

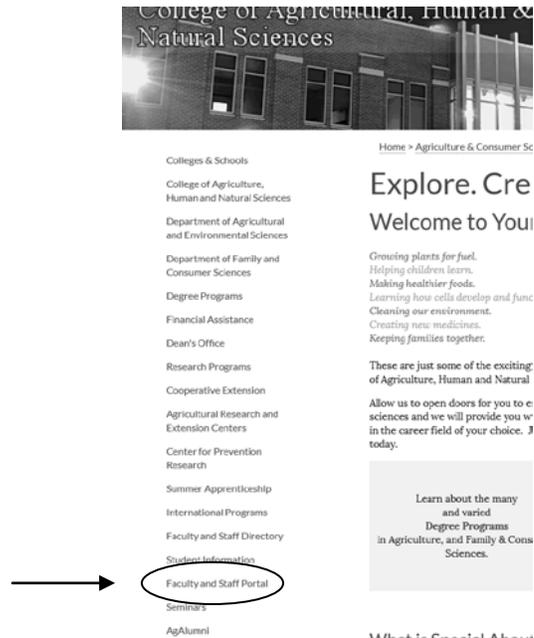
# **Promotion/Tenure Workshop**

**College of Agriculture, Human and Natural Sciences**

February 2016

# Resources Available on the College of Agriculture, Human and Natural Sciences Website

The documents below are on the college Faculty/Staff Portal page ([http://www.tnstate.edu/agriculture/information\\_for\\_faculty\\_and\\_staff.aspx](http://www.tnstate.edu/agriculture/information_for_faculty_and_staff.aspx))



When on the Faculty Staff Portal page, scroll down to the **Tenure and Promotion** category.

These are the documents available:

- Tenure Policy (College)
- Promotion Policy (College)
- Guidelines for Preparing the Faculty Portfolio (TSU)
- Summary Sheet - Determination of Allocation of Effort and Associated Performance Levels
- Documentation from Promotion and Tenure Workshop 2016
- Excel Sheet for Determining Allocation of Effort and Minimum Publications and Grants for Tenure Consideration
- Non-traditional Instruction Plan
- Definitions of Instruction Methods

## **A. Tenure/Promotion Application Process**

### **1. What is Tenure?**

Tenure is a status in which faculty appointments in an academic organizational unit of the University are continued for an indefinite period until retirement or physical or mental disability, subject to dismissal for adequate cause or unavoidable termination on account of financial exigency or for curricular reasons. Tenure is awarded at a specific institution, and is only awarded by positive action by the Board of Regents, pursuant to the requirements and procedures of TBR Policy 5:02:03:00. The basis for tenure in the CAHNS is the faculty member's performance in the areas of instruction, scholarly activity and service.

### **2. What is Promotion?**

Promotion in rank is recognition of past achievement of the faculty member being considered for promotion. In addition, such advancement is usually recognition of future potential and a sign of confidence that the faculty member is capable of greater accomplishments and of assuming greater responsibilities. The basis for promotion in the CAHNS is the faculty member's performance in the areas of instruction, scholarly activity and service. It is the policy of the University to ensure that promotions are made strictly on consideration of merit, tempered by institutional and fiscal considerations.

### **3. Probationary Employment**

A probationary period must be completed before a faculty member may be considered for tenure. This period provides the faculty member with an opportunity to demonstrate their excellence in instruction, scholarly activity and service. The CAHNS tenure policy cites a five-year probationary period. A faculty member must have completed five years of probationary employment before applying for tenure at the beginning of the sixth year of probationary employment. Faculty members appointed at the beginning of a spring semester are eligible to apply for tenure as if their appointment had begun the previous fall semester of the same academic year.

Land-grant faculty in the CAHNS became eligible for tenure-track appointments on August 14, 2014. Hence, the probation period for tenure-track land-grant faculty in the College employed as of August 14, 2014 began on August 14, 2014. For all other tenure-track faculty in the college, the probation period begins on the date of appointment.

The minimum probationary period of five years may include credit for prior service when agreed to by the President. Credit toward completion of the probationary period may, at the discretion of the President, be given for a maximum of three years of previous full-time service at other colleges, universities or institutes, provided that the prior service is relevant to the University's own needs and criteria. Any credit for prior service that is recognized and agreed to must be confirmed in writing at the time of the initial appointment.

Probationary faculty members may be employed on annual tenure-track appointments for a maximum probationary period not exceeding seven years. A recommendation for tenure of a faculty member following a probationary period of not less than five years may be made by the President of the University, although exceptions to the minimum probationary period may be made under special circumstances upon recommendation by the President and the Chancellor, and approval by the Board of Regents.

#### **4. Evaluation**

Evaluation for tenure is made through administrative and peer channels. The evaluators in the administrative channel are the Head of the Department (or equivalent unit), the Dean (or Director) of the School or College (or equivalent unit), and Vice-President for Academic Affairs.

The peer channel consists of tenured faculty members of:

- i) the departmental (or equivalent unit) Tenure and Promotion Committee;
- ii) the school or college (or equivalent unit) Tenure and Promotion Committee; and
- iii) the University Tenure and Promotion Committee. As these are faculty committees, their members are elected by their peers rather than appointed by an administrator. At each level, administrators may only initiate and organize the committee's first meeting.

Each spring semester, the office of the Chief Academic Officer will issue a calendar for the tenure and promotion review process for the upcoming academic year, which will include key dates at each major step in the process. The academic calendar for review of the tenure/promotion process is available on the Tennessee State University web site.

Consideration for tenure/promotion originates in the department to which the faculty member has been assigned. Faculty members are responsible for initiating the tenure/promotion application process by a written notification to the Department Head by the deadlines specified in the tenure/promotion calendar. Candidates for tenure/promotion are also responsible for submitting to the Department Head the faculty portfolio and such pertinent supporting materials.

