

Dec. 6, 2018 UPDATE P&T committee approved

Department of Applied Design
PROMOTION AND TENURE GUIDELINES
Appalachian State University
College of Fine and Applied Arts

Process, Criteria, and Indicators for Promotion and Tenure

INTRODUCTION

The Department of Applied Design's Guidelines for Promotion and Tenure are intended to encourage development of faculty as teachers; as professional contributors to their fields of study; and as providers of service to the department, the college, the university, and beyond. The promotion and tenure guidelines that follow acknowledge that individual faculty have differing strengths.

All faculty members are expected to contribute in each of the three categories of performance:

- 1) Teaching and Student Development
- 2) Scholarly and Creative Endeavors
- 3) Academic and Professional Service

The criteria for each rank are defined for each performance area. These are the minimum requirements required to meet expectations at each rank. Additional performance is interpreted as exceeding expectations at each rank. Performance below the minimum will be interpreted as not meeting expectations.

In addition, faculty members are expected to:

- a) demonstrate mutual respect for colleagues
- b) engage in shared governance via constructive and meaningful debate and discussion
- c) participate in departmental activities that benefit the overall unit
- d) make positive contributions to the welfare of the department

Each faculty member, as a condition for employment in the department, has the responsibility of meeting an administrative load deemed equitable by the Chair. These responsibilities encompass governance of the department, the college, the university, and the profession, as well as discipline-based or university mission-oriented contributions to the community that are not included in scholarship. No one should be considered for promotion or tenure who consistently refuses to assume an equitable share of such responsibilities.

APPALACHIAN STATE UNIVERSITY FACULTY HANDBOOK

All candidates seeking reappointment, promotion, and/or tenure are directed to Section IV of the Appalachian State University Faculty Handbook, "*Selected Regulations Applicable to Academic Administration and Faculty Employment,*" in particular Section 4.4 "*Reappointment, Promotion, and Tenure.*"

THE PROMOTION AND/OR TENURE PROCESS

The tenure process may vary based on individual contract terms, but typically entails a third-year contract renewal review and sixth-year tenure and promotion review. Early tenure review may be possible in certain circumstance but must be approved by the Chairperson and the Dean of the college. Similarly, in some circumstances, the pre-tenure period may be extended (see Faculty Handbook, sections 4.5.2 and 6.2.1g).

A 'pre-review' may be conducted upon request by the faculty member during the year prior to their application, to be carried out by an appointed team of members from the departmental Promotion and Tenure Committee (PTC). The purpose of this pre-review is to provide confidential feedback to the faculty member regarding his/her progress towards promotion and tenure. This is a voluntary process and any recommendations made are for the faculty member only; they do not become part of the personnel file.

The departmental PTC will be assembled according to the Faculty Handbook, section 4.1.6.

In the Spring semester of the academic year prior to consideration for promotion or tenure: the faculty member will be notified by the department Chair that they are eligible to be considered for promotion and/or tenure review in the Fall; the faculty member must indicate their intent to apply with the department Chairperson. The department Chairperson and the PTC will set a date to review the faculty member's portfolio in the Fall. The faculty shall have the P&T Portfolio submitted to the PTC at least 21 days prior to the meeting in which their case will be reviewed.

Following review of the portfolio, the PTC recommendation is given to the department Chairperson, who forwards the PTC recommendation, his/her own recommendation regarding the P&T decision, and the dossier to the Dean of the College. Promotion and tenure decisions go through additional levels of review beyond the Department, as outlined in the Faculty Handbook (see section 4.4.).

Grievance protocols are handled by Faculty handbook Section 4.11.

THE PROMOTION AND TENURE PORTFOLIO

The Appalachian State University Faculty Handbook details requirements for promotion and tenure portfolio in Section 4, under Articles 4.4.5 – 4.5.6.

