

# Sustainable Technology & the Built Environment

APPALACHIAN STATE UNIVERSITY

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## Criteria, Indicators, and Procedures for Promotion and Tenure

The mission of the Department of Sustainable Technology and the Built Environment is to foster a strong and vibrant culture of inquiry, discovery, and innovation that integrates theory with application, problem seeking with problem solving, local issues with global perspectives, and technological progress with environmental stewardship. Departmental faculty seek to serve our students, the University, and the greater community through effective teaching, the creation and dissemination of new knowledge, and professional service. This document outlines expectations for tenure-track and tenured faculty member performance in relation to departmental goals, while at the same time meeting the requirements set forth in the University's [Faculty Handbook](#) regarding the function, structure, and procedures of promotion and tenure committees (sections 4.1.5 through 4.1.8). The promotion and tenure process is designed to evaluate a faculty member's past contributions and accomplishments, and his/her potential for contributions and achievements in the future.

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/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 illustrate, to the best extent possible, 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 for additional review beyond the Department. The dossier must include a cover letter that highlights key accomplishments and provides a rationale for promotion and/or tenure consistent with the guidelines enumerated within this document.

The following materials must be included in the **departmental portfolio**:

- ❖ Cover letter that highlights key accomplishments and provides a rationale for promotion and/or tenure (the same letter as included in the dossier). The cover letter must substantiate the significance of the accomplishments highlighted.
- ❖ Curriculum vita (also in dossier)
- ❖ Summary of accomplishments in relation to this Promotion and Tenure (P&T) document (a template for this summary is provided on the departmental web site). The summary should identify which category/indicator each artifact addresses and briefly describe the significance of the work submitted as evidence for each indicator.
- ❖ 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 include the best, representative examples of his/her work.

**The dossier** is submitted in a separate binder, following the guidelines provided in section 4.4.5.1 of the [Faculty Handbook](#). In addition to the cover letter, this dossier includes statements of the faculty member's philosophy of teaching, research, and service, along with narrative reflections on notable accomplishments and copies of the faculty member's annual reviews.

Although an entirely separate function from the promotion and tenure review process, in years where faculty merit raises are made available by the state and/or University administration, merit raises are generally determined by a formula based on the chairperson ratings of the faculty member's performance from the annual review process. These promotion and tenure guidelines provide the framework for the annual faculty review.

Materials submitted for any promotion decision, regardless of rank, should only comprise work accumulated since the previous decision (not including reappointment decisions prior to achieving permanent 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 a sixth-year tenure and promotion review. Early tenure review *may* be possible in certain circumstances, 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 the *Faculty Handbook*, sections 4.5.2 and 6.2.1.1g). A "pre-review" may be conducted upon request by the faculty member during the fourth or fifth year, 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 formative feedback to the faculty member regarding his/her progress toward 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.

Other strongly recommended strategies for preparing for P&T review include attending P&T workshops held by the Department and by the University, reviewing the P&T portfolios of faculty who have successfully achieved promotion and tenure, discussing progress toward promotion and tenure with the department chairperson during annual reviews, and engaging in both formal and informal mentoring relationships with senior faculty from within the Department and from other departments.

When undergoing review for tenure and promotion, the dossier and portfolio are typically due in October of the sixth year, with a recommendation from the PTC due by late November. 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 three levels of review beyond the Department: at the College level, at the University level, and at the Board of Governors level. Decisions at each level are independent of prior decisions. Final notification regarding the promotion and/or tenure decision is typically given by the Board of Governors in April of the sixth year. The *Faculty Handbook* provides procedures for appeal/grievance in cases where promotion and tenure are not awarded (see section 4.6).

## Standards and Definitions

For purposes of the Department of Sustainable Technology and the Built Environment's promotion and tenure criteria, *effectiveness* is defined as providing evidence of a clear and consistent pattern of satisfactory work. Effectiveness is considered the minimum standard of performance.

*Excellence* is defined as providing evidence of a level of performance that reflects sustained, significant activities within a performance category *that exceeds the standard of effectiveness*.