The chain of application evaluation is:

- 1) Department Committee
- 2) Department Head
- 3) College Committee
- 4) Dean
- 5) University Committee
- 6) Provost
- 7) President
- 8) Board

A letter justifying the recommendations of the actions taken at each level of the review process is directed to the next reviewing body.

The faculty member applying for tenure/promotion will prepare a faculty portfolio that demonstrates his or her achievements in the areas of instruction, scholarship, and service/outreach. This portfolio should clearly illustrate the extent to which the candidate has met the eligibility requirements and criteria for the awarding of tenure/promotion. All candidates for tenure are expected to demonstrate proficiency in the areas of instruction, scholarship and service/outreach, but are also expected to demonstrate excellence in two of the three categories. The candidate will specify in the portfolio which categories they have demonstrated excellence.

Once a faculty portfolio has been submitted, no material can be added or removed. In particular, faculty portfolios will be maintained in a secure place and accessible only to members serving on the tenure/promotion review committees.

The candidate for tenure/promotion may withdraw from the review process at any level without prejudice. Withdrawal from the process does not preclude the candidate from reapplying during a future application period, provided the candidate is still eligible.

## **B. Definitions of Instruction, Scholarly Activity and Service**

The basis for tenure/promotion in the CAHNS is the faculty member's performance in the areas of instruction, scholarly activity and service.

### **1. Instruction**

Effective instruction is one of the qualifications for consideration for tenure/promotion. Tenure/promotion may not be granted in the absence of clear evidence of a candidate's instruction ability and potential for continued development. Instruction cannot be considered in isolation from scholarly activity and service.

Instruction activities are to be based on either a pre-approved formal course and syllabus or other instructional plan that has been reviewed and approved by the Associate Dean for Extension (for Extension-based instruction) or the Associate Dean for Research (for research-based instruction). All instruction activities are to be directly related to the faculty member's area of expertise at TSU. As a faculty scholar, public education activities in areas not related to the applicant's area of expertise are not applicable for tenure/promotion consideration.

Accomplishments in student-related activities, such as graduate student advisement, student recruitment, student retention and student mentoring are to be included in the instruction section.

- a. Instruction includes, but is not limited to, all forms of communication of knowledge in traditional and non-traditional settings including traditional classroom instruction, online instruction and non-traditional instruction/public education.

Faculty should present evidence of the following:

Evaluations of instruction effectiveness and evidence of improvements made as a result of evaluation. This would include course evaluations for traditional instruction and participant and peer evaluation for non-traditional instruction.

Documentation of formal evaluation of classes/workshops.

Evidence that existing courses/workshops are regularly revised and made current.

Extension Faculty must author and execute at least one relevant peer-reviewed curriculum with documented objectives, outcomes and impacts.

Evidence that outcomes for courses/workshops taught are well defined and are strongly connected to desired curricular outcomes for programs.

- b. Supervision of graduate students and direction of theses and dissertations.

The CAHNS assigns a 6% instruction commitment (limited to two years per student) for mentoring a Master of Science student and a 9% instruction commitment (limited to three years per student) for a Doctor of Philosophy student. Please note that while

credit is given for efforts expended in graduate student mentorship, graduate student mentorship is not a requirement for tenure/promotion.

c. Student recruitment and retention.

Recruitment and retention efforts of undergraduate students, including mentoring professional clubs and societies, are considered as instructional effort. Documentation of efforts should be presented in this section. Formal assignments to faculty in this area are to be recognized as part of the time and effort certification and are to be authorized by the Research Director or Extension Administrator, as the case may be.

d. Additional examples of indicators of the scholarship of instruction may include but are not limited to the items below. Note, these items are merely examples of evidence that may be presented to document excellence in instruction. They are not meant to be a checklist of qualifications or a list of requirements.

Direction of academic programs within the department/college. Other responsibility for coordination of academic programs.

Active membership on graduate student committees.

Demonstrated ability to communicate knowledge to a variety of audiences (e.g. classroom, stakeholders, consumers).

Implementation of innovative instruction strategies. Activities in this area could include, but are not be limited to, how work/ideas regarding learning have been adopted by others.

Mentoring depth of undergraduate and graduate students. Evidence that the faculty member is an effective participant within department advising program or college.

Availability and accessibility to students and other stakeholder audiences.

Receipt of honors and awards for teaching and instruction.

External funds obtained for instruction activities and/or instruction-related research.

Designing and developing new courses, including on-ground courses, study abroad courses, distance learning courses, and special problems.

Innovative or programmatic contribution to recruitment and retention.

Instruction growth plan including attendance at classes, workshops and professional development activities.

Contribution to and/or leadership in a professional society that seeks to improve instruction and learning.

Authorship of peer-reviewed Extension bulletins, self-instruction materials, and newsletters.

Publication of instruction practice and/or research in discipline and/or instruction journals.

Grants for supporting instruction research and practice with appropriate dissemination of results.

Use, documentation, and publication of innovative instruction procedures.

Author/co-author of textbook in discipline of expertise at TSU (document how and where used nationally/internationally).

Appropriately documented and evaluated educational programs, educational courses, workshops in the areas of agriculture and natural resources, community and rural development, 4-H and/or FFA youth development, and/or family and consumer sciences or other identified areas.

Author/co-author of instruction-related video, software, workbook, lab manual or other means of instruction (document how and where used on-campus, off campus, nationally, and /or internationally).

Scholarship of instruction/education may be demonstrated through the development of appropriate textbooks or educational articles pertaining to educational strategies in one's own discipline and/or innovative contributions to instruction, if published or presented in a peer-reviewed forum.

## **2. Scholarly Activity**

Tenure-track Research and Extension Faculty must be engaged in substantial scholarly activity and must present evidence of the scholarly activity. All faculty are expected to excel in research, be it adaptive and applied (Extension Faculty) or applied and basic (Research Faculty). The expected magnitude of accomplishment in the area of scholarly activity is prorated according to the faculty member's percentage appointment in this area and length of time the faculty member has been employed.

