possibly at the university level, state level, national level, and international level.

Research

- It is expected that a faculty member who is up for tenure and promotion to Associate Professor will have published or had accepted at least 8 articles in peer-reviewed journals, of which at least 3 are in statistical journals. However, the quality of the articles and the quality of the journals will also be taken into account. Hence it is possible that tenure and/or promotion might be recommended for a faculty member who has published fewer than the number

publications given above, and it is also possible that tenure and/or promotion might not be recommended for a faculty member who has met or exceeded the number of publications given above.

- Submitted articles and presentations at national and state statistical meetings, and being awarded grants and contracts will also be taken into account.

Guidelines for Promotion to Professor

Promotion to professor will be based primarily on the faculty member's performance in teaching, research, and service. The performance must be adequate in all of these areas in order for tenure or promotion to be granted.

Teaching

Teaching will be evaluated by considering the following:

- A teaching portfolio for at least one course. The teaching portfolio should contain course material including notes, homework, handouts, quizzes, work sheets and exams
- Student evaluation surveys
- Scheduled peer-review evaluations, and unscheduled reviews of Mediasite recordings by the Personnel Committee members and the department chair

Service

- The service expectation for promotion to full professor includes active participation in department, college, and/or university committees.
- Participation in local, national, and international professional activities also provides evidence of service.

Research

- Promotion to full professor requires that the candidate be a mature and productive researcher in at least one sub-field of statistics or biostatistics. Sub-fields can be in theory, methodology, or pedagogy.
- Evidence will include publications in refereed statistics journals of high quality with secondary importance attached to other journal publications.
- Sub-fields may also be cross-disciplinary and primary evidence of this type of research may appear as case studies and publications in other fields where the candidate is a first or second author.
- A steady level of research activity is important.

Department of Clinical Laboratory Science

Guidelines for Advancement in Title for Fixed-Term Faculty

In the Department of Clinical Laboratory Science, fixed-term clinical appointments are available to full-time faculty. The general criteria for clinical appointments include either a masters and/or doctoral clinical or laboratory-related degree, recognition as an expert in a medical laboratory science specialty area, and primarily clinical instructional responsibilities.

Clinical (Teaching) Appointments

Clinical Assistant Professor:

- Evidence of a sound educational background and clinical experience for the specific position.
- Evidence of clinical teaching competence at the level required by the University, the clinical/medical profession, and program accreditation agency.

Clinical Associate Professor:

- Qualifications of the previous title.
- A minimum of 6 years of experience in the delivery of clinical instruction in a full-time permanent teaching position at an upper level academic institution.
- Demonstration of quality clinical and/or didactic teaching at the university level.
- Activities in professional organizations, including continuing education.
- Consistent record of service to the College of Allied Health Sciences and Clinical Laboratory Science department.

Clinical Professor:

- Qualifications of the previous title.
- A minimum of 12 years of experience in the delivery of clinical instruction in a full-time permanent teaching position at an upper level academic institution.
- Consistent record of scholarly activity or outstanding service and leadership to the profession.

Department of Communication Sciences & Disorders

College of Allied Health Sciences

East Carolina University

Tenured and Probationary Term (Tenure-Track) Position Tenure and Promotion Guidelines

Guidelines for Promotion (with tenure) to Associate Professor

Promotion to associate professor with tenure is based on the faculty person's current performance *and* the promise of continued satisfactory performance in the areas of teaching, service, and research. Additional considerations include the candidate's potential for future contribution and institutional needs and resources. It is expected that the faculty person's performance across the three areas – teaching, service and research – is commensurate with the person's workload. The faculty person will provide evidence of:

Teaching

- Teaching competence at all levels in the department (undergraduate through doctoral) and delivery methods (distant education and face to face)
- Evidence of teaching ability can include student evaluations (SPOTS or other University approved instrument), peer-review evaluations, and/or teaching awards
- Directing student research - undergraduate honors theses and/or research project, master's theses and/or research projects, doctoral first year projects, doctoral dissertations

Service

- Service to the department, college, university, community, and profession.
Examples include:
 - Serving on academic/appellate committees (CSDI, college, and/or university) and professional committees/boards (e.g., conference program committees, American Speech- Language and Hearing Association (ASHA) committees)
 - Journal reviews, book reviews, and grant reviews
 - Community engagement – volunteer, training, community committees, involvement in university initiatives within the community
 - Evidence of activities defining or resolving relevant local, regional, statewide, national, or international issues.
 - Presenting at community events

- Utilizing education or distance programs that reach community
- Disseminating information through media used by community members, practitioners or policy makers (radio, news, podcasts)
- Publishing in periodicals or newspapers read by community members
- Publishing research results or teaching innovations with community members in peer-reviewed journals, practitioner journals, or professional journals.

Research

- Established, independent program of research and scholarly activity that addresses significant problems in the faculty person's specialization area(s).
- Best evidence of independent program of research that is recognized at the national level includes:
 - Consistent publication record in respected, peer-reviewed publications
 - Presentations at scholarly meetings, invited talks and workshops
 - Pursuing appropriate funding options for line of research
 - Scholarly work in community engagement, i.e., work related to defining or resolving relevant local, regional, state-wide, national, or international issues.
 - Publishing research results with community members in peer-reviewed journals, practitioner journals, or professional journals.
 - Grants involving community or implementing programs within community that leads towards publications in scholarly journals.

Guidelines for Promotion to Professor

Promotion to professor is based on the faculty person's history of consistent excellent performance in the areas of teaching, service, and research. It is expected that the faculty person's excellent performance across the three areas – teaching, service and research – is commensurate with the person's workload. The faculty person will provide evidence of:

Teaching

Excellence in teaching at all levels. Examples include:

- Teaching competence at all levels in the department (undergrad through PhD) and delivery methods (DE & face to face)
- Consistent evidence of excellence in teaching ability. Examples include:
 - Student evaluations (SPOTS or other University approved instrument)

- Teaching nominations and awards
- Consistent evidence of directing student research at all levels (undergraduate through PhD)
- Serving as faculty mentor on pre-doctoral and post-doctoral fellowship/mentorship awards

Service

- Service and leadership to the department, college, university, community, and profession. Examples include:
 - Consistently serving and chairing academic/appellate committees (CSDI, college, university) and professional committees/boards/task force (e.g., conference program committees, ASHA committees)
 - Editorships, Journal reviews, book reviews, serving on study sections, and grant reviews
 - Consistent community involvement – volunteer, training, community committees, involvement in university initiatives within the community

Research

- Established, independent program of research and scholarly activity that addresses significant problems in the faculty person's specialization area(s)
- Nationally recognized as a leading researcher in the faculty person's specialization area(s)
- Consistent publication record in specialization area in respected, peer-reviewed publications
- Consistent record of peer-reviewed and invited presentations at state, national, and international meetings, conferences, workshops, etc.
- Consistent record of pursuing appropriate funding options to maintain independent line of research
- Scholarly work in community engagement (i.e., work related to defining or resolving relevant local, regional, state-wide, national or international issues).
 - Publishing research results with community members in peer-reviewed journals, practitioner journals, or professional journals.
 - Grants involving community or implementing programs within community that leads towards publications in scholarly journals.

Fixed-Term Position Advancement Guidelines

Faculty Members with Duties Primarily in Instruction

Guidelines for Advancement to Senior Teaching Instructor

Advancement to senior teaching instructor is based on the faculty person's current performance and the promise of continued satisfactory performance in the area of teaching. The faculty person will provide evidence of:

- Satisfactory teaching and/or other instructional competence at assigned level in the department (undergraduate or graduate) and delivery method (distant education or face to face)
 - Evidence of teaching ability can include student evaluations (SPOTS or other University approved instrument), peer-review evaluations, and/or teaching awards
- Professional development activity

Guidelines for Advancement to Teaching Assistant Professor

Advancement to teaching assistant professor is based on the faculty person's history of effective performance in the area of teaching. The faculty person will provide evidence of:

- Effectiveness in teaching and/or other instructional competence at assigned level in the department (undergraduate or graduate) and delivery method (distant education or face to face)
 - Evidence of teaching ability can include, but is not limited to, student evaluations (SPOTS or other University approved instrument), peer-review evaluations, and/or teaching awards
- Engages in professional development activity

Guidelines for Advancement to Teaching Associate Professor

Advancement to teaching associate professor is based on the faculty person's history of superior performance in the area of teaching. The faculty person will provide evidence of:

- Superior teaching and/or other instructional competence at assigned level in the department (undergraduate or graduate) and delivery method (distant education or face to face)
 - Evidence of teaching ability can include, but is not limited to, student evaluations (SPOTS or other University approved instrument), peer-review evaluations, and/or teaching awards
- Engages in professional development activity

Guidelines for Advancement to Teaching Professor

Advancement to teaching professor is based on the faculty person's history of excellent performance in the area of teaching. The faculty person will provide evidence of:

- Excellent teaching and/or other instructional responsibilities at all levels in the department (undergraduate through doctoral) and delivery methods (distant education and face to face)
 - Evidence of teaching ability can include, but is not limited to, student evaluations (SPOTS or other University approved instrument), peer-review evaluations, and/or teaching awards
- Excellent professional reputation among intramural and extramural colleagues
 - Evidence may include, but is not limited to, professional letters of support, teaching appointments, and/or receiving teaching awards or state/national awards that recognize teaching achievements
- Competence in mentoring others (such as graduate students, teaching instructors, etc.)

