

Qualifications for Promotion to Associate Professor

General Guidelines

- Minimum documentation to be submitted with applications for reappointment, promotion, and tenure is stipulated by Academic Affairs in [AASOP 3](#) and is due on October 31st to the Department Chair and APT Chair. Additional departmental guidelines are provided below.
- The pattern of performance over the probationary period should yield a high degree of confidence that the candidate will continue to develop professionally throughout their career. Per [AASOP 4](#), each faculty member is required to develop and write long-range goals for teaching, research, service, and professional development within each year's annual evaluation. Therefore, annual evaluations are viewed as progress reports and guides for Promotion and Tenure evaluations. Annual reports and/or reviews are available for consideration by the APT when making recommendations regarding reappointment, promotion, and tenure.
- Because of the different job requirements and responsibilities of the Department Chair, an untenured Chairperson will be evaluated partially by the guidelines described in the GES Department foundational document, "Chairperson," as well as the responsibilities of the Chairperson as outlined in [the Faculty Handbook](#).
- Faculty should respect and facilitate the work of colleagues, be a positive role model for students, and represent the department in a favorable light.
- The APT will solicit feedback from reviewers who are external to the University. The candidate may provide up to five names of external colleagues who can evaluate the quality and impact of the faculty member's research.
 - Any letters of support must be confidential and solicited by and sent directly to the Chair of the APT.

The subdivision of ranked labor generally will be 60% Teaching, 15–25% Research, and 15–25% Service. Adjustments to these labor rankings will be negotiated by any candidate on leave for a semester. The example items listed below for teaching, research, and service are goals and generalized guidelines for faculty in the Department of Geological and Environmental Sciences.

Teaching:

The candidate will provide evidence of dedication to and effectiveness in teaching at both the introductory level and within specialized courses. The Department Chairperson and APT will consider both qualitative measures of teaching, as well as quantitative measures derived from student evaluations in assessing the effectiveness of and dedication to teaching. Evidence of dedication to and effectiveness in teaching shall include but is not limited to:

- The instructor's ratings on questions in student evaluation forms for each class or section taught do not regularly fall below a 3 (on a 5-point scale). Repeated or consistent patterns in student feedback about faculty performance may be considered.
- The candidate regularly receives positive peer teaching evaluations.
- The candidate demonstrates aptitude in at least two of the following:
 - development/redevelopment of courses;
 - improvement of teaching methods;
 - implementation of innovative & engaging pedagogical methods;
 - attendance at or organization of professional development/teaching workshops;
 - nomination for/receipt of teaching awards;
 - inter- and intra-departmental collaborations that enhance or expand departmental offerings.
- The candidate supervises student research that leads to research products (e.g., senior theses, student first author conference abstracts, or student first author peer-reviewed publications).

Research:

The candidate must provide evidence of a strategy for life-long research in the earth and environmental sciences, including the conduct of original research, mentorship of undergraduate researchers, and the communication of research results to the scientific community. Research evaluation on annual reviews should regularly be at or above the “meets expectations” category. Evidence of a strategy for life-long research shall include but is not limited to:

- The candidate has established an active research program beyond their Ph.D. work since starting at Appalachian State University. Collaboration is encouraged, but the committee expects that the candidate is the lead primary investigator behind at least one of their main research activities before tenure.
- By the time of application for promotion, the candidate has published a minimum of 3 peer-reviewed publications in journals that a) reflect their research field and b) follow the best practices promoted by professional scholarly publishing organizations (summarized below). Manuscripts that can be verified as “accepted” or “in press” are also acceptable. Journals that follow the above-mentioned best practices in publication include those that:
 - do not solicit manuscripts from researchers whose field of study is outside of the scope of the journal
 - do not seek contributions via unsolicited e-mail with an advertised fee for publication
 - do not have open access fees noticeably outside the current industry standard
 - have verifiable editorial boards where the board members have expertise in the subject matter of the journal
 - have transparent peer-review processes that are consistent with industry standards and/or best practices.

