

## NC STATE UNIVERSITY

### Policies, Regulations and Rules

Authority	<b>Provost and Executive Vice Chancellor</b>
Title	<b>Department of 4-H Youth Development and Family &amp; Consumer Sciences Reappointment, Promotion and Tenure Standards and Procedures</b>
Classification	<b>RUL05.67.9</b>
PRR Subject	<b>Reappointment, Promotion and Tenure (RPT)</b>
Contact Info	<b>Department Head, Department of 4-H Youth Development and Family &amp; Consumer Sciences (919-515-1681)</b>

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#### **Related Policies:**

[NCSU POL05.20.1 - Academic Tenure Policy](#)

[NCSU REG05.67.1 - College of Agriculture and Life Sciences RPT](#)

[NCSU REG05.20.27 - Statements of Mutual Expectations](#)

[Glassick Standards](#)

## **1. Introduction**

The Department of 4-H Youth Development and Family & Consumer Sciences faculty members support the mission of both the College of Agriculture and Life Sciences (CALS) and NC State University (NCSU). The Department's specific mission is to provide youth, individuals, families, and communities with dynamic issue-driven education to foster informed decision-making about human and environmental concerns in a changing world. Faculty members incorporate knowledge, demonstrate scholarly achievement and provide leadership from multiple disciplines in carrying out this mission.

This rule describes the Department of 4-H Youth Development and Family & Consumer Sciences reappointment, promotion and tenure standards and procedures and is supplemental to and consistent with the university Academic Tenure Policy.

## **2. Areas of Faculty Responsibility**

Faculty positions in the Department of 4-H Youth Development and Family & Consumer Sciences are designed to meet specific subject-matter responsibilities as well as the collective goals and objectives of the department, college and university. As tenure-track faculty members develop educational programs, it is expected that their annual plans of work be consistent with the overall duties and responsibilities of their position as outlined in their Statement of Mutual Expectations (SME).

Most faculty members in the Department of 4-H Youth Development and Family & Consumer Sciences are assigned predominantly Extension responsibilities to fulfill the mission of North Carolina Cooperative Extension. Faculty members are expected to excel at creating new knowledge, synthesizing knowledge for application to real-world situations, and transmitting knowledge to the general public. Faculty usually accomplish this in conjunction with Extension field faculty and staff located in all Extension centers. Faculty work independently and in teams, across departments and colleges, and/or develop networks with professionals in other organizations in the state, nation and in other countries.

Scholarly activity, appropriate to the discipline and an individual's responsibilities as outlined in her/his SME, is expected of all tenure track faculty members. In the Department of 4-H Youth Development and Family & Consumer Sciences, scholarly activity is defined in terms relevant to Extension responsibilities.

All faculty members are expected to be involved in service regardless of their appointment. Service involves participation in the collective operations of the department as members/leaders of committees, and in other areas of shared commitment toward common purposes in the department in a collegial manner. As appropriate they will be involved in service to NC Cooperative Extension, CALS, NCSU, the national Cooperative Extension System and professional associations.

Faculty who teach in the departmental graduate program will be evaluated for their support of the quality of the academic program, academic teaching performance, advising graduate students, the quality of the master theses and capstone projects, feedback from students, and peer evaluations.

Additional areas of faculty responsibility may include academic teaching and applied research depending on the needs of the department and expectations associated with a specific position.

## **3. General Standards**

Review of faculty members for reappointment, promotion or tenure will include an assessment of the following: (1) demonstrated professional competence, (2) potential for future contribution, and (3) service to the university, the academic community, and

society. The individual's contributions to the Extension, teaching, research, and public service missions of the university shall be considered in a manner that is appropriate for each individual appointment and his or her SME.

