

**Criteria, Indicators, and Procedures for**

**Promotion and Tenure**

[Preamble possibilities: look at past / evidence of future contributions; how this document should be used and what it covers; identifies what we value as a departmental faculty…..]

The Department of Sustainable Technology and the Built Environment’s promotion and tenure guidelines reflect the fact that individuals have differing strengths. However, all faculty members are expected to contribute in each of the three major categories of performance: Teaching and Student Development, Scholarly and Creative Endeavors, and Professional Service. In addition, faculty members are expected to: (a) engage in shared governance via constructive and meaningful debate and discussion, (b) demonstrate mutual respect for colleagues, (c) be involved in departmental activities that benefit the overall unit, and (d) make positive contributions to the welfare of the Department.

**The Promotion and Tenure Portfolio & Dossier**

The individual faculty member seeking promotion and/or tenure is responsible for presenting substantive documentation within each category to establish a clear pattern of effectiveness and/or excellence in that category. The supporting artifacts presented for promotion and tenure will vary from one individual to the next, but should to the best extent possible illustrate the individual’s performance in relation to the specific indicators listed. Two promotion and tenure documents must be submitted to the department chairperson: (1) the departmental portfolio, which provides a comprehensive collection of artifacts; and (2) the University “dossier,” which is a reflective summary of accomplishments and is the only document forwarded to the College following departmental review. The following materials should be included in the **departmental portfolio**:

* Cover letter that highlights key accomplishments and a rationale for promotion and/or tenure
* Curriculum vita
* Summary of accomplishments in relation to this Promotion and Tenure document. The summary should describe the significance of the work submitted in each category.
* Reproductions, representations, or evidence of the work performed (clearly labeled), divided into the three performance categories and with reference to the specific Promotion and Tenure indicator. The faculty member should provide the best, representative examples of their work*.*

**The dossier** is submitted in a separate binder following the guidelines provided on pages 54-55 of the 2015-2016 [*Faculty Handbook*](http://facultyhandbook.appstate.edu/sites/facultyhandbook.appstate.edu/files/faculty-handbook-2015-08-03.pdf)*.* This dossier includes statements of the faculty member’s philosophy of teaching, research, and service, along with reflections on key accomplishments.

Materials submitted for any promotion decision, regardless of rank, should (where applicable) only reflect work accumulated since the previous decision (not including reappointment decisions prior to achieving permanent tenure).

**The Promotion and/or Tenure Process**

Faculty seeking promotion and tenure should attend at least one departmental promotion and tenure mentoring workshop; these will be conducted annually.

[what do we want to do regarding mentoring? Need to beef mentoring up….. Also include a sample timeline for promotion through rank; information about other helpful resources; opportunity for ‘pre-review’ by the PTC; other? Maybe give a set of ‘required’ activities that will help them prepare for tenure, like giving annual in-house presentations or ?]

**Standards and Definitions**

For purposes of the Sustainable Technology and the Built Environment’s promotion and tenure criteria, ***effectiveness*** is defined as showing a clear and consistent pattern of satisfactory work. Effectiveness is considered the minimum standard of performance. ***Excellence*** is defined as showing a level of performance that reflects sustained, significant activities within a performance category *that go above the minimum standard of effectiveness*.

[need statement about positions with reassigned time with comment about how categori……]

Expectations for continuation of appointment, promotion in rank, permanent tenure, and post-tenure review are as follows:

Assistant/ Associate Professor – First contract review

Continuation at the rank of Assistant/Associate Professor after the first contract period requires **effectiveness** in Teaching and Student Development and evidence of potential to achieve **effectiveness** in the other two categories of performance, with evidence that the candidate has the potential to achieve **excellence** in at least one of the three categories.

Associate Professor and/or Permanent Tenure

Promotion to, or appointment at, the rank of Associate Professor, and/or the granting of Permanent Tenure, requires evidence of **continuing effectiveness** in each of the three categories of performance and evidence of **excellence in at least one** category of performance.

Professor

Promotion to, or appointment at, the rank of Professor requires evidence of continued **effectiveness** in the three categories of performance and demonstration of **excellence in at least two** of the categories.

Post-Tenure Review

Positive consideration in the post-tenure review process requires evidence of **continuing effectiveness** in each of the three categories of performance and **excellence** at the level appropriate to the individual’s academic rank. Consideration will also be given to evidence of assisting and mentoring junior faculty members.

Special Tenure-Track Appointments

Special appointments such as a Research Faculty designation will generally follow the same criteria established here for promotion in rank and tenure. However, the percentage of effort designated for each performance category might vary, with heavier emphasis placed on performance in a particular category. In such cases, expectations for performance will be discussed with the department chairperson and the departmental personnel committee prior to employment, and these expectations will be documented and become part of the faculty member’s permanent file.

# TEACHING AND STUDENT DEVELOPMENT

This category reflects activities that involve instructional planning, professional development as it relates to teaching, program development, and direct and positive interaction with students both within and outside the classroom. Teaching and student development activities are expected to align with the department’s strategic goal to provide exemplary teaching that inspires and challenges students through experiential learning, synergistic curricula, and community engagement.