Promotion and tenure expectations for faculty with special appointments, whose assigned workload deviates from the standard 9/9 semester hour teaching load, may be modified to reflect a greater performance expectation within the Scholarly/Creative Endeavors and/or Professional Service categories. In general, for each ¼ reassigned time, the expectation will be for additional scholarly products beyond the minimum; or for demonstrated contributions above the minimum for effectiveness within the Service category, which may include work in an administrative post. For faculty with special appointments, the percentage of effort designated for each performance category might vary. In such cases, expectations for performance will be discussed with the department chairperson prior to appointment and will be revisited during annual reviews. These expectations will be documented and become part of the faculty member's personnel file.

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 *continuing excellence* at the level appropriate to the individual's academic rank (e.g., in at least two categories at the rank of Professor).

## **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 indicators listed below. 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 *effectiveness* in this category, a faculty member shall provide evidence of work in each of the required indicators, and provide documentation for at least three (3) of the optional indicators.

To make the case for *excellence* in this category, a faculty member shall provide evidence of innovative or exceptional work in each of the required indicators, and provide documentation for at least four (4) of the optional indicators.

### **Required Indicators**

1. 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 must include, but is not limited to, the following:

- Representative syllabi that show modifications over time and a level of academic challenge and rigor commensurate with the course level and content.
- Examples of course materials (lecture materials, assignment guidelines, activities), including, where applicable, those that reflect "high impact" educational practices.
- Screenshots of AsuLearn pages and other online support materials
- Examples of tools used to assess student learning (tests, quizzes, rubrics, critique guidelines, surveys, etc.)

2. Evidence of teaching effectiveness. Documentation must 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
- Evidence of changes in teaching practice based on peer evaluation, annual review feedback, and/or professional development activities.

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 must NOT be solicited from current students.

3. Evidence of a commitment to student success through a record of academic advising of undergraduate and/or graduate students. Documentation must 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
4. A record of active participation in program development, including program assessment and improvement. Documentation must include, but is not limited to, the following:
  - Examples of data/materials contributed to program assessment efforts (e.g., Xitrac 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**

5. 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.
6. Engagement in activities beyond the formal classroom meeting pattern that enhance the educational experience for students, such as multi-disciplinary activities, field-based learning, domestic study opportunities, service learning, or projects that link students and faculty collaboratively across programs.
7. Planning and leading an international study abroad course.
8. Evidence of organizing and maintaining effective laboratory, studio, or research facilities and/or equipment necessary to support the curriculum and student learning activities.
9. Participation in professional development related to teaching and/or expanding content expertise, 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.

10. Development or dissemination of instructional materials, including lab books, DVDs, online instructional materials, or related products.
11. 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.
12. Funding and management of sponsored design studios or similar events.

## **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 review. For products with multiple contributors, the candidate must describe his or her *specific* contribution and their significance.

Performance indicators for the Scholarly/Creative Endeavors category include, but are not limited to, the indicators listed below. 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 reflective of an active program of scholarship, as defined by these guidelines. Repetition of the same work (e.g., counting the same presentation given in two different venues) cannot be used to meet the minimum this activity requirement.

As a guideline, the minimum performance for *effectiveness* during any review cycle (excluding review for initial reappointment) would be completion of *nine (9) activities* from the indicators listed below, with at least three of those activities from two or more of the indicators shown in **bold type**. All members of the faculty will be expected to produce an equivalent level of additional work for each successive application for promotion or for post-tenure review.

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 (12) activities*.

Exceptional performance in one of the indicators in bold, such as publication of a book by a major publisher, a manuscript published in a prestigious national or international journal, or research funding exceeding \$500,000 over a three-year period, could count as two bold activities. Repetition of the same work (e.g., counting the same presentation given in two different venues) cannot be used to meet the minimum activity requirement.

1. **Publication of work that has scholarly significance in books, chapters, disseminated technical reports, or articles in refereed academic or related journals. The faculty member will be expected to make the case for the significance of the publication (e.g., via breadth of readership, number of citations, impact factor, or other means) in terms of its ability to advance the disciplinary knowledge base or to enhance the reputation and recognition of the Department on the national/international stage.**
2. **External funding of at least \$25,000 as a Principal or Co-Principal Investigator for research, development, or innovative creative projects whose scope or stature positively**

advances the field. A statement describing the specific contributions made in development and subsequent implementation of the grant must be provided.