The faculty seeking promotion and/or tenure is responsible for presenting substantive documented evidence within each of the three performance categories to establish a clear pattern of *effectiveness* and/or *excellence*. The evidence presented for promotion and tenure will illustrate the individual's performance in relation to the specific indicators listed for each of the three categories of performance. The promotion and tenure portfolio must include a summary of the faculty member's major accomplishments that describes the significance of the work submitted in each category. The department requires:

- **Promotion and Tenure Dossier:** summarizing accomplishments in response to the Promotion and Tenure Criteria document, in the order of the P&T document guidelines. The P&T Dossier must be submitted electronically.
- **Collection of Artifacts/Documentation:** Organizing evidence (i.e., clearly labeled artifacts, reproductions, or representations of work performed under the three performance categories) with reference to specific Promotion and Tenure Guidelines Performance Indicator (e.g., 1.1 Course preparation...), in the order of the P&T document guidelines. Collection of artifacts/documentation must be submitted in physical form.
- **The AD Executive Summary of the criteria and achievements therein.**

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

CRITERIA

Effectiveness is considered the minimum standard of performance and must be demonstrated in all three categories. Effectiveness is defined as a consistent pattern of satisfactory work.

Excellence is defined as a level of performance that reflects sustained, significant activities within a performance category above the minimum standard.

Further definition to departmental expectations regarding *effectiveness* and *excellence* are outlined below, under Expectations for Associate Professor and/or Permanent Tenure.

The Promotion and Tenure Committee reserves the right to assess any individual item in the dossier, and to subsequently confirm, deny, or relocate an item. Similarly, for each of the categories of performance (Teaching, Scholarship, and Service), the Promotion and Tenure Committee reserves the right to assess whether the collection of work submitted meets departmental expectations for *effectiveness* or *excellence*.

Assistant Professor

Promotion to, or appointment at, the rank of Assistant Professor requires evidence of potential to achieve effectiveness in each of the three categories of performance, and evidence that the candidate has potential to achieve the level of professional excellence required for promotion and permanent tenure.

Expectations for Assistant Professor Reappointment

Assistant Professor reappointment requires evidence of potential to achieve *effectiveness* in each of the three categories of performance and evidence that the candidate has potential to achieve *excellence* in at least one category, as required for promotion and permanent tenure.

Candidates for assistant professor are expected to have demonstrated the likelihood for eventual promotion in rank and tenure along with meeting the departments expectations listed in the INTRODUCTION.

Expectations follow:

- 1) Teaching and Student Development: Must meet the six bold items 1.1 – 1.6, and one additional non-bold item. Candidates must have at least one documented Peer Review each year and include this documentation in the dossier. Student evaluations must show improvement unless the candidate is near the department mean.
- 2) Scholarly and Creative Endeavors: Must complete a minimum of four activities from the scholarship list. At least one of those four activities must come from indicators 2.1 through 2.8 (shown in bold type), and evidence of progress towards completing the necessary bold items for Tenure.
- 3) Academic and Professional Service: 3.1 is a required indicator. In addition, must fulfill at least two other indicators, one of which must be a bold indicator (3.2 through 3.6)

Expectations for 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 dimensions of performance AND evidence of excellence in at least one category of performance.

Expectations to demonstrate *effectiveness* and *excellence* follow:

- 1) Teaching and Student Development:
 - a. To make the case for *effectiveness* in this category, a faculty member must meet the six indicators 1.1 – 1.6 (in bold), and at least three additional non-bolds. Candidates must have at least one documented Peer Review each year and include this documentation in the dossier. Student evaluations must be near the department mean.
 - b. To make the case for *excellence* in this category, a faculty member must meet the requirements for *effectiveness* above, provide evidence of innovative or exceptional work in the indicators 1.1-1.6 (in bold), and provide evidence of two (2) additional non-bold indicators 1.7-1.14. Student evaluations must meet or exceed department mean.
- 2) Scholarly and Creative Endeavors:
 - a. The minimum performance for effectiveness in this category requires evidence of completion of a minimum of nine (9) activities from the listed indicators. At least three (3) activities must come from indicators 2.1-2.8 (in bold) and must be distributed across two or more of those indicators. 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.
 - b. To make the case for *excellence* in this category, a faculty member must meet the requirements for *effectiveness* above, provide evidence of three (3) additional activities from indicators 2.1-2.8 (in bold), and those activities must be distributed across three or more of the bold indicators.

