

**Guidelines for Tenure and Promotion
(Revised 7/20/10)**

**Department of Environmental Health
College of Public Health, East Tennessee State University**

Introduction

Each faculty member is expected to demonstrate commitment to and competence in teaching, scholarship and service. Selected faculty may also be assigned administrative roles. These categories are interrelated and certain activities of faculty may span more than one area. Each faculty member makes unique contributions and has different assignments relative to teaching, scholarship, and service, and faculty activities will be evaluated individually and collectively for tenure and promotion decisions.

I. Criteria for Tenure and Promotion (Narrative)

The criteria that follow are flexible rather than rigid. It is expected that faculty in the Department of Environmental Health will contribute to teaching, scholarship, and service every semester. Selected faculty may also be assigned administrative activities. The relative contribution will reflect the % activity assignment for that semester negotiated and agreed upon with the Chair. These assignments will be documented in the annual faculty activity plan. Assessment of performance is done regarding the individual faculty members specifically assigned duties as delineated on annual planning reports and evaluations. Under certain conditions the plan may be modified by mutual agreement between the chair and faculty member.

A candidate is expected to integrate information from the annual reviews and evaluations into the tenure and promotion application. The candidate is responsible for providing the Tenure and Promotion committee with all supportive materials that substantiate the range, significance, and the quality of work with regard to teaching, scholarship, and service.

Teaching:

Direct instruction and other professional activities related to teaching is the principal reason for existence of the University. Evidence of competency in teaching is essential for the award of tenure or promotion.

The candidate for tenure and/or promotion must present clear evidence of teaching effectiveness by regular participation in teaching activities and by clear demonstration of:

- command of the subject matter,
- good organization of the subject matter and of the course,
- an ability to motivate students, and
- effective communication.

Teaching has many diverse facets and encompasses but is not limited to:

- Classroom, online, and/or laboratory instruction,
- participation in activities that advance the development of the faculty member as a teacher.
- computer-assisted teaching,
- curricular innovation: developing courses, course materials, software,
- mentoring students in academic projects,
- development and creative use of innovative teaching methods or pedagogues,
- designing and teaching courses and programs that integrate environmental health with other disciplines,
- and testing and grading.

Significant sources of information regarding the quality of a faculty member's teaching are:

- evaluation by colleagues,
- student ratings of instruction, and
- evaluation by recent graduates.

Prior to applying for tenure the faculty member must have his or her classroom teaching directly observed and evaluated by other members of the department, colleagues in the college, and/or others in the university who are recognized for teaching expertise (please review the departmental peer evaluation

of teaching process documentation). The peer reviewers will also assess course syllabi, study materials, assignments, information on assessments and grading practices, and expectations relating to the candidate's particular teaching responsibilities. The faculty member must include the written synopses of these directly observed class sessions in the dossier for tenure.

Scholarship:

Scholarship, through discovery and or creative application of new facts, and development of new ideas, advances knowledge and learning in the discipline. This activity will be weighed appropriately in all assessments of the candidate for tenure and promotion.

Appropriate examples of activities of inquiry and application include but are not limited to:

- peer-reviewed publications--journal articles, books, book chapters, proceedings, or monograph, funded research (competitive peer-reviewed grants; contracts, industrial, private, foundation, or home-institutional support);
- presentations at professional meetings, and
- recognition by colleagues and organizations--invited papers, colloquia and awards.

The scholarship of teaching, which focuses on transforming and extending knowledge about pedagogy, is appropriate in environmental health. Classroom teaching and staying current in one's field does not constitute "scholarship of teaching." Items that constitute scholarship in teaching include but are not limited to:

- Writing, editing, or contributing to an appropriate textbook,
- innovative contributions to teaching which are published or presented in a peer-reviewed forum,
- research in teaching and learning that leads to new insights into how knowledge and skills are most effectively taught and learned at all levels,
- implementation of new methods of classroom instruction, and
- development of software that provides new or improved ways for teaching or learning.

Tangible results of the activities of scholarship must be public and must be amenable to evaluation. Evidence appropriate for the evaluation of scholarship includes peer review; invitations to present results to others; awards and other forms of recognition; and impact measures, such as evidence of the use of the scholarship in the work of others (citations) or evidence of improved effectiveness of a technique or activity as consequence of the scholarly contribution. The ultimate determination of appropriate progress in scholarship is establishment of the candidate's own academic identity through development of an independent research program, one capable of sustained productivity and longevity. Inherent in the concept of an active and productive research program is evidence of the candidate's ability to attract students for study with the program and concerted efforts by the candidate to obtain extramural support for all aspects of the program.

