

Appointment, Reappointment, Promotion and Tenure

The vision of the Department of Nutrition and Health Care Management is to be recognized as a model for offering innovative programs with faculty recognized for effective teaching, relevant research and meaningful community engagement to improve the health of individuals, institutions, and communities at all levels – local to global.

The mission of the Department of Nutrition and Health Care Management is to advance knowledge in our disciplines and to use that knowledge to prepare professionals who function as competent and effective practitioners and leaders in health settings, community agencies, and businesses. These professionals will demonstrate a broad and current understanding of their field, an appropriate application of that knowledge to the professional environment, and the ability to interact effectively with individual and organizational stakeholders.

This document provides guidelines for 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. Faculty seeking reappointment or promotion from Assistant Professor to Associate Professor with tenure will be evaluated on the activities completed at Appalachian State University since being appointed Assistant Professor. Assistant Professors must seek reappointment during the third year of their initial four-year contract. Assistant Professors must seek promotion with tenure in the sixth year of their appointment as an Assistant Professor. If, at the time of hire, an Assistant Professor requests and receives permission to bring years of credit from another institution toward promotion and tenure at Appalachian State University, that faculty member will be reviewed in the academic year prior to the expiration of their initial appointment contract. In these situations, faculty members should confirm with the NHM Department Chair the exact timing of their promotion and/or tenure decision. Similarly, if a faculty member is hired at the rank of Associate Professor without tenure, that individual will be reviewed in the academic year prior to the expiration of their initial appointment contract.

Faculty seeking promotion from Associate Professor to Professor will be evaluated on activities since the time of promotion to Associate Professor. Promotion to Professor, the highest academic rank, is an honor achieved only by some. Professors should be leaders in the department in teaching and developing students; scholarship, research, and publication; and service. Individuals promoted to Professor must have a record of high performance in all areas with a distinguished record of scholarship. A minimum number of years must be served in the rank of Associate Professor before seeking promotion; this requirement can be found in The Faculty Handbook. A deadline for seeking promotion to full Professor from the rank of Associate Professor does not exist.

Teaching

The Department of Nutrition and Health Care Management supports the primary mission of Appalachian as excellence in 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 activities above the black bar and 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
Course Development/ Revision	<ul style="list-style-type: none">develops and modifies courses based on an integration of accreditation standards,	<ul style="list-style-type: none">syllabi / course materials such as exams, assignments, AsULearn modules, etc.

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	departmental policies, evaluations, current research, best practice, etc.	<ul style="list-style-type: none"> evidence provided program director for program assessment
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"> example 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
Teaching Effectiveness	<ul style="list-style-type: none"> effective teaching performance resulting in demonstrated student learning 	<ul style="list-style-type: none"> student evaluations, peer evaluations, and anecdotal evidence any assessment of student learning outcomes that derives from the faculty member's class
Faculty Instructional Development	<ul style="list-style-type: none"> participates in faculty instructional development activities to enhance teaching effectiveness 	<ul style="list-style-type: none"> notes or handouts of workshops (related to instruction) attended, indicating date of attendance notes / slides from presentations given program of event where presentation given correspondence and materials related to self-directed learning activities
Awards	<ul style="list-style-type: none"> nominated for college or higher teaching award other institutional recognitions 	<ul style="list-style-type: none"> letters or other documentation acknowledging the nomination or other recognition
Credentialing	<ul style="list-style-type: none"> maintains appropriate credential to teach in area of expertise 	<ul style="list-style-type: none"> copy of the credential (certificate or other document)
Global Learning	<ul style="list-style-type: none"> expands global learning through curricular or extra-curricular activities to support the QEP 	<ul style="list-style-type: none"> study abroad proposal and description of the experience with outcome measures student evaluations from the study abroad course
Graduate Committee	<ul style="list-style-type: none"> serves on committee of assigned advisees Graduate Faculty: effectively mentors assigned graduate advisees as chair of committee as evidenced by completed project / presentation of research 	<ul style="list-style-type: none"> appointment letter or other documentation copies of projects of graduate advisees (e.g., written document, presentation, etc.)
Instructional Institutes/Workshops	<ul style="list-style-type: none"> participates in instructional institutes / workshops through presenting, organizing, directing 	<ul style="list-style-type: none"> copy of agenda, program announcement, presentations delivered, etc.; documentation should indicate dates of events