- 3) Academic and Professional Service:
 - a. To meet the minimum performance for effectiveness in this category, evidence of completion of indicator 3.1 is required. In addition, the faculty member must fulfill at least four other indicators, two of which must be from indicators 3.2-3.6 (in bold).
 - b. To make the case for *excellence* in this category, a faculty member must meet the requirements for *effectiveness* above and shall provide evidence of substantial work in indicator 3.1, one additional indicator from 3.2-3.6 (in bold), and provide documentation of higher-level service activity within all indicators fulfilled.

Expectations for 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. All activities submitted as evidence must be completed after promotion to associate professor.

Expectations to demonstrate *effectiveness* and *excellence* follow:

- 1) Teaching and Student Development:
 - a. To make the case for *effectiveness* in this category, a faculty member must meet the six indicators 1.1 – 1.6 (in bold), and at least three additional non-bolds. Candidates must have at least one documented Peer Review for every five years at Associate level and include this documentation in the dossier. Student evaluations must be near the department mean.
 - b. To make the case for *excellence* in this category, a faculty member must meet the requirements for *effectiveness* above, provide evidence of innovative or exceptional work in each of the indicators 1.1-1.6 (in bold), and provide evidence of two (2) additional non-bold indicators 1.7-1.14. Student evaluations must meet or exceed department mean.
- 2) Scholarly and Creative Endeavors:
 - a. The minimum performance for effectiveness in this category requires evidence of completion of a minimum of nine (9) activities from the listed indicators. At least three (3) activities must come from indicators 2.1-2.8 (in bold) and must be distributed across two or more of those indicators. 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.
 - b. To make the case for *excellence* in this category, a faculty member must meet the requirements for *effectiveness* above, provide evidence of three (3) additional activities from indicators 2.1-2.8 (in bold), and those activities must be distributed across three or more of the bold indicators.
- 3) Academic and Professional Service:
 - a. To meet the minimum performance for effectiveness in this category, evidence of completion of indicator 3.1 is a required. In addition, the faculty member must fulfill at least four other indicators, two of which must be from indicators 3.2-3.6 (in bold).
 - b. To make the case for *excellence* in this category, a faculty member must meet the requirements for *effectiveness* above and shall provide evidence of substantial work in indicator 3.1, one additional indicator from 3.2-3.6 (in bold), and provide documentation of higher-level service activity within all indicators fulfilled.

Post-tenure Review Criteria

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 for evidence of assisting and mentoring junior faculty.

The post-tenure review process is covered in the Faculty Handbook, section 4.7. According to the Faculty Handbook, the faculty is expected to submit a brief one-page summary of their accomplishments over the previous five years and a current vita. Faculty will submit the AD Executive Summary form.

Special Appointments

Assessment of special appointments, tenure-track or non-tenure-track, such as a “Research Faculty” or “Faculty-in-Residence”, will follow criteria established in the Department of Applied Design Promotion and Tenure Guidelines. Percentages of effort designated for these appointments can be varied across the three performance categories, with emphasis placed on 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 be documented in the faculty member’s permanent file.

1. TEACHING AND STUDENT DEVELOPMENT

Teaching and Student Development encompass activities that involve instructional planning, professional development as it relates to teaching, program development, and most importantly direct and positive interaction with students both within and outside the classroom.

- 1.1 Course preparation, including development of high quality course materials, use of innovative and effective delivery strategies, and use of a variety of tools for evaluating student progress.**
- 1.2 Teaching effectiveness using instruments and procedures adopted by the department (i.e., student and peer evaluations from three of the previous five years) and other supportive materials (e.g., letters from students, external reviews, and externally judged quality of student work from the faculty member’s classes).**
- 1.3 A record of advising undergraduate and/or graduate students, including number of advisees and, where applicable, a record of graduate committees served on or chaired.**
- 1.4 A consistent record of enhanced teaching engagement could include; supervision of internships, mentoring honors projects, individual/independent studies, securing and delivering sponsored studios, or active involvement with student organizations.**
- 1.5 A record of active participation as a member of a program development team (e.g., contributing to the development and review of courses, participating in activities that benefit or promote the program, active involvement with a program advisory board, and conducting program evaluation activities).**
- 1.6 Participation in professional development related to teaching, including campus-based workshops, professional workshops or conferences, and/or industry training for the purpose of enhancing instructional content.**
- 1.7 Engagement in multi-disciplinary courses, activities, or projects that link students and faculty collaboratively across programs (e.g., shared design fundamentals coursework, sustainable design competition, senior capstone projects, first year seminar, or special topics courses).
- 1.8 Organizing and maintaining effective laboratory or studio facilities necessary to support the curriculum and student learning activities.
- 1.9 External funding to improve instructional delivery or enhance the quality of student learning.
- 1.10 Evidence of activity leading to program accreditation, including structuring the program to meet accreditation guidelines, assembling necessary documentation, and successfully achieving and maintaining program accreditation.
- 1.11 Successful qualification for professional certification or licensure that contributes or is relevant to the curriculum, and/or continuance of professional certification or licensure that requires substantial Professional Development Hours.

