

Promotion & Tenure Document
The Goodnight Family Sustainable Development Program
Appalachian State University
(Approved February 18, 2010)

This document provides criteria for tenure and promotion in the Sustainable Development (SD) Program. These criteria are designed to clarify specific expectations for faculty in Sustainable Development while remaining consistent with Appalachian State University's *Faculty Handbook*.

The SD Program expects candidates for tenure and promotion to have made important contributions in the areas of teaching, scholarship, and service to the Program, university and community. Achievement in one area is not a substitute for lack of activity in another area. Teaching, scholarship, and service are all to be evaluated in terms of their contribution to the field of Sustainable Development, with attention overall to at least two of the three "Es" (economics, equity, and the environment), which taken together define the field.

The Sustainable Development DPC and Director will evaluate applicants for Promotion and Tenure according to the following guidelines:

A. Basic Workload in the Sustainable Development Program. All tenure-line faculty in the SD Program have responsibilities in the areas of teaching, research and service. The basic workload for tenure-line faculty members generally consists of the following:

1. Teaching: Teaching three courses (or their equivalent) and advising an average of fifteen students per semester.

Exceptions: (1) Some faculty may have a reduction in teaching load in exchange for administrative responsibilities; (2) Faculty receiving one course release each semester for research are expected to publish two peer-reviewed, scholarly articles or equivalent research/creative products every three years. Those who do not meet this standard may be given a fourth course to teach; (3) Faculty with substantive and ongoing responsibilities to the SD Program which may not warrant a course release each semester, such as directing multiple graduate theses, may be given intermittent course releases to compensate them for this work; (4) Other exceptions include but are not limited to medical or family leave, and OCSA.

2. Research: As a general guide, two peer-reviewed, scholarly articles related to SD or the equivalent research, creative, outreach or community engagement product are expected every three years, for every three years that the faculty member gets a course release for research every semester. Equivalent to peer reviewed products include refereed, editorial board reviewed, or other appropriately externally evaluated products, in both electronic and print venues. However, because opportunities for publication and other forms of disseminating research vary tremendously across the many specializations within the field of Sustainable Development, and because the SD Program wishes to emphasize quality as much as quantity of work, some variation of this basic workload may be appropriate. If so, this will be communicated to the faculty member by the Director, in consultation with the DPC. Because

outreach activities which communicate applied research to communities are integral to the scholarly practice of Sustainable Development, they are valued as demonstrations of scholarship on par with peer-reviewed publications, when substantive and with appropriate external evaluation. Nevertheless, all faculty in the SD Program are expected to publish peer-reviewed articles as part of the mix of their scholarly activities.

The interdisciplinary and innovative nature of Sustainable Development as a field dictates that evaluation of faculty research take into account differences in venues for disseminating original work, in standards for peer-review, and in outcomes or products. There are, therefore, many acceptable variations to producing two articles every three years, as long as these variations are comparable in originality, rigor of external review, and scope. Faculty are encouraged to seek confirmation of the acceptability of potential variations to peer-reviewed journal articles with the Director in consultation with the DPC. Examples of acceptable variations include but are not limited to (1) substantive creative work such as a film, CD, or several poems published, performed, or exhibited through the equivalent of peer-review in lieu of an article; (2) a substantive competitive external grant award or reviews of “very good” or “excellent” on a grant proposal (even if not funded) from a national grant agency such as the NSF or NEH in lieu of an article; (3) a technical report or lab manual in lieu of an article; (4) a scholarly or technical monograph, edited collection of scholarly essays, textbook, book of creative writing in lieu of several (four to six) articles; (5) a substantive community engagement or outreach activity which is an application or component of the faculty member’s research in lieu of an article, such as a community assessment or feasibility study, or ongoing community training activities (A plan for providing appropriate external evaluation of such activities will be set by the Sustainable Development Outreach Committee in consultation with the faculty member and the DPC.).

Faculty who do not receive a course release for research due to administrative or other responsibilities have reduced research expectations, as do those who have substantive service or teaching responsibilities required by the SD Program, college, or university in excess of the basic workload for which they do not receive a course release or other compensation. Such reduced research expectations will be documented in the annual review letter so the DPC can accurately evaluate research productivity. In some cases, course releases for administrative service may not be adequate to the responsibilities involved, and reducing research expectations in advance may not be possible; the DPC and Director must use their judgment in evaluating these circumstances, in consultation with the faculty member, and adapt research expectations as appropriate.

