Department of Human Development & Family Studies
ACADEMIC PROFESSIONAL NON-TENURE TRACK
Approved by HDFS Faculty February 28, 2014

I. Purpose and Rationale

Purpose

This policy sets guidelines for reappointment within rank and promotion within a non-tenure faculty track for fixed-term, renewable positions that support the clinical or applied aspects of academic programs in the Department of Human Development and Family Studies. These appointments are not temporary in the sense that appointments to the title of Lecturer are considered temporary. Their purpose is to lend greater stability to academic programs through continuity of faculty. Further, these appointments are intended to extend the education of students by enhancing understanding and application of fundamental concepts, theory and basic knowledge through practical applications and professional practice.

II. General Principles

The roles and responsibilities of AP non-tenure track faculty reflect a strong commitment to classroom and practicum teaching, service, professional development, and administrative responsibilities.

The Department of Human Development and Family Studies values community engaged and community-based work. Community engagement is applicable across each of the evaluation criteria that follow. Through the reciprocal process of community engagement, community and university knowledge and resources are brought together in and out of the classroom, as well as on and off campus to promote a public purpose.

Faculty in AP positions teach appropriate courses in areas of the HDF curriculum where knowledge of practice is integral to the learning experience and/or supervise students in practica, internships, teacher training, field training, and other applied settings. Teaching responsibilities are primarily at the undergraduate level. Faculty must meet all university, discipline, and regional accreditation requirements for teaching undergraduate and, if appropriate, graduate courses in the curriculum of instruction.

AP faculty participate in governance responsibilities in the academic community. They have voting privileges in the Department for decisions regarding hiring of AP faculty. They do not have voting privileges in matters of hiring, promotion, tenure, and post-tenure decisions of tenure track faculty, except in the case of hiring of a
Department Chair. AP faculty may vote on promotion of other AP faculty to their rank or lower.

The titles for AP track faculty are: Academic Professional Instructor, Academic Professional Assistant Professor, Academic Professional Associate Professor, and Academic Professional Professor. Examples of criteria for each rank are given below.

III. Definitions and Guidelines for Evaluating Teaching, Service, Professional Development and Administration

Evaluation Categories

Evaluation for appointment within rank and for promotions in the AP ranks is based upon four categories of faculty contributions: teaching, service, professional scholarship and productivity, and directed professional activity. The emphasis given each category will vary among AP faculty members and is determined in consultation with the department chair at the time of appointment or reappointment within rank. It is not necessary that all AP faculty have responsibilities in all categories. Work in all categories should demonstrate a high level of discipline-related proficiency and be amenable to documentation.

A) TEACHING

Scope and Definition of Teaching

At any level of review, a candidate’s portfolio should evidence demonstrable commitment to and effectiveness in teaching. This commitment should extend beyond the classroom performance in individual courses and, considering its essential connection to scholarship/professional engagement/activity, involve other contributions to the broad pedagogical mission of the HDFS Department.

Teaching is broadly defined as activities related to instruction and learning that occur both inside and outside of the classroom, which includes Community based and Community-engaged teaching. Community based teaching includes any type of working relationship with a community agency. While Community-engaged teaching includes opportunities to collaborate with community agencies through a reciprocal partnership on integrated projects involving learning and service both community-based and community-engaged teaching are viewed as important aspects of being involved in the community. Community-based teaching is considered a foundation to build relationships to help foster Community-engaged teaching. Furthermore, according to the UNCG definition of community engaged teaching, high quality community engaged teaching includes collaborating “with community partners who inform students’ public serving projects to 1) help students make connections between their academic learning objectives and issues of societal concern; 2) foster intellectual inquiry to prepare students for meaningful lives and engaged citizenship; 3) ensure the service addresses issues of
societal concern; and 4) build capacity of students and community participants, groups, and organizations to affect positive change”

Teaching activities may include, but are not limited to, the following:

1) Instruction

- Instructing students in courses, laboratories, field settings, study-abroad programs, and distance education courses
- Instructing participants in workshops, retreats, and seminars
- Facilitating faculty, student, and/or staff learning

2) Advising, Supervising, and Mentoring Students

- Advising and mentoring students in laboratories, fieldwork, and/or doing creative work
- Supervising assistantships, internships, and student teaching
- Directing department field instruction programs
- Directing collaborative and creative projects with students
- Directing students in independent study
- Providing program/career advising

