

School of Human Environmental Sciences

ACADEMIC PROFESSIONAL NON-TENURE TRACK POLICY

I. Purpose and Rationale

Purpose

This policy establishes a non-tenure faculty track for fixed-term, renewable appointments to support the clinical or applied aspects of academic programs in the School of Human Environmental Sciences. 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.

Rationale

One of the primary missions of The School of Human Environmental Sciences (HES) is the professional preparation of students in the applied human sciences. To achieve the specific HES goals of providing optimal educational opportunities for students to apply theory to practice, specialists in the applied aspects of our disciplines are key to the educational process. These applied specialists are the Academic Professional (AP) faculty. Such appointments offer recency in professional practice and programmatic flexibility, while advancing and enriching the curriculum. Academic professionals who have practical experience in areas, such as, dietetics, nutrition management, child care and education, social work, care giving for the young and the elderly, textile marketing and merchandising, or design theory and ideation work with our students and are colleagues of tenured faculty in educational programs.

The literature related to clinical, non-tenure track positions are common in the professional school of law, medicine, nursing, social work and education. At UNCG, the School of Nursing has successfully established clinical track positions, as has the School of Health and Human Performance. Faculty appointments for the supervision of applied educational experiences for students have been established in Schools of Human Environmental Sciences across the country.

The following are examples of clinical/applied faculty tracts in HES at other institutions with programs comparable to ours. The University of Kentucky offers a *Special Title Series* with ranks of assistant professor, associate professor, and professor. These faculty have primary responsibility for clinical/applied course within the various curricula.

Faculty with these appointments have expectations for teaching and service, but not research and are parallel in terms of academic rank with regular tenure tract appointments. The University of Georgia has established criteria for the appointment, reappointment, and promotion of *Academic Professionals*. These positions call for graduate education and training, but have responsibilities which preclude meeting criteria for progression through tenure track faculty ranks. Ball State

University offers a limited number of repeatedly renewable three-year appointments for *contract faculty* in the Department of Family and Consumer Sciences. The purpose of this faculty track is to enable the department to realize its educational mission through outstanding efforts of these specialized faculty. Other institutions, such as California State, Northridge and Virginia Polytechnic Institute University have renewable and continuous reappointment policies which provide the flexibility needed for selected professional positions, such as Director of Dietetic Internships and Clinical Instructors. Additionally, examples of departments of Social Work with clinical appointments for faculty are: UNC at Chapel Hill – Clinical Associate and Clinical Assistant Instructors; East Carolina University – Clinical and Field Instructors; University of Indiana – Field Professional Staff; Boston University – Clinical Assistant Professor and Assistant Clinical Field Instructor; University of Iowa – Clinical Professor; University of Iowa – Clinical Professor; University of Illinois – Clinical Assistant Professor.

When the Academic Professional Series was established in 1998, HES had several master-degree practitioners appointed as lecturer who taught, advised students and developed and supervised internship programs. These lecturers maintained close contact with professionals and the professional practice aspects of their fields. They provided valuable service to the Community, the School and University. These faculty were classified as temporary faculty, who required annual reappointment if continued and whose ordinary length of service was limited to a total of seven years (AAUP guidelines). These professionals provided exceptional learning experiences and service to the School and University even though their positions were temporary, short-term and provided limited opportunity for faculty development and advancement. HES administration and faculty were concerned that inherent lack of career stability could affect these faculty members' commitment to programs and the institution. Moreover, there were concerns that it tended to promote the perception of second-class citizenship as member of the School's faculty. In addition to the instructional benefits these Academic Professionals could offer our School, it was felt that their status and value to the institution would be improved via an applied faculty track that promoted professional development, offered the opportunity for advancement, assigned longer range responsibility, established career tracks that provide rewards and incentives for long-term service and high achievement and offered greater job security.

The intent of their policy then is to lend greater stability to instructional programs through the establishment of a select few non-tenure track faculty with renewable terms, as well as to strengthen programs and student learning. Also, to retain many of the benefits of tenure track positions while advancing a small number of term appointments in the School of Human Environmental Sciences. Thus, Academic Professionals in positions provide flexibility, specific expertise, and greater efficiency for School programs.

