

## **Department of Health and Exercise Science**

### **Appointment, Promotion and Tenure**

This document provides guidelines for assessing faculty appointment, reappointment, promotion, and tenure. The criteria in this document are used to evaluate activities of faculty in the areas of teaching, scholarship, and service. The Department policies for promotion and tenure follow the guidelines set by the Beaver College of Health Sciences:

*What follows below are to be considered minimum criteria for promotion to the academic rank indicated and/or tenure. Meeting the minimum criteria as established in these guidelines does not guarantee promotion and/or tenure. Faculty are encouraged and expected to perform above the minimum expectations. Moreover, support for our department and college mission, vision, and core values, and factors such as collegiality and professionalism within the department, college, and university culture may also influence the final recommendations of the departmental Promotion and Tenure Committee (PTC) for tenure track faculty and the Department Personnel Committee (DPC) for the non-tenure track faculty. Additionally, department chairpersons and the dean may also consider these factors in their recommendations.*

#### **Reappointment of Probationary Faculty**

##### **Expectations for Reappointment**

1. Newly appointed tenure-track faculty undergo reappointment review during their third year of appointment.
2. The decision to reappoint faculty during their probationary period is based upon the candidate's body of work in their professional activities, but with emphasis on their professional activities since appointment to their current rank at ASU.
3. During this review the candidate for reappointment must demonstrate evidence that the faculty member's teaching, scholarship and service are projected to meet the minimum requirements for promotion by the time of the scheduled mandatory review for promotion to the next rank. This evidence should demonstrate:

- competent and effective teaching
- evidence for an established or developing program of independent scholarship in their discipline based on scholarly activities since appointment as a faculty member in the department
- participation in service activities

Examples of evidence for teaching, scholarship and service can be found in tables at the end of this document.

### **Promotion to Associate Professor**

The mandatory review for promotion to Associate Professor is scheduled by Academic Affairs and the Beaver College of Health Sciences. This review typically occurs during the sixth year of appointment at the rank of Assistant Professor, including service at other four-year institutions at this rank. For promotion the candidate must 1) demonstrate effective teaching and a commitment to excellence in teaching, 2) independent scholarship and evidence for an emerging or established national reputation in their discipline, and 3) participation in service activities. Descriptions of the activities and evidence needed for promotion to Associate Professor can be found in tabular form at the end of this document.

### **Promotion to Professor**

#### **Expectations for Promotion to the Rank of Full Professor**

This rank is reserved for individuals who have established professional reputations as scholars and are renowned experts (nationally and/or internationally) in their fields, and whose contributions to their profession and the University's teaching and service missions are excellent. There should be unmistakable, clear documented evidence of significant development and achievement (consistent with workload assigned) since the last promotion. Specifically, the faculty member is expected to demonstrate the following:

1. Continued productivity through publication and presentation in one's area of discovery, learning, and/or engagement.
2. Clear evidence of scholarly distinction (awards, leadership appointments, fellows, securing of extramural funding, and other evidence of national repute) through national and/or international impact in one's area of study. As such, the department

will obtain reviews of the candidate's scholarship from experts in the candidate's discipline external to Appalachian State University. The individual will submit 4 names of proposed external reviewers. The chair may solicit other experts if necessary to obtain a minimum of 2 external reviews.

3. Evidence of seeking appropriate extramural funding to support one's work, when such funding is available.
4. Evidence of exemplary teaching as measured by: student and peer evaluations, recognition or awards in teaching, and/or invitations to present on teaching strategies and effectiveness at conferences and/or workshops at any level.
5. Continued use of high quality syllabi and evaluation methods in teaching.
6. Evidence of contributions to university, college, department, and professional associations through participation in committee work and/or leadership roles.
7. Continued evidence of mentorship of undergraduate students, graduate students, and/or postdoctoral fellows.

Examples of evidence for teaching, scholarship and service can be found in tables at the end of this document.

## **Activities and Evidence for Promotion to Associate Professor**

### **Teaching**

The Department of Health and Exercise Science is strongly committed to excellence in instruction, in all its forms, and expects all faculty to demonstrate highly effective and competent teaching. The Department is committed to providing an academic environment that extends beyond the traditional classroom setting to promote intellectual, cultural, professional and personal development of students.