3) Developing Learning Activities

- Developing, reviewing, and redesigning courses, including interdisciplinary and interdepartmental offerings
- Developing and revising curricula
- Developing teaching materials, manuals, and software
- Developing computer-assisted instruction, courses, or programs
- Developing off-campus teaching activities, such as, correspondence courses, continuing education courses, study-abroad courses, and distance education courses and delivery systems
- Enhancing the organization of materials, so they can be more easily accessed and understood

4) Mentoring/Developing Colleagues/Teachers

- Peer reviewing/evaluating the teaching of AP colleagues and teaching assistants (including graduate students)
- Participating in professional development activities intended to improve teaching
- Mentoring AP colleagues, including teaching assistants (including graduate students)

5) Participating in Community Engaged/Based Teaching
• Developing and delivering community-based instruction, such as service-learning experiences, on-site courses, clinical experiences, professional internships, and collaborative programs
• Developing and delivering off-campus teaching activities such as study-abroad courses and experiences, international instruction, and distance education courses
• Collaboratively developing and/or delivering professional development and other learning opportunities for/with community members, professionals, and/or other constituencies

The successful candidate will demonstrate effectiveness and a record of contributions and achievement in some combination of these areas, consistent with the departmentally defined role and criteria for the AP position.

**Evaluating Teaching**

In most cases, teaching, in one or more of its forms, often constitutes the primary workload of faculty in AP positions. For this reason, special attention should be given to the level of teaching competence attained by faculty members when being reviewed for appointment renewal or promotion to a rank within the Academic Professional Track.

**1) Satisfactory Teaching**

Satisfactory teaching is demonstrated by a strong record of teaching competence. A satisfactory teacher displays characteristics, such as:

• Success in facilitating student/participants learning
• Success in facilitating student/participants interest and motivation
• The establishment and maintenance of high academic and professional standards
• Positive influence on the academic and professional pursuits of students/participants
• Success in guiding and facilitating student/participants research, scholarship, and professional or artistic accomplishments
• Success in making complex ideas and concepts understandable and meaningful to students/participants

**2) Unsatisfactory Teaching**

Unacceptable teaching occurs in those circumstances in which the instructor falls below minimum acceptable standards of teaching performance. Examples of an unacceptable teacher may include the following:
- Incapacity, inability, or unwillingness to adequately communicate with students/participants
- Creating a hostile or non-inclusive learning environment;
- Capricious evaluations of student/participants and/or community partners
- Demands on students/participants unrelated to the teaching/learning process
- Emphasis on subject matter that is judged by learned peers to be trivial, outdated, or factually incorrect or presenting personal opinions as fact
- Failure to establish and maintain adequate academic standards and expectations
- Failure to fully and promptly evaluate student/participants work
- Failure to meet classes regularly (including failure to meet classes for the full class time and/or term)
- Consistent unwillingness to meet with students/participants outside of class hours
- Absence of defined instructional purpose in courses
- Failure to maintain confidentiality in student matters

AP faculty being considered for reappointment or for promotions should demonstrate their accomplishments as teachers and their continual efforts to improve their teaching.

1. Documentation of Teaching

It is the faculty member's responsibility to present a portfolio documenting their teaching competence that will enable a review committee unambiguously to categorize teaching performance as satisfactory or unsatisfactory. Failure to do so may be grounds for denying reappointment to rank or promotion. Appropriate forms of documentation of teaching effectiveness may include, but are not limited to, the following:

1) Description of Teaching Activities and Responsibilities

- Summary of responsibilities and activities
- Statement of teaching philosophy
- Description and/or documentation of collaboration with community partners in designing and implementing instruction for UNCG students and/or community participants
- Portfolio containing such materials as course syllabi, assignments, examinations, handouts, and other instructional materials developed for courses or instruction delivered for/with members of the community
- Samples of electronic media, such as audio, video, and Internet resources
- Photographs, slides, or digital images of student work and/or implementation of instructional activities with members of the community
• Development of textbooks and other educational materials