Excellence in scholarly activity is defined as achieving each of the elements below, as demonstrated by one or more of the listed examples.

a. A unique, independent program based on high-quality, state-of-the-art science.

The program led by the faculty member produces full-length peer reviewed publications, and can show a measure of their impact, though that measure may vary by discipline and individual. Following the three-year program establishment period for new hires (one required publication during this time), applicants for tenure or promotion must have published the equivalent of two full-length senior author manuscripts per year in an appropriate edited and refereed mainstream professional journal that uses a blind review process. Expected level of performance will be prorated according to the faculty member's percentage appointment in this area. First author equivalents are: first/senior author = 1 publication, second author=0.5 publication, third author or greater = 0.33 publication. There is no probationary period for applicants for Professor. The performance level of two manuscripts-per-year is for faculty with a 100% effort in scholarly activity, the expected level of performance for each faculty member will be prorated according to the individual faculty member's percentage appointment in this area. At least one publication per three-year period should be in the faculty member's society journal, and at least one publication per three-year period must be as senior author.

When evaluating an applicant's publications there are a number of variables to consider: the faculty member's area of specialization, the order of authorship on the publication, and the stature of the journal.

In addition to meeting a minimum number of publications, the discipline of the publication and the stature of journal are also a consideration. Faculty in the College of Agriculture, Human and Natural Sciences are required to publish in their assigned area of expertise at TSU. Publications outside their area of assignment do not count toward promotion or tenure. For the purposes of evaluation for promotion and tenure, full-length publications in journals affiliated with a recognized professional society in the faculty member's discipline are generally recognized as high quality. These are not,

however, the only sources of high-quality publications for faculty; candidates are encouraged to provide an assessment of the stature of the journals in which they publish and evaluation committees are encouraged to check the quality of publications using such well known quality indicators as impact factor of a journal, H Index of an author, or other acknowledged indicators of quality.

Due to the dynamic nature of scientific disciplines and scientific publishing, specific journals in specific disciplines cannot be universally identified as high or low quality. However, when evaluating the breadth of a faculty member's accomplishments, committees may determine that an article published in generally recognized high-stature journal such as, for example, *Science* or *Nature* could be of more value than a publication in another journal.

See tenure and promotion policies for additional information on calculation of publication requirements based on percentage appointment in scholarly activity.

- b. Scientific, agency or end-user communities support the faculty member's program with their resources.

The program is supported through the faculty member's efforts by funding from the scientific community through competitive grants generated or directed funding from government agencies, end-user communities, alumni or citizen groups. The level of support shall be at a level to satisfy the requirements of the CAHNS faculty evaluation for the duration of the period under evaluation. The expected level of support generated by each faculty member will be prorated according to the individual faculty member's percentage appointment in this area. For faculty engaged in research activities, an average of \$33,000 - \$100,000 per year in extramural funding is expected following the program establishment period; lower range funding for appointments emphasizing the social sciences or stakeholder services, higher range for appointments in the hard sciences. Since Extension conducts regionally applied research, the level of funding available for these types of research proposals are typically lower than research proposals with a wider impact. For faculty engaged in Extension activities, an average of \$33,000 - \$50,000 per year in extramural funding is expected following the program establishment period; lower range for appointments emphasizing the social sciences or stakeholder services, higher range for appointments in the hard sciences. Expected level of performance will be prorated according to the faculty member's percentage appointment in this area. Faculty are expected to obtain one externally funded grant every three years. Support cannot be composed solely of funds obtained as co-PI or collaborator status; an appropriate level of funding must be acquired as PI. Faculty must present evidence of the responsibilities they completed in grants for which they are co-PI or collaborator. Additional information on the calculation of effort and how that effort applies to funding standards is presented in the tenure and promotion documents.

- c. Program has peer recognition at the state, regional, national and/or international levels.

Examples of peer recognition include the following (additional examples are included in the tenure and promotion documents):

Faculty member provides invited service to relevant state, national, or international scholarly activities or organizations.

Faculty member is solicited for inclusion in external scholarly agreements/programs. Programs have ongoing linkage to priority needs as established by recognized state, regional, national or international groups or organizations. Program is recognized by end-user communities (industry, field professionals, etc.) or citizen groups for addressing critical issues.

- d. The program addresses the needs of, and is linked to, a significant state, regional, national or international end-user community.

Examples of indicators include:

The program helps individuals, families, agencies, organizations and communities identify and solve problems.

The program enhances the economic and social viabilities of communities.

The program demonstrates other measures of addressing the needs of a significant state, regional, national or international end-user community.

The program supports an active Extension and/or teaching program.

- e. The faculty member actively provides mechanisms for knowledge or technology transfer to the end-user community.

Examples of indicators include:

Wide access to the faculty member's scholarly endeavors is provided through publications including books, conference proceedings, bulletins, worksheets, abstracts and the full range of clientele-base publications.

Faculty member participates in the development of fact sheets, public media releases, software, web pages and other distributions of their scholarly endeavors.

Faculty member participates in direct presentation of their work to end user communities through field days, demonstrations (result/method, field trials/applied research), commodity meetings, and agent training sessions.

Where appropriate, intellectual property is developed, protected and extended into the commercial sector.

Although all faculty are expected to fully meet all standards of productivity and program quality specified in this document, evaluation committees may, but are not obligated to, consider additional indicators of productivity and program quality in cases where specified standards are not met. For example, publishing an article in a journal of the stature of *Science* or *Nature* could be of more value than publishing in a lower tier journal. Similarly, getting an RO1 grant from the National Institutes of Health could be more valuable than obtaining funding from set-aside programs such as the USDA Capacity Building Grant Program. These types of special situations can be assessed by review committees to provide justification for an exception in considering a candidate for tenure/promotion that has slightly fewer, but higher prestige publications, or fewer grant dollars but secured from prestigious programs.