Faculty Members with Duties Primarily In Clinical Teaching

Guidelines for Advancement to Clinical Assistant Professor

Advancement to clinical assistant professor is based on the faculty person's history of effective performance in the area of clinical teaching. The faculty person will provide evidence of:

- Effectiveness in teaching and/or other instructional responsibilities at assigned level in the department (undergraduate or graduate) and delivery method (distant education or face to face)
 - Evidence of teaching ability can include, but is not limited to, student evaluations (SPOTS or other University approved instrument), peer-review evaluations, and/or teaching awards
- Engages in professional development activity
- Training and experience in an area of specialization
- Demonstrated expertise in clinical practice and teaching and other instructional responsibilities in the discipline
- A minimum of 3 years' experience, in the delivery of clinical services and/or clinical instruction, in association with an academic institution
- Potential for continued professional growth
 - Which shall be in part measured by membership and professional activity in professional organizations.
- Contributions to patient care and related clinical activity, as appropriate
 - Evidence of patient care/clinical activity can include, but is not limited to, family or patient letters/reports of outstanding clinical service and development of specific clinical programs

Guidelines for Advancement to Clinical Associate Professor

Advancement to clinical associate professor is based on the faculty person's history of superior performance in the area of clinical teaching. The faculty person will provide evidence of:

- Superior teaching and/or other instructional responsibilities at assigned level in the department (undergraduate or graduate) and delivery method (distant education or face to face)
 - Evidence of teaching ability can include, but is not limited to, student evaluations (SPOTS or other University approved instrument), peer-review evaluations, and/or teaching awards
- Engages in professional development activity
- Extensive successful experience in clinical or professional practice in an area of specialization, or in a subdivision of the specialty area, and in working with and/or directing others (such as professionals, faculty members, graduate students, etc.) in clinical activities in the field
- A minimum of 6 years experience, in the delivery of clinical services and/or clinical instruction, in association with an academic institution
- A record of creative activity or research or a record of participation in professional organizations and effective service to the profession.
- Continued professional growth
 - Which shall be in part measured by membership and professional activity in professional organizations.
- Contributions to patient care and related clinical activity, as appropriate
 - Evidence of patient care/clinical activity can include, but is not limited to, family or patient letters/reports of outstanding clinical service and development of specific clinical programs

Guidelines for Advancement to Clinical Professor

Advancement to clinical professor is based on the faculty person's history of excellent performance in the area of clinical teaching. The faculty person will provide evidence of:

- Excellent teaching and/or other instructional responsibilities at all levels in the department (undergraduate through doctoral) and delivery methods (distant education and face to face)
 - Evidence of teaching ability can include, but is not limited to, student evaluations (SPOTS or other University approved instrument), peer-review evaluations, and/or teaching awards
- Excellent professional reputation among intramural and extramural colleagues
 - Evidence may include, but is not limited to, professional letters of support, clinical appointments, and/or receiving clinical awards or state/national awards that recognize clinical achievements
- Competence in mentoring others (such as graduate students, teaching instructors, etc.)

- Evidence may include, but is not limited to, evidence of mentorship of contributions to research in the field of clinical supervision and/or clinical methods, clinical mentorship awards or supervisory awards, and/or student/mentee reports of outstanding clinical instruction/mentorship
- Established an outstanding reputation of excellence in clinical practice and teaching and/or other instructional responsibilities
- A minimum of 12 years experience, in the delivery of clinical services and/or clinical instruction, in association with an academic institution
- A record of significant creative/research activity or significant service to the profession.
- Continued professional growth
 - Which shall be in part measured by membership and professional activity in professional organizations.
- Contributions to patient care and related clinical activity, as appropriate
 - Evidence of patient care/clinical activity can include, but is not limited to, family or patient letters/reports of outstanding clinical service and development of specific clinical programs

Department of Health Services and Information Management

Promotion Guidelines for Tenured and Probationary Term Faculty

The guidelines for tenure and promotion of the Department of Health Services and Information Management (HSIM) are based on [Part IX of the ECU Faculty Manual](#). [Part IX of the ECU Faculty Manual](#) supersedes the HSIM tenure and promotion guidelines.

In the review process, attention is paid to productivity over the entire academic career with emphasis given to accomplishments since the date of hire, tenure or last promotion (whichever is more recent).

Criteria stated for all three categories (teaching, research, and service) are entry requirements for each rank.

The criteria reflect the concept that the **Assistant Professor** is the entry level position during which time the faculty member is gaining experience and mastery in teaching, building service experience, and developing a research scholarship agenda.

Promotion to **Associate Professor** criteria are those criteria required for tenure; must be promoted to Associate Professor to be tenured. Competence in all three areas is required, although there may be one area that is stronger than another. For teaching the faculty member must demonstrate competence in the courses he or she is assigned to develop and teach. Research focuses on establishing an area of expertise that has resulted in a publication record. Service should be varied and across several areas.

Promotion to **Professor** is recommended when the individual has demonstrated significant contributions to the department, college, university, and profession - in all three areas as described in the guidelines.

In accordance with [ECU Faculty Manual, Part IX](#), all faculty members must abide by revised criteria once approved by the Department's tenured voting faculty.

Teaching Guidelines

Assistant Professor is the entry-level academic rank with the expectation of having substantially completed a doctoral degree program (would only qualify to be hired with the expectation that the terminal degree would be completed within one year of hire). The criteria listed under Assistant Professor are the minimum criteria to be used when hiring. Additional experience will be an advantage for the candidate.

Documentation of Teaching Effectiveness:

Documentation of teaching effectiveness and of meeting the criteria specified may include any of the following: student assessment results, peer reviews (e.g. both internal and external), annual teaching evaluations, student comments from student assessment forms, curriculum development, participant evaluations from conference/workshop presentations and/or evidence demonstrated through student work.

Research Guidelines

Scholarship is identified as research projects that produce and advance health informatics, health information management, and/or health services management in relation to teaching, learning, discipline, and/or professional knowledge.

Scholarship products may include:

- peer-reviewed professional publications
- grant applications and awards
- peer-reviewed professional presentations
- community presentations
- pedagogical materials
- policy development
- action research conducted in a course which may include any of the following:
 - record of instructional scholarship
 - instrument development (e.g. software, evaluation instrument, etc.)
 - solving program problems
 - software development

These products may be disseminated by means of reports, curriculum materials, and/or faculty development workshops. Faculty members who received startup funding during their probationary period need to submit external grant proposal(s) as evidence of research activity. Refereed journals are those scholarly publications that critically review submitted manuscripts and have an editorial board that oversees the quality of the printed material and may include:

- original research including qualitative and quantitative studies and mixed designs
- critical reviews of the literature
- articles of a theoretical or philosophical orientation
- on-line publications

When manuscript authorship is in alphabetical order without indicating equality of authorship, first authorship will be determined by evidence of who was the corresponding author. When published with a student as first author and faculty member as second author, the manuscript will be considered first authorship for the faculty member.

Documentation of Research Effectiveness:

Documentation for publication and presentation may include any of the following:

- letter or electronic correspondence of acceptance (publications and/or presentation at a conference)
- copy of conference program or proceedings
- copy of article

Service Guidelines

Service to the Department, College of Allied Health Sciences, East Carolina University, the professional community and the local community are all valued.

Documentation of Service Effectiveness:

Documentation of the effectiveness of service activities may include any of the following: letters or other forms of written communication from committee chairs, professional peers, and supervisors or project leaders.

Department of Health Services and Information Management

Advancement Guidelines for Fixed-Term Faculty

Clinical faculty members, at any title, are fixed-term faculty members and must adhere to the requirements of this type of appointment. Required criteria for all three categories (teaching, research, and service) have identified entry requirements for each level of title. Criteria are sequential in that all requisites in prior titles must be met along with the requirements for entry at the desired title. Fixed-term appointments are without permanent tenure and do not entitle the faculty member to consideration for reappointment or conferral of permanent tenure. Please see [ECU Faculty Manual, Part IX](#), regarding contract terms for fixed-term positions. Fixed-term faculty seeking a new appointment must provide the unit administrator a written request no earlier than 180 calendar days nor later than 75 calendar days before the current term expires. All fixed-term faculty members are evaluated annually and are required to submit a portfolio to the Personnel Committee prior to Personnel Committee making a recommendation on a new appointment. Productivity of fixed-term faculty members will be evaluated based on years in the current position.

Fixed-term clinical faculty members participate as voting members in department matters related to the academic program except in matters relative to reappointment, tenure, or promotion of tenured and probationary term faculty. Therefore, they cannot serve on Promotion and Tenure Committees. They may serve on college and university committees in accordance with membership policies established by those entities. Requirements for clinical faculty positions are described in the text below.

Clinical Assistant Professor is the anticipated entry-level non-tenure track position with the expectation of having completed a master's level degree. This individual must have training and experience in an area of specialization and have demonstrated expertise in clinical practice and/or teaching in the field.