2) Evidence of Teaching Effectiveness

• Student/participant logs, portfolios, and project or field work reports
• Student/participant inclusion in professional activities, exhibits, and presentations
• Successful internship program or field based experiences
• Student, community, and peer nominations for teaching excellence
• Descriptions and examples of instructional innovations
• Statements from students/participants, such as information from exit interviews, teacher evaluations, and letters
• Statements from colleagues on observations of teaching effectiveness and contributions to course development and improvements
• Statements from administrators or other community partners
• Feedback from employers on the preparedness of former students for graduate study or employment
• Comments on teaching effectiveness from alumni, cooperating teachers, practicum supervisors, community members, and employers of students
• Honors or recognition for teaching excellence from campus and professional associations
• Invited presentations for classes at other institutions or other outside community agencies
• Teaching evaluations from all classes and, where appropriate, instructional activities with members of the community
• Formative teaching evaluations including comparison of teaching evaluations over time either within one semester in the same course or over semesters.
• Comparative data with teaching evaluation data from appropriate comparison group of faculty.
• Graduate school acceptance of the students who were in the course(s) taught
• Syllabi, assignments and/or examples of student work
• Surveys sent to former students evaluating the faculty member often years after having taken the class
• DVDs or videos of performance/teaching
• Using any scholarly works (peer or non-peer reviewed) on teaching as an indicator of teaching
• Advisement records (notes from phone calls, meetings, etc.)
• Development of new courses
• Presentations on teaching at conferences

3) Self-reflection
Evidence of steps taken to evaluate and improve one’s teaching
- Journals and logs
- Self-appraisals of one’s career goals, developments, and achievements in teaching

B) SERVICE

Academic and professional service is essential to creating an environment that supports scholarly excellence, meets the internal operational needs of the University and enhances the University’s relationships to the UNC system, the region, the state, and the world. The principal objectives in the evaluation of service are to assess the quality, nature, and extent of internal citizenship and professional outreach and their significance. It is recognized that service may include both community based activities as well as community engaged activities. Both are valued and recognized as part of academic and professional service.

Scope of Service

Service is of three types: (a) institution related service embraces activities which sustain the University and enable it to carry out its academic goals; (b) discipline related service contributes to the function and effectiveness of the faculty member’s profession and discipline; (c) community based and community engaged service with external communities reaches out to constituencies such as government agencies, local communities, industry, and the arts, where academic knowledge intersects with practical affairs and problem solving. The process used in planning, designing and implementing these activities may reflect both community based service and community engaged service. As noted in the University’s definition of Community Engaged Service (http://communityengagement.uncg.edu/definitions.aspx), engagement occurs when a collaborative approach is “undertaken with community members in a context of reciprocal partnership”. This process should be distinguished from community-based service for or within a community where a one-way approach is utilized.

Service activities may include, but are not limited to, the following:

a) Institution Related Service

- Participating in Department, School, or University committees or other appointed or elected groups.
- Making significant contribution to Department, School, or University committees or other appointed or elected groups.
- Developing and revising major departmental policies.
- Participating in campus governance.
• Mentoring other AP faculty and staff.
• Recruiting students (e.g., meeting with prospective students).
• Assisting in the development of international programs and exchanges.
• Mentoring student groups.

b) Discipline Related Service

• Membership in professional organizations.
• Serving on committees in professional organizations.
• Holding leadership positions in professional organizations.
• Serving on accreditation bodies.
• Reviewing manuscripts for journals and presses.

c) Community-Based and Community Engaged Service with External Communities

• Conducting program, policy, and personnel evaluation research for or in collaboration with other institutions and agencies.
• Consulting and providing technical assistance to public and private organizations.
• Conducting public policy analyses for or in collaboration with local, national, and international (governmental or nongovernmental) agencies.
• Informing general audiences through seminars, conferences, and lectures.
• Interpreting technical information for a variety of audiences.
• Writing summaries of research, policy analyses, and position papers for the general public and targeted audiences.
• Serving as an expert witness.
• Editing newsletters in one’s field or discipline.
• Serving as an expert for the press and other media.
• Collaborating with schools, industry, and civic agencies to develop policies.
• Providing leadership in or making significant contributions to economic and community development activities.
• Organizing and managing conferences.
• Developing solutions to community problems in partnership with community organizations or agencies.
• Developing inventions, products or processes with communities for the purpose of building capacities to address social concerns.

Documentation of Service Activity
This list is not exhaustive nor is it intended that each candidate will present examples of each service activity.