Additional guidance on documenting and interpreting the quality of scholarly activity can be found in section VI Appendix of the tenure document and section XII Appendix of the promotion document.

### **3. Service**

- a. University service refers to work other than teaching and scholarly activity done at the department, college, or university level.

University service includes, but is not limited to, serving on departmental committees and participating in college and university committees; advising of department-affiliated student organization(s); being active in relevant committees / programs of national professional societies associated with student organizations.

- b. Professional service refers to the work done for organizations related to one's discipline or to the teaching profession generally.

Service to the profession includes association leadership, journal editorships, publication and grant proposal reviews, guest lecturing on other campuses, and other appropriate activities. While it is difficult to define the exact nature of significant professional service, clearly more is required than organizational membership and attendance; examples of significant service would be that done by an officer of a professional organization or a member of the editorial staff of a journal.

- c. Community service is encouraged for all faculty members.

The faculty member may share their time and resources with community organizations and associations to apply knowledge for the solution of problems with which society is confronted.

#### **4. Criteria for Academic Rank**

The following are criteria that distinguish between academic ranks.

##### **1. Assistant Professor**

- a. Earned doctorate or terminal degree from an accredited institution in the instructional discipline or related area.
- b. Evidence of potential ability in instruction, and/or service, and/or research.
- c. Evidence of good character, mature attitude, professional demeanor, and professional integrity.

##### **2. Associate Professor**

- a. An earned doctorate or terminal degree from an accredited institution in the instructional discipline or related area plus five years as an assistant professor. Faculty are not required to apply for Associate Professor.
- b. Documented evidence of high quality professional productivity which may lead to national recognition in the academic discipline, and/or consonant with the goals of the University and of the academic unit to which the faculty member belongs.
- c. Documented evidence of proficiency in instruction, scholarly activities, and service evidenced in these three areas. Exceptional achievement in two areas is expected.
- d. Evidence of good character, mature attitude, professional demeanor, and professional integrity.
- e. Achieved the publication and extramural funding requirements for the period under review as stated in the CAHNS promotion policy.

##### **3. Professor**

- a. An earned doctorate or terminal degree from an accredited institution in the instructional discipline or related area including at least ten years' experience, at least five of which is in the rank of an associate professor. Exceptions to these minimum rank qualifications may be made by recommendation of the President. Faculty are not required to apply for Full Professor.

- b. Since being promoted to Associate Professor, documented evidence of sustained high quality professional productivity and national recognition in the academic discipline or sustained high quality professional productivity in the academic discipline that is consonant with the goals of the University and of the academic unit to which the faculty member belongs.
- c. Since being promoted to Associate Professor, documented evidence of excellence in instruction, scholarly activities, and service evidenced in these three areas will contribute to the positive record of the candidate for advancement to the rank of professor. Since there is no higher rank, promotion to professor is taken with great care and requires a level of achievement beyond that required for associate professor. This rank is not a reward for long service; rather it is recognition of superior achievement within the discipline with every expectation of continuing contribution to the University and the larger academic community.
- d. Evidence of good character, mature attitude, professional demeanor, and professional integrity, and a high degree of academic maturity and responsibility.
- e. Achieved the publication and extramural funding requirements for the period under review as stated in the CAHNS promotion policy. All benchmarks for grants and publications are for the period since being promoted to Associate Professor.

Guidelines for the preparation of the promotion dossier are identical to those for the tenure dossier, save that, where applicable, the Faculty member should emphasize his or her accomplishments since any immediately previous promotion. For each relevant occurrence of the word *tenure*, read *promotion*.

### **C. Determining Allocation of Effort**

Full details of the determination of allocation of effort are presented in the CAHNS promotion and tenure policies. All performance levels for instruction, scholarly activity and service are determined by each faculty member's individual average allocation of effort in these areas for the time period under consideration.

#### **1. Service**

The CAHNS policy assumes all faculty have a 10% allocation of effort in the area of Service. Some faculty may have a higher percentage assigned for service due to significant assignments in this area. Any deviation from the default 10% allocation of effort for service must be formally approved by the Dean of the college.

#### **2. Instruction**

Allocation of effort in instruction is determined by the combination of effort expended in traditional instruction, non-traditional instruction and graduate mentorship. A full load traditional instruction effort is 15 undergraduate (12 graduate) credit hours per Fall/Spring semester and 9 undergraduate (7 graduate) credit hours during summer, totaling 39 undergraduate (31 graduate) hours per year.

Equivalent non-traditional contact hours are defined as: one (1) 3-credit undergraduate class is equivalent to 45 hours of communication of knowledge through planned, structured and evaluated instruction. Hence, 585 hours of non-traditional instruction per year is equivalent to

a full load of traditional instruction. Indirect contacts (*i.e.* newspaper, radio, publications, etc.) do not factor into the direct contact hour calculation.

Graduate student mentorship and advisement is credited at 6% per year (limit two years) for M.S. students and 9% per year (limit three years) per Ph.D. student.

### 3. Scholarly Activity

Effort expended in scholarly activity is determined as the remainder of effort available to the faculty member after instruction and service have been accounted for.

#### Hypothetical Calculation Example

In a given year, a faculty member has the standard effort for service, has one MS student, teaches one 3-credit undergraduate class and has performed 18 hours of non-traditional instruction. This faculty member will have :

10% Service [default amount]

16.8% Instruction [6% MS Student +7.7% traditional instruction (3/39) + 3.1% non-traditional instruction (18/585) = 16.8%]

73.2% Scholarly Activity [100-16.8 (Instruction) - 10 (Service)= 73.2]

Hypothetical Tenure/Promotion to Associate Professor Scenario (Research faculty hired after August 14, 2014)

Faculty Allocation of Effort (five year average):

60% Scholarly Activity, 30% Instruction, 10% Service (example only, actual appointment percentages will vary by faculty member).

Base qualifications <sup>1</sup>:

One senior author equivalent publication total during initial three-year program establishment period, two publications per year afterward.