### **Teaching Activities**

Faculty must meet expectations in **all** the activities of: Instructional & Course Development/Revision, Teaching Effectiveness, and Student Mentorship (as described in the table below). Faculty are expected to meet **at least one** of the activities below the bar. Evidence to be provided in the portfolio and dossier of the faculty member may include the examples listed below. The categories below the black bar are listed alphabetically.

Activities	Expectations	Examples of Evidence
<b>Instructional &amp; Course Development/Revision</b>	<ul style="list-style-type: none"> <li>· develops and modifies courses based on an integration of accreditation standards, departmental policies, evaluations, current research, and/or best practice</li> </ul>	<ul style="list-style-type: none"> <li>· syllabi / course materials such as exams, assignments, AsULearn modules, etc.</li> <li>· evidence provided by program director for program assessment</li> <li>· evidence of instructional development activities (e.g., workshops, seminars, communication with experts)</li> </ul>
<b>Teaching Effectiveness</b>	<ul style="list-style-type: none"> <li>· evidence of sustained effective teaching performance resulting in demonstrated student learning according to departmentally approved metrics</li> </ul>	<ul style="list-style-type: none"> <li>· student and peer evaluations</li> <li>· other quantifiable evidence</li> <li>· any assessment of student learning outcomes that derives from the faculty member's class</li> </ul>
<b>Student Mentorship</b>	<ul style="list-style-type: none"> <li>· provide professional mentoring</li> <li>· effectively mentor undergraduate and/or graduate students in research</li> </ul>	<ul style="list-style-type: none"> <li>· documentation of completed student projects with explanation of role/contribution (e.g., written document, presentation, etc.)</li> <li>· other relevant examples</li> </ul>

<b>Awards</b>	<ul style="list-style-type: none"> <li>· college or higher teaching award recognition</li> <li>· other institutional recognitions</li> </ul>	<ul style="list-style-type: none"> <li>· letters or other documentation acknowledging the nomination or other recognition</li> </ul>
<b>Curriculum Development</b>	<ul style="list-style-type: none"> <li>· participates in concentration or department-wide evaluation/revision of curriculum</li> <li>· contributes to assessment of student learning outcomes as assigned</li> </ul>	<ul style="list-style-type: none"> <li>· example of contributions to curriculum evaluation/revision, such as peer institution analyses, proposed programs of study, proposed new course syllabi, etc.</li> <li>· documentation that student learning outcomes are being assessed and routinely evaluated</li> </ul>
<b>Global Learning</b>	<ul style="list-style-type: none"> <li>· expands global learning through curricular or extracurricular activities</li> </ul>	<ul style="list-style-type: none"> <li>· study abroad proposal and description of the experience with outcome measures</li> <li>· student evaluations from the study abroad course</li> <li>· evidence of leading an International alternative service experience trip</li> </ul>
<b>Instructional Institutes/Workshops</b>	<ul style="list-style-type: none"> <li>· organizes, directs, or presents at instructional institutes/workshops</li> </ul>	<ul style="list-style-type: none"> <li>· copy of agenda, program announcement, presentations delivered, etc.; documentation should indicate dates of events</li> </ul>
<b>Interdisciplinary Efforts</b>	<ul style="list-style-type: none"> <li>· works/interacts with colleagues in interdisciplinary/interprofessional efforts to develop or deliver instructional content to students</li> </ul>	<ul style="list-style-type: none"> <li>· any documentation that is evidence of the faculty member's contributions to interdisciplinary efforts</li> </ul>

<b>Scholarship of Teaching and Learning</b>	<ul style="list-style-type: none"> <li>· uses discovery, reflection, and evidence-based methods to study effective <b>teaching</b> and student <b>learning</b></li> </ul>	<ul style="list-style-type: none"> <li>· present or publish research at an academic meeting</li> </ul>
<b>Service Learning</b>	<ul style="list-style-type: none"> <li>· incorporates service-learning as a central component of course or has course designated as service-learning</li> </ul>	<ul style="list-style-type: none"> <li>· expectations and outcome measures of service learning project(s)</li> <li>· student evaluations and comments on exit surveys</li> </ul>
<b>Other Activities</b>	<ul style="list-style-type: none"> <li>· presents activity to chair for approval at annual evaluation</li> </ul>	<ul style="list-style-type: none"> <li>· evidence of activity as agreed upon with chair</li> <li>· Examples: honors course contracts, independent studies</li> </ul>

