

Department of Public 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 supporting effective and significant teaching, scholarship and service can be found in the following tables (pages 2-4). It is not expected that faculty will demonstrate all examples of evidence listed in the table. Consult the chair as needed regarding progress towards demonstrating effective and significant teaching, scholarship and service or for supporting activities not listed in these tables.

Teaching Activities	Expectations	Examples of Evidence
Teaching Effectiveness	<ul style="list-style-type: none"> • provides evidence of effective teaching performance 	<ul style="list-style-type: none"> • student and peer evaluations • assessments of student learning outcomes
Instructor Enhancement	<ul style="list-style-type: none"> • participates in, designs and/or leads programs or activities designed to improve effectiveness of instruction 	<ul style="list-style-type: none"> • evidence for attending instructional development activities (e.g., workshops, seminars, communication with experts) • copies of agenda, program announcements
Student Mentorship	<ul style="list-style-type: none"> • effectively mentor undergraduate and/or graduate students in research • provide professional mentoring 	<ul style="list-style-type: none"> • documentation of completed projects and explanation of role • other evidence
Awards	<ul style="list-style-type: none"> • obtains college, university, professional or other recognition of teaching 	<ul style="list-style-type: none"> • documents indicating nomination, award, or other recognition
Curriculum Development	<ul style="list-style-type: none"> • participates in evaluation/revision of department curricula • contributes to assessment of student learning outcomes 	<ul style="list-style-type: none"> • documents or other evidence of contributions to curriculum evaluation/revision (e.g., peer institution analyses, proposed programs of study, proposed new course syllabi)
Global Learning	<ul style="list-style-type: none"> • expands global learning through curricular or extracurricular activities 	<ul style="list-style-type: none"> • description of study abroad experiences and outcome measures • student evaluations of study abroad course/experience • evidence of leading international alternative service experience trip
Service Learning	<ul style="list-style-type: none"> • incorporates service-learning as a central component of a course 	<ul style="list-style-type: none"> • descriptions and outcome measures of service learning project • student evaluations/comments

Scholarly Activities	Expectations	Evidence Examples
Scholarly Agenda	<ul style="list-style-type: none"> develops a clear scholarly agenda demonstrates the ability to lead a program of scholarly activities at Appalachian State University demonstrates sustained effort 	<ul style="list-style-type: none"> narrative of research agenda and/or research agenda timeline descriptions of progress and plans annotated CV highlighting scholarly work and role in the work generated since appointment at the rank of Assistant Professor at Appalachian State University
Disseminates Scholarly Work	<ul style="list-style-type: none"> publishes peer-reviewed scholarly work with an emphasis on the role of senior author or senior co-author <p><i>**senior author or senior co-author** means substantially contributing to the conception and/or design of the work; and to the acquisition, analysis, or interpretation of data</i></p> <ul style="list-style-type: none"> publishes book chapters, laboratory manuals, reports, invited papers, or creates videos or other media in areas of scholarly expertise that are invited or not peer-reviewed peer-reviewed presentations (oral or poster) at regional, national, or international academic or scholarly meetings invited to present at a professional organization meeting, or other universities/institutions/agencies leads or participates in scholarly workshops 	<ul style="list-style-type: none"> reprints, copies, or entries in an accepted digital index correspondence acknowledging acceptance of manuscript, monograph, or book for publication objective evidence of quality of publication venue (impact factor, rejection rates, peer ranking, citation index, etc) correspondence from a co-author describing contribution to the work for senior co-author manuscripts (when not first or corresponding author) notification of acceptance for presentation or copy of program correspondence showing invitation or acknowledging presentation
Awards	<ul style="list-style-type: none"> obtains college, university, professional or other recognition of scholarship 	<ul style="list-style-type: none"> documents indicating nomination, award, or other recognition
Funding for Scholarly Activities	<ul style="list-style-type: none"> submits grant/contract or other proposals to agencies internal or external to the university 	<ul style="list-style-type: none"> correspondence confirming submission or award notification
Editorial/Reviewer Activities	<ul style="list-style-type: none"> appointment as editor or editorial board member serve as peer-reviewer for publications or conferences reviews grants for external agencies/organizations 	<ul style="list-style-type: none"> correspondence or other objective evidence noting appointment and/or service
Consulting	<ul style="list-style-type: none"> provides consulting external to the university in discipline(s) related to the faculty member's professional expertise 	<ul style="list-style-type: none"> correspondence or other objective evidence noting appointment and/or service