- 1.12 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.
- 1.13 Substantial mentorship to students who win grants, awards, or other recognition.
- 1.14 Demonstration of client based practice in an area related to discipline.

2. Scholarly/Creative Endeavors

Scholarly/Creative Endeavors encompass 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 endeavors that have undergone successful external, peer reviews.

- 2.1 Publication, with evidence of peer review or jury process, of original research or creative work that has scholarly significance in articles in academic or related journals, books, chapters, or technical reports.**
- 2.2 Publication of a textbook that shows documented input from external reviewers and/or editors.**
- 2.3 Delivery of a presentation, with a documented peer review process, with documented juried review, at a national or international conference.**
- 2.4 Delivery of an invited, keynote address at a national or international conference.**
- 2.5 Exhibit of original creative work, with evidence of juried review, including invited exhibits, shows, and retrospectives at a national or international level.**
- 2.6 Curating an exhibit of creative work whose scope includes items of national or international significance.**
- 2.7 Substantial external funding for research, development, or innovative creative projects whose scope or stature positively advances the field and with evidence of dissemination of the work to an audience of peers.**
- 2.8 Patent, or creative rights licensed to a company, for a product or design. Licensed products are expected to be produced and available for purchase to be counted. The exception to production is a company that purchases a product but deliberately holds it off the market because it will compete with currently available products.**
- 2.9 Delivery of a presentation, with a documented peer review process, at a regional, state, or local venue.
- 2.10 Delivery of an invited, keynote address at a regional, state, or local venue.
- 2.11 Exhibit of original creative work, with evidence of juried review, including invited exhibits at a regional, state, or local level.
- 2.12 Curating an exhibit of creative work whose scope includes items of local, state, or regional significance.
- 2.13 Receiving funding for research, development, or innovative creative projects.
- 2.14 Presentation, without peer review, at meetings of related disciplines and organizations.
- 2.15 Recognition from peers in the field of specialization (e.g., recipient of publication awards, awards for research or creative work).
- 2.16 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.

3. PROFESSIONAL SERVICE

Professional Service encompasses activities that provide for the functioning and governance of the department, college, and university and that contribute to the profession and community within the focus of the faculty member's professional expertise. Professional service is above and beyond expectations including: attendance at departmental meetings, convocation, open house, graduation, and other regular department, college, and university functions.

- 3.1 **Continued departmental service: active involvement on committees, constructive participation in departmental decision making and shared governance, and assistance in department development and publicity efforts.**
- 3.2 **Service on at least one College or University committee, with evidence of substantial individual contributions to the committee(s)- please describe contributions.**
- 3.3 **Active participation in professional organizations, including election as an officer; taking a leadership role in accomplishing a strategic goal of the organization; or other core service to the organization such as editing a newsletter, serving as a webmaster, or participating on a committee- please describe contributions.**
- 3.4 **Completion of administrative or other tasks associated with the work of the department, and contributions to tasks that further departmental goals.**
- 3.5 **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.**
- 3.6 **Leadership as a program coordinator, including development of program schedules, budgets, and curricula, and initiation and oversight of initiatives that advance the program area.**
- 3.7 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).
- 3.8 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.
- 3.9 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).
- 3.10 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).
- 3.11 Service on graduate Program of Study and thesis committees and other significant involvement as a mentor to graduate education.
- 3.12 Active engagement as a consultant or member of an accrediting team involving the application of discipline-related expertise (e.g., authoring reports or presentations).
- 3.13 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.