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Interdisciplinary Efforts	<ul style="list-style-type: none"> works / interacts with colleagues in interdisciplinary / interprofessional efforts 	<ul style="list-style-type: none"> any documentation that is evidence of the faculty member's contributions to interdisciplinary efforts
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Activities	Expectations	Examples of Evidence
Large Classroom Size	<ul style="list-style-type: none"> teaches classes whose student enrollment exceeds average for classes in the discipline 	<ul style="list-style-type: none"> summary table that reflects class enrollments, by section and by semester / term compared to the discipline average for that term (can be obtained from the online Schedule of Classes)
Program Director* <i>(*On a case by case basis this activity could be considered teaching or service and would be reflected in the Distribution of Effort of the faculty member)</i>	<ul style="list-style-type: none"> serves effectively as Program Director 	<ul style="list-style-type: none"> description of accomplishments and ongoing duties as Program Director
Service Learning	<ul style="list-style-type: none"> incorporates service-learning component for course 	<ul style="list-style-type: none"> expectations and outcome measures of service learning project(s) student evaluations and comments on exit surveys
Thesis Committee (Undergraduate or Graduate)	<ul style="list-style-type: none"> serves on thesis committee directs thesis 	<ul style="list-style-type: none"> appointment letter or other documentation if available, examples of the student's work on the thesis
Other Activities	<ul style="list-style-type: none"> presents activity 	<ul style="list-style-type: none"> evidence of activity

Scholarship

The Department of Nutrition and Health Care Management accepts as its position on "Scholarship" a thesis offered by Ernest L. Boyer, President of The Carnegie Foundation for the Advancement of Teaching, in the report of that foundation, *Scholarship Reconsidered: Priorities of the Professoriate* (Princeton, N.J.: Princeton University Press, 1990). In this work Boyer argues that "scholarship" should be more broadly defined so that the "work of faculty" reflects "more realistically the full range of academic civic mandates."

Boyer identifies three areas of scholarship which we consider valuable to this department: the scholarship of discovery, the scholarship of integration, and the scholarship of application.

- 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.

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- 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, and data collection and sharing, but also all efforts to apply the knowledge and skills of our discipline to the community, region, state, and nation.

Minimum criteria for reappointment and promotion from Assistant to Associate Professor requires the following:

- Development of a clear research agenda through a body of scholarly work;
- Two accepted scholarly publications every three years; and,
- Peer-reviewed presentation(s) at national or regional professional, scientific or academic conferences.

Scholarship Activities

Faculty must meet expectations in all activities above the black bar and at least one 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
Research Agenda	<ul style="list-style-type: none"> • develops a clear research agenda through a body of scholarly work 	<ul style="list-style-type: none"> • narrative of research agenda • description of progress toward agenda and plans for future work
Writing & Publishing*	<ul style="list-style-type: none"> • two accepted scholarly publications every three years • peer-reviewed journal publications considering order of authorship (significance of contribution to research and article) and quality of journal 	<ul style="list-style-type: none"> • reprint or copy of published article • letter acknowledging acceptance of manuscript for publication • evidence of quality of journals; e.g. acceptance rates, peer ranking, impact factor, number of citations, etc. <p><i>*Most journals recognize level of contribution of authors by order of listing. For those journals where order of names does not denote level of contribution, faculty member may present journal's criteria for level of contribution and order of listing.</i></p>
Presentations	<ul style="list-style-type: none"> • peer-reviewed presentation(s) at national or regional academic or scientific conference • peer-reviewed poster presentation 	<ul style="list-style-type: none"> • notification of acceptance for presentation or copy of program showing presentation
Awards	<ul style="list-style-type: none"> • award for scholarship / creative activity 	<ul style="list-style-type: none"> • award notification or copy of certificate • reprint or copy of award notification letter
Community-Based Research Reports	<ul style="list-style-type: none"> • primary or contributing author of community-based research report 	<ul style="list-style-type: none"> • copy of report
Consulting (related to professional field)	<ul style="list-style-type: none"> • uncompensated 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