Because publication schedules for research/creative products may be delayed for reasons beyond the faculty member’s control, research/creative products accepted for publication (forthcoming articles, books in press, etc.) at the time of evaluation will count toward basic workload, merit, tenure and promotion.

Since the SD Program values collaboration as a productive vehicle for scholarly research, jointly-authored or edited publications and projects will be evaluated as highly as those that are single-authored or edited, with verification of substantive contribution by the faculty member.

However, probationary faculty are expected to publish some peer-reviewed single-authored or first-authored work in order to achieve tenure and promotion.

Finally, because the field of Sustainable Development is broad, and because educational and outreach expressions of research are valued highly in the field, articles and other acceptable means of disseminating research or creative activities will be valued equally in all venues, as long as they are peer-reviewed or otherwise externally evaluated. For example, publications in peer-reviewed journals on science education, community engagement, or outreach will be valued as highly as those in traditional science journals; an article in an interdisciplinary journal on the environment will be valued as highly as one published in a disciplinary journal; and a substantive creative product which engages the community in issues important to the field of Sustainable Development will be valued as highly as a more traditional publication, as long as there is appropriate external review.

3. Service: Participation on two SD Program committees OR chairing one SD Program committee OR participation on one SD Program and one university committee per year; participation in a community committee or the Board of Directors of a non-profit organization may substitute for participation in a Program, college, or university committee. Where possible, the Director will protect junior faculty members from service obligations in excess of the basic load. Exceptions will be agreed upon in writing by the faculty member and the Director.

Administrative service such as directing a program for SD (e.g. Graduate Director), the college, or the university should weigh heavily in evaluation of service, even when the faculty member receives course release for that service. Release time is not always adequate to the task, and even when it is, the demands on the faculty member's energy, time, and schedule can be quite challenging, and place particular pressure on research agendas and teaching responsibilities. In this context, willingness to perform these duties should be seen as an important contribution to the program, college, and/or university, often beyond ordinary service expectations. Depending on the position, the demands of administrative service on a faculty member may make it necessary to adjust teaching, research and other service expectations. While such adjustments may be addressed in written agreements with the Director, Vice-Provost and Provost, the DPC should consult with the faculty member and use its judgment in evaluating whether or not these provisions were sufficient in their assessment of promotion and tenure.

Each year at the annual review meeting, the Director will inform each faculty member how he or she is progressing toward tenure and/or promotion, and that information will be included in an annual letter of evaluation. Because the Departmental Personnel Committee plays a key role in evaluation for tenure and promotion, for each tenure-track faculty member, the Director will consult with the DPC in order to incorporate its evaluation as part of the assessment of progress toward promotion and tenure included in the Director's annual letter. This may include advice on how to achieve progress if the DPC or the Director believes there are one or more areas in which the faculty member being evaluated is performing below the standards required for tenure and/or promotion. Faculty are permitted to respond in writing to their annual assessment. While no evaluation of a previous Director or DPC is in itself binding on a subsequent DPC, it is expected

that these annual assessments will be taken into account by both the DPC and the Director when decisions on promotion and tenure are made.

Inexperienced faculty or probationary faculty who are having difficulties in any area may have a SD faculty mentor suggested to them by the Director, to advise the faculty member in making progress toward promotion and tenure. However, the faculty mentor's evaluation and advice are not binding on the DPC or the Director with respect to formal recommendations about promotion and tenure, and the mentoring relationship is purely voluntary. The faculty member is free to decline a faculty mentor, or a faculty mentor's advice, without penalty.

Because SD is an emerging field, few colleges and universities have autonomous programs or departments such as ours. The career trajectory for faculty in SD coming to the program from other institutions (or other departments or programs at Appalachian) may therefore include those with traditional disciplinary backgrounds that did not allow opportunities for interdisciplinary teaching, research, or service. DPCs considering the credentials of such faculty should take this into account in evaluating their credentials before they came to the program, and look at their overall record of contribution to SD as a field rather than requiring that teaching, research and service at other institutions, departments or programs must all have had a strong SD component. For example, faculty with strong SD components in two of these areas (e.g. research and teaching, or service and teaching), but little or no SD-related work in the third could satisfy requirements for tenure and /or promotion in SD, as long as they showed promise with respect to SD in the third area. After they become faculty in the SD Program, all three areas should show contributions to SD as a field.