Performance indicators for the Teaching and Student Development category include, but are not limited to, the following. These indicators are divided into two categories: Required Indicators, for which documentary evidence *must* be provided; and Optional Indicators, with documentary evidence required for at least three indicators. [To make the case for excellence in this category, a faculty member might include……]

**Required Indicators**

# Evidence of *course preparation and improvement*, including development of high-quality and evolving course materials, use of effective and innovative delivery strategies, and the use of a variety of tools for assessing teaching effectiveness and evaluating student progress. Documentation should include, but is not limited to, the following:

# Representative syllabi that show modifications over time

# Examples of course materials (lecture materials, assignment guidelines, activities)

# Screenshots of AsuLearn pages and other online support materials

# Examples of tools used to assess student learning (tests, quizzes, rubrics, critique guidelines, surveys, etc.)

1. Evidence of *teaching effectiveness*. Documentation should include, but is not limited to, the following:

# Departmental student evaluations from the past five years

# Departmental peer evaluations from the past five years

# Examples of feedback provided to students on assigned work

# Examples of changes to a course or assignment based on assessment of student work

# Additional documentation *may* include letters from previous students who have graduated; external evaluations or critiques of students’ work; student scores on standardized tests or certifications; or other evidence of teaching effectiveness. Letters of support should NOT be solicited from current students.

# Evidence of a commitment to student success through a record of *academic advising* of undergraduate and/or graduate students. Documentation should include, but is not limited to, the following:

* The number of undergraduate and/or graduate advisees (i.e., number of program of study committees served on)
* Examples from Degree Works advising notes

# A record of active participation in *program development,* including program assessment and improvement. Documentation should include, but is not limited to, the following:

# Examples of data/materials contributed to program assessment efforts (e.g., Xitracs entries, artifacts of assessment, compiled data from courses, and so on).

# Examples of efforts to promote the program and aid recruitment (e.g., web site upkeep, participation in open houses, development of recruiting materials, engagement in recruiting trips, and so on).

# Additional documentation *may* include involvement with an advisory board, development of articulation agreements, activity leading to program accreditation/re-accreditation, or other evidence of program development activities.

**Optional Indicators – Provide documentation for at least THREE of the following indicators**

1. Evidence of a commitment to successful *student mentoring*, including serving on/chairing graduate committees, mentoring honors projects or theses, individual and independent studies, active involvement with student organizations, substantial mentorship to students who win awards or other recognition, and so on.
2. Engagement in *activities beyond the formal classroom meeting pattern* that enhance the educational experience for students, such as multi-disciplinary activities, field-based learning, service learning, or projects that link students and faculty collaboratively across programs.
3. Evidence of organizing and *maintaining effective laboratory or studio facilities* necessary to support the curriculum and student learning activities.
4. Participation in *professional development related to teaching*, including campus-based workshops, professional workshops or conferences, and/or industry training externships for the purpose of enhancing instructional content. This also may include successful qualification for professional certification or licensure that contributes or is relevant to the instructional content of courses offered in the curriculum, and/or continuance of professional certification or licensure that requires substantial professional development credits.
5. Development or dissemination of instructional materials, including lab books, DVDs, online instructional materials, or related products.
6. Teaching awards or other recognition of teaching by College, University, or UNC System committees; by professional organizations; or by outside reviewers/organizations that recognize effective teaching practices.
7. Other?

# SCHOLARLY/CREATIVE ENDEAVORS

The Scholarly/Creative Endeavors category reflects contributions to the disciplinary body of knowledge, whether through publication of research, exhibition of creative work, or other products of scholarship. Greater weight is given to those endeavors that have received satisfactory external peer reviews.

Performance indicators for the Scholarly/Creative Endeavors category include, but are not limited to, the following. Although the *quality* of scholarly/creative work will be judged more critically than the *quantity*, all members of the faculty must seek to reach a minimum level of productive output in this category. As a guideline, the minimum performance for **effectiveness** would be completion of  **nine activities from the indicators listed below, with no fewer than three of those activities from two or more of the indicators shown in bold type for consideration of promotion/ tenure or for every five-year post-tenure review period**. A minimum performance level for a rating of *excellence* in Scholarly/Creative Endeavors would be at least *six activities* from the indicators shown in bold type and a total of *twelve* activities. Exceptional performance in one of the indicators in bold, such as publication of a book by a major publisher with over 1,000 copies in print; work in a prestigious national journal; or funded research work for which at least $500,000 over a maximum of three years for work performed at Appalachian State University would count as two bold activities. While repetition of the same work often occurs in practice, repetitive work cannot be used to meet the minimum activity requirement. For products with multiple contributors, the candidate must describe his or her specific contribution.

All members of the faculty will be expected to produce an equivalent level of additional work for each successive application for promotion.

# Publication of work *(including original creative work)* that has scholarly significance in books, chapters, technical reports that are disseminated, or articles in both refereed and non-refereed academic or related journals, including the following:

# State, regional (multi-state), national periodicals – e.g. Home Power, Fine Homebuilding, Journal of Light Construction, Solar Today, Dwell, with review

# Peer-reviewed articles in regional (multi-state)??/ national/ international academic journals, e.g. ASHRAE Transactions, International …..

