

**Department of Rehabilitation Sciences  
Beaver College of Health Sciences  
Appalachian State University  
Guidelines for Reappointment, Promotion, and Tenure**

**PREAMBLE**

The Department of Rehabilitation Sciences aspires to be a community of scholars and practitioners who educate students in models of best practice through the integration of diverse academic and clinical learning experiences, research, and service. Promotion and tenure decisions are guided by the *Beaver College of Health Sciences Guidelines for Promotion & Tenure* and the *Appalachian State University Faculty Handbook* (henceforth *Faculty Handbook*). Accordingly, the Department's criteria for reappointment, promotion, and tenure are designed to meet or exceed the respective minimum criteria in each of these documents.

What follows below are to be considered *minimum* criteria for promotion to the academic rank indicated and/or tenure. Meeting the minimum criteria as established in these guidelines does not guarantee promotion and/or tenure. Faculty are encouraged and expected to perform above the minimum expectations. Moreover, support for our Department and College mission, vision, and core values, and factors such as collegiality and professionalism within the Department, College, and University culture may also influence the final recommendations of the Departmental Promotion & Tenure Committee (PTC) for tenure-track faculty. Additionally, the Department Chair and the Dean may consider these factors in their recommendations.

While the criteria below are considered the *minimum* criteria, the Department's guidelines are designed to accommodate individual differences in faculty assignments and the manner that candidates meet the requirements for promotion and tenure. Core competencies and accomplishments must be met by all candidates seeking reappointment, tenure, and/or promotion; however, candidates may demonstrate advanced or outstanding performance in multiple ways. It is the role of the Department's PTC to carefully evaluate the candidate's teaching, research, and service assignments against the broad range of skills and accomplishments documented by the candidate to determine whether the criteria have been met. While the Department of Rehabilitation Sciences PTC processes do not require external evaluation, candidates may elect to solicit external letter(s) as evidence to include in their P&T dossier. Such letters are entirely optional, but solicited letters should highlight the effectiveness of the candidate's

teaching, the impact of the candidate's scholarship at a national or international level, or the value of the candidate's service to the College, University, and/or profession.

The decision to reappoint faculty during their probationary period and for promotion to the next academic rank is based upon the candidate's body of work across their entire academic career, but with emphasis on their professional activities since appointment to their current rank at Appalachian State University. The *Faculty Handbook* specifies the organization and required content for the P&T dossier. The materials that the candidate will submit to the PTC will include narratives on the candidate's body of work related to teaching, research, and service.

The Department of Rehabilitation Sciences supports the following statements with respect to its philosophy and expectations for faculty at all ranks:

**Teaching.** The Department of Rehabilitation Sciences is strongly committed to excellence in teaching, including academic teaching, clinical education, student mentoring, and/or other forms of instruction. The Department is committed to providing an academic environment that extends beyond the traditional classroom setting to promote intellectual, cultural, professional, and personal development of students.

**Research.** The Department of Rehabilitation Sciences expects faculty to contribute to the body of knowledge in its subject disciplines through research and scholarly publication. The Department of Rehabilitation Sciences embraces Boyer's conception of scholarship.<sup>1</sup> Boyer concludes that there is a "[need] for a more inclusive view of what it means to be a scholar – a recognition that knowledge is acquired through research, through synthesis, through practice, and through teaching." Boyer identifies four broad areas of scholarship:

- **The scholarship of discovery** is most recognizable as traditional "research," the search for knowledge for its own sake, and the principled mode of inquiry that characterizes this quest. This includes not only traditional research but also creative projects that demonstrate, apply, or develop the skills and aesthetics of any of the various communication media.
- **The scholarship of integration** is focused on making informed connections across the disciplines to understand the broad and broadest contexts in which one's work fits. The integrative scholar is a synthesizing eclectic, using the scholar's industry and intellect to strengthen learning by going beyond the discipline.

<sup>1</sup>Boyer, E. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton University Press

- **The scholarship of application** seeks to bridge the gap between the worlds inside and outside of the academy and to center this deeply and squarely within the context of disciplinary understanding. This includes not only those traditional areas of consulting, workshop teaching, data collection and sharing; but also includes all efforts to apply the knowledge and skills of our discipline to the community, region, state, and nation.
- **The scholarship of teaching and learning** is the systematic study of teaching and learning processes. It differs from scholarly teaching in that it requires a format that will allow public sharing and the opportunity for application and evaluation by others.

