

#### 4. Appalachian Studies Program Tenure and Promotion Guidelines

(approved August 6, 2020)

Appalachian Studies faculty are expected to demonstrate high standards in the areas of teaching, service and research, consistent with the Faculty Handbook, and with the interdisciplinary and multifaceted field of Appalachian Studies.

The AS PTC and the director of the Center for Appalachian Studies will evaluate applicants for Promotion and Tenure according to the following guidelines:

**A. Basic Workload in the Appalachian Studies Program.** All tenure-line faculty in the AS Program have responsibilities in the areas of teaching, research and service. The basic workload for tenure-line faculty members generally consists of the following, although the distinctions among teaching, research, and service in this field are often, and expected to be, blurred:

- 1. Teaching:** Teaching three courses (or their equivalent) and advising, service, research or other professional activities related to Appalachian Studies. The Appalachian Studies Program expects candidates for tenure and promotion to have made important contributions related to the field of Appalachian Studies in the areas of teaching, scholarship, and service to the program, the university, and/or the Appalachian region. Instructors will be hired to teach the equivalent of a four-course load each semester. Faculty may receive reduced teaching loads for administrative assignments, OCSAs, medical leave, etc., to be agreed upon in writing by faculty member and Center director. Advising graduate and undergraduate students, service on MA thesis and undergraduate honors thesis committees, and comprehensive exam committees, teaching independent study courses, and supervision of internships are highly valued teaching activities which serve our students, the discipline of Appalachian Studies, and will be taken into consideration in the evaluation of faculty for tenure and promotion.
- 2. Research:** As a general guide, two peer-reviewed scholarly articles or a single author or edited book related to AS, film production, DVD/CD, artistic piece or production, major competitive grants, or other appropriate research, creative, outreach or community engagement product are expected every three years. Equivalent to peer-reviewed products include refereed, editorial board reviewed, or other appropriately externally evaluated products, in both electronic and print venues. However, because opportunities for publication and other forms of disseminating research vary across the many specializations within the field of Appalachian Studies, and because the AS Program wishes to emphasize quality as much as quantity of work, variation of this basic workload may be appropriate. The distinction between research and service activities may also blur, as noted below. Nevertheless, all faculty in the AS Program are expected to produce peer-reviewed products as part of the mix of their scholarly activities. Because Appalachian Studies values faculty and community collaboration as a productive vehicle for scholarly work, jointly-authored or edited publications and projects will be evaluated as highly as those that are single-authored or edited, with verification of substantive

contribution by the faculty member. However, probationary faculty are expected to produce some peer-reviewed single-authored or first-authored products in order to achieve tenure and promotion.

**3. Service:** Participation in AS committees, College or Arts and Sciences committees, and University committees as an AS faculty member are highly valued, as is service to the region through active work or collaboration with community organizations or non-profit organizations. Service to the discipline through leadership in the Appalachian Studies Association and the regional conference region is also valued. Administrative service to the program, such as graduate or undergraduate program director, to the college, or the university should weigh heavily in evaluation of service. Those faculty who move into administrative assignments may have responsibilities unique to the position. It is the joint responsibility of the faculty member and the Director/immediate supervisor to agree upon in writing what the duties of the administrative post entail and what adjustments if any, need to be made to their expectations for teaching, research, and service. Each year at the annual review meeting, the Director will inform each faculty member how he or she is progressing toward tenure and/or promotion, and will document this in writing, will advise faculty how to meet their goals and will permit faculty to provide a written response.

The Director should advise inexperienced faculty or probationary faculty who are having difficulties in any area how best to make progress toward promotion and tenure. Faculty generally come to the program from traditional disciplinary backgrounds with limited experiences in Appalachian Studies teaching, although it is expected that new AS faculty have strong credentials in research and/or service in Appalachian Studies, as a discipline. After they become faculty in the AS Program, all three areas (teaching, research, service) should show contributions to AS as a field, grounded in a particular scholarship and pedagogy.

**B. Tenure and Promotion to Associate Professor.** Candidates for tenure and promotion to Associate Professor have demonstrated that they are and will continue to be accomplished teacher-scholars in the field of Appalachian Studies as well as committed and effective participants in the AS program.