# Non self-published books or chapters that disseminate new knowledge

# Conference proceedings that are reviewed with evidence that feedback was provided

1. **External funding as a Principal or Co-Principal Investigator with “credit” for at least $25,000 for research, development, or innovative creative projects whose scope or stature positively advances the field.**
2. **Publication or exhibit of the faculty member’s creative work, with juried review, including national journals (such as Dwell), exhibits, shows, and retrospectives.**
3. **Broadly disseminated non-academic publications with statewide, regional (multi-state) or national distribution, e.g. Carolina Country or Appalachian Voices**
4. **Patent for, or creative rights to, a product.**
5. **Publication of a textbook that shows input from external reviewers and editors.**
6. **Delivery of a peer-reviewed presentation at a regional (multi-state)??, national or international conference based on a significant body of work that expands upon previous efforts or that represents a new direction of scholarly endeavor. (Bold or not?)**
7. **Invited presentation as a keynote speaker at national/ international conference, such as American Council for an Energy Efficiency Economy, American Solar Energy Association, ASHRAE, American Wind Energy Association Conference, RESNET, National Energy Code Conference, Energy Efficiency Builders Conference, GreenBuild Conference, etc.**
8. **Editing a refereed academic journal, book, yearbook, monograph, or other national publication within a field of specialization related to the mission of the department. (How to credit multiple years?)**
9. **Curating an exhibit of creative work whose scope includes items of national or international significance.**
10. **Add bold item on developing new design or product**
11. Attendance at professional development workshops and training institutes relating to scholarly and creative work that leads to increased research, publishing, or creative activity germane to the field of specialization.
12. Publication of non-research-based work, or of work not related to the field of specialization, in books, chapters, technical reports, or articles in both refereed and non- refereed academic or related journals.
13. Evidence of continuing effort to secure external funding for research and development projects that may not yet have been successful in receiving funding.
14. Exhibit of creative work, without juried review, including invited exhibits, shows, and retrospectives.
15. Presentation at state, regional, national, or international meetings of related disciplines and organizations.
16. Activity as a reviewer for a refereed academic journal, grant-funding agency, or publisher of academic texts or reports; or as an external program reviewer, juror of creative work, or reviewer for promotion and tenure decisions at other institutions.
17. Recognition from peers in the field of specialization (e.g., recipient of publication awards, awards for research or creative work, invitations to serve as a keynote speaker at a national or international conference).
18. Funding and management of sponsored design studios.
19. Publications or presentations to local or regional groups to present the results of technical research or design work.

# PROFESSIONAL SERVICE

**[Brian – work on edits to make this follow same format as Teaching]**

The Professional Service category reflects activities that provide for the functioning and governance of the department, college, and university. In addition, Professional Service includes contributions to the profession and the community, within the focus of the faculty member’s professional expertise.

Performance indicators for the Professional Service category include, but are not limited to, the following. **Indicators set in bold type are *required* indicators**; in other words, documentation that demonstrates effectiveness or excellence in this category *must* be provided. All members of the faculty will be expected to produce an equivalent level of additional work for each successive application for promotion.

# Continued departmental service, including a record of active involvement on a variety of committees, participating constructively in departmental decision making and shared governance, and assisting with department-wide development and publicity efforts.

1. **Service on at least one College or University-wide committee, with evidence of substantial individual contributions to the committee(s).**
2. **Active participation in professional organizations, including election as an officer of a professional organization; taking a leadership role in accomplishing a strategic goal of the organization; or providing some other core service to the organization such as editing a newsletter, serving as a webmaster for a Web site, or participating on a committee.**
3. **Demonstrated dependability in completion of administrative or other tasks associated with the work of the department, and a demonstrated willingness to participate in tasks that further departmental goals.**
4. Effective leadership as a program coordinator (where applicable), including development of program schedules, budgets, and curricula, and initiation and oversight of initiatives that advance the program area. Contributions made as a program coordinator, where applicable, represent a high-level indicator of service activity.
5. Assistance with University events or initiatives (e.g., the Freshman Summer Reading program, fund raising, ad hoc committee work, serving on search committees for positions external to the department).
6. Outreach activities that link the faculty member’s scholarship, field of expertise, or teaching activities with the larger, outside community, such as providing workshops, serving on regional committees, or engaging in public policy development work.
7. Enhancement of the department’s reputation by making contributions related to your field of expertise to organizations that help the larger, outside community (e.g., service learning programs).
8. Demonstrated willingness to mentor other faculty (e.g., serving as a designated mentor for new faculty; providing workshops to enhance the teaching or scholarly work of others, including those from other fields of specialization).
9. Service on graduate Program of Study and thesis committees, and other significant involvement as a mentor to graduate education.
10. Active engagement as a consultant or member of an accrediting team involving the application of discipline-related expertise (e.g., authoring reports or presentations).
11. Professional service awards or other recognition of service by College, University, or UNC System committees, professional organizations, or outside reviewers that recognize exemplary service activities.