

Promotion to Associate Professor and Tenure Criteria

Department of Nutrition, Hospitality & Human Services College of Education and Human Development

The Department of Nutrition, Hospitality & Human Services (NHHS) is characterized by professional disciplines bound by the common theme of rendering service to individuals, families, and communities, addressing fundamental human needs. The three primary disciplines of the department include nutrition, hospitality management, and family science. The standards for tenure and promotion in the NHHS department reflect a commitment to upholding high academic standards in teaching, research, and service. Each faculty member in the NHHS department is expected to demonstrate excellence in each of these areas. Faculty are expected to demonstrate collegiality in the department, college, and university, promote the success of the programs, and effectively represent the unit within committees, the community, and the profession.

- Ph.D., Ed.D. or equivalent in the approved teaching discipline or closely related field from an accredited institution
- 6 years as a full-time assistant professor
- Graduate faculty status (if applicable to academic program in which candidate serves)

Section A – TEACHING. This section will include documentation of teaching effectiveness and should include at least printed summaries of all student evaluations administered since appointed or since the last promotion. Additional student evaluations, student comments, descriptions, and results of other departmentally approved methods of teaching evaluation, course syllabi, examples of instructional materials developed, descriptions of special contributions made to course/curriculum development, etc., may be included.

Evidence of quality teaching and continuous improvement may include, but not be limited to:

- Demonstration of teaching competence as evidenced by current knowledge, course organization, use of objective evaluation criteria, and consistency in addressing course objectives.
- Successful implementation of innovative and evidence-based teaching strategies such as “active learning” pedagogy. Active-learning techniques and tools to enhance student learning include, but are not limited to, collaborative learning, problem-based learning, student polling, integration of service learning, other community-based learning into courses, supervision of internships and coop experiences, or study-abroad activities.
- Continuous improvement in course curriculum and development of new courses when needed for program improvement or to meet accreditation requirements.
- Evidence of improvement in student evaluations.
- Demonstration of engaged teaching, course- or curriculum-related teaching/learning activities that involve students with the community in mutually beneficial ways.
- Demonstration of teaching competencies and best practices in course design.
- Quality mentoring of students through independent studies, honors projects, or other research/creative endeavors.

- Awards or Special Recognition of teaching (internal or external).
- Funding for innovative teaching projects (internal or external).
- Refereed presentations on teaching at a seminar, workshop, webinar, or conference at the regional, state, national, or international level.
- Completion of advising responsibilities.

Section B – RESEARCH AND SCHOLARLY ACTIVITIES. This section will include such items as reprints of journal articles, copy of cover pages of book chapters, and successful grant applications, summary of citations, awards/scholarships/fellowships/honors received, etc.

Minimum Expectations:

- Six research and scholarly activities since appointed or since the last promotion. Four of the six research and scholarly activities must be peer reviewed/refereed journal publications.
 - Two of the four peer reviewed/refereed journal publications must be based on original data-driven (quantitative or qualitative) research.
 - Candidate must be first author on two of the four peer reviewed/refereed journal publications.
- Scholarly activities considered are:
 - Publication of a peer-reviewed journal article with a student (e.g., extracted from thesis, dissertation, or independent study).
 - Publication of a peer-reviewed book by a university or academic press.
 - Publication of a peer-reviewed edited book by a university or academic press.
 - Publication of peer-reviewed review article.
 - Publication of original monographs or chapters in peer-reviewed books /edited books by a university or academic press.
 - Internal or external grants written, submitted, and/or obtained as a principal or co-principal investigator; probationary faculty are encouraged to collaborate with senior faculty when seeking grants during their probationary years.
 - Peer-reviewed published conference proceedings.
 - Peer-reviewed or refereed research presentations at international, national, regional, and state conferences.
- **Note:** All work should be disseminated by reputable publishers and known journals within the respective fields. Work published in predatory journals will not count toward tenure and/or promotion. The candidate is responsible for investigating the integrity of the journal and encouraged to consult with a senior faculty member and reach out to staff of the Mary and John Gray Library for assistance in identifying a predatory journal. Open-access journal fees do not necessarily categorize the publication as a predatory journal.

Guidance toward a progressive agenda of research and publication:

- The candidate should make consistent progress through the time since appointment.
- Tenured faculty in the Department should mentor the candidate through the period since appointment.
- By the two-year evaluation:
 - The candidate should have initiated two projects intended for peer-reviewed journal publications.
- By the four-year evaluation:

- The candidate should have three manuscripts submitted to peer-reviewed journals and under review and initiated at least two more projects intended for peer-reviewed journal publication.

Section C – Service. This section will include a summary of university, professional, and community service, as well as documentation supporting the value and effectiveness of these contributions.

Minimum Expectations:

- A record of service activities to the department, college, university, profession, and/or community (i.e., serve as a member or chair of a standing or ad hoc department, college, or university committee).