- The candidate is the first author of at least one publication during the probationary period. The APT will not count App State students in the author order, so if an App State student is the first author and the candidate second, this would count as a first-authored paper.
- At least two of these publications must reflect research activity while at App State (rather than prior research activity at postdoctoral or doctoral institutions).
- The candidate will actively include App State undergraduate students in one or more of their research projects. Mentoring independent studies and senior theses is encouraged.
- The candidate will actively seek out external funding sources to support their research program. Successfully funded grants are meritorious.
- The candidate actively engages with the scientific community of their discipline (e.g., presents their research at conferences, participates in research-related panels, leads research-related field trips, or provides other evidence of research-related engagement with their discipline).

Service:

The candidate contributes their professional expertise for the benefit of the Department, College, University, community, and profession. The Department Chairperson and the APT will take into account both the a) number and b) importance of service activities to the Department, College, University, community, and profession.

Pre-tenure the candidate prioritizes departmental service and should demonstrate leadership in at least one service area (departmental, college-wide, university-wide, community, or professional service). Service evaluation on annual reviews should regularly be at or above the “meets expectations” category. Examples of service responsibilities include, but are not restricted to, the following:

- Department
 - Serving on Departmental committees
 - Serving as an academic advisor
 - Serving as the seminar-series coordinator
 - Leading extracurricular field trips
 - Serving as department webmaster and/or social media coordinator
 - Representing the Department at College, University, or community events
 - Serving as a department club advisor
 - Leading professional development events for students (Grad School FAQ, Industry Panel, Alumni Networking, résumé workshops, GES Dress for Success, etc.)
- College
 - Serving on College committees and councils
- University
 - Serving on the Faculty Senate
 - Serving on University committees and task forces
 - Serving on special University projects
- Community
 - Providing a presentation or workshop to a public school group

- Judging a science fair
- Providing a public presentation to the community
- Conducting outreach during on- and off-campus events (e.g., museum or school/community events, etc.)
- Online outreach (e.g. Skype a Scientist), presentations to online audiences, etc.
- Profession
 - Chairing a session at a professional meeting
 - Reviewing journal articles or grant proposals
 - Serving on an external (such as NSF) grant panel
 - Serving as an external reviewer of geology programs at other universities
 - Leading field trips for professional societies
 - Serving as an external thesis advisor or reader for a graduate degree
 - Serving as a leader of a research-related disciplinary group

Once an individual has been promoted to Associate Professor, they are expected to continue to show recognized skill in teaching (continued engagement in teaching and scores typically above 3 on student evaluations), continued accomplishment in research (including approximately 0.5 publications per year [assuming a 20% research workload distribution], submission of grant proposals, conference presentations, evidence of research with students, and other scholarly products), and continued ability and participation in service (departmental, college, university, professional, and/or to the public). However, you will have to exceed these metrics to be promoted to Full Professor (see next section).

Qualifications for Promotion to Professor

General Guidelines

The candidate is expected to continue commitment in all arenas of their position (teaching, research, and service) post-tenure. For promotion to Professor, the candidate is expected to detail their contributions to teaching, research, and service in a dossier. The required format for the dossier for promotion to Professor is the same as that required for Promotion and Tenure (see OP3.2.1 in [AASOP 3](#)). The candidate should consistently “meets expectations” in all areas (teaching/research/service), but frequently “exceeds expectations” in the area where they wish to demonstrate outstanding performance.

To be eligible for promotion to full professor, the candidate must have at least ten (10) completed years of appropriate experience, and demonstrate all of the following:

1. recognized skill in teaching;
2. continued accomplishment in research;
3. ability and participation in professional service to the University and/or public; and
4. evidence of at least one of the following:
 1. outstanding accomplishment in research with ongoing, recognized accomplishment in professional service to the University and/or public; or
 2. outstanding accomplishment in professional service to the University and/or to the public with ongoing, recognized accomplishment in research or other germane creative activity.