Service Activities	Expectations	Evidence Examples
Department of Public Health and Exercise Science	<ul style="list-style-type: none"> • serves on department committee(s) • represents department at college and/or university events (commencement, convocation, open house) • attends department faculty meetings, research seminars, thesis proposal/defense • performs peer reviews of teaching as assigned 	<ul style="list-style-type: none"> • appropriate documentation including entries into the CV
College/University	<ul style="list-style-type: none"> • participates on committees, task forces, inter-professional educational events in the role of faculty mentor/leader, as appropriate 	<ul style="list-style-type: none"> • appropriate documentation including entries into the CV
Profession	<ul style="list-style-type: none"> • participates in service to the profession as appropriate, such as committees, boards, task force 	<ul style="list-style-type: none"> • correspondence or other evidence of participation
Community (local-to-global)	<ul style="list-style-type: none"> • service related to professional expertise 	<ul style="list-style-type: none"> • correspondence or other evidence of participation

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 except when credit for previous experience was specifically negotiated and approved by Academic Affairs at the time of hire. 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 in the sections that follow.

Activities and Evidence for Promotion to Associate Professor

Teaching

The Department of Public Health and Exercise Science is strongly committed to excellence

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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 that are described in the table below (continued on page 6). Faculty are expected to meet **at least one** of the activities below the thick black bar (table page 7-8). 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 (page 7-8) are listed alphabetically and not in order of importance or significance.

Activities (must meet all three categories below)	Expectations	Examples of Evidence
Instructional & Course Development/Revision	<ul style="list-style-type: none"> · develops and modifies courses based on an integration of accreditation standards, departmental policies, evaluations, current research, and/or best practice 	<ul style="list-style-type: none"> · syllabi / course materials such as exams, assignments, AsULearn modules, etc. · evidence provided by program director for program assessment · evidence of instructional development activities (e.g., workshops, seminars, communication with experts)
Teaching Effectiveness	<ul style="list-style-type: none"> · sustained effective teaching performance resulting in demonstrated student learning according to departmentally approved metrics 	<ul style="list-style-type: none"> · student and peer evaluations · other quantifiable evidence · any assessment of student learning outcomes that derives from the faculty member's class

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

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

Scholarship

The Department of Public 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 (table pages 9 and 10) and **at least two** of the activities below the black bar (pages 10 and 11). 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 (must meet all)	Expectations	Examples of Evidence
Scholarly Agenda	<ul style="list-style-type: none"> · develop a clear scholarly agenda through a body of work · 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 · demonstrate sustained effort consistent with intellectual and professional growth 	<ul style="list-style-type: none"> · narrative of research agenda · description of progress toward agenda and plans for future work · annotated CV (indicating role and work generated since appointment at App)

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

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

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 Public 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. Examples of service and evidence appear in the table on page 13.

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

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

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individually within the context of the candidate's performance in the three primary areas but including their administrative role.

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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 (e.g., 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 are in the following table (page 16). Consult the chair regarding evidence not listed in the table.

Expectations and performance evidence for promotion to Professor

Activities	Expectations	Examples of Evidence
Teaching Effectiveness and High-Quality Pedagogy	<ul style="list-style-type: none"> • Exemplary performance in instruction • Effective mentoring at the undergraduate and/or graduate and/or post-doctoral levels • Continues to use high-quality syllabi, teaching, and assessment methods 	<ul style="list-style-type: none"> • student and peer evaluations above department norms • assessments of student learning outcomes • recognition of teaching through awards or other honors • evidence of successful completion of research projects by undergraduate and/or graduate students (or past-baccalaureate students) and/or post-doctoral students and explanation of role as mentor/supervisor • syllabi and instructional/assessment materials indicating high quality and/or effective innovative methods • invitations to present on teaching strategies and effectiveness at conferences and/or workshops at any level
Scholarly Productivity and Distinction	<ul style="list-style-type: none"> • Sustained productivity with clear evidence of scholarly distinction and/or reputation at the national and/or international level • Seeks appropriate extramural funding to support one's work, when such funding is available 	<ul style="list-style-type: none"> • Peer-reviewed publications and presentations in one's area of discovery, learning, and/or engagement • Invitations to present or organize symposia/workshops in one's area of discovery, learning and/or engagement • Correspondence or other documents from external agencies and organizations documenting the submission of proposals for funding and/or award notifications • Other awards, leadership appointments, fellowships, securing of extramural funding, and other evidence of national or international repute (consult the chair for evidence not listed here)
Service to the Department, College, University, Profession and Community	<ul style="list-style-type: none"> • Contributes to university, college, department, and professional associations through participation in committee work and/or leadership roles 	<ul style="list-style-type: none"> • Correspondence or other objective documentation acknowledging assignment and role