Clinical Associate Professor must hold the qualifications of the previous title. In addition, this individual must have extensive successful experience in clinical or professional practice in health services management, health information management, or health informatics, as well as directing others in clinical activities in the field. This individual must also demonstrate superior teaching ability. A faculty member cannot advance beyond Clinical Assistant Professor without having a doctoral degree.

Clinical Professor must hold the qualifications of the previous title and demonstrate a degree of sustained excellence in clinical practice and an outstanding teaching reputation among colleagues.

Clinical Assistant Professor

Clinical Assistant Professor is often the initial rank of fixed-term faculty hired into the department. The faculty person in this rank should provide evidence of:

Teaching

- Master's degree and experience in health services or health information management
- Evidence of significant experience related to the clinical work of the position.

Research/Scholarship

- Research/scholarship contributions are not required for this appointment
- Desire and ability to supervise student in clinical or practice projects or other student scholarship.

Service

- Evidence of participation in state and/or national professional organizations.
- Additionally, an individual may choose to participate in one or more of the following:
 - Professional committees/task group/ad hoc committee at community, work, or professional groups
 - Participation in in-service training and/or community education

Advancement from Clinical Assistant Professor to Clinical Associate Professor

Clinical faculty members applying for advancement from clinical assistant to clinical associate professor are expected to demonstrate a consistent record of the following teaching, scholarship and service

Teaching

- Earned doctoral degree
- Evidence of contributing effectively and significantly to the department's educational mission through excellence in teaching, curriculum development, support of students' capstone projects and/or other assigned teaching-related responsibilities. This may be documented through teaching evaluations; peer observations; contributions to curriculum development and enhancement;

contributions to students' success through advising; teaching awards, and/or other forms of recognition.

Research/Scholarship

- Evidence of involvement in scholarship by collaboration with others in research and scholarly efforts, most commonly as part of a team with tenured/probationary term faculty, graduate students, clinical faculty and/or clinicians. The evidence may be presented as documents that include: practice guidelines, brief articles targeting clinicians, and practice related-publications, chapters, and/or practice reports as well as presentations at State/national conferences on their scholarship and/or teaching-related topic(s).

Service

- Provide service to the profession at the local, state, and/or national level, which includes serving on committees, initiatives, practice groups, or other forms of service that support the service mission of the department and advancement of the disciplines of health services and information management.
- Demonstrate good university citizenship through participation and leadership in departmental and college committees and initiatives.
- Administrative roles to help fulfill the mission of the department, if appropriate. If administrative roles are assigned, faculty members are expected to effectively perform assigned administrative/leadership responsibilities.

Because each clinical faculty member's responsibilities are unique, there are no specified accomplishments or specific numeric values expected in each area. Rather, we expect clinical faculty to achieve a balance between these areas of major responsibility. It is critical to the mission of the department that clinical faculty members widely apply their talents and efforts to a range of departmental activities. Advancement to Clinical Associate Professor recognizes that the faculty member has achieved excellence in each area of contribution to the department.

Advancement from Clinical Associate Professor to Clinical Professor

Clinical faculty members applying for advancement from clinical associate to clinical professor are expected to demonstrate a consistent record of the following:

Teaching

- Effective and significant contributions to the department's educational mission through excellence in teaching, curriculum development, support students' capstone projects and/or other assigned teaching-related responsibilities.
- Excellence in teaching as documented through teaching evaluations; peer observations; contributions to curriculum development and enhancement; contributions to students' success through advising; teaching awards, and/or other forms of recognition.
- Fulfill departmental leadership roles (e.g., Chair of Curriculum Development, Program Director) and/or a Teaching Scholarship activity or grant.
- Assume leadership responsibilities in curriculum development, course design, and particularly mentoring junior faculty in the area of teaching.

Research/Scholarship

- Documented evidence of involvement in scholarship by collaboration with others in research and scholarly efforts with other tenured/probationary term faculty, doctoral students, clinical faculty and/or clinicians. At this level, the faculty member should be an important collaborator in clinical or scholarly research.
- Evidence of consistent presentations at state/national conferences on their scholarship and/or teaching-related topic(s).
- Demonstrate an area of focus of teaching or practice that shows significant effort in publication and presentations.

Service

- Provide service to the profession at the local, state, and/or national level, which include serving on committees, initiatives, practice groups, or other forms of service that support the service mission of the department and advancement of the disciplines of health services and information management.
- Demonstrate good university citizenship through participation and leadership in departmental and college committees and initiatives.
- Administrative roles to help fulfill the mission of the department, if appropriate. If administrative roles are assigned, faculty members are expected to effectively perform assigned administrative/leadership responsibilities.
- Demonstrate an area of significant contribution at the departmental level, professional level, or college/university level. Because each clinical faculty member's responsibilities are unique, there are no specified accomplishments or specific numeric values expected in each area. Rather, we expect clinical faculty to achieve a balance among these areas of major responsibility. It is critical to the mission of the department that clinical faculty widely apply their talents and efforts to a range of departmental activities. Advancement to Clinical Full

Professor recognizes that the faculty member has achieved excellence in each area of contribution to the department and has made contributions that impact the profession.

Department of Nutrition Science
College of Allied Health Sciences
East Carolina University

Tenured and Probationary Term (Tenure-Track) Position Tenure and Promotion Guidelines

Guidelines for Promotion (with tenure) to Associate Professor

Promotion to associate professor with tenure is based on the faculty person's current performance and the promise of continued satisfactory performance in the areas of teaching, service, and research. It is expected that the faculty person's performance across the three areas – teaching, service and research – is commensurate with the person's workload. The faculty person will provide evidence of:

Teaching

- Teaching competence at all levels in the department (undergraduate through graduate) and delivery methods (distant education and face-to-face)
- Evidence of teaching ability can include student evaluations, peer evaluations, chair evaluations, and/or teaching awards
- Directing student research - undergraduate honors theses and/or research project, master's theses and/or research projects.

Service

- Service to the department, college, university, community, and profession.
Examples include:
 - Serving on academic/appellate committees (Nutrition Science, college, and/or university) and professional committees/boards (e.g., conference program committees)
 - Journal reviews, book reviews, and grant reviews
 - Community engagement – volunteer, training, community committees, involvement in University initiatives within the community

- Evidence of activities defining or resolving relevant local, regional, statewide, national or international issues.
 - Presenting at community events
 - Utilizing education or distance programs that reach community
 - Disseminating information through media used by community members, practitioners or policy makers (radio, news, podcasts)
 - Publishing in periodicals or newspapers read by community members
 - Publishing research results or teaching innovations with community members in peer-reviewed journals, practitioner journals, or professional journals.

Research

- Established, independent program of research and scholarly activity that addresses significant problems in the faculty person's specialization area(s).
- Best evidence of independent program of research that is recognized at the national level includes:
 - Consistent publication record in respected, peer-reviewed publications
 - Presentations at scholarly meetings, invited talks and workshops
 - Pursuing appropriate funding options for line of research
 - Scholarly work in community engagement, i.e., work related to defining or resolving relevant local, regional, state-wide, national or international issues.
 - Publishing research results with community members in peer-reviewed journals, practitioner journals, or professional journals.
 - Grants involving community or implementing programs within community that leads towards publications in scholarly journals.

Guidelines for Promotion to Professor

Promotion to professor is based on the faculty person's history of consistent excellent performance in the areas of teaching, service, and research. It is expected that the faculty person's excellent performance across the three areas – teaching, service and research – is commensurate with the person's workload. The faculty person will provide evidence of:

Teaching

Excellence in teaching at all levels. Examples include:

- Teaching competence at all levels in the department (undergrad through Masters)

- and delivery methods (DE & face-to-face)
- Consistent evidence of excellence in teaching ability. Examples include:
 - Student evaluations
 - Teaching nominations and awards
- Consistent evidence of directing student research at all levels (undergraduate through Masters)
- Serving as faculty mentor for graduate students,

Service

- Service and leadership to the department, college, university, community, and profession. Examples include:
 - Consistently serving and chairing academic/appellate committees (Nutrition Science, college, university) and professional committees/boards/task force (e.g., conference program committees)
 - Editorships, Journal reviews, book reviews, serving on study sections, and grant reviews
 - Consistent community involvement – volunteer, training, community committees, involvement in university initiatives within the community

Research

- Established, independent program of research and scholarly activity that addresses significant problems in the faculty person's specialization area(s)
- Nationally recognized as a leading researcher in the faculty person's specialization area(s)
- Consistent publication record in specialization area in respected, peer-reviewed publications
- Consistent record of peer-reviewed and invited presentations at state, national, and international meetings, conferences, workshops, etc.
- Consistent record of pursuing appropriate funding options to maintain independent line of research
- Scholarly work in community engagement (i.e., work related to defining or resolving relevant local, regional, state-wide, national or international issues).
 - Publishing research results with community members in peer-reviewed journals, practitioner journals, or professional journals.
 - Grants involving community or implementing programs within community that leads towards publications in scholarly journals.