\$33,000- \$100,000 external funding per year after program establishment period.

Requirements for to qualify for consideration of tenure consideration of this faculty member (productivity after five years):

Three full-length, refereed senior author equivalent research publications in discipline <sup>2</sup>  
\$40,000 -\$120,000 in external funding <sup>3</sup> (depending on appointment and area of specialization)

Demonstrated peer recognition of program at the state, regional, national and/or international levels

Program addresses the needs of, and is linked to, a significant state, regional, national or international end-user community

The faculty member actively provides mechanisms for knowledge or technology transfer to the end-user community

Documented excellence in instruction, appropriate to percentage appointment

Documented excellence in service, appropriate to percentage appointment

<sup>1</sup> Following program establishment (years 1-3), and adjusted for percentage appointment in scholarly activity, a Land-grant faculty member is expected to average two full-length equivalent senior author publications per year and obtain one externally funded

grant every three years (current average grant size is \$300,000-\$500,000). At minimum, the faculty member should obtain \$33,000- \$100,000 annually as PI (depending on appointment and area of specialization).

<sup>2</sup> Years one to three require one publication total, years four and five require two publications each for a total of five required publications; 60% appointment x 5 publications = 3 publications required.

<sup>3</sup> Years one to three require no funding, years three and four require \$33,000-\$100,000 in funding each year for a total of \$66,000-\$200,000 required funding; 60% appointment x [\$66,000-\$200,000] = \$40,000 -\$120,000 funding required.

Promotion from Associate Professor to Full Professor Scenario (Research faculty hired after August 14, 2014)

Faculty Allocation of Effort (five year average):

60% Scholarly Activity, 30% Instruction, 10% Service (example only, actual appointment percentages will vary by faculty member)

Base qualifications <sup>4</sup>:

Two full-length senior author equivalent refereed publications per year in discipline  
\$33,000- \$100,000 external funding per year

Requirements for promotion to Full Professor (assuming five years since last promotion):

Six full-length refereed senior author equivalent research publications in discipline since last promotion <sup>5</sup>

\$99,000 - \$300,000 (relative to percentage appointment and area of specialization) in extramural funding since last promotion or rank appointment <sup>6</sup>

Demonstrated peer recognition of program at the state, regional, national and/or international levels

Program addresses the needs of, and is linked to, a significant state, regional, national or international end-user community

The faculty member actively provides mechanisms for knowledge or technology transfer to the end-user community

Documented excellence in instruction, appropriate to percentage appointment

Documented excellence in service, appropriate to percentage appointment

<sup>4</sup> Adjusted for percentage appointment in scholarly activity, an Associate Professor Land-grant faculty member is expected to average two full-length senior author equivalent publications per year and obtain one externally funded grant every three years (current average grant size is \$300,000-\$500,000). At minimum, the faculty member should obtain \$33,000- \$100,000 annually as PI (depending on appointment and area of specialization).

<sup>5</sup> Two publications per year for five years for a total of ten publications; 60% appointment x 10 publications = 6 publications required.

<sup>6</sup> \$33,000-\$100,000 per year for five years = \$165,000-\$500,000 total in funding required; 60% appointment x [\$165,000-\$500,000] = \$99,000 - \$300,000 funding required.

## **D. Organizing the Portfolio**

Remember that your portfolio is a representation of you and your accomplishments. Instead of you personally appearing before the committees and reviewers to present your case for promotion/tenure, your portfolio is speaking for you. If you were appearing in person before a committee to present your case, you would present a logical, cohesive accounting of your accomplishments and explain how those accomplishments fulfill the standards for promotion/tenure. Remember to organize and present the information in your written dossier to do the same thing. Do not merely present a bunch of information and expect the committee to make the connections between your accomplishments and the requirements for tenure/promotion, or to pick out the important things. This is an important document, take the time to make sure it presents your accomplishments in a clear, logical and documented way. Make it easy for people reading your dossier to see how you meet/exceed the requirements for promotion/tenure and then provide the documentation to back up your claims. Clearly separate the section of your dossier with tab dividers; use sub-dividers for subsections. Make it easy for reviewers to find the different sections and topics.

The Faculty Portfolio is divided into six sections as follows:

- Section 1: Cover Information
- Section 2: General Information
- Section 3: Department Chair Evaluations
- Section 4: Teaching/Instruction
- Section 5: Research/Scholarship/Creative Activities
- Section 6: Service/Outreach/Professional Activities

### Section 1: Introduction

The introduction section should include the items below.

#### Tenure and/or Promotion Recommendation Form

The form can be found in Appendix E. of "Guidelines for Preparing the Faculty Portfolio" on the TSU website, or on the *Information for Faculty and Staff* page on the college website.

#### Cover Page

This page will include:

- Name
- Academic Year
- Last/Terminal Degree and Institution
- College (Academic Unit)
- Department

#### Table of Contents

### Statement of Intent/Cover Letter

Be clear and concise, use this letter as your chance to tell the reviewer what you are applying for and how you meet the requirements.

Example of text for statement of intent for promotion:

“Please consider this portfolio in support of my application for promotion to Associate Professor at Tennessee State University.”

Example of text for statement of intent for tenure:

“Please consider this portfolio in support of my application for tenure at Tennessee State University.”

The cover letter should also provide the reader with a narrative or series of statements that highlight how you meet/exceed the requirements for promotion/tenure in the areas of instruction, scholarly activity and service. Use this letter as an opportunity to inform the reviewer of the levels of achievement they will find as they examine your documentation.

### Section 2: General Information.

This section should include the items below.

#### An up-to-date Curriculum Vita

A vita is a continuing academic record of the faculty member’s activities and accomplishments. At the very minimum, your vita should be well organized, current, accurate, and aesthetically appealing.

Follow reverse chronology, that is, list most recent achievements and/or activities first.