### **3.1 Extension Standards**

Extension work involves educational activities planned by Departmental faculty members and directed toward clientele outside the campus classroom. The term “clientele” indicates individuals of any age, families, organizations, businesses or communities. Faculty are expected to produce materials and programs that interpret evidence-based information for youth, individual, family, and/or community application. Faculty are expected to analyze issues relevant to their subject-matter expertise and clientele needs, and address these needs through educational materials and programs. Activities associated with the transfer of knowledge, such as alternative pedagogical approaches for youth and adult learners, support of agents and program assistants/associates, and volunteers and service to organizations are important components of an Extension appointment. The primary conduits for this transfer of knowledge are 4-H Youth Development and Family and Consumer Sciences Extension Agents. The faculty member's selection of program foci should be consistent with the faculty member's SME.

A faculty member's performance of his or her Extension responsibilities should include the following primary areas:

- Establishment and growth of one or more focused educational programs that result in an impact on the intended audience.
- Collection of trend analysis data using socio-demographic data, literature reviews, online searches, surveys, focus groups and/or other needs assessments to discern clientele needs.
- Cultivation of a contemporary command of one's subject matter and the ability to determine what is useful for identifying needs and providing choices to resolve problems.
- Development and/or adoption of programs for use by Extension audiences; these may include curricula and programs, discussion guides, fact sheets, audiovisual aids, blogs, websites booklets, brochures or computer-assisted learning aids.
- Development and administration of evaluation tools to analyze impact of programming and which contribute data for the extension reporting system.
- Involvement in program planning and development at the county, multi-county, state, regional, national, and international levels, including the development of proposals for external program funding and success thereof.

- Development of relevant, high quality, peer-reviewed publications in support of educational Extension programs.
- Use of an accepted peer-review process (i.e., review by 3 or more professionals having expertise in the work being reviewed).
- Communicating effectively, both orally and in writing, using a variety of communication methods and media outlets.
- Publishing in peer-reviewed journals, including publications authored, co-authored, or edited.
- Service to editorial boards and peer-reviewed scholarly journals.
- Presentations in scholarly settings with printed, proceedings, abstracts, or papers.
- Recognition by clientele, peers and superiors.
- Securing external funds and/or resources to support educational programs.

### **3.2. Teaching Standards**

Faculty members with academic appointments are expected to effectively transfer knowledge to students. The act of transmission of knowledge is defined as teaching, and includes activities such as classroom instruction, distance education, and advising students. Performance should be consistent with the SME.

Faculty will be evaluated on:

- Command of subject matter.
- Continuous growth in knowledge of one's area of expertise.
- The incorporation of contemporary trends into instruction
- Excellence in Teaching, as indicated by:
  - Results of student evaluations and peer reviews of teaching.
  - Efficient organization and presentation of class material in a logical, objective, and cohesive manner.
  - Creativity in course development, methods of presentation, and incorporation of new materials and ideas.
  - Capacity to create student awareness about the relationship between subjects studied, other fields of knowledge, and application of knowledge.

### **3.3. Applied Research Standards**

Faculty are expected to lead or participate in applied research related to their professional expertise which leads to scholarship in their field, and which is supportive of Extension programming and/or teaching. Documented results, particularly the publication of peer-reviewed materials, are critical to the evaluation of applied research activities. Invited presentations at professional meetings, published abstracts, poster presentations, and peer-reviewed paper presentations are other ways to document dissemination of applied research.

Primary indicators of productivity are based on individual's SME and individual fields of study and may include but are not limited to:

#### **3.3.1. Refereed Publications in area of expertise:**

##### **Journals**

- Number of papers
- Authorship ranking in papers
- Publication quality and usefulness may be assessed by:
  - Journal acceptance rates
  - Citation indexes
  - Written acknowledgement by peers
  - Evidence that research has been useful to the professional field

##### **Published professional conference proceedings**

- Abstracts or papers of presentations
- Invited presentation or self-initiated/submitted presentation
- Authorship ranking
- Exhibits/poster sessions