## Scholarship

The Department of Health and Exercise Science embraces Boyer’s model of scholarship [Boyer, E. L. (1990), *Scholarship reconsidered: Priorities of the professoriate*. Carnegie Foundation for the Advancement of Teaching]. Boyer concludes that there is *“Need for a more inclusive view of what it means to be a scholar—a recognition that knowledge is acquired through research, through synthesis, through practice and through teaching.”* Boyer identifies four areas of scholarship: the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching and learning:

- The scholarship of discovery is most recognizable as traditional “research,” the search for knowledge for its own sake, and the principled mode of inquiry that characterizes this quest. This includes not only traditional research but also creative projects that demonstrate, apply or develop the skills and aesthetics of any of the various communication media.
- The scholarship of integration is in making informed connections across the disciplines, to understand the broad and broadest contexts in which one’s work fits.

The integrative scholar is a synthesizing eclectic, using her or his industry and intellect to strengthen learning by going beyond the walls of the discipline.

- The scholarship of application seeks to bridge the gap between the worlds inside and outside of the academy and to center this deeply and squarely within the context of disciplinary understanding. This includes not only those traditional areas of consulting, workshop teaching, data collection and sharing, but also all efforts to apply the knowledge and skills of our discipline to the community, region, state, and nation.
- The scholarship of teaching and learning is the systematic study of teaching and learning processes. It differs from scholarly teaching in that it requires a format that will allow public sharing and the opportunity for application and evaluation by others.

### Scholarly Activities

Faculty must meet expectations in **all** activities above the black bar and **at least two** of the activities below the black bar. Evidence to be provided in the portfolio and dossier of the faculty member may include the examples listed below. The categories below the black bar are listed alphabetically.

Activities	Expectations	Examples of Evidence
Scholarly Agenda	<ul style="list-style-type: none"> <li>· develop a clear scholarly agenda through a body of work</li> <li>· demonstrate the ability to lead a program of scholarship at Appalachian State University, i.e., completing research that was conceived since tenure-track appointment at Appalachian State University</li> <li>· demonstrate sustained effort consistent with intellectual and professional growth</li> </ul>	<ul style="list-style-type: none"> <li>· narrative of research agenda</li> <li>· description of progress toward agenda and plans for future work</li> <li>· annotated CV (indicating role and work generated since appointment at App)</li> </ul>

<b>Writing &amp; Publishing</b>	<ul style="list-style-type: none"> <li>· peer-reviewed publications with an emphasis on the role of senior author* or senior co-author</li> <li>· publications with significant contributions should average, at a minimum, two every three years</li> </ul> <p style="text-align: center;">*senior author is defined as substantially contributing to the conception or design of the work; and the acquisition, analysis, or interpretation of data for the work</p>	<ul style="list-style-type: none"> <li>· reprint or copy of published article</li> <li>· letter acknowledging acceptance of manuscript for publication</li> <li>· evidence of quality of journals and/or impact of articles; e.g. acceptance rates, peer ranking, impact factor, number of citations, etc.</li> <li>· for senior co-author manuscripts (where not first or corresponding), consider securing a letter from another author describing your contribution to the work</li> </ul>
<b>Presentations</b>	<ul style="list-style-type: none"> <li>· peer-reviewed presentation (oral or poster) at national or regional academic or scientific conference</li> </ul>	<ul style="list-style-type: none"> <li>· notification of acceptance for presentation or copy of program showing presentation</li> </ul>
<b>Grants</b>	<ul style="list-style-type: none"> <li>· submit external or sustained internal grant proposals related to scholarly agenda</li> </ul>	<ul style="list-style-type: none"> <li>· reprint or copy of award notification letter or submission confirmation</li> </ul>
<b>Awards</b>	<ul style="list-style-type: none"> <li>· award for scholarship</li> </ul>	<ul style="list-style-type: none"> <li>· award notification or copy of certificate</li> <li>· reprint or copy of award notification letter</li> </ul>
<b>Consulting (related to professional field)</b>	<ul style="list-style-type: none"> <li>· consulting with external stakeholders related to discipline of faculty member</li> </ul>	<ul style="list-style-type: none"> <li>· copy of letter acknowledging consulting</li> <li>· copy of report/document produced</li> </ul>
<b>Editorial/Reviewer Activities</b>	<ul style="list-style-type: none"> <li>· serve as editor (e.g., journal, book, series) or on editorial board</li> <li>· serve as reviewer for publication or conference</li> <li>· serve as an ad hoc reviewer</li> </ul>	<ul style="list-style-type: none"> <li>· copy of letter requesting or acknowledging service</li> <li>· reprint of publication showing name as member of board or reviewer</li> <li>· evidence of sustained contributions</li> </ul>
<b>Invited or Other Presentations</b>	<ul style="list-style-type: none"> <li>· invited presentation at a professional association meeting or other universities/institutions/agencies</li> <li>· organizer/presenter at a workshop or symposium</li> </ul>	<ul style="list-style-type: none"> <li>· notification of acceptance for presentation or copy of program showing presentation</li> </ul>