Fixed-Term Position Advancement Guidelines

Faculty Members with Duties Primarily In Instruction

Guidelines for Advancement to Senior Teaching Instructor

Advancement to senior teaching instructor is based on the faculty person's current performance and the promise of continued satisfactory performance in the area of teaching. The faculty person will provide evidence of:

- Satisfactory teaching and/or other instructional competence at assigned level in the department (undergraduate or graduate) and delivery method (distant education or face to face)
 - Evidence of teaching ability can include student evaluations, peer evaluations, chair evaluations, and/or teaching awards
- Professional development activity

Guidelines for Advancement to Teaching Assistant Professor

Advancement to teaching assistant professor is based on the faculty person's history of effective performance in the area of teaching. The faculty person will provide evidence of:

- Effectiveness in teaching and/or other instructional competence at assigned level in the department (undergraduate or graduate) and delivery method (distant education or face to face)
 - Evidence of teaching ability can include, but is not limited to, student evaluations, peer evaluations, chair evaluations, and/or teaching awards
- A minimum of 3 years of teaching experience in association with an academic institution
- Engages in professional development activity

Guidelines for Advancement to Teaching Associate Professor

The fixed-term title of Teaching Associate Professor is appropriate for teaching faculty who has demonstrated outstanding performance in the area of teaching. Advancement to teaching associate professor is based on evidence of:

- Teaching competence at undergraduate and/or graduate level and delivery methods (distant education and face-to-face)
 - Evidence of teaching ability can include student evaluations, peer evaluations, chair evaluations, and/or teaching awards
- A minimum of 6 years of teaching experience in association with an academic institution
- Engagement in professional development activity

Guidelines for Advancement to Teaching Professor

The fixed-term title of Teaching Professor is appropriate for faculty at the Teaching Associate Professor title who has demonstrated outstanding performance in the area of teaching.

Advancement to Teaching Professor is based on evidence of:

- Outstanding teaching competence and/or other instructional responsibilities at all levels in the department (undergraduate through Masters) and delivery methods (distant education and face-to-face)
 - Evidence of teaching ability can include, but is not limited to, student evaluations, peer evaluations, chair evaluations, and/or teaching awards
- A minimum of 12 years of teaching experience in association with an academic institution
- Outstanding professional reputation among intramural and extramural colleagues
 - Evidence may include, but is not limited to, professional letters of support, teaching appointments, and/or receiving teaching awards or state/national awards that recognize teaching achievements
- Competence in mentoring others (such as graduate students, teaching instructors, etc.)

Faculty Members with Duties Primarily in Clinical Teaching

Guidelines for Advancement to Clinical Assistant Professor

Advancement to Clinical Assistant Professor is based on the faculty person's history of effective performance in the area of clinical teaching. The faculty person will provide evidence of:

- Effectiveness in teaching and/or other instructional responsibilities at assigned level in the department (undergraduate or graduate) and delivery method (distant education or face to face)
 - Evidence of teaching ability can include, but is not limited to, student evaluations, peer evaluations, chair evaluations, and/or teaching awards
- Engages in professional development activity
- Training and experience in an area of specialization
- Demonstrated expertise in clinical practice and teaching and other instructional responsibilities in the discipline
- A minimum of 3 years' experience, in the delivery of clinical services and/or clinical instruction, in association with an academic institution
- Potential for continued professional growth
 - Which shall be in part measured by membership, professional activity, and leadership roles in professional organizations.
- Contributions to patient care and related clinical activity, as appropriate
 - Evidence of patient care/clinical activity can include, but is not limited to,

family or patient letters/reports of outstanding clinical service and development of specific clinical programs.

Guidelines for Advancement to Clinical Associate Professor

The fixed-term title of Clinical Associate Professor is appropriate for clinical faculty who has demonstrated outstanding performance in the area of clinical teaching. Advancement to clinical associate professor is based on evidence of:

- Outstanding teaching and/or other instructional responsibilities at assigned level in the department (undergraduate or graduate) and delivery method (distant education or face to face)
 - Evidence of teaching ability can include, but is not limited to, student evaluations, peer evaluations, chair evaluations, and/or teaching awards
- Engages in professional development activity
- Extensive successful experience in clinical or professional practice in an area of specialization, or in a subdivision of the specialty area, and in working with and/or directing others (such as professionals, faculty members, graduate students, etc.) in clinical activities in the field
- A minimum of 6 years' experience, in the delivery of clinical services and/or clinical instruction, in association with an academic institution
- A record of creative activity or research or a record of participation in professional organizations and effective service to the profession.
- Continued professional growth
 - Which shall be in part measured by membership, professional activity, and leadership roles in professional organizations.
- Contributions to patient care and related clinical activity, as appropriate
 - Evidence of patient care/clinical activity can include, but is not limited to, family or patient letters/reports of outstanding clinical service and development of specific clinical programs

Guidelines for Advancement to Clinical Professor

The fixed-term title of Clinical Professor is appropriate for teaching faculty who has demonstrated outstanding performance in the area of teaching. The faculty person seeking advancement from Clinical Associate Professor to Clinical Professor will provide evidence of:

- Outstanding teaching competency and/or other instructional responsibilities at all levels in the department (undergraduate through Masters) and delivery methods (distant education and face to face)
 - Evidence of teaching ability can include, but is not limited to, student evaluations, peer evaluations, chair evaluations, and/or teaching awards
- Excellent professional reputation among intramural and extramural colleagues
 - Evidence may include, but is not limited to, professional letters of support,

- clinical appointments, and/or receiving clinical awards or state/national awards that recognize clinical achievements
- Competence in mentoring others (such as graduate students, teaching instructors, etc.)
 - Evidence may include, but is not limited to, evidence of mentorship of contributions to research in the field of clinical supervision and/or clinical methods, clinical mentorship awards or supervisory awards, and/or student/mentee reports of outstanding clinical instruction/mentorship
 - Established an outstanding reputation of excellence in clinical practice and teaching and/or other instructional responsibilities
 - A minimum of 12 years' experience, in the delivery of clinical services and/or clinical instruction, in association with an academic institution
 - A record of significant creative/research activity or significant service to the profession.
 - Continued professional growth
 - Which shall be in part measured by membership, professional activity, and leadership roles in professional organizations.
 - Contributions to patient care and related clinical activity, as appropriate
 - Evidence of patient care/clinical activity can include, but is not limited to, family or patient letters/reports of outstanding clinical service and development of specific clinical programs.

**Department of Occupational Therapy
College of Allied Health Sciences
East Carolina University**

Tenure and Promotion Guidelines

The tenured Occupational Therapy faculty members approved these guidelines on January 18, 2018.

INTRODUCTION

The following tenure and promotion guidelines have been developed in concurrence with the 2015-2018 Occupational Therapy Departments' strategic goals:

1. Maintain excellent, contemporary curricula and instruction ensuring competent graduates with high levels of critical thinking and analytical ability.
2. Promote research capabilities and productivity.
3. Provide service support for the community, national and state professional organizations, and/or appropriate groups within East Carolina University.

The Occupational Therapy Department's tenure and promotion criteria are inclusive of the Carnegie Foundation's support of using two approaches to conceptualize community engagement. "The first is to place the engagement achievements in the categories of teaching or research and to require traditional forms of scholarship (articles, presentations, and grants). The second is to consider community engagement in a broad category of service along with campus-based and consultations; this second approach may or may not carry expectations of a scholarly approach."

Guidelines for Probationary Term

The required and specified criteria for the three categories for tenure and promotion (i.e., teaching, research, and service) are entry requirements for each identified rank. Criteria are sequential in that all requisites in prior ranks must be met along with the requirements for the next level of entry at the desired rank. The Tenure and Promotion Committees maintain the right to review incoming faculty requesting a rank higher than Assistant Professor as part of granting rank and tenure status within the university.

The date a faculty member's tenure "clock" begins is always on July 1st following his or her hire date. The *Personnel Action Dossier* (PAD) for a faculty member applying for tenure and promotion should contain all work from the hire date as the Tenure and Promotion Committees will weigh the decisions based upon work of the faculty member from the initial date of hire.

For faculty seeking promotion only, the PAD will be comprised of all work from date of last promotion. Typically, persons spend 5-7 years at each rank before moving up to the next level. Consideration of this time period was used in formulating each set of entry requirements. However, while the move to associate has to occur with a specific time frame, there is no time requirement for professor. Nevertheless, the productivity of scholarly work will be considered in terms of timeframe of completion.