Evidence of service contributions may include, but not be limited to:

- Demonstration of activities advancing the mission and purposes of the department, college, and university.
- Development and implementation of academic programs or study-abroad initiatives.
- Editor or reviewer of an academic journal related to the faculty member’s discipline.
- Coordination of conferences/workshops.
- Significant contribution to self-studies/accreditation reports.
- Recognition of service excellence in the form of service awards and/or other special recognition of service to the department, college, university, profession, and/or community.
- Service on committees at the department, college, and university levels.
- Leadership of committees at the department, college, and university levels.
- Involvement, and/or leadership in appropriate local, state, or national professional organizations or societies.
- Involvement, and/or leadership in discipline-related local, state, or national non-profit organizations.
- Leading/guiding student organizations.
- Service as a thesis/dissertation committee member.
- Service as an undergraduate research committee member.
- Invited presentations at international, national, regional, and state conferences.

Promotion to Professor Criteria

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Evidence of quality teaching, continuous improvement, and leadership may include, but not be limited to:

- Demonstration of teaching competence as evidenced by current knowledge, course organization, use of objective evaluation criteria, and consistency in addressing course objectives.
- Successful implementation of innovative and evidence-based teaching strategies for learning such as “active learning” pedagogy. Active-learning techniques and tools to enhance student learning include, but are not limited to, collaborative learning, problem-based learning, student polling, integration of service learning, supervision of internships and coop experiences, or study-abroad activities.
- Continuous improvement in course curriculum and development of new courses when needed for program improvement or to meet accreditation requirements.
- Evidence of improvement in student evaluations.
- Demonstration of engaged teaching, course- or curriculum-related teaching/learning activities that involve students with the community in mutually beneficial ways.
- Demonstration of teaching competencies and best practices in course design.
- Quality mentoring of students through independent studies, honors projects, or other research/creative endeavors.
- Awards or Special Recognition of teaching (internal or external).

- Funding for innovative teaching projects (internal or external).
- Mentoring junior faculty in teaching effectiveness.
- Refereed presentations on teaching at a seminar, workshop, webinar, or conference at the regional, state, national, or international level.
- Completion of advising responsibilities.

Section B – RESEARCH AND SCHOLARLY ACTIVITIES. This section will include such items as reprints of journal articles, copy of cover pages of book chapters, and successful grant applications, summary of citations, awards/scholarships/fellowships/honors received, etc.

Minimum Expectations:

- Seven research and scholarly activities since appointed or since the last promotion. Four of the seven research and scholarly activities must be peer reviewed/refereed journal publications.
 - Three of the four peer reviewed/refereed journal publications must be based on original data-driven (quantitative or qualitative) research.
 - Candidate must be first author on two of the four peer reviewed/refereed journal publications.
- Scholarly activities considered are:
 - Publication of a peer-reviewed journal article with a student (e.g., extracted from thesis, dissertation, or independent study).
 - Publication of a peer-reviewed book by a university or academic press.
 - Publication of a peer-reviewed edited book by a university or academic press.
 - Publication of peer-reviewed review article.
 - Publication of original monographs or chapters in peer-reviewed books /edited books by a university or academic press.
 - Internal or external grants written, submitted, and/or obtained as a principal or co-principal investigator; probationary faculty are encouraged to collaborate with senior faculty when seeking grants during their probationary years.
 - Peer-reviewed published conference proceedings.
 - Peer-reviewed or refereed presentations at international, national, regional, and state conferences.
- **Note:** All work should be disseminated by reputable publishers and known journals within the respective fields. Work published in predatory journals will not count toward tenure and/or promotion. The candidate is responsible for investigating the integrity of the journal and encouraged to consult with a senior faculty member and reach out to staff of the Mary and John Gray Library for assistance in identifying a predatory journal. Open-access journal fees do not necessarily categorize the publication as a predatory journal.

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Minimum Expectations:

- A record of service activities to the department, college, university, profession, and/or community (i.e., serve as a member or chair of a standing or ad hoc department, college, or university committee).

Evidence of service contributions and leadership may include, but not be limited to:

- Demonstration of activities advancing the mission and purposes of the department, college, and university.
- Development and implementation of academic programs or study-abroad initiatives.
- Editor or reviewer of an academic journal related to the faculty member's discipline.
- Coordination of conferences/workshops.
- Significant contribution to self-studies/accreditation reports.
- Recognition of service excellence in the form of service awards and/or other special recognition of service to the department, college, university, profession, and/or community.
- Service on committees at the department, college, and university levels.
- Leadership of committees at the department, college, and university levels.
- Prominence as a leader in professional organizations at the state level or higher (officer, board member, or committee member in an organization for professionals in the discipline).
- Prominence as a leader in community service (officer, board member, committee member at the state level or higher in a non-profit organization).
- Leading/guiding student organizations.
- Service as a thesis/dissertation committee member.
- Service as an undergraduate research committee member.
- Invited presentations at international, national, regional, and state conferences.