References

American Association of University Professors. (1990). AAUP policy documents and reports. Washington, DC: AAUP.

Baldwin, R.G., Chronister, J.L., Rivera, A.E., and Bailey, T.G. (1993). Destination unknown: An exploratory study of full-time faculty off the tenure track. Research in Higher Education, 34, 747-761.

Chait, R.P., and Ford, A.T. (1982). Beyond traditional tenure. San Francisco, CA: Jossey Bass, Inc.

Gappa, J.M. (1996). Off the tenure track: Six models for full-time nontenurable appointments. New pathways working papers series. No. 10. Washington, DC: American Association for Higher Education.

Glynn, G.F. (1994). Clinical positions at Florida State. [on-line]. Available: <http://gtplaw.wuacc.edu/listproc/lawclinic/old.html>. (March 10, 1997).

Parris, M. and Stemmler, E.J. (1984). Development of clinician-educator faculty track at the University of Pennsylvania. Journal of Medical Education, 59, 465-470.

University of Georgia (1997, April). Guidelines for appointment and promotion of academic professionals.

University of Kentucky (2989, September). Administrative regulations: Special title Series. [on-line]. Available: gopher://ukcc.uky.edu:70/Otext%20UKA079%21191/AR012.TXT.

UNCG School of Nursing. (1996). Clinical track document.

UNCG School of Health and Human Performance. (2001). The academic professional track document.

Additional Sources

Hathcote, J. University of Georgia, Academic Affairs (personal communication regarding academic professional appointments, August 18, 1997).

Mercer, P.L., University of Kentucky, Department of Nutrition and Food Science (personal communication about College of Human Environmental Sciences description of Special Title Series for Professor of Home Economics, August 18, 1997).

Whitaker, S., Ball State University, Department of Family and Consumer Sciences (personal communication and salary document for contract faculty, August 18, 1997).

II. General Principles

The Academic Professional (AP) non-tenure faculty track was voted upon by the School of Human Environmental Sciences Faculty Assembly and passed in the Spring of 1998. The AP Policy was revised during the 2002 Spring Semester by the following committee appointed by Dean Sims: John Rife (SWK), Chair; Novem Mason (IAR); Mary Morgan (HDF); Martha McEnally (TDM), Marian Harrison (NFS), Asst. Dean. This policy identifies appropriate ranks and criteria for the initial appointment, reappointment, and promotion within the AP non-tenure faculty track series.

The roles and responsibilities of AP non-tenure track faculty reflect a strong commitment to classroom and practicum teaching, practice in the disciplinary areas of HES, service, and scholarship related to practice in HES disciplines. The major focus of faculty in the AP series is classroom and practicum teaching, as well as, service to the School, University and Community. Scholarship expectations begins at the Academic Professional Professor rank and reflect a commitment to applied research, as well as, the dissemination and utilization of current research findings in HES disciplines. The criteria and expectations for each of the AP non-tenure track position is determined by the department in which it is housed based on the needs of the department.

The decision to appoint an AP non-tenure track faculty member to an existing tenure track line is initiated in the department and approved by the Dean. Thus, departments will determine the appropriateness of such appointments for their programs. Some departments may elect to use existing resources in this manner. Tenure track lines used in this way remain tenure track lines. In consultation with the Dean, Departments may request that a tenure track faculty member be reclassified to an Academic Professional track line when department needs warrant such a request. Such requests must be reviewed and approved by the department's promotion and tenure committee and department chair.

Initial appointments to these 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. Salary increase and performance reviews will be conducted by the department chair in compliance with School and University policies. Minimum criteria for appointment to an AP position include:

- a master's degree from an accredited institution in an HES or allied discipline appropriately related to the appointee's assignment,
- any certification ordinarily required in the field, and
- two years of successful practice in the discipline.