Various aspects of scholarship are assessed from the evidence provided by the candidate and appropriate items may include but are not restricted to the following:

- publications,
- presentation at professional meetings,
- research proposals (funded and unfunded),
- research in progress,
- scholarly activity of candidate's students, and
- consultantships and visiting appointments.

Publications constitute a major way that information concerning scientific discoveries, information, and policy is presented, interpreted and debated, and the resulting knowledge shared. The Department places importance on discerning the relative significance and quality of each publication, and we do not measure outcomes simply by counting publications. Rather, excellence in scholarship must be defined through peer review and evaluation of many kinds of research related activities, focusing on the breadth and depth of influence. In evaluating published work, we examine the prestige of the journal (regional, national, and international), the scope of the article, and the research effort required to produce and complete the published study.

Service:

Service includes university service, professional service, and outreach. The candidate for tenure and/or promotion should clearly document the nature, scope, and value of his/her service activities.

University service includes but is not limited to:

participation and leadership roles on departmental, college, or university committees, advising and recruiting students, service to student organizations, and serving on the Faculty Senate.

Professional service includes but is not limited to:

leadership roles in professional organizations, editorship of journals and newsletters of professional societies, developing, organizing, and teaching appropriate conferences and workshops, reviews of manuscripts and grant proposals, and guest lecturing on other campuses.

Outreach is sharing professional expertise with parties outside the university, and such activities should support and contribute to attainment of the goals and missions of the department, the college, and the university. Items here include are but not limited to:

lectures given to various public groups, service on boards and commissions that utilize and enhance disciplinary and professional expertise, consulting in the public and private sectors, and efforts with K-12 enrichment.

Administration:

Selected faculty may also be assigned administrative roles. These, if of sufficient significance, may be included in tenure and/or promotion applications. Administration may include roles at the university, college, department, or programmatic levels. The candidate for tenure and/or promotion should clearly document the nature, scope, and value of his/her administrative activities.

University administration activities includes but is not limited to:

department chair, associate dean, graduate coordinator, and laboratory director.

II. Tenure

Probationary faculty may be employed on annual tenure-track appointments for a probationary period which may not exceed six (6) years, this being the normal length of time required to develop a substantial record in teaching, research and service. Faculty may apply for tenure following a probationary period of not less than five years (so that the recommendation for tenure and promotion, if granted, would occur upon completion of six years). Exceptions to the minimum probationary period for tenure may be made under special circumstances upon recommendation by the president and approval by the Chancellor. Upon approval of such an exception by the Chancellor, the faculty member's recommendation for tenure will go forward to the Board as meeting the requirements for the probationary period.

At the end of the fifth year the candidate should have fulfilled the following criteria.

Evidence of high professional standards and behavior consistent with professional and departmental principles. Continued contribution to the departmental mission, objectives and long-term staffing plan.

Documented evidence of teaching effectiveness. Teaching effectiveness will be determined, in part, by earning teaching activity points consistent with the expectations identified in the faculty activity plan. Points will be earned by completing the recognized teaching activities (see attached teaching activities list). Teaching activities will include (but are not limited to) basic instruction, instructional improvement,

graduate instruction, and advising. The annual evaluations will provide a qualitative and quantitative evaluation of the candidates teaching contributions and effectiveness. Additional documentation of teaching effectiveness includes the peer reviews of teaching, and student assessments of instruction.

Documented evidence of achievement and productivity in scholarship or research activities. Achievement and productivity in scholarship or research activities will be determined, in part, by earning scholarship or research activity points (see attached scholarship or research activities list) consistent with the expectations identified in the faculty activity plan. Scholarship or research activities will include (but are not limited to) publication, presentation, and proposal submission. The annual evaluations will provide a qualitative and quantitative evaluation of the candidate's achievements and productivity in scholarship or research activities.

Documented evidence of participation in university, professional, and community activities and service. Participation in university, professional, and community activities and service will be determined, in part, by earning service points (see attached service list) consistent with the expectations identified in the faculty activity plan. University, professional, and community activities and service will include (but are not limited to) university, college and departmental committee assignments, participation in recruitment efforts, professional service, and outreach.

During the third year of the probationary period, the faculty member will have his or her progress towards tenure reviewed by the departmental tenure and promotion committee. The faculty member will submit documentation including

- 1) evidence of teaching effectiveness (including the peer review evaluations),
- 2) evidence of achievement and productivity in scholarship or research activities, and
- 3) evidence of participation in university, professional, and community activities and service.

The documentation should conform to existing departmental, college, and university formats.