1) Descriptions of Service Activities

- Description of responsibilities and activities
- Summary of work accomplished
- Descriptions and examples of reciprocity and partnership used in Community Engaged Service activities

2) Documented Outcomes

- Number of people served and benefited
- Official documents and reports resulting from an activity
- Illustrations of ways in which the activity enhanced the institution, discipline, or community
- Visibility of the activity
- Evaluations and letters from community partners, service recipients, sponsoring organizations, or faculty colleagues and other peers
- Honors or awards recognizing service or collaborative projects
- Election or appointment as officer in a professional organization
- Outlines, brochures, and other materials used in delivery of workshops to professional groups.
- Evidence of societal changes in communities resulting from a collaborative partnership

C) PROFESSIONAL SCHOLARSHIP & PRODUCTIVITY

Scope of Professional Scholarship and Productivity

Professional scholarship and productivity includes the discovery, integration and/or application of knowledge. Professional scholarship may be undertaken through a community-engaged approach, which refers to scholarship undertaken by faculty members in collaboration with community members (and often students) that embody the characteristics of both community engagement (i.e., reciprocal partnerships, public purpose) and scholarship (i.e., demonstrates current knowledge of the field/discipline, invites peer collaboration & review, is open to critique, is presented in a form that others can build on, and involves inquiry). It includes the collaborative generation, refinement and exchange of mutually beneficial and societally relevant knowledge that is generated with, communicated to, and validated by peers in academe and the community. These may include accomplishments that have had a significant effect on the status of a profession and/or on a particular clientele at a local, regional or national level. Accomplishments include, but are not limited, to the following:
• Developing manuals (training, operational, policies, procedures, etc.) and other materials with community collaborators (as appropriate) intended to facilitate the functioning of a professional endeavor.
• Writing and editing columns and newsletters for professional groups and/or community collaborators.
• Presenting papers and symposia at professional meetings and/or in the community.
• Attending and participating in professional meetings locally, statewide and nationally.
• Designing and delivering workshops, continuing education experiences and other professional development based on the faculty member’s scholarship.
• Conducting traditional academic or community-engaged research programs
• Disseminating community engaged research or other research through public programs and events
• Conducting and reporting program evaluation research or public policy analyses for other institutions and agencies

**Documentation of Professional Scholarship and Productivity**

The significance of the professional scholarship and evidence of productivity of faculty in the Academic Professional track may be documented by any of the examples listed below. It is recognized that faculty will differ in the types of evidence they present based on their unique goals. This list is not intended to be exhaustive nor is each candidate expected to document examples of each item.

1) **Descriptions of Professional Scholarship and Productivity**

• Summary of responsibilities, activities, and contributions.
• Statement of significance of the professional scholarship and productivity, including a description of the impact on the profession.
• In the case of community-based and/or community-engaged scholarship, a summary of the collaborative process used to design, implement, evaluate, and/or disseminate scholarship activities.

2) **Documented Outcomes**

• Copies of manuals, reports, or papers given to professional and/or community-based groups.
• Programs or other documentation of public presentations or presentations to community-based groups and/or professional groups.
• Examples of education materials, products, technical devices, etc., developed or adapted for use in the service of professionals and professional groups.
• Honors and awards from professional groups or community agencies.
• Statements from professionals or community agencies certifying the significance of the work and estimating its contribution to the profession.
• Evaluations from appropriate institutional or accreditation review bodies.
• Disclosures of innovation
• Granted patents
• Documented social changes (e.g. policies, programs, and procedures)
• Development of bills or laws based on evidence/research
• Funding acquired to support research, scholarship, creative activity, or community engagement projects approved by the department

D DIRECTED PROFESSIONAL ACTIVITY

Evaluation for reappointment within rank and promotion for AP faculty may be based on Directed Professional Activity, including administration of departmental programs. Such programs may include the Child Care Education Program, the online Wake County BK Program, or the Off-campus Internship Program. The emphasis given to this category may vary from one AP position to another, depending on the program.

Scope of Directed Professional Activity

Directed Professional Activity includes professional responsibilities that may comprise a significant part of the faculty member’s contributions to the University and other communities beyond the normally expected levels, such as administration of programs. Administration is broadly defined as activities related to the oversight of departmental programs including budget responsibilities, supervision of staff, coordination of communication with other units on campus, oversight of program facilities, appropriate community outreach, and providing leadership and vision for the program.

Documentation of Directed Professional Activity

1) Descriptions of Directed Professional Activity

• Summary of responsibilities, activities, and contributions.
• Program descriptions

2) Documented Outcomes

• Annual program reports
• Accreditation and re-accreditation reports
• Budgetary information
• Evaluation summaries from program staff
• Proposals submitted for programmatic funding
Feedback from field placement site supervisor, cooperating teacher, or agency boards

IV. CRITERIA FOR APPOINTMENT, REAPPOINTMENT WITHIN RANK, AND PROMOTION

The following criteria are presented as guidelines for evaluating faculty at the time of appointment, reappointment within rank, or promotion. It is recognized that faculty will differ in the types of evidence they present based on their unique goals for teaching, service, professional development, and administration (if applicable) and the unique needs of the department. To be promoted, the faculty member must demonstrate competencies outlined at the rank to which promotion would occur. The appropriate degree for appointment may be either a Master’s degree or Doctorate degree, depending on the position and accompanying expectations. Reappointment or promotion would not require additional education.
Criteria for Appointment and Reappointment within Rank
Academic Professional Instructor
Human Development & Family Studies

The appropriate degree for appointment as an AP Instructor may be either a Master's degree or Doctorate degree, depending on the position and accompanying expectations. Reappointment would not require additional education.