<b>Non-peer Reviewed Publications</b>	<ul style="list-style-type: none"> <li>· book chapters</li> <li>· lab manuals</li> <li>· videos and other types of media</li> <li>· invited articles</li> <li>· primary or contributing author of a non-peer-reviewed community-based research report</li> </ul>	<ul style="list-style-type: none"> <li>· reprint</li> <li>· copy of publication</li> <li>· letter of notification of publishing</li> </ul>
<b>Professional/Scholarly Workshops</b>	<ul style="list-style-type: none"> <li>· leader or participant in scholarly workshop at a professional meeting</li> </ul>	<ul style="list-style-type: none"> <li>· part of a group presenting workshop on scholarly/professional issues at local/regional level</li> <li>· copy of program showing presentation</li> </ul>
<b>Other Activities</b>	<ul style="list-style-type: none"> <li>· presents activity</li> </ul>	<ul style="list-style-type: none"> <li>· evidence of activity</li> <li>· approval from the chair recommended</li> </ul>

## Service

In addition to scholarship and teaching, faculty are expected to provide service to the department, the university, and their respective professions. In addition, service to the broader community outside of academia (whether local, regional, or national), **when directly related to one's professional expertise**, is valued by the Department. The Department of Health and Exercise Science considers these activities vital to all the institutions of academia and thus includes them in our list of factors to be considered in promotion/tenure decisions.

## Service Activities

For promotion to Associate, faculty must demonstrate service at the departmental, college/university, or community levels, and also at the professional levels. Evidence to be provided in the portfolio and dossier of the faculty member may include correspondence documenting participation, meeting minutes, products such as reports or recordings, or other evidence as approved by the chair.

Activities	Expectations	Examples
<b>Departmental</b>	<ul style="list-style-type: none"> <li>· participate on active departmental committee(s)</li> <li>· represent department at University events (commencement, convocation, open house)</li> <li>· regularly attend departmental faculty meetings (unless scheduling conflict with other university commitments prohibits attendance)</li> <li>· complete assigned departmental peer reviews of teaching</li> <li>·</li> </ul>	<ul style="list-style-type: none"> <li>· summary of service activities with description of responsibilities and level of commitment (e.g., meeting frequency, additional projects completed, etc.) <ul style="list-style-type: none"> <li>· Ex. copies of peer reviews of teaching completed</li> </ul> </li> <li>· other documentation showing involvement</li> </ul>
<b>College/University</b>	<ul style="list-style-type: none"> <li>· demonstrate service (must provide evidence showing involvement)</li> </ul>	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>· participation in or chairing committee/board/task force</li> <li>· contribute to interprofessional education efforts</li> </ul>
<b>Professional Organization</b>	<ul style="list-style-type: none"> <li>· demonstrate service (must provide evidence showing involvement)</li> </ul>	<p>May include, but not limited to:</p> <ul style="list-style-type: none"> <li>· participation or leadership on committee/board</li> <li>· reviewing papers/abstracts submitted for conferences</li> <li>· service award</li> </ul>
<b>Community (local to global)</b>	<ul style="list-style-type: none"> <li>· demonstrate service connected to professional expertise</li> </ul>	<ul style="list-style-type: none"> <li>· consult the chair and/or PTC</li> </ul>

**NOTE:** Administrative duties are typically performed above and beyond the normal expectations for service. While there may be additional adjustments to workload (e.g., course release), the duties often exceed the time allowed. Therefore, promotion and tenure decisions must be considered individually within the context of the candidate's performance in the three primary areas but including their administrative role.