In order to be appointed/reappointed 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, and scholarship and the unique needs of departments. Generally, a faculty member may request consideration for promotion after service in a lower rank for a minimum of five years.

Non-tenure track faculty may only move into tenure track appointments by applying for advertised tenure track positions, and being given consideration by the search committee for the tenure track position.

Faculty in AP positions teach appropriate courses in areas of the HES curriculum where knowledge of practice is integral to the learning experience and/or supervise students in practicum, intern, 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. Most AP faculty have extensive experience outside academia in HES disciplines and valuable contacts within the professional community.

AP faculty participate in governance responsibilities in the academic community. They have voting privileges in the Department, School, and University, except in matters of promotion, tenure, and post-tenure decisions of tenure track faculty.

The titles for AP track faculty are: Academic Professional Instructor, Academic Professional Assistant Professor, Academic Professional Associate Professor, and Academic professional Professor. Criteria for the AP track ranks are individualized by the department initiating AP appointments to meet the specific needs of the department. Examples of criteria for each rank is given below. Others may be added or deleted to comply with the needs of the department.

III. Definitions and Guidelines for Evaluating Teaching, Service and Scholarship

Evaluation Categories

Evaluation for appointment and for promotions in the AP ranks is based upon three traditional categories of faculty contributions: teaching, service and scholarship. An additional category, directed professional activity, may also be used by the Department as a category of evaluation. If directed professional activity is used as a category of evaluation, it should be agreed upon by the faculty member and the Department Chair prior to being implemented. The emphasis given to a specific category can vary among faculty members. The work should demonstrate a high level of discipline-related proficiency, be creative or original, be amenable to documentation, be peer or constituent-reviewed, and have a significant impact on their profession.

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 a Department and the School. **Departments will define the specific expectations for teaching given the unique expectations of their field.**

Teaching is broadly defined as activities related to instruction and learning that occur both inside and outside of the classroom. **Teaching activities may include, but are not limited to,** the following:

1) Instruction

- Instructing students in courses, studios, laboratories, clinics, 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, student teaching, and clinical experiences
- Directing department clinical and field instruction programs
- Directing collaborative research 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
- Developing computer-based courses or programs
- Developing off-campus teaching activities, such as, correspondence courses, continuous education courses, study- abroad courses, and distance education courses and delivery systems
- Designing and implementing new processes or procedures that enhance the use of scholarly materials
- Enhancing the organization of materials, so it can be more easily accessed and understood
- Developing and using bibliographic and information systems to facilitate access to scholarly materials

4) Mentoring/Developing Colleagues/Teachers

- Peer reviewing/evaluating the teaching of colleagues and teaching assistants
- Conducting instructional and classroom research
- Participating in professional development activities intended to improve teaching
- Mentoring colleagues, including teaching assistants

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. An outstanding record of teaching will reveal a strong connection between these teaching activities and the candidate's scholarship/professional engagement.

Evaluating Teaching

In most cases, teaching, in one or more of its forms, 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.

Levels of Competence

Judgments concerning the teaching competence of AP faculty members are based upon the following categories of teaching effectiveness, as defined by the School:

1) Meritorious Teaching

Meritorious teaching is demonstrated by a record of excellence, over at least two years, which is recognized and documented by the evaluative judgment of students, colleagues, and the department heads/chairs and dean. A meritorious teacher displays characteristics, such as:

- A high degree of success in facilitating student learning
- A high degree of success in facilitating student interest and motivation
- The establishment and maintenance of high academic and professional standards
- Substantial influence on the academic and professional pursuits of students
- A high degree of success in guiding and facilitating student research, scholarship, professional or artistic accomplishments
- Success in making complex ideas and concepts understandable and meaningful to students

2) Satisfactory Teaching

Satisfactory teaching is demonstrated by a record of competence, which is recognized and documented by the evaluative judgment of students, colleagues, and department heads/chairs and dean. A satisfactory teacher displays characteristics, such as:

- Success in facilitating student learning
- Success in facilitating student interest and motivation
- The establishment and maintenance of high academic and professional standards
- Positive influence on the academic and professional pursuits of students
- Success in guiding and facilitating student research, scholarship, and professional or artistic accomplishments

3) Unacceptable Teaching

Unacceptable teaching occurs in those circumstances in which the instructor falls below minimum acceptable standards of teaching performance, which is recognized and documented by the evaluative judgment of students, colleagues, and department heads/chairs and dean. An unacceptable teacher is one who displays characteristics, such as the following:

- Incapacity, inability or unwillingness to adequately communicate with students
- Victimization of students through capricious evaluations
- Demands on students unrelated to the teaching/learning process
- Emphasis on subject matter that is judged by learned peers to be trivial, outdated, or factually incorrect
- Failure to establish and maintain adequate academic standards and expectations
- Failure to establish and maintain adequate academic standards and expectations
- Failure to fully and promptly evaluate student work
- Failure to meet classes regularly (including failure to meet classed for the full class term)
- Consistent unwillingness to meet with students outside of class hours
- Absence of defined instructional purpose in courses

It is essential that excellence in teaching be encouraged and rewarded. Faculty members eligible for promotions should demonstrate their accomplishments as teachers and their continual efforts to improve their teaching.

The School embraces all strategies that enhance student learning, particularly critical thinking, high-order reasoning, creative expression, and problem-solving skills. Undergraduate education should emphasize the traditional feature of a liberal education, combined with the strategies of instructional and learning models, and provide expertise in a major field of study. Graduate education should ensure student proficiency in the scholarly demand of advanced study in a discipline or profession and provide preparation and training for professional expertise in the respective area of employment. The principal objectives of the evaluation of teaching are to establish the nature and quality of teaching and to encourage high quality teaching through rewards.

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 "Meritorious", "Satisfactory", or "Unsatisfactory". Failure to organize documentation in a manner that expedites a review may be grounds for denying an appointment to rank, irrespective of the quality of teaching documented. Appropriate forms of documentation of teaching effectiveness may include, but not be inclusive of all nor limited to, the following:

1) Descriptions of Teaching Activities

- Summary of responsibilities and activities

- Portfolio containing such materials as course syllabi, assignments, examinations and handouts
- Analyses of student learning and problems addressed
- Samples of electronic media, such as audio, video, and Internet resources
- Photographs, slides, or digital images of student work

2) Documented Outcomes

- Student's scores on standardized or teacher-developed tests
- Evidence of student learning and achievement through awards, competitions, and scholarships
- Student logs, creative works, and project or field work reports
- Student publications based on course-related work
- Student development as evidenced by participation in professional societies, exhibits, and presentations in art and design
- Placement of graduates
- Supervision of honors or master's thesis and Ph.D. dissertations
- Establishment or management of successful clinical or internship program
- Student and peer nominations for teaching excellence
- Descriptions and examples of instructional innovations
- Textbooks and other educational materials
- Grant and contract proposals developed and submitted to funding agencies for instructional/curriculum developments or assessment of the effectiveness of teaching strategies
- Evidence of enhanced access to materials and resources
- Evidence of enhanced organization of materials
- Evidence of effective facilitation of learning

3) Judgments about Teaching

- Statements from students, such as, information from exit interviews, written comments on examinations, teacher evaluations, and letter from students
- Statements from colleagues on observations of teaching effectiveness and contributions to course development and improvements
- Statements from administrators
- Feedback on the preparedness of former students for graduate study or employment
- Comments on teaching effectiveness from parents of students, alumni, and employers of students

4) Eminence Measures

- Honors or recognition for meritorious teaching from campus and professional associations
- Invitations to teach at other institutions or other outside agencies

5) 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. While faculty members are expected to engage in University service, the focus of service in this AP Track may be more oriented to the profession.

The principal objectives in the evaluation of service are to assess the quality, nature, and extent of internal citizenship and scholarship and professional outreach and their significance and to encourage high quality service through rewards.