- **Assistant Professor** is the expected entry-level probationary term position upon completion of all required doctoral courses and research. The criteria reflect the concept that the **Assistant Professor** is the entry-level position during which time the faculty member gains experience and mastery in *teaching*, develops a *research/scholarship* agenda, and builds upon *service* experience. From initial date of hire, the maximum probationary term is 6 years, consisting of an initial three-year appointment and a maximum of two successive two-year appointments as prescribed by the [ECU Faculty Manual, Part IX](#).
- When applying for permanent tenure, the faculty member must also meet the guidelines for promotion to **Associate Professor**. Competence in all three areas is required, although there may be one area that is stronger than another. In the area of *teaching*, the faculty member must demonstrate competence in the courses he or she has been assigned to develop and teach. *Research/Scholarship* must have at least one productive focus area in order to establish an area of expertise that will lead to an occupational therapy publication record. *Service* should be varied and across several areas, including, but not limited to the department, college, university, community, and professional organizations. If the initial appointment is at the Associate Professor level, the faculty member must submit a PAD addressing the guidelines for Associate Professor in this document in order to be considered for permanent tenure. Please refer to the Faculty Manual regarding timelines for probationary term of faculty members with initial appointment as Associate.
- Promotion to **Professor** is recommended when the faculty member has demonstrated significant contributions to the profession and department through teaching, research/scholarship, and/or service.
- **Performance Review (Post-Tenure Review)**: Tenured faculty members are expected to maintain quality performance and productivity in *teaching*, *research/scholarship*, and *service*. The comprehensive, formal, periodic evaluation of cumulative faculty performance has the purposes of ensuring faculty development and promoting faculty vitality. The review shall be based, in part, on the faculty member's annual reports and annual evaluations, and must include an updated CV. The [ECU Faculty Manual, Part IX](#), requirements for Performance Review of Tenured Faculty (Post-Tenure Review) state that the review standards must include "individual faculty contributions to departmental, school/college, and university goals as well as to the academic programs in which faculty teach." This review will be conducted at five year intervals,

reviewing performance over the prior 5 years, as outlined by the [ECU Faculty Manual, Part IX](#).

Emeritus/Emerita Status: The title of “emeritus” or “emerita” is a designated honorary title corresponding to a faculty member’s position immediately before retirement who has demonstrated a significant contribution to ECU through a “long and distinguished record of scholarship, teaching and/or service” ([ECU Faculty Manual, Part VIII](#)), and administrative duties, if applicable. Emeritus status is recommended by the Department’s Personnel Committee and appropriate administrators. If recommended, the Chancellor may confer the title “emeritus” or “emerita” upon a retired or permanently disabled faculty member, including a faculty member on phased retirement or deceased participant, who has made a significant contribution to the University through a long and distinguished record of scholarship, teaching, and/or service. A faculty member requesting consideration for this title must also provide a comprehensive cumulative CV. ([Refer to ECU Faculty Manual, Part VIII](#))

Procedure: ([ECU Faculty Manual](#))

- 1. Prior to retirement, the Department’s Personnel Committee may request the honor without it being sought by the retiring faculty member, OR a faculty member or family member of deceased faculty may provide a written request to the Department Chair for Emeritus/Emerita status.
- 2. If a faculty member or family member of a deceased faculty member has requested this title, the Department’s Chair will then notify the Occupational Therapy Department’s Personnel Committee to consider whether the Emeritus/Emerita status should be recommended. A faculty member who has requested consideration for this title must also provide a comprehensive cumulative CV. (Refer to [ECU Faculty Manual, Part VIII](#))
- 3. If the Department’s Personnel Committee recommends this title be bestowed on a retiring occupational therapy faculty member, a written request will be submitted to the Department’s Chair who will then submit the Personnel Committee’s recommendation along with his or her recommendation to the Dean of the College of Allied Health Sciences.

In accordance with the [ECU Faculty Manual, Part IX](#), all faculty members must abide by the revised criteria once approved by the Department’s tenured faculty. Additionally, faculty must abide by the [ECU Faculty Manual, Part V](#) in relation to Academic Freedom and the Statement on Professional Ethics.

General Descriptions of Performance Areas

Teaching:

Documentation for evidence of teaching effectiveness and meeting required criteria may include any of the following: required university student surveys, peer observations (internal and/or external), annual evaluations, evaluations from faculty members' conference/workshop presentations, and documents provided by un/solicited student feedback, and/or students' class products.

Research/Scholarship:

Documentation for evidence of research effectiveness and meeting required criteria may include any of the following: letter from granters or contractors, refereed publications, letters demonstrating interdisciplinary research; program abstracts of presentations, and/or letters of acceptance for publications and/or conference presentations. When manuscript authorship is in alphabetical order with an appropriate note indicating equality of authorship, the publication may count the publication as first author. When the publication has a student as first author and faculty member as second author, the manuscript will be considered as first authorship for the faculty member.

In addition to traditional research endeavors, accomplishments in scholarship are also appropriate to include. *Scholarship* is identified as research projects that produce and advance occupational therapy in relation to teaching, learning, disciplinary, and/or professional knowledge. Scholarship of engagement and scholarship of outreach is supported and encouraged through ECU, a Carnegie Engaged Institution.

Scholarship of Engagement refers to academically relevant work that simultaneously meets ECU's mission and goals and as well as community needs by integrating community issues. The scholarship of engagement includes engaged scholarship and scholarship on engagement.¹

- *Engaged scholarship* focuses on the outcomes of the partnership activities within the community from the partnership's perspective.
- *Scholarship on engagement* focuses on the engagement processes from the partnerships' perspective.

Scholarship of Outreach pertains to scholarly work that is done for members of a group outside ECU that involves teaching, consultation, and/or research. It includes generating, transmitting, applying, and preserving knowledge for the direct benefit of external audiences in ways that are consistent with university and unit missions. The scholarship of outreach includes outreach scholarship and scholarship on outreach, and both focus on the faculty member's perspective.

- *Outreach scholarship* describes the outcomes of outreach activities
- *Scholarship on outreach* focuses on outreach processes.

Service:

Service to the Department, College of Allied Health Sciences, and/or East Carolina University is all valued. Additionally, because faculty members are also healthcare providers/occupational therapists, service to the profession and the community are seen as worthy endeavors. Documented evidence of the effectiveness of service activities may include any of the following: letters or other forms of written communication from committee chairs, professional peers, and supervisors or project leaders. It is recognized that service has both qualitative and quantitative components, and both should be addressed in the documentation.

Required Criteria for Departmental Rank

Assistant Professor

Assistant Professor is often the initial rank of new faculty members of the Occupational Therapy Department. The faculty person in this rank should provide evidence of:

Teaching

- Teaching requirements must include but are not limited to:
 - Doctorate and current NC occupational therapy license
 - A record of teaching opportunities which may include:
 - In-services, guest-lecturing, and/or experience with college level instruction
 - Presentation experience which may include:
 - Community presentations; occupational therapy or other state conferences; national, international, or other conferences; community college; university; on-line class/course
- Additional teaching experience may include any of the following:
 - Fieldwork educator; academic fieldwork coordinator
 - Higher education teaching experience
 - Advanced training in an expertise area
 - American Occupational Therapy Association (AOTA) Board or Specialty Certification.

Research/Scholarship

- Research and/or scholarship experience may include but is not limited to:
 - Evidence of participation in research collaboration
 - Evidence of dissemination of own doctoral research
 - Membership on a research committee
 - Supervision of student scholarly activity or capstone project

Service

- Evidence of participation in state and/or national professional occupational therapy organizations.
- Additionally, participation in one or more of the following:
 - Professional committees/task group/ ad hoc committee in community, work, or professional groups

- Participation in in-service training and/or community education

Guidelines for Promotion (with tenure) to Associate Professor

Promotion to associate professor with tenure is based on the faculty member currently performing as outstanding with exemplary performance in at least two of the areas of teaching, service, and research/scholarship. It is expected that the faculty member's performance across the three areas – teaching, service and research – is commensurate with the person's workload. The faculty member will provide evidence of:

Teaching

- Satisfactory performance/progress on the University's required teaching assessment
- Required number of peer teaching observations (in compliance with ECU's approved standards)
- Satisfactory annual teaching evaluation scores as achieved in faculty member evaluations
- Designs and implements graduate courses, at an appropriate level, consistent with the mission, philosophy, and strategic plans of the department, college, university as well as appropriate Accreditation Council for Occupational Therapy Education (ACOTE) standards
- A record of professional development in teaching
- Assimilation of feedback from students and peer observations and/or professional development to modify and enhance course content delivery as appropriate
- Teaching of appropriate research courses as a student research advisor
- Providing guest lectures within occupational therapy, ECU, or external, as appropriate
- Advising assigned graduate students
- Evidence of successful research supervision (e.g., thesis, project, capstone)
- Additional opportunities that demonstrate teaching effectiveness include the following:
 - Teaching effectiveness through additional opportunities such as faculty's conference presentations feedback, un/solicited student feedback
 - Develops and teaches distance education course(s)
 - Receives teaching award(s) (i.e. college, university)
 - Applies for and/or obtains teaching-related grant
 - Mentors probationary term and/or adjunct colleagues in teaching endeavors

Research/Scholarship

Research/scholarship achievements should demonstrate growth in areas pursued by the faculty member to include:

- Submission of at least two grants* (internal or external) for funding as principal investigator (PI) or co-investigator OR submission of at least one ".gov" grant as PI or co-investigator
- Four (4) publications in a variety of refereed journals with one as first author (Note: In-print letter accepted as published) Alternatively:

- one grant report to federal agency as PI may substitute for one article one time only
- one OT related book chapter may substitute for one article, one time only
- two (2) non peer-reviewed contributions may substitute for one article, one time only (Examples include, but are not limited to: invited papers, book reviews, *OT Practice*, *Special Interest Section Quarterly*, webinars, software development, instructional tools/assessment)
- Eight (8) peer-reviewed papers, panels, posters, or other presentations at the regional, state, national and/or international levels.
- Evidence of dissemination of scholarly outcomes in collaboration with students (beyond student capstone requirements) at the state, national, or international level.