Guidelines for each of these requirements are provided below. These guidelines are based on performance for the four-year period prior to application for promotion; this time span of assessed performance can be modified with prior permission of the Department Chair, based on the candidate’s employment history or other relevant life events. These guidelines are also based on the assumption that the candidate’s teaching load is 60% teaching, and the other 40% divided between research and service (although each of these must be a minimum of 10%). In the event the candidate has some amount of course release for research or service, the candidate will be expected to discuss how that course release has reallocated their load.

1. Recognized skill in teaching

The faculty member demonstrates skill in teaching, which may include:

- Providing evidence of continued engagement and investment in teaching materials/technologies/techniques. These may include:
 - development of new materials for existing classes or new classes,
 - exploration of innovative approaches in teaching,
 - participation in professional development opportunities,
 - exploration and implementation of new teaching technology where appropriate
- Teaching awards (including nominations) are meritorious.
- Increased breadth of teaching; either via the creation of new classes or significant revision of existing classes (where appropriate)

- Regularly “meets” or “exceeds expectations” in teaching on annual evaluations, or the candidate explains in the dossier why they did not
- The instructor's ratings on questions in student evaluation forms for each class or section taught does not regularly fall below a 3 (on a 5-point scale). Repeated or consistent patterns in student feedback about faculty performance may be considered.

2. Continued accomplishment in research

In the four years prior to promotion to full professor, the candidate continues their research activities consistent with what is expected for tenure, but should also explore leadership roles in research or higher impact/responsibility research activities compared to pre-tenure expectations. The candidate regularly “meets” or “exceeds expectations” in research on all annual evaluations in the four years prior to promotion to full professor or explain in the dossier why they did not.

If the candidate opts to demonstrate outstanding research, they must meet the requirements in section 4a below.

3. Continued ability and participation in professional service to the University and/or public

In the four years prior to promotion to full professor, the candidate demonstrates continued service responsibilities consistent with what is expected for tenure, but should also explore leadership roles in service or higher impact/responsibility service activities compared to pre-tenure expectations. At minimum, they should regularly “meet expectations” in service on all annual evaluations in the four years prior to promotion to full professor or explain in the dossier why they did not.

If the candidate opts to demonstrate outstanding service, they must meet the requirements in section 4b below.

4. Outstanding accomplishment in research or service

4a. Outstanding accomplishment in research

In the four years prior to promotion to full professor, the candidate exceeds the research output and recognition compared to what is expected for tenure.

- In the four years prior to promotion to full professor, the candidate has published four peer-reviewed products, at least three of which need to be research papers in their field of study and may include an externally funded grant proposal.
 - Papers: the candidate or the candidate’s research student is first author or corresponding author on at least one of these papers. If the candidate is part of a large, multi-institutional research team and does not have the opportunity to be first/corresponding author on any papers due to the size of the collaboration, the candidate clearly demonstrates that their role in the creation of the paper they

are substituting for a first/corresponding author paper was significant and essential (i.e., their involvement exceeded what would be expected as part of a field team, analytical group, subject matter consultant, or other authorship position that does not indicate a leadership role).

- Grant proposals: the candidate is the lead PI on the externally funded grant proposal to be counted as a scholarly product, or comments on how they have done equivalent work to the lead PI.
- Keynote or invited talks at national or international conferences are meritorious.
- Supervision of undergraduate research is required; supervision of student research that results in external student research or travel funding, or other national/regional awards (poster competitions, etc.) is meritorious.
- Awards at the College/University level or within the profession are meritorious.

4b. Outstanding accomplishment in professional service to the University and/or to the public

In the four years prior to promotion to full professor, the candidate exceeds the service responsibilities compared to what is expected for tenure by taking on leadership roles in high-effort or high-impact service, as defined below.

