

Promotion/Tenure Workshop

College of Agriculture

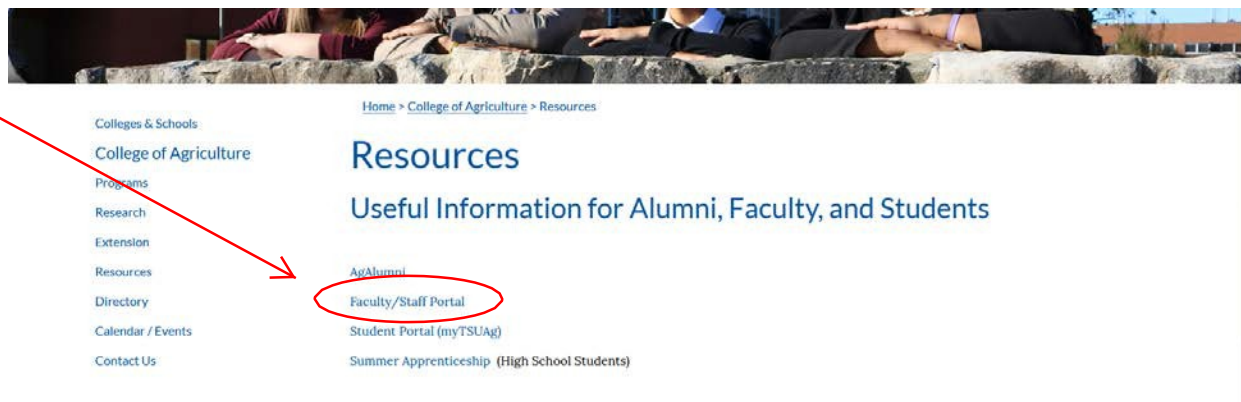
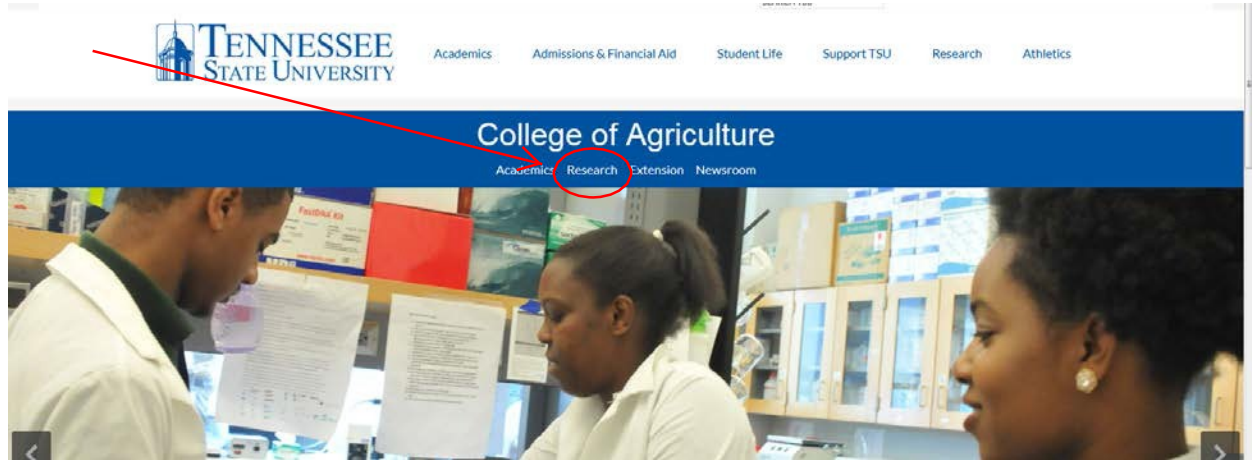
2020

Fall

Resources Available on the College of Agriculture Website

The documents below are on the college Faculty/Staff Portal page:
http://www.tnstate.edu/agriculture/information_for_faculty_and_staff.aspx

Get to this page by clicking on the Research tab in the header of the college home page, then "Resources" in the left nav of that page, then click "Faculty/Staff Portal" in the body of the Resources page.



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)

Timeline for 2018 Promotion/Tenure Applications

Instructions for Deans and Department Heads

Portfolio Items:

Promotion and Tenure Portfolio Guidelines (TSU - includes dates and timeline)

Portfolio Content Checklist

Portfolio Content Naming Guide

eLearn Portfolio Help Guide

Tenure/Promotion Eligibility Checklist

Tenure and/or Promotion Recommendation Form

Summary Sheet - Determination of Allocation of Effort and Associated Performance Levels

Promotion and Tenure Workshop Documentation 2019

Non-traditional Instruction Teaching Form

Definitions of Instruction Methods

Spreadsheet to calculate publications and grants required for tenure consideration

How to add an automated task to your PC

Sample Excel file for use with tracking daily activities

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 TSU Board of Trustees, pursuant to their requirements and procedures. The basis for tenure in the College of Agriculture (CA) 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 CA 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 CA tenure policy cites a six-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 CA 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 six 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 approval by the Board of Trustees.

4 Evaluation

Evaluation for tenure is made through administrative channels and peer channels.

The evaluators in the administrative channel are:

- i. Head of the Department (or equivalent unit);
- ii. Dean (or Director) of the school or college (or equivalent unit); and
- iii. 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. The portfolio is submitted through eLearn. It is strongly recommended each faculty member become familiar with eLearn before the actual physical process of uploading their materials into the

eLearn dossier shell. Once a faculty portfolio has been submitted, no material can be added or removed.