* The term “grant” is a generic term for funding and may include contracts or other funding sources.

Service

- Evidence of required participation in assigned departmental committees
- Evidence of active participation in college-level and university-level committees
- Evidence of leadership at the college and/or university level
- Evidence of leadership in a community and/or professional organization
- Demonstrated services as peer-reviewer, non-paid book reviewer, or proposal reviewer.

Guidelines for Promotion (with tenure) to Professor

Promotion to professor is based on the faculty member’s history of consistent excellent performance in the areas of teaching, research/scholarship, and service. It is expected that the faculty member’s performance across the three areas – teaching, research/scholarship, and service – is commensurate with the person’s workload. Although productivity throughout ECU employment is considered, the most weight is given to productivity since last promotion. The faculty person will provide evidence of the following since promotion to the associate level:

Teaching

- Evidence of teaching effectiveness
- Serves as chair for thesis, project, capstone
- Serves as thesis committee member
- Evidence of mentoring probationary term, fixed-term, and adjunct colleagues related to teaching

Research/Scholarship

- Submission of at least two grants* (external) for funding as a collaborator or PI
- Six (6) publications in a variety of sources with two articles as first author
 - One grant report to federal agency as PI may substitute for one article, one time only

- One occupational therapy related book chapter may substitute for one article, one time only
- Ten (10) peer reviewed papers, panels, posters, and/or presentations with the majority being given at national and/or international conferences
- Evidence of potential to mentor probationary term colleagues in research endeavors
- Participation on an editorial review board within their area of expertise for 3 years minimum.

* The term “grant” is a generic term for funding and may include contracts or other funding sources.

Service

- Evidence of required participation in assigned departmental committees
Evidence of leadership at the college and university level
- Evidence of leadership in a community and/or professional organization
- Evidence of active participation in college-level and university-level committees
- Demonstrated services as peer-reviewed, non-paid book reviewer, or proposal reviewer.

Guidelines for Emeritus/Emerita Status

Emeritus/emmerita status may be conferred by the Chancellor to those retired faculty who have a significant contribution to university/college/department through a long and distinguished record in the areas of teaching, research/scholarship, and service. Based on those criteria specified in the CAHS Unit Code of Operations and the recommendations of the Department of Occupational Therapy Personnel Committee and appropriate administrators, the Chancellor may confer the title emeritus or emerita upon a retired (including Phased Retirement participant), permanently disabled, or deceased faculty member, who has made a significant contribution to the university through a long and distinguished record of scholarship, teaching, and/or service. The faculty person will demonstrate this high quality contribution through evidence in all areas of teaching, research/scholarship, and service which may include the following:

Teaching

- Utilization of creative teaching methods for occupational therapy courses
- Demonstration of competence in supervision of students in completion of their capstone requirements.
- Maintenance of occupational therapy professional educational requirements for academic enhancement
- Teaching mentorship to occupational therapy junior faculty
- Receiving college and/or University Teaching Award(s)
- Receiving recognition from non-ECU organizations

Research/Scholarship

- History of refereed journal publications relating to occupational therapy research/scholarship
- History of research/scholarship collaboration with others, including occupational therapy practitioners and/or those from other professional disciplines.
- Research mentoring of occupational therapy or other colleagues
- History of refereed American Occupational Therapy Association (AOTA), World Federation of Occupational Therapists (WFOT), and/or State presentations
- Evidence of expertise through invited presentations
- Record of grants and submission of grant/contracts reports related directly or indirectly to occupational therapy.
- Completed thesis and research projects that facilitated faculty member and/or student research and lead to publications and/or presentations
- Received College and/or University Research Award
- Received Research Award(s) and other recognition from non-ECU organizations

Service

- Record of serving on university committees as both chair and member
- Record of serving on college committees as both chair and member
- Record of serving on occupational therapy departmental committees as both Chair and member
- Record of serving on state or national professional committees or advisory boards
- Record of reviewing professional occupational therapy journal articles, books, chapters, grants, etc.
- Received college and/or university service Award(s)

Administration (optional)

- Duties fulfilled as part of the faculty member's job description throughout his/her time served in an administrative role
- Serve as college and/or department representative in select ad hoc committees based on needs of the college

GUIDELINES FOR FIXED TERM FACULTY MEMBERS

Clinical faculty members, with any title, are fixed-term faculty members and must adhere to the requirements of this type of appointment. Required criteria for all three categories (teaching, research, and service) have identified entry requirements for each level of title. Criteria are sequential in that all requisites in prior titles must be met along with the requirements for entry with the desired title. Fixed-term appointments are without permanent tenure and do not entitle the faculty member to consideration for reappointment or conferral of permanent tenure. Please see *ECU Faculty Manual, Part IX* regarding contract terms for fixed-term positions. Fixed-term faculty seeking a new appointment must provide the unit administrator a written request no earlier than 180

calendar days nor later than 75 calendar days before the current term expires. All fixed-term faculty members are evaluated annually and are required to submit a portfolio to the Personnel Committee prior to the Personnel Committee making a recommendation on a new appointment. Productivity of fixed-term faculty members will be evaluated based on years in the current position.

Fixed-term clinical faculty members participate as voting members in department matters related to the academic program except in matters relative to reappointment, tenure, or promotion of tenured and probationary term faculty. Therefore, they cannot serve on Promotion and Tenure Committees. They may also serve on college and university committees in accordance with membership policies established by those entities. Requirements for clinical faculty positions are described in the text below.

- **Clinical Assistant Professor** is the anticipated entry-level fixed-term title with the expectation of having completed a master's level degree. This individual must have training and experience in an area of specialization and have demonstrated expertise in clinical practice and/or teaching in the field.
- **Clinical Associate Professor** must hold the qualifications of the previous title. A faculty member cannot advance to Clinical Associate Professor without having a doctoral degree. In addition, this individual must have extensive successful experience in clinical or professional practice in occupational therapy as well as directing others in clinical activities in the field. This individual must also demonstrate superior teaching ability.
- **Clinical Professor** must hold the qualifications of the previous title and demonstrate a degree of sustained excellence in clinical practice and established an outstanding teaching reputation among colleagues.

GUIDELINES

Clinical Assistant Professor

Clinical Assistant Professor is often the initial title of fixed-term faculty hired into the occupational therapy department. The faculty person being hired in this title should provide evidence of:

Teaching

- Master's degree and current NC occupational therapy license
- Evidence of significant experience related to the clinical work of the position

Research/Scholarship

- Research/scholarship contributions are not required for this appointment
- A desire and ability to supervise students in clinical or practice projects or other student scholarship

Service

- Participation in state and/or national professional occupational therapy organizations.
- Additionally, an individual may choose to participate in one or more of the following:
 - Professional committees/task group/ ad hoc committee in/with community, work, or professional groups
 - Participation in in-service training and/or community education

Advancement from Clinical Assistant Professor to Clinical Associate Professor

Clinical faculty members applying for advancement from clinical assistant to clinical associate professor are expected to demonstrate a consistent record of teaching, scholarship and service as demonstrated by:

Teaching

- Earned doctoral degree
- Evidence of contributing effectively and significantly to the department's educational mission through excellence in teaching, curriculum development, support of occupational therapy students' capstone projects and/or other assigned teaching-related responsibilities. This may be documented through teaching evaluations; peer observations; contributions to curriculum development and enhancement; contributions to students' success through advising; teaching awards, and/or other forms of recognition.

Research/Scholarship

- Evidence of involvement in scholarship by collaboration with others in research and scholarly efforts, most commonly as part of a team with tenured/probationary term faculty, graduate students, clinical faculty and/or clinicians. The evidence may be presented as documents that include: practice guidelines, brief articles targeting clinicians, and practice related-publications, chapters, and/or practice reports as well as presentations at state/national conferences on their scholarship and/or teaching-related topic(s).

Service

- Provide service to the profession at the local, state, and/or national level, which include serving on committees, initiatives, practice groups, or other forms of service that support the service mission of the department and advancement of the occupational therapy profession.
- Demonstrate good university citizenship through participation and leadership in departmental and college committees and initiatives.
- Administrative roles to help fulfill the mission of the department, if appropriate. If administrative roles are assigned, faculty members are expected to effectively perform assigned administrative/leadership responsibilities.

Because each clinical faculty member's responsibilities are unique, there are no specified accomplishments or specific numeric values expected in each area. Rather, we expect clinical faculty to achieve a balance between these areas of major responsibility. It is critical to the mission of the department that clinical faculty members widely apply their talents and efforts to a range of departmental activities of teaching, research/scholarship and service. Advancement to Clinical Associate Professor recognizes that the faculty member has achieved excellence in each area of contribution to the department.