The standard parts of your vita should include the following:

- Current position at Tennessee State University,
- Calculated allocation of effort for instruction, scholarly activity and service during the period under consideration
- Prior positions, your education, teaching, scholarly/creative activities, and professional accomplishments.

Other items to consider:

- All prior professional teaching and research activities
- Pertinent prior professional experience in non-academic settings
- All publications, both refereed and non-refereed
- Completed research, if not included previously in the vita
- Non-research creative activities, if applicable
- Current research projects
- Teaching activities, including a list of courses taught and of any teaching awards received
- Professional consultation experiences
- Public service activities, including a narrative discussing the relevance of these activities to the candidate's teaching position at the University
- Committee work at the university
- Involvement with student activities

#### A copy of the TSU Promotion and/or Tenure Eligibility Checklist

The checklist can be found in Appendix B. of "Guidelines for Preparing the Faculty Portfolio" on the TSU website or on the *Information for Faculty and Staff* page on the college website.

#### A copy of original Notice of Tenure-Track Appointment and Agreement of Employment

This is your contract letter with the University, and includes special conditions that govern your employment and relationship with the University.

Interpretations of a faculty member's contract that contravenes or deviates from what is explicitly stated in the contract letter (such as years toward tenure, requirements for promotion, and conditions governing employment, etc.) are not permitted. For example, a departmental review committee cannot require a faculty member hired at the rank of Instructor to complete a doctoral degree or a terminal degree to attain tenure or be retained if the terms of the faculty member's contract do not specifically state that the faculty member is required to complete the aforementioned degree in order to be tenured or retained. If any questions arise regarding a faculty member's contract, all interested parties shall consult with the University Counsel for clarification and with the Vice President for Academic Affairs. While alterations of a contract are extremely rare, any proposed re-negotiations of the terms of a faculty member's contract must be part of a mutual decision between a faculty member and his/her department and must have the express written approval of the President.

#### Letters of Support

Include a minimum of two recommendations of support from external faculty peers.

#### Section 3: Department Chair Evaluations

Include a summary statement on how you meet/exceed the annual evaluation criteria and include all annual evaluations from the period covered in the application.

#### Section 4: Teaching and Instruction

This should be a clear, succinct presentation of the items that document your proficiency in instruction as described in the CAHNS Tenure and Promotion documents.

Include a summary statement about how you demonstrate excellence in instruction. Use a short narrative and/or a table to present your traditional and non-traditional teaching, graduate student mentorship, and any recruiting/retention accomplishments.

For instruction, explain/provide examples of how your instruction was effective and provide evidence of improvements made in your courses as a result of evaluation. Explain/provide examples how courses/workshops were regularly revised and made current. Explain/provide examples how outcomes for courses/workshops were well-defined and connected to desired curricular outcomes. Extension faculty should provide an example of at least one relevant peer-reviewed curriculum with documented objectives, outcomes and impacts that they developed. Explain/provide examples your activities and successes in recruitment and retention.

Provide a narrative/explanation for other examples of scholarship of instruction (in tenure/promotion documentation and section (d.) under Instruction, above).

Provide documentation of your instruction accomplishments. For traditional instruction include syllabi and student evaluations, for non-traditional instruction provide workshop/class approval forms and summaries of attendee evaluations. List graduate student names, years, thesis titles. Indicate what your students did after leaving your mentorship, include awards/recognitions

received by your students - these are indicators of the quality of your mentorship. Provide names or data pertaining to your recruitment efforts. Include any documentation of your other indicators of scholarship in instruction.

#### Section 5: Scholarly Activity

This should be a clear, succinct presentation of the items that document your proficiency in scholarly activity as described in the CAHNS Tenure and Promotion documents.

Include a summary statement about how you demonstrate excellence in scholarly activity as defined in the promotion/tenure policy. Use a short narrative and/or a table to present your publication record, external funding successes, peer recognition, and the success of your program in addressing the needs of your end-user community. Provide a clear presentation of a comparison of your accomplishments versus the minimum required achievements (based on your allocation of effort in scholarly activity). The faculty member should provide an accounting of the number of publications and the faculty member's level of authorship on the publications. This should be summarized as a quantity of 'first author equivalent publications'. The minimum number of first author equivalent publications required to be considered for promotion or tenure is proportional to the faculty member's percentage assignment in scholarly activity for the time period under evaluation and will be different for each applicant. However, this information should be clearly presented and documented by the applicant.

Include a list of your publications and provide an indication of the stature of the journal. For co-authored papers explain your contribution to the research/final paper. Include a list of grants and briefly explain the impact of the funded activity (what did it accomplish?). If you are co-PI, explain your role in the grant project.

Provide examples of peer recognition of your program and how your program is addressing a recognized issue in your area.

Present the documentation in an orderly, organized manner. Include copies of published papers, award letters for grants, accomplishment reports/summaries for grants, documentation that reflects peer recognition of your program. Use tab dividers or other means to make it easy to navigate the different sections of your dossier.

#### Section 6: Service

Include a clear, succinct presentation of the items that document your participation and accomplishments in university, professional and community service as defined in the college promotion/tenure policies. Provide separate summaries for each category (university, professional and community). Provide examples, *i.e.* if you are an editor for a journal, how many papers did you review, if you served on a committee, what was your role/contribution to the group?, if worked with a community group, how was your knowledge/assistance used?

For Sections 4-6, make it easy for the reviewer to fully comprehend your accomplishments. Do not make the reviewer have to search out and tally your accomplishments. Consider including a brief summary statement and summary table(s) at the beginning of each section that describe how you meet the requirements for that section and compute totals for items in that section. Include page numbers in the summary tables corresponding to the documentation you have included to make it easy for the reviewer to locate specific pieces documentation. Include tab dividers between sections to make it easy for reviewers to differentiate between subject matter, years, etc.