B. Tenure and Promotion to Associate Professor. Candidates for tenure and promotion to Associate Professor have demonstrated that they are and will continue to be accomplished teacher-scholars in the field of Sustainable Development as well as committed and effective participants in the Program.

1. Timetable. Generally, faculty will submit their materials in support of promotion and tenure in the fall of their sixth year of employment. Faculty will be given full consideration for promotion and tenure prior to the completion of five years of full-time, tenure-track employment if

- (a) they negotiated with the Director, the Vice Provost for Undergraduate Education, and the Provost upon hire to have previous experience "count" toward tenure as outlined in the *Faculty Handbook* Chapter 3; or
- (b) at the discretion of the faculty member in consultation with the Director, and with the Provost's approval of an early application.

In certain circumstances, promotion and tenure may be applied for at different times or granted independently of one another. When the DPC and the Director consider an application for *promotion*, more weight will be given to the applicant's performance and ongoing potential as an accomplished teacher-scholar in the field of Sustainable Development. When the DPC and the Director consider an application for *tenure*, more weight will be given to the applicant's

performance as a committed and effective member of the Program and his or her potential for helping the Program meet its long-term needs and goals.

2. Criteria. In order to be eligible for tenure and promotion to Associate Professor, faculty must fulfill ALL of the following requirements:

- (a) have a terminal degree from an accredited institution, unless there are exceptional circumstances, and at least five years of appropriate experience;
- (b) have a record of meeting the basic workload in EACH of the three areas (teaching, research, and service);
- (c) demonstrate excellence in teaching AND recognized accomplishment in at least one other area; and
- (d) demonstrate willingness to participate in Program and institutional affairs

3. Materials. Faculty will submit a portfolio in support of their application for tenure and promotion, documenting their performance since their time of hire. As per the Faculty Handbook, portfolios will be reviewed by the DPC and the Director; DPC recommendations about a faculty member's promotion and/or tenure, along with the Director's recommendations, will be forwarded to the Vice Provost for Undergraduate Education during faculty review processes. The portfolio should demonstrate the ways in which the faculty member has met or exceeded the basic workload and demonstrate the faculty member's skills and accomplishments. Materials might include but are not limited to the following:

Teaching: list of courses taught; list of participation on theses, exams, independent studies, internship supervision; copies of student and peer evaluations; syllabi and sample instructional materials; documentation of course, curricular, or Program development; documentation of learning or teaching new pedagogical skills; and documentation of teaching awards.

Research: copies of all published works and manuscripts under review; copies of conference papers and invited talks; documentation of applications and awards for grants, fellowships and other research honors; documentation of editorial involvement with professional journals; documentation of responsibilities as conference, workshop, panel or session organizer; and documentation of appropriate outreach or community engagement activities.

Service: documentation of SD Program, university, and community committee work, involvement in professional and/or student organizations, and participation in new faculty or new student recruitment or orientation activities; documentation of faculty mentoring and peer observations; (where applicable) documentation of administrative service and accomplishments, which may include letters from an immediate supervisor and/or colleagues involved in the program administered by the faculty member, as appropriate.

In addition, the portfolio should contain a current CV and copies of the Director's summary of the annual review meetings. The different sections of the portfolio (teaching, research, service) may be preceded by a table of contents and/or narrative. The portfolio must be accompanied by a letter of application for tenure and promotion in which the faculty member

narrates and explains his/her duties and performance, the contents of the portfolio, and any other information she or he feels is relevant. External letters of support are encouraged but not required. However, faculty with specializations and/or research records that might be challenging for the DPC to evaluate are strongly advised to include in their portfolio letters evaluating the specific and general contributions of their work by one or more faculty or other appropriate professional qualified in the field who has reviewed their credentials; these letters may come from faculty at Appalachian or elsewhere.

4. Evaluation:

Teaching. Demonstrations of excellence in the area of teaching include but are not limited to: (1) Positive peer and/or student evaluations; (2) Receipt of teaching awards, fellowships, or similar recognition; (3) Effectively developing new courses, programs or instructional materials, including study abroad; (4) Experimentation with teaching methods and techniques; (5) Effectively participating on Master's and/or honors theses committees; (6) Effectively mentoring students, through independent study, internship supervision or other means; (7) High quality advising and counseling students on academic and career goals, as indicated in exit interviews with students or advising awards, or effectively advising an overload of students; and (8) Participating in, leading or organizing faculty development programs to improve pedagogical performance.