- Administrative service (including reassigned time) should clearly demonstrate competence, leadership, vision, and innovation.
- Service awards from the College/University or profession are meritorious.
- High-effort or high-impact service to the Department, College, or University that demonstrates leadership and/or recognition includes (but is not limited to):
 - leading a University-level committee,
 - creating/leading new Departmental/College/University initiatives that show a clear effect on teaching/learning/research/community/etc.,
 - chairing search committees or other time-intensive departmental committees.
- Examples of service to the profession that demonstrate leadership and/or recognition at the mid-career level include (but are not limited to):
 - serving as a board member, group leader, or officer for a scientific society or organization,
 - responsibilities as an editor, associate editor, or guest editor,
 - having a leadership role in the organization of a scientific conference,
 - serving as a panel reviewer for funding agencies (rather than an ad hoc reviewer),
 - recognition for science communication and/or outreach for a scientific society.

Once an individual has been promoted to Full Professor, they are expected to continue to show recognized skill in teaching (continued engagement in teaching and scores typically above 3 on student evaluations), continued accomplishment in research (including approximately 0.5 publications per year [assuming a 20% research workload distribution], submission of grant proposals, conference presentations, evidence of research with students, and other scholarly

products), and continued ability and participation in service (departmental, college, university, professional, and/or to the public).

Special Faculty

General Description:

The Department of Geological and Environmental Sciences faculty and staff consists of or may consist of the following special faculty: Part-Time Faculty Adjuncts, Visiting Faculty, Lecturers and Senior Lecturers, Research Faculty, Affiliate Faculty, and/or Post-Doctoral Fellows. Minimum requirements for appointment within the GES Department in addition to the requirements in the Faculty Handbook are detailed below. All other Special Faculty appointments and minimum requirements for GES faculty shall be in accordance with those ranks in the Faculty Handbook.

Per [4.9.1 in the Faculty Handbook](#): The GES Department requires that all faculty, including Special Faculty, participate in the online course instructor surveys every semester they are teaching (including Summer).

Annual Reviews

Lecturers and Senior Lecturers will have an annual review with the Department Chair to assess their development in Teaching (85%), and a combination of Service (10-15%) and Scholarship (0-5%) as established in consultation with the Chair. Ratios of service to scholarship are not fixed for a term of contract and may vary annually in coordination with the Chair. All Lecturers and Senior Lecturers are expected to be engaged in Departmental activities such as, but not limited to, departmental talks and seminars and other departmental functions.

Contract Renewals

To be considered for contract renewal, Special Faculty at the rank of Lecturer or Senior Lecturer will submit materials to the APT Chair and provide a copy to the Department Chair. These materials must include an updated CV and a cover letter describing: 1) their teaching, research (if applicable), and service since their last contract, and 2) a plan for future teaching, research (if applicable), and service through the end of their next contract. The APT may additionally request from the Department Chair copies of peer teaching observations and/or faculty annual reviews.

These documents must be submitted by December 15th of the Fall semester of the academic year in which the Special Faculty member's contract is set to expire (June 30 of the following year). Within five (5) business days of the submission deadline, the APT chair will review submitted materials and confirm, by email communication with the Special Faculty member, whether all necessary materials have been received. The Special Faculty member may submit any omitted materials to the APT chair within 48 hours.

APT recommendations about contract renewal decisions are due to the Dean's Office by February 1st of the Spring semester in which the Special Faculty member's contract is set to expire.

Special faculty at the rank of Adjunct should meet with the Department Chair at least once per semester to discuss teaching performance. The faculty member should provide a brief written self-assessment prior to that meeting. The Department Chair will provide written feedback to the adjunct faculty member on their teaching performance during that evaluation period. Per the faculty handbook section 4.4.1a, initial appointments for Special Faculty such as adjunct faculty shall be for a minimum of (1) semester or up to a maximum of one (1) academic year. Any subsequent appointments may be for a minimum of one (1) semester, or up to a maximum of three (3) academic years. Any adjunct faculty member wishing to apply for a contract that is longer than 1 semester should submit to the APT Chair and to the Department Chair an updated CV and a cover letter describing their teaching contributions to the Department, a plan for future teaching, and a rationale for the request for a longer-term contract. The APT may additionally request from the Department Chair copies of peer teaching observations and/or faculty annual evaluations before deciding on the request. Once an adjunct faculty member is on an annual contract, they should then follow the guidelines outlined above for contract renewal and annual evaluations of Lecturers and Senior Lecturers.