**Service.** The Department of Rehabilitation Sciences values the role of the faculty member in providing service to the institution (Department, College, and/or University) as well as the professional discipline(s). Service to the broader community outside of academia (whether local, regional, or national) that *relates directly to the faculty member's professional expertise* is also valued.

**Professional Conduct.** The Department of Rehabilitation Sciences expects all faculty to maintain ethical and professional standards that are consistent with their roles at Appalachian State University as educators and practitioners. Faculty are expected to abide by the code of ethics of the faculty member's professional associations and the *Faculty Handbook*. Additionally, faculty are expected to maintain professional credentials and to conduct themselves in a manner that contributes to a respectful, collaborative, and inclusive culture consistent with the core values of the Beaver College of Health Sciences.

## **TIMELINE & EXPECTATIONS FOR REAPPOINTMENT**

Tenure-track faculty undergo reappointment review during their third year of appointment unless they were granted extended time or given credit for years taught at other Universities as stated in the *Faculty Handbook*. During this review, the candidate for reappointment must demonstrate competencies and accomplishments in all three areas of review (teaching, research, and service) that reflect documented progress toward meeting the criteria for promotion to Associate Professor with tenure in the prescribed time frame. Accordingly, the criteria for reappointment are as follows:

- a. An appropriate earned terminal degree from an accredited institution.
- b. Evidence of effective teaching and a commitment to excellence in teaching, with specific emphasis on demonstrating teaching effectiveness, instructional and course development/revision, and student mentorship. (See Table 1)

- c. Evidence for a developing program of independent research in the discipline at Appalachian State University, with emphasis on articulating a research agenda, writing and publishing, presenting, and grant submission. (See Table 2)
- d. Evidence of contributions to service with an emphasis on attendance at Department, College, and University events, and participation in departmental committees. (See Table 3)

Detailed examples of how faculty applying for reappointment may demonstrate their effective teaching, research, and service are listed in Tables 1-3. Candidates for reappointment are only required to meet Core Competency Areas for teaching, research, and service (above the black line). Candidates may use criteria from the Additional Competency Areas to support their application (below the black line), but all Core Competencies must be met.

### **TIMELINE & EXPECTATIONS FOR PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE**

The mandatory review for promotion to Associate Professor with tenure typically occurs during the sixth year of appointment at the rank of Assistant Professor, with time-in-rank including any eligible time completed at other four-year institutions (negotiated at the time of hire or adjusted for events that occur after hiring), as stipulated in the *Faculty Handbook*. An Assistant Professor who has demonstrated exceptional performance by far exceeding all criteria may request a review for promotion to Associate Professor with tenure one year earlier than their timeline would otherwise indicate (as stipulated in the *Faculty Handbook*). Candidates who are hired at the rank of Associate Professor may be hired with tenure or evaluated for tenure at a later date (see *Faculty Handbook*). In order to be granted tenure, all candidates must meet the criteria for Associate Professor.

During the review for promotion to Associate Professor with tenure, the candidate must provide evidence to demonstrate:

- a. Effective teaching and a sustained commitment to excellence in teaching, as evidenced by instructional course development/revision, teaching metrics at or above departmental averages, instructor enhancement efforts, and student mentorship. (See Table 1)
- b. Independent research and evidence for an emerging or established national reputation in the discipline, including publications, presentations, as well as internal or external grant submissions. (See Table 2)
- c. Participation in service to the Department and the College and/or University, as well as the profession and/or the community. (See Table 3)

Detailed examples of how faculty applying for promotion to Associate Professor with tenure may demonstrate their effective teaching, research, and service are listed in Tables 1-3. Candidates must achieve all Core Competency Areas (above the black line), and at least one Additional Competency (below the black line) in teaching and research; Candidates must achieve Core Competency Areas in service. Additional Competency in service can be used to support achievement in the Core Competency Areas.

## **TIMELINE & EXPECTATIONS FOR PROMOTION TO FULL PROFESSOR**

Faculty may be considered for promotion to Professor following a minimum of 10 years of appropriate experience, except under exceptional circumstances (see *Faculty Handbook*). This rank is reserved for faculty who demonstrate exemplary accomplishments in the areas of teaching, research, and service; and who have demonstrated a sustained record of accomplishment since the last promotion and/or tenure decision.