III. Promotion to Associate Professor

The candidate must have at least five years of academic experience at the rank of Assistant Professor. Faculty may apply for tenure following a probationary period of not less than five years (so that the recommendation for tenure and promotion, if granted, would occur upon completion of six years). Exceptions to the minimum probationary period for tenure may be made under special circumstances upon recommendation by the president and approval by the Chancellor. Upon approval of such an exception by the Chancellor, the faculty member's recommendation for tenure will go forward to the Board as meeting the requirements for the probationary period.

At the end of the fifth year the candidate should have fulfilled the following criteria.

Evidence of high professional standards and behavior consistent with professional and departmental principles. Continued contribution to the departmental mission, objectives and long-term staffing plan.

Documented evidence of teaching effectiveness. Teaching effectiveness will be determined, in part, by earning teaching activity points consistent with the expectations identified in the faculty activity plan. Points will be earned by completing the recognized teaching activities (see attached teaching activities list). Teaching activities will include (but are not limited to) basic instruction, instructional improvement, graduate instruction, and advising. The annual evaluations will provide a qualitative and quantitative evaluation of the candidates teaching contributions and effectiveness. Additional documentation of teaching effectiveness includes the peer reviews of teaching, and student assessments of instruction.

Documented evidence of achievement and productivity in scholarship or research activities. Achievement and productivity in scholarship or research activities will be determined, in part, by earning scholarship or research activity points (see attached scholarship or research activities list) consistent with the expectations identified in the faculty activity plan. Scholarship or research activities will include (but are not limited to) publication, presentation, and proposal submission. The annual evaluations will provide a qualitative and quantitative evaluation of the candidate's achievements and productivity in scholarship or research activities.

Documented evidence of participation in university, professional, and community activities and service. Participation in university, professional, and community activities and service will be determined, in part, by earning service points (see attached service list) consistent with the expectations identified in the faculty activity plan. University, professional, and community activities and service will include (but are not limited to) university, college and departmental committee assignments, participation in recruitment efforts, professional service, and outreach.

During the third year of the probationary period, the faculty member will have his or her progress towards promotion reviewed by the departmental tenure and promotion committee. The faculty member will submit documentation including

- 1) evidence of teaching effectiveness (including the peer review evaluations),
- 2) evidence of achievement and productivity in scholarship or research activities, and
- 3) evidence of participation in university, professional, and community activities and service.

The documentation should conform to existing departmental, college, and university formats.

IV. Promotion to Full Professor

A faculty member may apply for promotion to professor after having completed five full years in the rank of Associate Professor. Exceptions to the years-in-rank requirement may be made by the president under special circumstances. Only one year of a leave of absence for scholarly recognition, such as significant scholarship awards, will be credited toward satisfying the experience requirement for promotion. (Note: The years-in-rank requirement is a local ETSU requirement; exceptions to this requirement do not require TBR approval.)

At the end of the fifth year the candidate should have fulfilled the following criteria.

Evidence of high professional standards and behavior consistent with professional and departmental principles. Continued contribution to the departmental mission, objectives and long-term staffing plan.

Documented evidence of teaching effectiveness. Teaching effectiveness will be determined, in part, by earning teaching activity points consistent with the expectations identified in the faculty activity plan. Points will be earned by completing the recognized teaching activities (see attached teaching activities list). Teaching activities will include (but are not limited to) basic instruction, instructional improvement, graduate instruction, and advising. The annual evaluations will provide a qualitative and quantitative evaluation of the candidates teaching contributions and effectiveness. Additional documentation of teaching effectiveness may be included.

Documented evidence of achievement and productivity in scholarship or research activities. Achievement and productivity in scholarship or research activities will be determined, in part, by earning scholarship or research activity points (see attached scholarship or research activities list) consistent with the expectations identified in the faculty activity plan. Scholarship or research activities will include (but are not limited to) publication, presentation, and proposal submission. The annual evaluations will provide a qualitative and quantitative evaluation of the candidate's achievements and productivity in scholarship or research activities.