Qualifications for Promotion to Senior Lecturer

Per [4.2.4.2 Faculty Handbook](#) and AASOP 3 Amendment: [Procedure for Senior Lecturer Promotions](#) the minimum requirements for Senior Lecturer are:

- i. Master's degree from an accredited institution with 18 graduate credits in their field of teaching; and experience teaching a minimum of 40 courses (or the equivalent thereof) at Appalachian post matriculation for the master's degree;
- ii. Demonstrated ability in teaching; and
- iii. Demonstrated ability in institutional service to the University.

Following the process set out in AASOP 3 Amendment: [Procedure for Senior Lecturer Promotions](#), any Lecturers the Department Chair has recommended for Promotion to Senior Lecturer must submit a dossier to the Department Chair and APT Chair by December 15th. This dossier must contain an updated CV and a cover letter documenting: 1) their ability and experience teaching a minimum of 40 courses, research (if applicable), and service during their time at Appalachian State as a lecturer, and 2) a plan for future teaching, research (if applicable), and service through the end of their next contract. For details about the process involved in promotion of Lecturer to Senior Lecturer, refer to the GES Foundational Document on Promotion of Special Faculty.

Research Faculty

Per [4.2.6 Faculty Handbook](#): Research Faculty. Research Faculty in the GES Department must have a Ph.D. in the Geosciences or Environmental Sciences, or a closely related field, at the time of appointment. While the primary responsibility of such faculty is research, they may also be involved in teaching and service, commensurate with their rank. Research faculty may hold the ranks below and may apply for promotion (see the Promotion of Special Faculty foundational document for application details). The minimum qualifications for each rank for Research Faculty are below.

Per [4.2.6.1 Research Assistant Professors](#). **Research Assistant Professors** must possess:

- i. A Ph.D. in the Geosciences or Environmental Sciences as their terminal degree from an accredited institution;
- ii. Research accomplishments in their field, such as scholarly publications, presentations at conferences, or serving as a PI on externally funded grants, that are impactful in their field similar to the expectations of other Assistant Professors within the department;
- iii. Potential to obtain external funding to support their research, with the expectation of involving GES undergraduates in this research; and
- iv. Demonstrated potential to continue to contribute to research, publications, and presentations to assist the Department in accomplishing its research agenda.

For details about the process involved in promotion of Research Assistant Professors to Research Associate Professors, refer to the GES Foundational Document on Promotion of Special Faculty.

Per [4.2.6.2 in the Faculty Handbook](#): **4.2.6.2 Research Associate Professors**. Research Associate Professors must possess:

- i. A Ph.D. in the Geosciences or Environmental Sciences as their terminal degree from an accredited institution;
- ii. at least five (5) years of appropriate experience;
- iii. Research accomplishments defined by the department as no less than comparable to those of tenured faculty at the rank of Associate Professor;
- iv. demonstrated success at obtaining external funding and contributions to the department's research agenda.

For details about the process involved in promotion of Research Assistant Professors to Research Associate Professors, refer to the GES Foundational Document on Promotion of Special Faculty.

Per [4.2.6.3 in the Faculty Handbook](#): **4.2.6.3 Research Professors**. Research Professors must possess:

- i. A Ph.D. in the Geosciences or Environmental Sciences as their terminal degree from an accredited institution;
- ii. at least ten (10) years of appropriate experience;
- iii. Research accomplishments similar to the minimum requirements for the Professor rank with Outstanding Accomplishment in Research; and
- iv. Outstanding success at obtaining external funding and involving undergraduate and/or graduate students in this grant-supported research.

For details about the process involved in promotion of Research Associate Professors to Research Professors, refer to the GES Foundational Document on Promotion of Special Faculty.

Post-Doctoral Fellows

Per [4.2.7 in the Faculty Handbook](#): Post-Doctoral Fellows are appointed to the research staff under terms and conditions approved by the Provost and Executive Vice Chancellor and stated in their employment contract. Contracted duties may include the teaching of undergraduate students.