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Editorial / Reviewer Activities	<ul style="list-style-type: none"> • serve on editorial board • serve as reviewer for publication or conference 	<ul style="list-style-type: none"> • copy of letter requesting or acknowledging service • reprint of publication showing name as member of board or reviewer
Grants	<ul style="list-style-type: none"> • submitted external or internal grant proposal 	<ul style="list-style-type: none"> • reprint or copy of award notification letter
Involving Students in Research	<ul style="list-style-type: none"> • supervises student publications / presentations / entries submitted • mentors undergraduate and / or graduate students in research project outside of degree requirements 	<ul style="list-style-type: none"> • reprint of publication • letter acknowledging acceptance • copy of program where presentation given • copy of letter acknowledging submission for presentation
Activities	Expectations	Examples of Evidence
Other Presentations	<ul style="list-style-type: none"> • non-peer reviewed presentation at a trade or professional association meeting 	<ul style="list-style-type: none"> • notification of acceptance for presentation or copy of program showing presentation
Other Publications	<ul style="list-style-type: none"> • books or book chapters • lab manuals • teaching cases • videos and other types of media • invited articles 	<ul style="list-style-type: none"> • reprint • copy of publication • letter of notification of publishing
Professional/ Scholarly Workshops	leader or participant in scholarly workshop at a professional meeting	part of a group presenting workshop on scholarly / professional issues at local / regional level copy of program showing presentation
Other Activities	presents activity	evidence of activity

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 Nutrition and Health Care Management 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

Faculty must meet expectations in all activities above 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
Departmental	<ul style="list-style-type: none"> • participant on active departmental committees • represent department at University events (commencement, convocation, open house) 	<ul style="list-style-type: none"> • summary of service activities • other documentation showing involvement

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	<ul style="list-style-type: none"> regular attendance at departmental faculty meetings (unless scheduling conflict with other university commitments prohibits attendance) completion of assigned departmental peer reviews of teaching holds required office hours 	
Advising	<ul style="list-style-type: none"> successfully advises/mentors department-assigned students 	<ul style="list-style-type: none"> data from questionnaire completed by advisees, if available input from program director or chair

Activities	Expectations	Examples of Evidence
Internship Coordination	<ul style="list-style-type: none"> coordinate internships secure a new internship site/position develop new internship programs 	<ul style="list-style-type: none"> correspondence verifying activity
Activities	Expectations	Examples of Evidence
Professional Organization	<ul style="list-style-type: none"> participation or leadership on committee / board service in an elected position accreditation team member or chair reviewing papers / productions submitted for convention -serving as a juror service award 	<ul style="list-style-type: none"> correspondence verifying activity / service copy of program verifying activity / service
University/College	<ul style="list-style-type: none"> participation in or chairing committee / board participation on system-wide committee / board elected to university office receive college / university / system-wide service award university task force member directing special university-wide programs summer-reading discussion leader faculty advisor for extra-curricular club chair faculty senate chairing system-wide committee/board author of SACS self-study 	<ul style="list-style-type: none"> correspondence verifying activity / service copy of program verifying activity / service
Other Activities	<ul style="list-style-type: none"> presents activity 	<ul style="list-style-type: none"> evidence of activity

Guidelines for Appointment, Reappointment, Tenure & Promotion Decisions

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The Faculty Handbook provides the guidelines for Appointment, Reappointment, Tenure, and Promotion.

<https://facultyhandbook.appstate.edu/>