A) Classroom and Applied Practicum Teaching
   • **Appointment**: Candidate demonstrates the ability, through education, credentials, and expertise, to teach courses and advise students in the area(s) advertised for the position.
   
   • **Reappointment within rank**: Faculty member demonstrates teaching competence and a commitment to teaching. Within some appointments, this may include competence and commitment to advising students.

B) Service
   • **Appointment**
     o Membership and involvement in appropriate professional organizations
     o Experience with relevant community agencies or organizations.
   
   • **Reappointment within rank**
     o Participates on committees in the Department, School, or University and/or external agencies.
     o Participates in professional organizations
     o Collaborates with community and/or external agencies.

C) Professional Scholarship and Productivity
   • **Appointment**
     o Demonstrates commitment to continuing professional scholarship and productivity.
   
   • **Reappointment within rank**
     o Involvement in professional scholarship and productivity activities.

D) Directed Professional Activity
   • **Appointment**
     o Demonstrated leadership and administrative ability.
   
   • **Reappointment within rank**
     o Demonstrates leadership and administrative competence within assigned departmental programs.
Criteria for Appointment or Reappointment within rank
Academic Professional Assistant Professor
Human Development & Family Studies

The appropriate degree for appointment as an AP Assistant Professor may be either a Master's degree or a Doctorate degree, depending on the position and accompanying expectations. Reappointment would not require additional education.

A) Classroom and Applied Practicum Teaching
   - **Appointment and Reappointment within rank:** Faculty member demonstrates teaching competence and a commitment to teaching. Faculty member demonstrates competent and consistent advising skills when required within the position. Teaching competence at this rank is characterized by satisfactory teaching.

B) Service
   - **Appointment and Reappointment within rank:**
     - Participates on committees in the Department, School, or University and/or external agencies.
     - Actively participates in professional organizations for the area of specialization.
     - Frequently collaborates with community and/or external agencies.

C) Professional Scholarship and Productivity
   - **Appointment and Reappointment within rank:**
     - Demonstrates continuing involvement in professional scholarship and evidence of productivity.

D) Directed Professional Activity
   - **Appointment and Reappointment within rank**
     - Demonstrates leadership and administrative competence within assigned departmental programs.
     - Forms connections and shares ideas with administrators/colleagues in similar roles.
Criteria for Appointment or Reappointment within rank
Academic Professional Associate Professor
Human Development & Family Studies

The appropriate degree for appointment as an AP Assistant Professor may be either a Master's degree or a Doctorate degree, depending on the position and accompanying expectations. Reappointment would not require additional education.

A) Classroom and Applied Practicum Teaching
- **Appointment and Reappointment within rank:** Faculty member demonstrates teaching competence and a commitment to teaching. Teaching competence at this rank is characterized by satisfactory teaching. Faculty member demonstrates competent and consistent advising skills when required within the position. In addition to demonstrating satisfactory teaching, faculty members at this rank should demonstrate leadership in areas related to teaching such as curriculum development, use of innovative instructional approaches, and mentoring/peer review of other AP faculty with respect to teaching.

B) Service
- **Appointment and Reappointment within rank**
  - Demonstrates leadership on appropriate committees in the Department, School, or University and/or external agencies.
  - Demonstrates leadership in academic and professional organizations (i.e., service on boards, task forces, and other groups related to professional discipline).
  - Develops partnerships with community and/or external agencies.

C) Professional Scholarship and Productivity
- **Appointment and Reappointment within rank:**
  - Demonstrates continuing involvement in professional scholarship and evidence of productivity.
  - Plays a leadership role within the profession by organizing and facilitating professional scholarship and productivity.

D) Directed Professional Activity
- **Appointment and Reappointment within rank:**
  - Demonstrates leadership and administrative competence within assigned departmental programs.
  - Actively collaborates with administrators/colleagues in similar positions.
Criteria for Appointment or Reappointment within rank
Academic Professional Professor
Human Development & Family Studies

The appropriate degree for appointment as an AP Assistant Professor may be either a Master’s degree or a Doctorate degree depending on the position and accompanying expectations. Reappointment would not require additional education.