**1. Timetable.** Generally, faculty will submit their materials in support of promotion and tenure in the fall of their sixth year of employment. Faculty will be given full consideration for promotion and tenure prior to the completion of five years of full-time, tenure-track employment

- (a) if they negotiated with the Director, Dean of the College of Arts and Sciences, and the Provost upon hire to have previous experience “count” toward tenure as outlined in the *Faculty Handbook*; or
- (b) at the discretion of the faculty member in consultation with the Director.

In certain circumstances, applications for promotion and tenure may be considered at different times or granted independently of one another. When the PTC and the Director consider an application for *promotion*, more weight will be given to the applicant's performance and ongoing potential as an accomplished teacher-scholar in the field of Appalachian Studies. When the PTC and the Director consider an application for *tenure*, more weight will be given to the applicant's performance as a committed and effective member of the Program and his or her potential for helping the Program meet its long-term needs and goals.

**2. Criteria.** In order to be eligible for tenure and promotion to Associate Professor, faculty must fulfill ALL of the following requirements:

- (a) have a terminal degree from an accredited institution, unless there are exceptional circumstances, and at least five years of appropriate experience;
- (b) have a record of meeting the basic workload in EACH of the three areas (teaching, research, and service);
- (c) demonstrate excellence in teaching AND recognized accomplishment in at least one other area; and
- (d) demonstrate willingness to participate in Program and institutional affairs

**3. Materials.** Faculty will submit a portfolio in support of their application for tenure and promotion, documenting their performance since their time of hire. As per the Faculty Handbook, portfolios will be reviewed by the PTC and the Director; PTC recommendations about a faculty member's promotion and/or tenure, along with the Director's recommendations, will be forwarded to the Dean of the College of Arts and Sciences during faculty review processes. The portfolio should demonstrate the ways in which the faculty member has met or exceeded the basic workload and demonstrate the faculty member's skills and accomplishments. Materials should follow the guidelines in the *Faculty Handbook* 4.4.5.1. Examples of appropriate materials might include:

**Teaching:** list of courses taught; list of participation on theses, exams, independent studies, internship supervision; copies of student and peer evaluations; syllabi and sample instructional materials; documentation of course, curricular, or Program development; documentation of learning or teaching new pedagogical skills; and documentation of teaching awards.

**Research:** copies of all published works and manuscripts under review, CDs, DVDs, or other products; copies of conference papers and invited talks; documentation of applications and awards for grants, fellowships and other research honors; documentation of editorial involvement with professional journals; documentation of responsibilities as conference, workshop, panel or session organizer; and documentation of appropriate outreach or community engagement activities.

**Service:** documentation of AS Program, university, and community committee work, involvement in professional and/or student organizations, and participation in new faculty or new student recruitment or orientation activities; documentation of faculty mentoring and peer observations; (where applicable) documentation of administrative service and accomplishments, which may include letters from an immediate supervisor and/or colleagues involved in the program administered by the faculty member, as appropriate. In addition, the portfolio should contain a current CV and copies of the Director's summary of the annual review meetings. The different sections of the portfolio (teaching, research, service) may be preceded by a table of contents and/or narrative. The portfolio must be accompanied by a letter of application for tenure and promotion in which the faculty member narrates and explains his/her duties and performance, the contents of the portfolio, and any other information she or he feels is relevant. External letters of support are encouraged but not required. However, faculty with specializations and/or research records that might be challenging for the PTC to evaluate are strongly advised to include in their portfolio letters evaluating the specific and general contributions of their work by one or more faculty or other appropriate professional qualified in the field who has reviewed their credentials; these letters may come from faculty at Appalachian or elsewhere.

#### **4. Evaluation:**

**Teaching.** Demonstrations of excellence in the area of teaching include but are not limited to: (1) Positive peer and/or student evaluations; (2) Receipt of teaching awards, fellowships, or similar recognition; (3) Effectively developing new courses, online courses, programs or instructional materials, including study abroad; (4) Experimentation with teaching methods and techniques; (5) Effectively participating on Master's and/or honors theses committees; (6) Effectively mentoring students, through independent study, internship supervision or other means; (7) High quality advising and counseling students on academic and career goals, as indicated in exit interviews with students or advising awards, or effectively advising an overload of students; and (8) Participating in, leading or organizing faculty development programs to improve pedagogical performance.