Accordingly, the criteria for promotion to the rank of Professor are as follows:

- a. Exemplary teaching that is current within the discipline. Faculty seeking the rank of Professor should demonstrate that their involvement with teaching has progressed towards leadership and/or mentorship within the listed competency areas. (See Table 1)
- b. Clear evidence of scholarly distinction, including a sustained record of programmatic research and a national and/or international reputation for contributions in the area of expertise. (See Table 2)
- c. An exemplary record of service to the institution, profession, and community, emphasizing leadership and/or recognition. (See Table 3)

Faculty applying for promotion to Professor must meet the specified criteria in each of the Core Competency Areas described in Tables 1-3 (above the black line). In addition, they must meet the specified criteria for at least two Additional Competency Areas in each area of teaching and research, and one Additional Competency Area in service (below the black line).

## TEACHING EXPECTATIONS & PROGRESSION

Teaching expectations are listed below in Table 1 for reappointment, promotion to Associate Professor with tenure, and promotion to Professor.

- Faculty seeking reappointment are only required to meet Core Competencies
- Faculty seeking promotion to Associate Professor with tenure are required to meet all Core Competencies, and at least one Additional Competency.
- Faculty seeking promotion to Professor are required to meet all Core Competencies and at least two Additional Competencies.

The candidate's narrative should clearly describe how the above criteria have been met, referencing relevant artifacts when necessary. In addition, in line with the guidelines from the *Faculty Handbook*, the candidate's narrative should also address their teaching philosophy, including *specific* examples that tie their philosophy to meeting the core criteria.

Examples of artifacts to demonstrate effective teaching are provided in the Appendix. Required artifacts include all assessments of teaching by students and peers, as well as a visual representation (e.g., line/bar graph) that outlines teaching performance over time.

**Table 1. Teaching expectations for reappointment, promotion, and tenure**

	AREA	REAPPOINTMENT	PROMOTION TO ASSOCIATE	PROMOTION TO FULL
<b>CORE COMPETENCIES</b>	<b>Instructional &amp; Course Development/Revision</b>	Develops and/or modifies courses based on an integration of accreditation standards, department policies, evaluations, current research and/or best practices		
	<b>Teaching Effectiveness</b>	Effective teaching performance resulting in demonstrated student learning		Exemplary teaching performance
	<b>Instructor Enhancement</b>	Participates in programs or activities to improve effectiveness of instruction		
	<b>Student Mentorship</b>	Undertakes student mentoring, such as: effectively mentoring undergraduate and/or graduate students in research, supervising graduate assistants in courses or clinic		
	AREA	REAPPOINTMENT (optional)	PROMOTION TO ASSOCIATE (at least one required)	PROMOTION TO FULL (at least two required)
<b>ADDITIONAL COMPETENCIES</b>	<b>Awards</b>	Obtains College, University, professional or other recognition of teaching		
	<b>Credentialing</b>	Obtains specialized credentialing in area of expertise, beyond professional certification required for position		
	<b>Curriculum Development</b>	Participates in concentration or Department-wide evaluation/revision of curriculum or Participates in assessment of student learning outcomes as assigned		Leads concentration or Department-wide evaluation/revision of curriculum or Leads assessment of student learning outcomes as assigned
	<b>Faculty Mentoring</b>			Leads workshops and/or seminars aimed to improve effectiveness of instruction or Provides mentorship to individual faculty
	<b>Global Learning</b>	Expands global learning through curricular or extracurricular activities		
	<b>Innovative Educational Strategy</b>	Incorporates novel component in didactic or clinical course		
	<b>Interprofessional Efforts</b>	Works/interacts with colleagues in interdisciplinary or interprofessional efforts to develop or deliver instructional content to students		Leads interdisciplinary or interprofessional efforts to develop or deliver instructional content to students
	<b>Service Learning</b>	Incorporates service-learning as a central component of course or has course designated as service learning		
	<b>Other Activities</b>	Consult Department Chair for activities not listed		

## RESEARCH EXPECTATIONS & PROGRESSION

Research expectations are listed below in Table 2 for reappointment, promotion to Associate Professor with tenure, and promotion to Professor.