Research. Using the basic workload expectation for research as a guide, faculty who apply for tenure after five years of employment, and who have received course release every semester for research, will be expected to submit a minimum of three peer-reviewed research/creative products or their equivalent at the time of application, plus evidence that a fourth is in progress or under consideration. (Two research/ creative products or their equivalent every three years is proportional to 3.3 products for five years). Reasons for reduced research expectations and acceptable variations to peer-reviewed publications/creative projects are outlined in A. 2. above, and include substantive work in outreach and community engagement. Research expectations for applicants whose research release time differs will be prorated according to the actual release time granted. As stated in the basic workload section of this document, these numbers are a guide; thus one book or other large project will be considered the equivalent of several articles, and certain specializations may make fewer articles of high quality a more appropriate guideline. Research products accepted for publication (forthcoming articles, books in press, etc.) at the time of application will count toward tenure and promotion.

Demonstrations of recognized accomplishment in the area of research/creative/outreach activity include but are not limited to the following items in addition to fulfillment of the criteria for "basic workload" outlined in section A 1 above: (1) Producing exceptional research/creative products as evidenced by reprints, reviews, citations by others in the profession, invited talks to other universities, letter(s) from scholars in the discipline outside of Appalachian, etc.; (2) Having more than the expected research/creative products; (3) Receipt of grants, fellowships, and/or awards from national, state, local or university agencies or organizations for research, community engagement or outreach work related to SD; (4) Presenting at multiple refereed scholarly conferences; (5) Organizing a major

scholarly conference; (6) Reviewing manuscripts for journals and scholarly presses; (7) Publishing several substantive encyclopedia entries or book review essays in scholarly peer-reviewed venues; (8) Effective performance in an editorial position for a professional journal; (9) Organizing, leading or presenting ongoing or multiple outreach or community engagement activities which are effective at disseminating applied research related to Sustainable Development, at the local, regional, national, or international level, such as K-12 educational projects, community workshops, farm field days and tours, educational publications in the popular press, and non-refereed/non-scientific conferences.

Service: Demonstrations of recognized accomplishment in the area of service include but are not limited to the following items in addition to fulfillment of the criteria for “basic workload” outlined in section A 3 above: (1) Awards, letters, or other documentation of excellent service to the SD Program, university, community or profession; (2) Serving in special service roles, such as chairing a committee for revising the curriculum or administrative service such as a program director; (3) Effectively developing new or existing programs, procedures, coalitions across university entities, etc.; (4) Exceeding the basic service workload.

C. Promotion to Full Professor. Candidates for Full Professor have demonstrated that they have attained recognition and respect as accomplished teacher-scholars within and beyond Appalachian, have been consistently engaged in scholarship throughout their careers, and have played leadership roles in the field of Sustainable Development, in the SD Program, and/or the university.

1. Timetable. Generally, faculty at the rank of Associate Professor will be eligible to apply for promotion to Full Professor after five years of tenure in the Program. Faculty will be given full consideration for earlier promotion to Full Professor if:

- (a) they were hired at the Associate Professor level and negotiated with the Director, Vice Provost for Undergraduate Education, and Provost, upon hire at ASU, to have previous experience “count” toward promotion as outlined in the *Faculty Handbook* Chapter 3; or
- (b) at the discretion of the faculty member in consultation with the Director, and with the Provost’s approval of an early application.

2. Criteria. In order to be eligible for promotion to Full Professor, faculty must fulfill ALL of the following requirements:

- (a) have a terminal degree from an accredited institution, unless there are exceptional circumstances, and at least ten years of appropriate experience;
- (b) have a record of meeting the basic workload in EACH of the three areas (teaching, research and service);
- (c) demonstrate excellence in teaching AND outstanding accomplishment in at least one other area; and
- (d) demonstrate a willingness to participate in a collegial manner in the SD Program and institutional affairs; and at some point during their employment, to have assumed a leadership role in the field, profession, program or university. Leadership roles within the

field or profession include but are not limited to serving on advisory or editorial boards of professional journals, chairing a committee or being elected an officer of a professional organization, and demonstrated national and/or international scholarly reputation. Leadership roles within the SD Program or University include but are not limited to administrative appointments, substantive administrative service, appointments to chair university-wide committees, or election to Faculty Senate.

3. Materials. See section on materials for tenure and promotion to Associate Professor. Applicants for Full Professor will also provide records of their post-tenure reviews.

4. Evaluation. See section on evaluation for tenure and promotion to Associate Professor.