**Research.** Using the basic workload expectation for research as a guide, faculty who apply for tenure after five years of employment, and who have received course release every semester for research, will be expected to submit a minimum of three peer-reviewed research/creative products or their equivalent at the time of application, plus evidence that a fourth is in progress or under consideration. (Two research/creative products or their equivalent every three years is proportional to 3.3 products for five years). Reasons for reduced research expectations and acceptable variations to peer-reviewed publications/creative projects are outlined in A. 2. above, and include substantive work in outreach and community engagement. Research expectations for applicants whose research release time differs will be prorated according to the actual release time granted. As stated in the basic workload section of this document, these numbers are a guide; thus one book or other large project will be considered the equivalent of several articles, and certain specializations may make fewer articles of high

quality a more appropriate guideline. Research products accepted for publication (forthcoming articles, books in press, etc.) at the time of application will count toward tenure and promotion.

Demonstrations of recognized accomplishment in the area of research/creative/outreach activity include but are not limited to the following items in addition to fulfillment of the criteria for “basic workload” outlined in section A. 1. above: (1) Producing exceptional research/creative products as evidenced by reprints, reviews, citations by others in the profession, invited talks to other universities and community groups, letter(s) from scholars in the discipline and practitioners outside of Appalachian, etc.; (2) Having more than the expected research/creative products; (3) Receipt of grants, fellowships, and/or awards from national, state, local or university agencies or organizations for research, film or audio production, community engagement or outreach work related to AS; (4) Presenting at multiple refereed scholarly conferences; (5) Organizing a major conference; (6) Reviewing manuscripts or films for journals and scholarly presses; (7) Publishing several substantive encyclopedia entries or book review essays in scholarly peer-reviewed venues; (8) Effective performance in an editorial position for a professional journal; (9) Organizing, leading or presenting ongoing or multiple outreach or community engagement activities which are effective at disseminating applied research related to Appalachian Studies, at the local, regional, national, or international level, such as K-12 educational projects, community workshops, field trips and tours, educational publications in the popular press, and non-refereed/non-scientific conferences.

***Service:*** Demonstrations of recognized accomplishment in the area of service include but are not limited to the following items in addition to fulfillment of the criteria for “basic workload” outlined in section A. 3. above: (1) Awards, letters, or other documentation of excellent service to the AS Program, university, community or profession; (2) Serving in special service roles, such as chairing a committee for revising the curriculum, administrative service such as a program director, leadership in the ASA; (3) Effectively developing new or existing programs, procedures, coalitions across university entities, etc.; (4) Exceeding the basic service workload.

**C. Promotion to Full Professor.** Candidates for Full Professor have demonstrated that they have attained recognition and respect as accomplished teacher-scholars within and beyond Appalachian, have been consistently engaged in scholarship throughout their careers, and have played leadership roles in the field of Appalachian Studies, in the AS Program, and/or the university.

- 1. Timetable.** Generally, faculty at the rank of Associate Professor will be eligible to apply for promotion to Full Professor after five years of tenure in the Program. Faculty will be given full consideration for earlier promotion to Full Professor if:
  - (a) they were hired at the Associate Professor level and negotiated with the Director, Dean of the College of Arts and Sciences, and Provost, upon hire at ASU, to have previous experience “count” toward promotion as outlined in the

*Faculty Handbook* Chapter 3; or

(b) at the discretion of the faculty member in consultation with the Director, and with the Provost's approval of an early application.

2. **Criteria.** In order to be eligible for promotion to Full Professor, faculty must fulfill ALL of the following requirements:
  - (a) have a terminal degree from an accredited institution, unless there are exceptional circumstances, and at least ten years of appropriate experience; (b) have a record of meeting the basic workload in EACH of the three areas (teaching, research and service);
  - (c) demonstrate excellence in teaching AND outstanding accomplishment in at least one other area; and
  - (d) demonstrate a willingness to participate in a collegial manner in the AS Program and institutional affairs; and at some point during their employment, to have assumed a leadership role in the field, profession, program or university. Leadership roles within the field or profession include but are not limited to serving on advisory or editorial boards of professional journals, chairing a committee or being elected an officer of a professional organization, and demonstrated national and/or international scholarly reputation. Leadership roles within the AS Program or University include but are not limited to administrative appointments, substantive administrative service, appointments to chair university-wide committees, or election to Faculty Senate.
  
3. **Materials.** See section on materials for tenure and promotion to Associate Professor. Applicants for Full Professor will also provide records of their post-tenure reviews.
  
4. **Evaluation.** See section on evaluation for tenure and promotion to Associate Professor.