Scope of Service

Service is of three types: (a) service to the discipline contributes to the function and effectiveness of the faculty member's profession and discipline; (b) service to the institution embraces activities which sustain the University and enable it to carry out its academic goals; (c) service to external communities reaches out to constituencies such as government agencies, industry, and the arts, where academic knowledge intersects with practical affairs and problem solving. Departments will define the specific expectations for service given the unique expectations of their field. Service activities may include, but are not limited to, the following:

a) Service to the Discipline

- Participating in or making significant contribution to Department/Division, School, or University committees or other appointed or elected groups.
- Developing and revising major policies.
- Participating in campus governance.
- Mentoring other faculty and staff.
- Representing the University for its advancement.
- Recruiting students.
- Assisting in the development of international programs and exchanges.
- Mentoring student groups.

b) Service to the Institution

- Holding a leadership position in organizations.
- Serving on accreditation bodies.
- Jurying for granting agencies.
- Serving on an editorial board of a professional journal.
- Reviewing articles and books for journals and presses.

- Writing external reviews of the work of colleagues for promotions and tenure or other professional awards and acknowledgements.
- Adjudicating for competition in the arts, sciences, and humanities.

c) Service to External Communities

- Conducting directed or contracted research.
- Conducting program, policy, and personnel evaluation research for other institutions and agencies.
- Consulting and providing technical assistance to public and private organizations.
- Conducting public policy analyses for 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.
- Testifying before the legislature and Congressional committees.
- Editing newsletters in one's field or discipline.
- Serving as an expert for the press and other media.
- Developing solutions to problems and inventions.
- Developing clinical procedures and practices.
- Collaborating with schools, industry, and civic agencies to develop policies.
- Developing and managing exhibits in other educational and cultural institutions.
- Providing leadership in or making significant contributions to economic and community development activities.
- Diagnosing and treating clients and patients.
- Organizing and managing conferences.
- Supervising staff.

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

- Summary of responsibilities and activities
- Analyses of work accomplished

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 University
- Published articles, technical reports, or monographs
- Grant proposals
- Log of activities (recruiting, programs presented, etc.)
- Visibility of the activity

3) Judgments about Service

- Evaluations and letters from receivers of service
- Evaluations from sponsoring organizations
- Evaluations from faculty colleagues and other peers

4) Eminence Measures

- Honors or awards recognizing service
- Election or appointment as officer in professional organization

C) PROFESSIONAL SCHOLARSHIP AND CREATIVE ACTIVITY

In the School of Human Environmental Sciences, some lecturers currently pursue traditional forms of scholarship and creative activity (publishing articles in research journals, securing federal grants, etc.). Where this is the case, scholarship may be of a type commonly pursued by tenure track faculty. Most lecturers, however, are practitioners whose work, while guided by scientific reasoning and research, is grounded in highly specialized knowledge termed “procedural,” “tacit,” or “action” knowledge. Thus, scholarship and creative contributions of AP faculty are more likely to include activities which have as their principal aim the advancement of the professions in which the candidate is working. The significance of such scholarship and creative activity is best evaluated by gauging its contribution to the profession (rather than the scientific disciplines) either through designing and implementing professional materials, programs, or other devices, or providing significant leadership to relevant professional societies.

Scope of Scholarship and Creative Activity

Scholarship and creative contributions are intended as a means of discovering, integrating, and/or applying knowledge or creating and presenting exhibitions of art and/or design. In addition to examples listed in the HES Evaluation Guidelines on Promotion and Tenure, 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. These include, but are not limited, to the following:

- Designing and delivering workshops, continuing education experiences and other professional development experiences.

- Developing manuals (training, operational, policies, procedures) and other materials intended to facilitate the functioning of a professional endeavor.
- Writing and editing columns and newsletters for professional groups.
- Writing and editing grant proposals, books, monographs, book chapters, technical reports and educational materials for use by other professionals.
- Presenting papers and symposia at professional meetings.
- Designing, producing, or adapting equipment or software intended to facilitate the functioning of professionals, professional societies, or programs that prepare professionals.
- Creating works of visual or performing art or design, or collaborating in the creation of such works, or collaborating/consulting in such works.
- Traditional academic research.