- Faculty seeking reappointment are only required to meet Core Competencies
- Faculty seeking promotion to Associate Professor with tenure are required to meet all Core Competencies, and at least one Additional Competency
- Faculty seeking promotion to Professor are required to meet all Core Competencies and at least two Additional Competencies

The candidate's narrative should clearly describe how the above criteria have been met, referencing relevant artifacts when necessary. In addition, in line with the guidelines from the *Faculty Handbook*, the candidate's narrative should also address a description of their scholarly work, with an emphasis on how the work has been advanced while at Appalachian State University (e.g., highlighting research conceived, executed, presented, and/or published while at ASU). Finally, faculty are encouraged to speak to the impact of their scholarly work, which can be displayed in terms of journal impact factor, alt metric scores, H-index, or other markers of impact.

Examples of artifacts to demonstrate effective research are provided in the Appendix. Required artifacts include published manuscripts, and documentation reflecting scientific and/or invited presentations and grant submissions. Candidates should also consider providing a table that outlines their role (e.g., senior/corresponding author status, student publications, manuscript contributions) in each published paper.



**Table 2. Research expectations for reappointment, promotion, and tenure**

	AREA	REAPPOINTMENT	PROMOTION TO ASSOCIATE	PROMOTION TO FULL	
<b>CORE COMPETENCIES</b>	<b>Research Agenda</b>	Demonstrates sustained effort consistent with intellectual and professional growth			
		Articulates a clear scholarly agenda and Has initiated research activities at Appalachian State University that provide evidence of the ability to lead an independent program of research	Provides evidence of a programmatic line of research and scholarly agenda in the area of expertise, as reflected by body of scholarly work and Demonstrates the ability to lead an independent program of research at Appalachian State University (i.e., documenting progress in research that was initiated since the tenure-track appointment at Appalachian State University)	Has established a clear line of programmatic research as reflected by an integrated body of scholarly work and Has led an independent program of research at Appalachian State University and Provides clear evidence of scholarly distinction and/or reputation at the national and/or international level	
	<b>Writing &amp; Publishing</b>	Published in peer-reviewed journals with an emphasis on the role of senior author* or senior co-author <i>Senior author is defined as contributing substantially to the conception or design of the work and the acquisition, analysis or interpretation of data</i>			
		Makes significant contributions to at least 1 submitted manuscript or publication	Makes significant contributions to at least 2 publications every 3 years, on average		
	<b>Presentations</b>	Gives peer-reviewed presentations (oral or poster format) at regional, national, or international academic or scientific conferences		At least 2 presentations in the area(s) of expertise every 3 years, on average	Demonstrates a sustained record of presenting research findings at regional, national, or international academic or scientific conferences
		At least 1 presentation in the area(s) of expertise			
<b>Grants</b>	At least 1 internal or external grant proposal related to scholarly agenda	Minimum 2 internal or external grant submissions in area of research focus	Seeks internal or external funding to support the programmatic research		
	AREA	REAPPOINTMENT (optional)	PROMOTION TO ASSOCIATE (at least one required)	PROMOTION TO FULL (at least two required)	
<b>ADDITIONAL COMPETENCIES</b>	<b>Awards</b>	Receives College, University, professional, or other recognition of research			
	<b>Consulting</b>	Consults with external stakeholders related to discipline of professional expertise			
	<b>Invited or Other Presentations</b>	Gives invited or non-peer-reviewed presentation at a professional meeting or other University/institution/agency or Disseminates or communicates scholarly work through alternative channels (e.g., blogs, podcasts)			
	<b>Non-peer-reviewed Publications</b>	Writes books or book chapters, lab manuals, teaching cases, invited editorials or other articles, community-based research reports or Produces videos or other types of media			
	<b>Workshops</b>	Participates in a professional or scholarly workshop at a professional meeting (local, regional, national, or international)	Leads or organizes a professional or scholarly workshop at a professional meeting (local, regional, national, or international)		
	<b>Other Activities</b>	Other awards, leadership appointments, fellowships, or other evidence of national or international repute (consult the Department Chair for activity not listed)			

## **SERVICE EXPECTATIONS & PROGRESSION**

Service expectations are listed in Table 3 for reappointment, promotion to Associate Professor with tenure, and promotion to Professor.