A) Classroom and Applied Practicum Teaching
- **Appointment and Reappointment within rank:** Faculty member demonstrates teaching competence and a commitment to teaching. Teaching competence at this rank is characterized by satisfactory teaching. Faculty member demonstrates competent and consistent advising skills when required within the position. Faculty member should continue to engage in leadership in areas related to teaching such as curriculum development, use of innovative instructional approaches, and mentoring/peer review of other AP faculty with respect to teaching. In addition, faculty at this rank should be recognized outside the university community as leaders in the area of curriculum development and innovative teaching techniques. Such expertise may be demonstrated through authoring of instructional materials, serving as a teaching consultant, or receiving teaching honors within the discipline.

B) Service
- **Appointment and Reappointment within rank**
  - Demonstrates leadership on appropriate committees in the Department, School, or University and/or external agencies
  - Demonstrates leadership in academic and professional organizations (i.e., elected officer, appointed service on boards, task forces, and other groups related to professional disciplinary expertise), regionally, nationally, and/or internationally.
  - Maintains and develops new partnerships with community, and/or external agencies.

C) Professional Scholarship and Productivity
- **Appointment and Reappointment within rank:**
  - Demonstrates continuing involvement in professional scholarship and evidence of productivity.
  - Plays a leadership role within the community of similar programs and shares expertise within this group.
D) Directed Professional Activity

- **Appointment and Reappointment within rank**
  
  o Demonstrates leadership and/or administrative competence within assigned departmental programs.
  
  o Programs under the leadership of the faculty member are viewed as models for others of their kind and faculty member serves as a consultant to other such programs.
V. Procedures for Appointment, Reappointment within rank, and Promotion

Initial appointments to AP non-tenure track positions may range in length from one to five years. Faculty may be reappointed for successive renewable terms of three to five years based on successful annual and cumulative performance reviews and recommendations to the dean by the department chair based on tenured faculty review. Salary increase and performance reviews will be conducted by the department chair in compliance with School and University policies.

In order to be reappointed within rank or promoted to a particular AP rank, faculty must show evidence of addressing the types of criteria outlined in this document. However, it is recognized that faculty will differ in the types of evidence they present based on their unique goals for teaching, service, professional development, and administration (if applicable) and the unique needs of departments.

- Decisions about continuation of an AP line should be made by the tenured faculty independently of reviews for reappointment within rank. Such decisions should be communicated to AP faculty two months prior to the time that an individual would be eligible for reappointment review. However, it is understood that such a review cannot take place in cases in which an AP line has been eliminated or substantially redefined.

- Applicant will indicate the AP rank for which application for reappointment within rank or promotion is made.

- Applicant will provide written evidence of fulfillment of the criteria of teaching, service, professional development, and administration.

Reappointment within Rank

- For cases of reappointment within rank the review group will consist of all tenured faculty within the department. If available, at least one additional member of this group is to be an AP non-tenure track faculty member at a higher rank than the applicant. This review committee will review evidence, prepare a written critique of the applicant’s teaching, service, professional development, and administration (if applicable), and make a recommendation to the department chair.

Promotion

- For cases of promotion all tenured faculty and AP faculty within the department with a rank higher than the candidate will serve as the promotion committee. This review committee will review evidence, prepare a written critique of the applicant’s teaching, service, professional
development, and administration (if applicable), and make a recommendation to the department chair.

- Upon receipt of the review committee recommendation for promotion, the department chair will submit to the Dean of the School of Health and Human Environmental Sciences the review committee’s recommendation and written critique of the applicant’s teaching, service and scholarship. A written statement from the department chair will accompany the critique and include the chair’s recommendation of rank and term appointment. The Dean will appoint a review committee with membership from each department in the school. If available, a minimum of two members of the committee will be AP track faculty. This committee will review the recommendation of the department and the dossier of the candidate, including the candidate’s faculty peer reviews and the credentials of the candidate. The committee will submit a recommendation concerning promotion to the Dean.

- In most instances, review for promotion can be initiated after a minimum of five years of satisfactory service in the current AP rank with review occurring in the sixth year and promotion becoming effective in the seventh year.

- Final decision on AP rank and term of appointment will be made by the Dean of the School of Health and Human Sciences following consultation with the department chair.

- The Dean of the School of Health and Human Sciences will notify the candidate in writing of the decision.