Documentation of Scholarship and Creative Activity

The significance of the scholarly and creative activities of faculty in the Academic Professional track may be documented by any means enumerated in the HES [Evaluation Guidelines on Promotion and Tenure](#) or by the examples listed below. The test to be applied is the degree to which, in the opinion of the appropriate review bodies, the work unambiguously demonstrates the impact of the scholarly and creative activities on the profession.

When documenting scholarship and creative activity, candidates and reviewers should address the following points. It is recognized that faculty will differ in the types of evidence they present based on their unique goals for scholarship and creative activity.

1) Descriptions of Scholarship and Creative Activity

- Summary of responsibilities, activities, and contributions.
- Statement of significance of the scholarship and creative activity, including a description of the impact on the conduct of the profession or on the artistic community.

2) Examples of Documented Outcomes

This list is not intended to be exhaustive nor is each candidate expected to document examples of each item.

- Copies of articles, books, book chapters, abstracts, manuals, reports, or invited papers given to professional groups.
- Outlines, brochures, and other materials used in delivery of workshops to professional groups.
- Portfolio of works of art, including videotapes, CDs, and other forms of digital imaging.

- Programs or other documentation of public presentations or presentations to professional groups.
- Examples of education materials, products, technical devices, etc., invented or adapted for use in the service of professionals and professional groups.
- Honors and awards from professional or artistic groups for scholarship or creative work.

3) Judgments about Scholarship and Creative Activity

- Statements from other professionals, including faculty at UNCG and other institutions, certifying the significance of the work and estimating its contribution to the profession.
- Evaluations from qualified reviewers concerning artistic merit and significance.
- Evaluations from appropriate institutional or accreditation review bodies.
- Evaluations from the department head and dean.

IV. CRITERIA FOR APPOINTMENT, REAPPOINTMENT OR PROMOTION

The following criteria are presented as guidelines for evaluating faculty at the time of appointment or reappointment. It is recognized that faculty will differ in the types of evidence they present based on their unique goals for teaching, service, and scholarship and the unique needs of the department.

Criteria for Appointment or Reappointment Academic Professional Instructor The School of Human Environmental Sciences

A) Classroom and Applied Practicum Teaching

- **Appointment:** Candidate demonstrates the ability, through education, credentials, and expertise, to teach courses in the area(s) advertised for the position.
- **Reappointment:** Faculty member demonstrates teaching competence and a commitment to teaching. Teaching competence at this rank is considered to be teaching characterized as “**satisfactory teaching**” or better for at least one year.

B) Service

Appointment and Reappointment

- Participates on committees in the Department, School, University and/or in external agencies.
- Participates in professional organizations, including own specialty organization(s).
- Begins to collaborate with businesses, community, and/or external agencies.

C) Scholarship

Appointment and Reappointment

- Demonstrates commitment to using scholarship in teaching.

Criteria for Appointment or Reappointment Academic Professional Assistant Professor The School of Human Environmental Sciences

A) Classroom and Applied Practicum Teaching

- **Appointment**: Candidate/faculty member demonstrates, through education, credentials, expertise, and, where appropriate, experience, competence and a commitment to teaching and shows promise of making significant contributions to teaching.
- **Reappointment**: Faculty member demonstrates teaching competence and a commitment to teaching and shows promise of making significant contributions to teaching. Teaching competence at this rank is considered to be teaching characterized as “**satisfactory teaching**” or better for a minimum of three successive years.

B) Service

Appointment and Reappointment

- Participates on committees in the Department, School, University and/or in external agencies.
- Actively participates in professional organizations for the area of specialization.
- Frequently collaborates with businesses, community, and/or external agencies.
- Participates in the peer review of teaching performance of colleagues.

C) Scholarship

Appointment and Reappointment

- Facilitates the applied efforts of students and peers in professional settings.
- Demonstrates commitment to applied research and the dissemination and utilization of findings.