Advancement from Clinical Associate Professor to Clinical Professor

Clinical faculty members applying for advancement from clinical associate to clinical professor are expected to demonstrate a consistent record of the following:

Teaching

- Effective and significant contributions to the department's educational mission through excellence in teaching, curriculum development, support of occupational therapy students' capstone projects and/or other assigned teaching-related responsibilities.
- Excellence in teaching as documented through teaching evaluations; peer observations; contributions to curriculum development and enhancement; contributions to students' success through advising; teaching awards, and/or other forms of recognition.
- Fulfill departmental leadership roles (e.g., Chair of Curriculum Development, Program Director) and/or a Teaching Scholarship activity or grant.
- Assuming leadership responsibilities in curriculum development, course design, and particularly mentoring junior faculty in the area of teaching.

Research/Scholarship

- Documented evidence of involvement in scholarship by collaboration with others in research and scholarly efforts with other tenured/tenure track faculty, doctoral students, clinical faculty and/or clinicians. At this level, the faculty member should be an important collaborator in clinical or scholarly research.
- Evidence of consistent presentations at state/national conferences on their scholarship and/or teaching-related topic(s).
- Demonstrate an area of focus of teaching or practice that shows significant effort in publication and presentations.

Service

- Provide service to the profession at the local, state, and/or national level, which include serving on committees, initiatives, practice groups, or other forms of service that support the service mission of the department and advancement of the occupational therapy profession.
- Demonstrate good university citizenship through participation and leadership in departmental and college committees and initiatives.

- Administrative roles to help fulfill the mission of the department, if appropriate. If administrative roles are assigned, faculty members are expected to effectively perform assigned administrative/leadership responsibilities.
- Demonstrate an area of significant contribution at the departmental level, professional level, or college/university level.

Because each clinical faculty member's responsibilities are unique, there are no specified accomplishments or specific numeric values expected in each area. Rather, we expect clinical faculty to achieve a balance among these areas of major responsibility. It is critical to the mission of the department that clinical faculty widely apply their talents and efforts to a range of departmental activities. Advancement to Clinical Professor recognizes that the faculty member has achieved excellence in each area of contribution to the department and has made contributions that impact the profession.

DEPARTMENT OF PHYSICAL THERAPY

GUIDELINES AND EXPECTATIONS FOR PROMOTION AND TENURE

Guidelines and Expectations for Tenure with Promotion to Associate Professor

It is the expectation, general practice and intent that a probationary term Assistant Professor who has satisfied the criteria and standards for the conferral of tenure would also satisfy the guidelines and expectations for promotion to Associate Professor. No Assistant Professor will be awarded permanent tenure unless concurrently promoted to Associate Professor ([ECU Faculty Manual, Part IX](#)).

Research:

The general research guidelines and expectations for probationary term faculty are based upon evidence of an on-going, progressive and inquisitive research profile which culminates in a progressive record of publications.

At the time of tenure review, it is expected that the material submitted will provide evidence of:

- An ongoing and progressive profile of independent and productive research at East Carolina University. It is anticipated that collaborative research relationships within and outside this institution will be established as needed to expand the breadth and depth of study and inquiry.
- This annual dissemination of research findings in appropriate venues include but not limited to publication of full-length articles in peer-reviewed journals, abstracts and presentations at local, state, national and international professional and research meetings. Publication of full-length manuscripts in peer-reviewed research journals is considered most important.
- The recognition by peers in the field of study and inquiry.
- A progressive effort to obtain research funding. It is expected that grant efforts would be initiated at the institutional level followed by proposals to local, state and national organizations as defined by opportunities and field of inquiry. It is recommended that faculty (particularly those new to an academic / research appointment) focus initially on establishing themselves as credible productive investigators in their field of study prior to seeking extramural research funding. It is expected that a progressive record of research productivity and focus would be reflected by favorable grant reviews and an enhanced potential for funding.

Teaching:

All faculty are expected to maintain a teaching profile that exemplifies an effort to achieve and maintain instructional excellence. It is expected that the successful tenure and promotion candidates would have a record that demonstrates the following:

- Recognition by students and colleagues as an authority in their topics/disciplines and maintenance of a strong understanding of contemporary knowledge and evidence in specialty areas/disciplines shown through peer observation/review, review of course materials, and/or samples of student work.
- Effectiveness in teaching as evidenced by consistently good or improving student feedback on the PTHE Student Evaluation of Teaching and/or the university student survey as prescribed within the [ECU Faculty Manual](#) and established university policies.

Service:

All faculty are expected to maintain a service profile that demonstrates an increased participation in administrative service and contribution at department, college and university levels. It is expected that faculty recognize the importance of their responsibilities as professional/academician role models to students, colleagues, university and the community at large.

The probationary term record should demonstrate:

- An increased involvement in formal committee assignments with minimal to no assignments during probationary year 01 and progressing to involvement on one or more committees at the university level by year 05.
 - Examples of department service include department meetings and sponsored events, appointments to ad hoc and standing committees, and participation in admissions and program reviews.
 - Examples of committee service opportunities at the college and university levels are:
 - College of Allied Health Sciences: Graduate Affairs and Curriculum Committee, Research and Scholarly Activity Committee, Student / Faculty Committee, and Faculty Council.
 - University: Faculty Senate and Academic and Appellate Committees.

- Support of the PT profession at local, state, and national levels as appropriate.

Guidelines and Expectations for Promotion to Professor

At the time of review for promotion to the rank of Professor, a candidate should have been a tenured Associate Professor for a minimum of three years at East Carolina University or equivalent academic institutions. Additionally, it is expected that candidates provide strong evidence of professional achievements in research, teaching, and service in their field or discipline.

Research:

The faculty member should provide a 1-2 page clearly defined research and scholarly activities and accomplishments statement in the Personnel Action Dossier (PAD) that describes the contribution the person has made to their discipline or field. The faculty member should exhibit a record of scholarly excellence in their discipline or field of study. Examples include:

- A consistent publication record reflected by articles published (or accepted for publication) in peer reviewed journals or book chapters published by national publishers (1 or more for each year of service at the rank of associate professor)
- Dissemination of research findings in appropriate venues, including, but not limited to, publication of abstracts and presentations at national or international professional and research meetings
- A record of research presentations, symposiums, related invited guest presentations, editorial positions, membership on review boards and other related activities that substantiate the faculty member as an authority and expert in the discipline or field of study and inquiry
- A record of pursuing appropriate funding options (internal and external) to maintain independent or collaborative lines of research
- Strong citation record within their discipline or field of study
- Nominations or awards for research related activities
- Development and dissemination of innovations or products, processes and services related to their line of research

Teaching:

The faculty member should provide a clearly articulated 1–2-page statement in the PAD describing the faculty member’s teaching philosophy and instructional accomplishments. Examples include:

- Demonstration of teaching excellence in the form of:
 - learner and trainee evaluations
 - classroom assessment techniques
 - learning outcomes
 - samples of student work
 - teaching assessments from a colleague or supervisor
- High quality mentorship of student research at all levels including:
 - Serving as director of student research projects
 - Serving as director of thesis committees
 - Serving as director of dissertation committees
 - Serving as committee member for theses and/or dissertations
 - Reader for doctoral student comprehensives
- Teaching nominations or awards
- Documentation supporting participation or expertise in activities for improvement of teaching effectiveness or innovation within their subject area, such as:
 - Participation in courses, conferences, and/or seminars for effective and innovative teaching strategies and/or pedagogy
 - Consultation regarding course development and teaching methods (within and/or outside of their unit)
 - Contributing to presentations/workshops on pedagogy delivery, teaching, or learning strategies
 - Significant redesign of an existing course or creation of new course or program of courses
 - Presentations or publications related to scholarship of teaching

Service:

The faculty member should provide a clearly defined 1–2-page statement of service statement in the PAD that illustrates contributions to the program, department, college, university, and professional discipline. Examples of documentation of active participation and responsibility include:

- Administrative activity or leadership in the program, department, college, university, and professional discipline

- Membership and chair positions on academic/apellate committees (department, college, university)
- Service on professional committees/boards/task force (e.g., conference program committees, APTA committees)
- Scholarship related to administration, leadership, or service.
- Editorships, journal reviews, abstract reviews, book reviews, serving on study sections, external promotion and tenure reviews, scientific review panels, and grant reviews
- Community involvement – volunteer, training, community committees, involvement in university initiatives within the local and global community
- Contributions to diversity, equity, and inclusion efforts within the department, college, university, profession, or community

DEPARTMENT OF PHYSICAL THERAPY

GUIDELINES AND EXPECTATIONS FOR APPOINTMENT OF FIXED TERM FACULTY TO CLINICAL OR RESEARCH TITLES

Guidelines and expectations for appointment of fixed-term faculty

In the Department of Physical Therapy, fixed term clinical or research appointments are available to full-time faculty. The general criteria for *clinical* appointments include a clinical doctoral degree, recognition as an expert in a PT clinical specialty area, and have primarily clinical instructional and/or patient care service responsibilities. The general criteria for *research* appointments include a PhD or equivalent research doctoral degree and the ability to conduct independent and collaborative research in an area pertinent to the practice of physical therapy. The following guidelines follow those presented in the CAHS Code (Section V.B.)