3. Publication or exhibit of the faculty member's creative work, with juried review, including national or international journals, exhibits, shows, and retrospectives.
4. Articles or works published in broadly disseminated non-academic publications with regional (multi-state) or national distribution. The faculty member will be expected to make the case for the significance of the publication in terms of its innovative contributions to the field or its ability to raise the recognition of the Department on the national stage.
5. Patent for, creative rights to, or licensing agreement for a product, process, or design.
6. Publication of a textbook that shows input from external reviewers and editors.
7. Delivery of a peer-reviewed paper at a national or international conference based on a significant body of work that contributes to the discipline.
8. Invited presentation as a keynote speaker at a national/international conference for a major scholarly or professional organization focused in the fields of inquiry of the faculty member's research.
9. External recognition from peers at the national/international level in the field of specialization (e.g., recipient of awards for publication, research, design, or other creative works).
10. Editing a refereed academic journal, book, yearbook, monograph, or other national publication within a field of specialization related to the mission of the Department.
11. External or internal funding as a Principal or Co-Principal Investigator of *up to* \$25,000 for research, development, or innovative creative projects. A statement describing the specific contributions made in development and subsequent implementation of the grant must be provided.
12. Evidence of continuing effort to secure external funding for research and development projects that may not yet have been successful in receiving funding, showing specific contributions made to the proposal development effort.
13. Exhibit of creative work, without juried review, including invited exhibits, shows, and retrospectives.
14. Presentation at state, regional, national, or international meetings of related disciplines and organizations.
15. 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.

16. Presenting as an invited speaker at a state, regional, national, or international conference based on recognized expertise in the discipline.
17. Publications or presentations to local or regional groups to present the results of technical research or design work.
18. Internal (College or University-level) recognition from peers for contributions made in scholarly or creative endeavors.
19. Submission of a patent application.

## **PROFESSIONAL SERVICE**

The Professional Service category recognizes activities that contribute to the functioning and governance of the Department, College, and University. Professional Service also 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 indicators listed below. 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 *effectiveness* in this category, a faculty member would need to provide evidence of work in each of the required indicators, and provide documentation of service activity within at least three of the optional indicators.

To make the case for *excellence* in this category, a faculty member would need to provide evidence of substantial work in each of the required indicators, and provide documentation of higher-level service activity within at least four of the optional indicators.

### **Required Indicators**

1. Demonstrated service in completion of tasks associated with the operation of the program (e.g., participation at program meetings, program recruitment, assessment, curriculum development, advising, etc.). Documentation must include, but is not limited to, the following:
  - List of accomplished tasks, including dates completed
  - Description of meaningful accomplishments and the specific contributions made
  - Evidence of the outcomes or products of the service tasks completed
2. Demonstrated service in completion of tasks associated with the operation of the Department (e.g., attendance/participation at faculty meetings, active involvement on departmental committees, attendance at departmental events, etc.). Documentation must include, but is not limited to, the following:
  - List of accomplished tasks, including dates completed



- Description of meaningful accomplishments and the role that was played
  - Evidence of the outcomes or products of the service tasks completed
3. Demonstrated service in completion of tasks associated with the operation of the College or University, with evidence of substantial service on at least one College or University-wide committee. Documentation must include, but is not limited to, the following:
    - List of committee service, including dates
    - Description of meaningful accomplishments and the role that was played
    - Evidence of the outcomes or products of the service tasks completed

### **Optional Indicators**

4. Active participation in a professional organization, including service as an officer; taking a leadership role in accomplishing a strategic goal; or providing some other core service such as editing a newsletter, serving as a webmaster, or participating on a committee. Contributions made in a significant leadership role represent higher-level service activity.
5. Providing effective leadership as a program coordinator, which shall include development of program course schedules and budgets, initiation and oversight of efforts that advance the program area, curriculum development, and program assessment. Contributions made as a program coordinator represent higher-level service activity.
6. Assisting with University events or initiatives (e.g., the Freshman Summer Reading program, ad hoc committee work, serving on search committees for positions external to the Department).
7. Providing outreach that links the faculty member's scholarship, field of expertise, or teaching activities with the larger, outside community, such as providing workshops, serving on regional committees, service learning, or engaging in public policy development work.
8. Demonstrating a 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. Serving on graduate Program of Study and thesis committees, and other significant mentoring to graduate students.
10. Serving as a board member, consultant, expert witness, or member of an accrediting team involving the application of discipline-related expertise.
11. Receiving a professional service award or other recognition of service by College, University, or UNC System committees, professional organizations, or outside reviewers that recognize exemplary service activities.