- Faculty seeking reappointment are only required to meet Core Competencies
- Faculty seeking promotion to Associate Professor with tenure are required to meet all Core Competencies
- Faculty seeking promotion to Professor are required to meet all Core Competencies and at least one Additional Competency

The candidate's narrative should clearly describe how the above criteria have been met, referencing relevant artifacts when necessary. In addition, in line with the guidelines from the *Faculty Handbook*, the candidate's narrative should also address their broad service contributions to the Department, College, University, community, and/or profession, while highlighting the candidate's contribution on committees, where relevant.

Examples of artifacts to demonstrate effective service are provided in the Appendix.

**Table 3. Service expectations for reappointment, promotion, and tenure**

	AREA	REAPPOINTMENT	PROMOTION TO ASSOCIATE	PROMOTION TO FULL
<b>CORE COMPETENCIES</b>	<b>Attendance at Department/ College/ University Functions</b>	Represents Department at College and/or University events (e.g., Commencement, Convocation, Open House) and Attends Department faculty meetings, Program committee meetings, seminar, etc.		
	<b>Participation</b>	Participates in Program or Department-wide initiatives, activities, and/or committees	Takes an active role in Program, Department, College, and/or University initiatives, activities, and/or committees and Demonstrates involvement in community and/or professional service	Takes an active role in Program, Department, College, and/or University initiatives, activities, and/or committees and Takes an active role in community service and/or professional organizations
	AREA	REAPPOINTMENT (optional)	PROMOTION TO ASSOCIATE (optional)	PROMOTION TO FULL (at least one required)
<b>ADDITIONAL COMPETENCIES</b>	<b>Awards</b>			Receives a service award or nomination
	<b>Leadership</b>			Demonstrates leadership in Departmental, College, University, community, and/or professional service
	<b>Other Activities</b>	Consult Department Chair for activities not listed		

## APPENDIX: POTENTIAL EVIDENCE FOR EACH AREA

Table 4. Evidence examples for progress in teaching

	AREA	EVIDENCE
<b>CORE COMPETENCIES</b>	<b>Instructional &amp; Course Development/Revision</b>	<ul style="list-style-type: none"> <li>● Syllabi</li> <li>● Course materials such as ASULearn modules, exams, or assignments</li> </ul>
	<b>Teaching Effectiveness</b>	<ul style="list-style-type: none"> <li>● Narrative of teaching philosophy</li> <li>● Evaluations from students, peers, or Department Chair</li> <li>● Informal evaluation or letter of support (e.g. from instructor of a class where a guest lecture was given)</li> <li>● Assessment of student learning outcomes from faculty member's class</li> </ul>
	<b>Instructor Enhancement</b>	<ul style="list-style-type: none"> <li>● Continuing education certificates from workshops</li> <li>● Materials or correspondence related to self-directed learning activities</li> </ul>
	<b>Student Mentorship</b>	<ul style="list-style-type: none"> <li>● Copy of student products (e.g., article, thesis, presentation)</li> <li>● Evaluations of student's teaching</li> </ul>
<b>ADDITIONAL COMPETENCIES</b>	<b>Awards</b>	<ul style="list-style-type: none"> <li>● Letters or other documentation acknowledging the award or nomination</li> </ul>
	<b>Credentialing</b>	<ul style="list-style-type: none"> <li>● Copy of the credential (certificate or other document)</li> </ul>
	<b>Curriculum Development</b>	<ul style="list-style-type: none"> <li>● Examples of contributions to curriculum evaluation/revision, such as peer institution analyses, proposed programs of study, proposed new course syllabi, etc.</li> <li>● Documentation that student learning outcomes are being assessed and routinely evaluated</li> </ul>
	<b>Faculty Mentoring</b>	<ul style="list-style-type: none"> <li>● Any documentation that is evidence of the faculty member's contributions (including a letter of support from the mentee highlighting their role)</li> <li>● Copy of agenda, program announcement, presentations delivered, etc.; documentation should indicate dates of events</li> </ul>
	<b>Global Learning</b>	<ul style="list-style-type: none"> <li>● Global learning proposal and description of the experience with outcome measures</li> <li>● Student evaluations from the course</li> <li>● Informal evaluation or letter of support (e.g. from the instructor of a class where a relevant guest lecture was given)</li> </ul>
	<b>Innovative Educational Strategy</b>	<ul style="list-style-type: none"> <li>● Copy of syllabus that incorporates novel course components</li> <li>● Informal evaluation or letter of support (e.g. from the instructor of a class where a relevant guest lecture was given)</li> </ul>
	<b>Interdisciplinary Efforts</b>	<ul style="list-style-type: none"> <li>● Any documentation that is evidence of the faculty member's contributions to interdisciplinary efforts</li> </ul>
	<b>Service Learning</b>	<ul style="list-style-type: none"> <li>● Service-learning proposal and description of the experience with outcome measures</li> <li>● Student evaluations from the course</li> </ul>