**Criteria for Appointment or Reappointment
Academic Professional Associate Professor
The School of Human Environmental Sciences**

A) Classroom and Applied Practicum Teaching

- **Appointment:** Candidate/faculty member demonstrates, through education, credentials, expertise, and, where appropriate, experience, competence and a commitment to teaching and shows promise of making significant contributions to teaching.
- **Reappointment:** Faculty member demonstrates commitment to and effectiveness in teaching. Demonstration of commitment to teaching and teaching effectiveness at this rank is reflected in peer reviews, student evaluations and other appropriate measures that show teaching to have been performed at a “**satisfactory teaching**” or **better level for a minimum of three successive years and at a “meritorious” level for a minimum of two successive years.**

B) Service

Appointment and Reappointment

- Demonstrates leadership on committees in the Department, School, 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 businesses, community and/or external agencies.
- Participates in the peer review of teaching performance and, if appropriate, research publications and grants.

C) Scholarship

Appointment and Reappointment

- Facilitates the initiation of student research/creative work in professional settings.
- Promotes the application of research/creative endeavors in applied settings.
- Disseminates scholarship contributions in the applied area of expertise.

**Criteria for Appointment or Reappointment
Academic Professional Professor
The School of Human Environmental Sciences**

A) Classroom and Applied Practicum Teaching

- **Appointment:** Candidate/faculty member demonstrates, through education, credentials, expertise, and, where appropriate, experience, competence and a commitment to teaching and shows promise of making significant contributions to teaching.

- **Reappointment:** Faculty member demonstrates commitment to and effectiveness in teaching. Demonstration of commitment to teaching and teaching effectiveness at this rank is reflected in peer reviews, student evaluations and other appropriate measures that show teaching to have been performed at a “**meritorious**” level for a **minimum of four successive years**.

B) Service

Appointment and Reappointment

- Provides active leadership on committees in the Department, School, University, and/or external agencies.
- Provides exemplary leadership in 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 businesses, community, and/or external agencies.
- Provides leadership in the peer review of teaching performance and, if appropriate, publications and grants.

C) Scholarship

Appointment and Reappointment

- Facilitates the initiation of student research/creative work in professional settings.
- Promotes the application of research/creative endeavors in applied settings.
- Disseminates scholarly contributions in the applied area of expertise as illustrated in the section on scholarship and creative activity with sustained documented outcomes since the time of promotion to Applied Professional Associate Professor.

V. Procedures for Appointment, Reappointment and Promotion

- Applicant may apply in writing to the department chair requesting an appointment in the Academic Professional track.
- Applicant will indicate the AP rank for which application is made.
- Applicant will provide written evidence of fulfillment of the criteria of teaching, service and scholarship
- Department Chair will select a committee composed of three faculty members within the department. If available, at least one is to be an AP non-tenure track faculty member. This review committee will review evidence, prepare a written critique of the applicant’s teaching, service and scholarship, as delineated in the candidate’s application for initial appointment or reappointment, and make a recommendation to the department chair.

- Upon receipt of the review committee recommendation, the department chair will submit to the Dean of the School of Human Environmental Sciences the review committee's recommendation and written critique of the applicant's teaching, service and scholarship, as delineated in the candidate's application for initial appointment or reappointment. A written statement from the department chair will accompany the critique and include the chair's recommendation of rank and term appointment. In case of appointment or reappointment, the department's recommendation will be reviewed by the Dean. No further committee review at the school level will be needed.
- In case of promotion, the Dean will appoint a committee with membership from each department. 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, consideration for promotion can occur only after a minimum of five years of satisfactory service in the current AP rank.
- Final decision on AP rank and term of appointment will be made by the Dean of the School of Human Environmental Sciences following consultation with the department chair.
- The Dean of the School of Human Environmental Sciences will notify the candidate in writing of the decision.

Initial Approval: Spring 1998 by the HES Faculty Assembly

Rewrite and Approval by Administrative Council and HES Faculty Assembly: Spring 2002