**Be sure to include documentation for the items you are citing as evidence of your accomplishments.** For example, for traditional instruction, include copies of syllabi and course evaluations; for non-traditional instruction include copies of the approved non-traditional instruction forms and an evaluation summaries. For external funding, include copies of award letters. For publications, include copies of the published papers.

## **E. Promotion Committee Comments**

Below are general comments made by members of review committees. These are the personal opinions/comments of the individuals.

### General

Thoroughly read and understand the minimum requirements for instruction, scholarly activity and service to be considered for promotion/tenure. Plan and structure the activities in your job to ensure you fulfill/exceed these requirements. Remember that the promotion and tenure policies specify the minimum requirements to be considered for promotion/tenure, they do not guarantee promotion/tenure if these minimums are met. Ultimately it is up to the evaluation committees to decided if an applicant is to be promoted/tenured.

Maintain ongoing documentation of your accomplishments in instruction, scholarly activity and service so this information is available when you assemble your application. Do not wait until your annual evaluation or application for promotion/tenure to create an accounting of your accomplishments. Maintain folders (email, computer and physical) and file documentation of accomplishment as they occur.

Remember that the applicant can present accomplishments other than those considered for minimum qualifications. Present your efforts to achieve your research/extension goals to the review committees.

### Assembly/presentation of the Application

Efforts in instruction, scholarly activity and service need to add to 100%. Percentages listed on summary forms need to be in agreement with percentages included on annual evaluations. If the percentages do not match, include an explanation for the discrepancies.

Make it easy for the committee to see that you meet/exceeded minimum requirements. Clearly state the minimum requirement for an area and what you did in that area that meets/exceeds these requirements. Present this information in a table format so the reviewer can easily assess your success in this area.

Applicants should take advantage of the cover letter to state clearly their job responsibilities at TSU. Use the letter to provide a concise summary of your qualifications for promotion/tenure. State clearly what your teaching responsibility is and how you have fulfilled that responsibility. Remember the audience, there will be people reading your application that may not be familiar with research or Extension-based appointments. Ask a tenured or promoted faculty member to review your cover letter.

For Extension specialists, explain what your specialty area is and the objective of your position.

If there are university/college/department forms or tables to be included in the application and the university/college/department has provided examples of how the forms are to be filled out, do not include the example pages in your application.

It is easier for evaluators to read the application if tab dividers have section names instead of numbers or letters that refer back to a table of contents.

Make sure dates and details are correct. The appearance of the application should reflect the professional nature of the position, nothing should be hand-written.

Place the Tenure/Promotion Recommendation Form in a convenient place at the front of the application, perhaps in a sleeve for easy access.

If you do not meet the minimum requirements, do not apply.

### Teaching

Reviewers found it helpful when applicants provided documentation of teaching effectiveness for non-traditional teaching.

Verification of non-traditional teaching by supervisors is helpful for evaluators.

Applicants should state clearly their teaching responsibility.

Effectiveness of graduate mentoring should be documented, provide the reviewers with the accomplishments of your graduate students.

### Publications

Document the contributions made to publications in which the applicant is not the primary author. Make sure the reviewers understand that you made a valid contribution to the publication and are not just an add-on to the author list.

Explain to the reviewer that your publications are in your area of assignment at TSU.

Most reviewers are not familiar with the journals in your field, inform the reviewer of the journal quality for your publications.

### Grants

Reviewers look at PI vs. co-PI status on grants. Demonstrate to the reviewers what your contributions are to grants where you are co-PI. Make sure they understand that you are an active participant in the grant, not just an add-on.

Include documentation such as award letters, project summary page, REEport annual reports for grants, other annual reports for other funding agencies. Committee members saw value in being able to see what was accomplished on the grant.

### Service

Document your committee work, show how you contributed to the committee.

**APPENDIX B: TENURE AND/OR PROMOTION ELIGIBILITY CHECKLIST**

This checklist is to be completed by the Department Chair in concert with the faculty member prior to the faculty member assembling and submitting a portfolio for tenure and/ or promotion.

Name: \_\_\_\_\_ T# \_\_\_\_\_  
Last First Middle

Present Rank and Date Awarded: \_\_\_\_\_

Date of Tenure-track Appointment at TSU: \_\_\_\_\_

Is this the sixth year of tenure track employment? \_\_\_\_\_ If not, explain the reason for application by exception: \_\_\_\_\_

Has appointment been continuous? Yes \_\_\_\_\_ No \_\_\_\_\_ (If appointment has not been continuous, attach explanation)

Has the faculty member met department criteria for promotion? \_\_\_\_\_ If not, why not? \_\_\_\_\_

Has the faculty member met College/School criteria for promotion? \_\_\_\_\_ If not, why not? \_\_\_\_\_

**Check-off to determine faculty member's eligibility for academic tenure and/or promotion consideration:**

**TENURE**

\_\_\_\_\_ Satisfies the number of years from date of tenure appointment. By the end of the current academic year, the faculty member will have completed not less than the minimum six (6) years of probationary service at TSU.

Any credit granted for previous experience must show on the initial appointment. A copy of the document should be attached.

**PROMOTION**

\_\_\_\_\_ Faculty member satisfies the minimum five (5) years of professional experience in current rank.

Any credit granted for previous experience must show on the initial appointment. A copy of the document should be attached.

**Department Chair's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**APPENDIX E:**

**Tenure and/ or Promotion Recommendation Form**

**Instructions: Complete Section A and include in the Introduction of the Portfolio.**

**Section A**

Name \_\_\_\_\_ T# \_\_\_\_\_

Department: \_\_\_\_\_

School/College (Academic Unit): \_\_\_\_\_

Applying for:  Tenure  Promotion

From (Rank): \_\_\_\_\_

Highest Degree: \_\_\_\_\_ Year Awarded: \_\_\_\_\_

**(If not terminal degree, a letter of explanation must be submitted justifying tenure/promotion)**

Current Academic Rank: \_\_\_\_\_ Year Awarded: \_\_\_\_\_

Date of Tenure-Track Appointment: \_\_\_\_\_

Years Awarded toward Tenure: \_\_\_\_\_ Years toward Promotion: \_\_\_\_\_

**Section B**

**Recommendation:** Write "yes", "no", or "NA" for not applicable. If a "no" recommendation is given, each committee must provide a written letter of explanation for the negative recommendation. Each administrative head, dean or department chair must provide a written statement for either recommending or not recommending tenure or promotion.