Clinical Appointments

Clinical Instructor:

- Evidence of qualities which contribute decidedly to the professional advancement of the well-trained person.
- Evidence of a sound educational background and clinical experience for the specific position, including as a minimum a clinical doctoral degree or equivalent as established by the faculty of the academic unit and affirmed by the appointing officer.
- Evidence of clinical teaching capacity.

Clinical Assistant Professor:

- Qualifications of the previous title.
- Evidence of potential for continued professional growth, which shall be in part measured by clinical and/or didactic teaching effectiveness, and membership and professional activity in professional organizations.

Clinical Associate Professor:

- Qualifications of the previous title.
- Evidence of quality clinical and/or didactic teaching at the university level.
- A minimum of six years of experience in the delivery of clinical services and/or clinical instruction in association with an academic institution.
- An ongoing and progressive record of creative scholarship.
- A record of continued participation, leadership and service to the profession.

Clinical Professor:

- Qualifications of the previous title.
- An established record of excellence in clinical teaching.
- A minimum of 12 years of experience in the delivery of clinical services and/or clinical instruction in association with an academic institution.
- A record of continued creative scholarship/research pertinent to the profession or recognition of significant service and leadership to the profession.

Research Appointments***Research Instructor:***

- Evidence of qualities which contribute decidedly to the professional advancement of the well-trained person.
- Evidence of a sound educational background and research experience for the specific position, including as a minimum a PhD or equivalent as established by the faculty of the academic unit and affirmed by the appointing officer.

Research Assistant Professor:

- Qualifications of the previous title.
- Evidence of potential for continued professional growth, which shall be measured by research and creative activities and/or didactic teaching effectiveness.

Research Associate professor:

- Qualifications of the previous title.
- An on-going and progressive record of independent and/or collaborative research.
- A minimum of six years of experience in research or in an academic setting.
- The annual dissemination of research findings in appropriate venues include but not limited to publication in full-length peer-reviewed journals, abstracts and presentations at local, state, national and international professional and research meetings.
- The recognition by peers in the field of study and inquiry.
- A progressive effort to obtain research funding.

Research Professor:

- Qualifications of the previous title.
- An established record of excellence in research.
- A minimum of 12 years of experience in research or in an academic setting.
- A consistent profile and publication record of research conducted at East Carolina University.
- A consistent record of the dissemination of research findings in appropriate venues.
- A substantial record of research presentations, symposiums, and related noteworthy invited guest presentations, editorial positions, membership on review boards and

other related activities that substantiate the recognition as an authority and expert in the field of study and inquiry.

- PI- or co-PI on a substantial extramural grant or the equivalent in lesser grants.

Procedures for approval and revision of Department Guidelines for Promotion, Tenure and appointment of Fixed Term Faculty

On January 31, 2022, a majority of the Department's permanently tenured faculty voted and approved these department guidelines.

Department of Physician Assistant Studies

Guidelines for Advancement in Title for Fixed-Term Faculty

In the Department of Physician Assistant Studies, fixed term clinical appointments are available to full-time faculty. The general criteria for *Clinical* appointments include either a master and/or doctoral degree, recognition as an expert in a PA practice and have primarily clinical instructional and /or patient care service responsibilities.

IV. Clinical Appointments

A. *Clinical Assistant Professor:*

- Evidence of potential for continued professional growth, which shall be in part measured by clinical and/or didactic teaching effectiveness, and membership and professional activity in professional organizations.

B. *Clinical Associate Professor:*

- Qualifications of the previous title
- Evidence of quality clinical and/or didactic teaching at the university level
- A minimum of 5 years of experience in the delivery of clinical services and/or clinical instruction in association with an academic institution
- An ongoing and progressive record of creative scholarship.
- A record of continued participation, leadership, service to the profession, and the University.

C. *Clinical Professor:*

- Qualifications of the previous title
- An established record of excellence in clinical/didactic teaching
- A minimum of 10 years of experience in the delivery of clinical services and/or clinical instruction in association with an academic institution

- A record of continued creative scholarship / research pertinent to the profession or recognition of significant service and leadership to the profession.

Department of Physician Assistant Studies

Guidelines for Advancement, Promotion and Tenure

Entry-level appointment probationary term faculty at the rank of Assistant Professor or holds the appropriate terminal degree (ABD may be considered for initial appointment) or alternate professional qualifications as determined by the units and the profession and affirmed by the Provost ([ECU Faculty Manual, Part VIII](#)).

V. Guidelines and Expectations for Tenure with Promotion to Associate Professor

It is the expectation, general practice and intent that a probationary term Assistant Professor who has satisfied the criteria and standards for the conferral of tenure would also satisfy the guidelines and expectations for promotion to Associate Professor. No assistant professor will be awarded permanent tenure unless concurrently promoted to associate professor ([ECU Faculty Manual, Part IX](#)).

Research: The general research guidelines and expectations for probationary term faculty are based upon evidence of an on-going, progressive and inquisitive research profile which culminates in a progressive record of publications.

At the time of tenure review, it is expected that the material submitted will provide evidence of:

- An on-going and progressive profile of independent and productive research at East Carolina University. It is anticipated that collaborative research relationships within and outside this institution will be established as needed to expand the breadth and depth of study and inquiry.
- The annual dissemination of research findings in appropriate venues include but not limited to publication in full length peer reviewed journals, abstracts and presentations at local, state, national and international professional and research meetings. Publication of full-length manuscripts in peer-reviewed research journals is considered to be most important.

- The recognition by peers in the field of study and inquiry.
- A progressive effort to obtain research funding. It is expected that grant efforts would be initiated at the institutional level followed by proposals to local, state and national organizations as defined by opportunities and field of inquiry. It is recommended that faculty (particularly those new to an academic / research appointment) focus initially on establishing themselves as a credible productive investigator in their field of study prior to seeking extramural research funding. It is expected that a progressive record of research productivity and focus would be reflected by favorable grant reviews and an enhanced potential for funding.

Teaching: All faculty are expected to maintain a teaching profile that exemplifies an effort to achieve and maintain instructional excellence. It is expected that the successful tenure and promotions candidate would have a record that demonstrates the following:

- Recognition by students and colleagues as an authority in their topics / disciplines.
- Maintenance of a strong understanding of the current state of knowledge and evidence in specialty areas and discipline.
- Consistent or improving university student survey scores.

Service: All faculty are expected to maintain a service profile that demonstrates an increased participation in administrative service and contribution at department, college and university levels. It is expected that faculty recognize the importance of their responsibilities as professional/academician role models to students, colleagues, university and community at large.

The probationary term record should demonstrate:

- An increased involvement in formal committee assignments with minimal to no assignments during probationary year 01 and progressing to involvement on one or more committees at the university level by year 05.
 - Examples of department service include department meetings and sponsored events, assignments to ad hoc and standing committees, and participation in admissions and program reviews.
 - Examples of committee service opportunities at the college and university

levels are:

CAHS: Graduate Affairs and Curriculum Committee, Research and Scholarly Activity Committee, Student / Faculty Committee, Faculty Council. (for other committees and details go to <https://cahs.ecu.edu/research/faculty-resources/>)

University: Senate and Academic and Appellate Committees. <http://www.ecu.edu/cs-acad/fsonline/academiccommittees/committeesmainpage.cfm>

Support of the PA profession at local, state and national levels as appropriate.

VI. Guidelines and Expectations for promotion to the rank of Professor

At the time of review for promotion to the rank of Professor, candidates must have held the previous rank of Associate Professor and have a minimum of 10 years of experience at East Carolina University or equivalent academic institutions. Additionally, it is expected that the material submitted will provide evidence of:

VII. Research:

- A consistent profile and publication record of research conducted at East Carolina University.
- A consistent record of the dissemination of research findings in appropriate venues including but not limited to publication of full length manuscripts in peer reviewed journals, publication of abstracts, and presentations at local, state, national, and international professional and research meetings.
- A substantial record of research presentations, symposiums, and related noteworthy invited guest presentations, editorial positions, membership on review boards and other related activities that substantiate the recognition as an authority and expert in the field of study and inquiry.
- Recognition by external reviewers for contributions and as an authority and respected expert in the field.
- PI- or co-PI on a substantial extramural grant or the equivalent in lesser grants.

VIII. Teaching:

- The faculty member should exhibit a record of instructional excellence at previous rank including:
 - Recognition by students and colleagues as an authority in their topics/disciplines.
 - Maintenance of a strong understanding of the current state of knowledge and evidence in specialty areas and discipline.
 - Consistent university student survey scores.
 - A record of contribution and distinction for off-campus instruction particularly those supported and sanctioned by state and national organizations pertinent to the field of study and expertise.

IX. Service:

The faculty member should exhibit an ongoing record of service at previous ranks, including:

- Activities that exemplify the faculty member's effectiveness, abilities and contributions as a member and leader in service at multiple institutional levels.
- Activities that distinguish the faculty member's contributions and leadership within relevant organizations at state and national levels.

Procedures for approval and revision of Department Guidelines for Promotion, Tenure and appointment of Fixed Term Faculty.

On September 19, 2017 a majority of the Department's faculty voted to approve these Department Guidelines. All amendments or revisions must be dated and approved by a majority of the Department's tenured faculty.