**Table 5. Evidence examples for progress in research**

	<b>AREA</b>	<b>EVIDENCE</b>
<b>CORE COMPETENCIES</b>	<b>Research Agenda</b>	<ul style="list-style-type: none"> <li>● Narrative of research agenda</li> <li>● Description of progress toward agenda and plans for future work</li> <li>● Annotated CV indicating work produced and role in work since appointment at Appalachian State University</li> <li>● Letter of support from outside of the Department or University highlighting the significance of the research agenda</li> </ul>
	<b>Writing &amp; Publishing</b>	<ul style="list-style-type: none"> <li>● Reprint or copy of published article</li> <li>● Letter acknowledging acceptance of manuscript for publication</li> <li>● Evidence of quality of journals and/or impact of articles (e.g., acceptance rates, peer ranking, impact factor, number of citations, media recognition)</li> <li>● Letter of support from an established researcher in the discipline highlighting the significance of the work</li> <li>● For senior co-author manuscripts (where not first or corresponding), attestation from first or corresponding author describing your contribution to the work</li> </ul>
	<b>Presentations</b>	<ul style="list-style-type: none"> <li>● Notification of acceptance for presentation</li> <li>● Copy of program showing presentation</li> </ul>
	<b>Grants</b>	<ul style="list-style-type: none"> <li>● Award notification letter</li> <li>● Copy of grant submission</li> <li>● Summary of completed grant activities</li> </ul>
<b>ADDITIONAL COMPETENCIES</b>	<b>Awards</b>	<ul style="list-style-type: none"> <li>● Documents or web pages indicating nomination, award, or other recognition</li> </ul>
	<b>Non-peer-reviewed Publications</b>	<ul style="list-style-type: none"> <li>● Reprint</li> <li>● Copy of publication</li> <li>● Web page containing publication</li> <li>● Letter of notification of publishing</li> </ul>
	<b>Invited or Other Presentations</b>	<ul style="list-style-type: none"> <li>● Notification of invitation for presentation or copy of program showing presentation</li> </ul>
	<b>Consulting</b>	<ul style="list-style-type: none"> <li>● Copy of letter acknowledging consulting</li> <li>● Copy of report/document produced</li> </ul>
	<b>Workshops</b>	<ul style="list-style-type: none"> <li>● Copy of program showing presentation</li> <li>● Letter acknowledging acceptance of workshop or acknowledging service if the organizer</li> </ul>

**Table 6. Evidence examples for progress in service**

	<b>AREA</b>	<b>EVIDENCE</b>
<b>CORE COMPETENCIES</b>	<b>Attendance at Department/ College/ University Functions</b>	<ul style="list-style-type: none"> <li>● Summary of functions attended</li> <li>● Flyer, newsletter, web page from functions</li> <li>● Other documentation showing involvement (e.g., email or letter of acknowledgment)</li> </ul>
	<b>Participation</b>	<ul style="list-style-type: none"> <li>● Documents or web pages resulting from service activities</li> <li>● Copies of peer evaluations of other's teaching</li> <li>● Other documentation showing involvement (e.g., email or letter of acknowledgment)</li> </ul>
<b>ADDITIONAL COMPETENCIES</b>	<b>Awards</b>	<ul style="list-style-type: none"> <li>● Letter, email, or other documentation acknowledging the nomination or receipt of award</li> <li>● Web page indicating nomination or receipt of award</li> </ul>
	<b>Leadership</b>	<ul style="list-style-type: none"> <li>● Document leadership role in Program, Department, College, University, professional, and/or community service activities</li> <li>● Letter of support highlighting the leadership role in the service activity</li> </ul>