	<b><u>TENURE</u></b>	<b><u>RANK</u></b>
Department Committee Explanation:	_____	_____
Department Chair Explanation:	_____	_____
School/College Committee Explanation:	_____	_____
Academic Dean/Director Explanation:	_____	_____
Faculty Personnel Committee Explanation:	_____	_____
Faculty Appeals Committee Explanation: (If applicable)	_____	_____

**ALLOCATION OF EFFORT AND MINIMUM PUBLICATIONS AND GRANTS FOR TENURE CONSIDERATION\***

**Allocation of Effort Year 1**

Number of years employed at TSU at end of year 1*	0
Number of traditional undergraduate hours taught	
Number of graduate hours taught	
Number of non-traditional instruction contact hours	
Number of MS students advised as major professor	
Number of PhD students advised as major professor	
Percent Instruction	0.00
Percent Scholarly Activity	90.00
Percent Service	10.00

**Allocation of Effort Year 2**

Number of years employed at TSU	0
Number of traditional undergraduate hours taught	
Number of graduate hours taught	
Number of non-traditional instruction contact hours	
Number of MS students advised as major professor	
Number of PhD students advised as major professor	
Percent Instruction	0.00
Percent Scholarly Activity	90.00
Percent Service	10.00

**Allocation of Effort Year 3**

Number of years employed at TSU	0
Number of traditional undergraduate hours taught	
Number of graduate hours taught	
Number of non-traditional instruction contact hours	
Number of MS students advised as major professor	
Number of PhD students advised as major professor	
Percent Instruction	0.00
Percent Scholarly Activity	90.00
Percent Service	10.00

**Allocation of Effort Year 4**

Number of years employed at TSU	0
Number of traditional undergraduate hours taught	
Number of graduate hours taught	
Number of non-traditional instruction contact hours	
Number of MS students advised as major professor	
Number of PhD students advised as major professor	
Percent Instruction	0.00
Percent Scholarly Activity	90.00
Percent Service	10.00

**Allocation of Effort Year 5**

Number of years employed at TSU	0
Number of traditional undergraduate hours taught	
Number of graduate hours taught	
Number of non-traditional instruction contact hours	
Number of MS students advised as major professor	
Number of PhD students advised as major professor	
Percent Instruction	0.00
Percent Scholarly Activity	90.00
Percent Service	10.00

<b>Calculated Five Year Average</b>	
Percent Instruction	0.00
Percent Scholarly Activity	90.00
Percent Service	10.00

<b>Minimum Benchmarks for Tenure Consideration Based on the Five Year Average of Percent Scholarly Activity</b>	
Minimum total first author equivalent publications	0.00
Minimum external funding range for Extension Faculty	\$0 to \$0
Minimum external funding range for Research Faculty	\$0 to \$0

<b>Required First Author Equivalent Publications, Detail</b>	
Year 1	0.00
Year 2	0.00
Year 3	0.00
Year 4	0.00
Year 5	0.00

<b>Minimum External Funding Range for Extension Faculty, Detail</b>		
Year 1	\$0	\$0
Year 2	\$0	\$0
Year 3	\$0	\$0
Year 4	\$0	\$0
Year 5	\$0	\$0
Total	\$0	\$0

<b>Minimum External Funding Range for Research Faculty, Detail</b>		
Year 1	\$0	\$0
Year 2	\$0	\$0
Year 3	\$0	\$0
Year 4	\$0	\$0
Year 5	\$0	\$0
Total	\$0	\$0

\* Enter data in yellow cells. Note: Number of years employed during year 1 must be at least 1. Do not enter 0.



## Instruction Methods

**Lecture** - a talk or speech given to a group of people to teach them about a particular topic.

**Case Method** - an instructional strategy that engages learners in active discussion about issues and problems inherent in practical application. It can highlight fundamental dilemmas or critical issues and provide a format for role playing ambiguous or controversial scenarios.

**Discussion** - variety of forums for open-ended, collaborative exchange of ideas among a teacher and learners or among learners for the purpose of furthering learners thinking, learning, problem solving, and understanding.

**Active Learning** - learning environments that allow learners to talk and listen, read, write, and reflect as they approach content through problem-solving exercises, informal small groups, simulations, case studies, role playing, and other activities -- all of which require students to apply what they are learning.

**Cooperative Learning** - a systematic pedagogical strategy that encourages small groups of learners to work together for the achievement of a common goal.

**Distance Learning** – any form of teaching and learning in which the teacher and learner are not in the same place at the same time.

**Result Demonstration** - a method of teaching designed to show by example of an established practice or technology or any other fact or group of related facts.

**Method Demonstration** - any planned performance by a presenter of a skill, scientific principle or experiment.

**Field Trip (Tour)** - educational trips to sites where learners have the opportunity to observe their chosen subject outside of a classroom setting, collect samples and to conduct research.

**Inquiry** – Problem Solving, Questioning - The inquiry approach is more focused on using and learning content as a means to develop information-processing and problem-solving skills. The system is more learner centered, with the teacher as a facilitator of learning. There is more emphasis on "how we come to know" and less on "what we know." Learners are more involved in the construction of knowledge through active involvement.

**Simulations** - gaming, creative dramatics, role playing - stimulates active engagement of students. Learners are playing a role, not just reading and analyzing. Learners make decisions and see the results of their decisions in the response of other players and the outcome of the simulation.

**Debate** – When it consists of reasoned arguments for or against a proposition, becomes a means for decision making and enables people to make collective choices.