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 CA 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.

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

Each non-traditional instruction activity should be documented via a Non-traditional Instruction Form and subsequently approved by the appropriate Associate Dean.

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.
- 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 CA 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 courses.

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 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 CA 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.

C. 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.
- 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 CA 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 of 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. Evidence 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 CA 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*, replace with *promotion*.

D Determining Allocation of Effort

Full details of the determination of allocation of effort are presented in the CA 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 CA 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 each M.S. student 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 ¹:

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

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

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

Three full-length, refereed senior author equivalent research publications in discipline ²
\$40,000 -\$120,000 in external funding ³ (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

¹ 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).

² 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.

³ 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 ⁴:

Two full-length senior author equivalent refereed publications per year in discipline and \$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 ⁵

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

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

⁴ 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).

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

⁶ \$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.

E. Organizing the Portfolio

The Faculty Portfolio is divided into six sections as follows: (1) Cover Information; (2) General Information; (3) Department Chair Evaluations; (4) Teaching; (5) Research/Scholarship/Creative Activities; and (6) Service/Outreach/Professional Activities.

SECTION 1: INTRODUCTION

- a. Tenure and/or Promotion Recommendation Form
 - The form and its instruction can be found on the TSU website.
- b. **Cover page**

This will include:

 - Name
 - Academic Year
 - Last/Terminal Degree and Institution
 - College (Academic Unit)
 - Department
- c. **Table of Contents**
- d. **Statement of intent/cover letter and other items**
 - 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.”

SECTION 2: GENERAL INFORMATION

- a. **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: your current position at Tennessee State University, your prior positions, education, teaching, scholarly/creative activities, and professional accomplishments.

b. **Promotion and/or Tenure Eligibility Checklist**

c. **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.

d. **Letters of Support**

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

SECTION 3: DEPARTMENT CHAIR EVALUATIONS

- a. Include all annual evaluations from department chair over the period covered.

SECTION 4: TEACHING

- a. Narrative Description: Include a narrative description of teaching activities and student evaluation of instruction for every course evaluated during the period covered. Additional evidence of teaching excellence should demonstrate the following: ability to organize and present subject matter in a logical and meaningful way; and ability to motivate and stimulate creativity, intellectual curiosity, and interest in writing and inquiry in undergraduates and/or graduate students. Documentation of teaching might include: course materials; evidence of supervision of student projects, and other forms of student mentorships.
- b. Other Types of Evidence: A candidate for tenure may choose to include other types of evidence that support his/her application such as additional student input; student products; teaching recognition; teaching scholarships; peer input; evidence of professional development in teaching; evidence of disciplinary or interdisciplinary program or curricular development; alumni surveys and student exit interviews; and other evidence of excellence in teaching or mentoring, or both.
- c. This should be a clear, succinct presentation of the items that document your proficiency in instruction as described in the CA 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, and 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: RESEARCH/SCHOLARSHIP/CREATIVE ACTIVITIES

- a. **Summary Statement:** Provide a summary statement of research/scholarship/creative activities commensurate with the requirements for the application for promotion and/or tenure. Evidence of such activities should include citations of books, journal articles, monographs, creative activities, performances, or exhibitions that have undergone appropriate peer review. Research publications in refereed journals or media of similar quality are considered reliable indicators of research/scholarly ability. Written reviews and evaluations by qualified peers, either in person or aided by other forms of reports, or both, are appropriate for performances, compositions, and other artistic creations. Books published by reputable firms and articles in refereed journals, reviewed by recognized scholars, are more significant than those that are not subjected to such rigorous examination.
- b. Appropriate textbooks or educational articles in one's own discipline and innovative contributions to teaching, if published or presented in a peer-reviewed forum, constitute scholarship of teaching.
- c. Professional scholarly papers presented at international, national, or regional meetings may be appropriate.
- d. Research proposals and funded research projects. This should be a clear, succinct presentation of the items that document your proficiency in scholarly activity as described in the CA Tenure and Promotion documents.
- e. 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.

- f. 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

SECTION 6: SERVICE/OUTREACH/PROFESSIONAL ACTIVITIES

- a. Summary Statement: Provide a summary statement of Service, Outreach and Professional activities commensurate with the requirements for the application for promotion and/or tenure. Evidence of such activities should encompass a faculty member's activities in one or a combination of three areas: outreach or public service, university service, and professional service. For initial tenure and/or promotion, include in your summary statement service activities since appointment to tenure-track at TSU. For promotion only, include activities since appointment date to current rank/last promotion to current rank at TSU.
- b. The outreach or public service function is the University's outreach to the community and society at large, with major emphasis on the application of knowledge for the solution of problems with which society is confronted. Outreach primarily involves sharing professional expertise and should directly support the goals and mission of the university. As a vital component of the University's mission, public service must be performed at the same high levels of quality that characterize the teaching and research programs.
- c. University service refers to work other than teaching and scholarship done at the Department, College, or University level. A certain amount of such service is expected of every faculty member. Indeed, universities could hardly function without conscientious faculty who perform committee work and other administrative responsibilities. University service includes, but is not limited to, serving on Departmental committees and participating in College and University committees. Some faculty members may accept more extensive citizenship functions, such as a leadership role in the Faculty Senate, membership on a specially appointed task force, service as advisor to a University-wide student organization, and membership on a University search committee.
- d. 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, article and grant proposal review, 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. Include detailed list of Honors and Recognitions.

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?

General

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.

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 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 decide 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.

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.

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.

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