Documented evidence of participation in university, professional, and community activities and service. Participation in university, professional, and community activities and service will be determined, in part, by earning service points (see attached service list) consistent with the expectations identified in the faculty activity plan. University, professional, and community activities and service will include (but are not limited to) university, college and departmental committee assignments, participation in recruitment efforts, professional service, and outreach.

| Teaching Activity | Points/Activity/Semester |
|---------------------------------------------------------------------------|---------------------------------|
| Basic Instruction: | |
| Classroom instruction | 2 x (#credits taught) |
| Online or hybrid instruction | 3 x (#credits taught) |
| Instructional improvement: | |
| New course development and initiation | 2 |
| New instructional method development | 2 |
| Major revision of existing course | 1 |
| New evaluation method development | 1 |
| Preparation of new instructional or laboratory manual | 1 |
| Intensive course instruction | 1 |
| Laboratory course responsibility | 1 |
| Teaching evaluations above departmental average | 1 |
| “Non-traditional” Instruction: | |
| Development and initiation of continuing education course | 1 |
| Development and initiation of training course for federal or state agency | 1 |
| Research Instruction: | |
| Chair of graduate committee | |
| Thesis | 4 |
| Non-thesis | 2 |
| Member of graduate committee | 1 |
| Directing undergraduate studies | 2 |
| Graduate degree awarded | |
| Thesis | 2 |
| Non-thesis | 1 |
| Advising: | |
| Graduate | 1 |
| Undergraduate | 1 |
| Student Activities Advisor: | Variable |
| Instructional Administration: | Variable |
| Other teaching activities (as negotiated with the chair) | Variable |

| Research and Scholarly Activity | Points/Activity |
|----------------------------------------------------------|------------------------|
| Publication: | |
| Peer reviewed publication | |
| National / International | |
| 1 st Tier | 16 |
| 2 nd Tier | 12 |
| Regional / State | 4 |
| Non-peer reviewed publication | |
| National / International | 8 |
| Regional / State | 2 |
| Report | |
| Publicly available report | 4 |
| Limited access report | 2 |
| Book | |
| Author | 16 |
| Chapter Author | 8 |
| Editor | 8 |
| Other publications (as negotiated with the chair) | Variable |
| Presentation: | |
| National / International | 6 |
| Regional / State | 4 |
| University Seminar | 2 |
| Research Proposals: | |
| Externally Funded | |
| Small (<\$10,000) | |
| Principle Investigator | 8 |
| Co-Investigator | 4 |
| Medium (\$10,000 - \$100,000) | |
| Principle Investigator | 12 |
| Co-Investigator | 8 |
| Large (>\$100,000) | |
| Principle Investigator | 16 |
| Co-Investigator | 12 |
| University | |
| Small (<\$1,000) | 2 |
| Large (>\$1,000) | 4 |
| Submitted | |
| Small (<\$10,000) | |
| Principle Investigator | 4 |
| Co-Investigator | 2 |
| Medium (\$10,000 - \$100,000) | |
| Principle Investigator | 6 |
| Co-Investigator | 4 |
| Large (>\$100,000) | |
| Principle Investigator | 8 |
| Co-Investigator | 6 |
| University | |
| Large (>\$1,000) | 2 |
| Scholarship of Teaching: | |
| Publication | |
| See above | |
| Presentation | |
| See above | |
| Proposals | |
| See above | |
| Implementation | |
| Programmatic | 3 |
| Classroom | 1 |
| Other research activities (as negotiated with the chair) | Variable |

| Service Activity | Points/Activity/Semester |
|----------------------------------------------------------------------|---------------------------------|
| University Service: | |
| Faculty Senate | 2 |
| University Committee | |
| Chair | 2 |
| Member | 1 |
| College Committee | |
| Chair | 2 |
| Member | 1 |
| Department Committee | |
| Chair | 2 |
| Member | 1 |
| Recruitment effort | 1 |
| Other | Variable |
| Professional Service: | |
| National / International Organization | |
| Officer | 6 |
| Director | 4 |
| Meeting Chair | 6 |
| Committee chair | 4 |
| Committee member | 2 |
| Regional / State Organization | |
| Officer | 4 |
| Director | 2 |
| Meeting Chair | 4 |
| Committee chair | 2 |
| Committee member | 1 |
| Review | |
| Proposals | |
| National / Federal | 2 |
| Regional / State | 1 |
| Private | 1 |
| Manuscripts | |
| National / International | 1 |
| Regional / State | 1 |
| Other professional service (in consultation with the chair and dean) | Variable |
| Outreach / Community Service | |
| Consultant | Variable |
| Other service activities (as negotiated with the chair) | Variable |

| <u>Administrative Activity</u> | <u>Points/Activity/Semester</u> |
|----------------------------------------------------------|----------------------------------------|
| Department Chair | 16 |
| Graduate Coordinator | 4-12* |
| Assistant to VP or President | Variable* |
| Associate Dean | 16 |
| Assistant to Dean | Variable* |
| Department Administration | 4-12* |
| Director of Laboratory | Variable* |
| *Other service activities (as negotiated with the chair) | Variable |