##### **Peer-reviewed Extension publications**

- Number of publications
- Authorship ranking
- Use in the field

##### **Other refereed publications, not numbered but peer-reviewed by professionals inside or outside NCSU," such as:**

- Monographs
- Curricula
- Technical guides

##### **Non-refereed publications (using same type assessments as refereed publications)**

- Journal articles (including trade journals)
- Monographs, books or book chapters
- Media releases, articles, or interviews
- Miscellaneous publications

- Curricula
- Technical reports
- Exhibits at professional functions

**Reports of applied research may include:**

- Impacts on clientele
- Evidence that research has been adopted or has influenced peers and users of research results

**3.3.2. Funding: Securing outside funding for applied research activities, including competitive and non-competitive grants and contracts**

- Role: Primary Investigator, co-investigator
- Focus of work as related to faculty's expertise
- Total funding amount
- Dates of work and funding source
- Results or impacts accomplished

**3.3.3. Successful Extension programming as a result of applied research**

- Developed, conducted, and evaluated
- Impacts reported
- Supporting funding secured, if needed
- Resulting peer-reviewed Extension publications, as appropriate

**3.3.4. Additional indicators of the quality of applied research activities include:**

- Professional conference presentations without published proceedings/abstracts
- Impacts on policy and Extension programs
- Consulting requests or consulting assignments
- Participation in and/or organization of panels and symposia at professional meetings
- Development of technological applications
- Professional leave to extend the research
- Mentoring of junior faculty

*Applied research activities should demonstrate a trajectory of increasing accomplishment whereby all areas of faculty responsibility interrelate and progress as the faculty member's career develops.*

**3.4. Service Standards**

Service is defined as work done or duties performed for others at all levels within the University, and professional services to government agencies, community and non-profit organizations, and professional associations at local, state, national, and international levels. Personal service contributed to civic organizations, faith community, charities, community, and other organizations does not fall within the definition of professionally oriented service used herein, except where solicited or contributed in the role of one's faculty and/or professional status.

All faculty are responsible for providing service to the Department of 4-H Youth Development and Family & Consumer Sciences, NC Cooperative Extension, CALS, NCSU, and relevant professional organizations. Categories of service include departmental, NC Cooperative Extension, college/university, and professional.

**3.4.1. Departmental Service:**

Service includes serving as program coordinator or leader, Department Extension Leader, member or chair of a standing committee, ad hoc committees or task forces.

**3.4.2. NC Cooperative Extension Service:**

Service includes serving on committees and task forces.

**3.4.3. College and University Service:**

Service includes serving on faculty governance, search, standing, special and interdisciplinary research committees, task forces, reviewing materials, assisting at the administrative level for international and other programs.

**3.4.4. Professional Service:**

Service includes serving as an officer or editor and on editorial boards, committees, and task forces of professional associations; reviewing external manuscripts and abstracts; regional and national research, teaching and Extension committees; national, state and local task forces and advisory committees; industry advisory committees and task forces; service to trade (clientele) organizations (e.g., officer of a trade association, executive secretary of a trade association); member of board(s) of directors; consulting assignments; community service that requires faculty's subject matter expertise; speaking on behalf of the University or profession.

**4. Standards for Reappointment as Assistant Professor**

Expected standards consistent with University guidelines posted at <http://www.ncsu.edu/policies/employment/epa/REG05.20.18.php>.

**5. Standards for Associate Professor with Tenure**

Expected standards consistent with University guidelines posted at <http://www.ncsu.edu/policies/employment/epa/REG05.20.18.php>.

**6. Standards for Professor**

Expected standards consistent with University guidelines posted at <http://www.ncsu.edu/policies/employment/epa/REG05.20.18.php>.

## **7. Procedures**

### **7.1. 4-H Youth Development and Family & Consumer Sciences Departmental Voting Faculty (DVF):**

The departmental voting faculty shall consist of all faculty who hold the rank of tenured professor and all faculty who hold the rank of associate professor with tenure.

### **7.2. Participation in Review of a Given Candidate**

All tenured Associate and Full Professors of equal or greater rank than the rank being sought by the candidate will participate in the review and will vote on the candidate. If circumstance arises that the number of voting faculty is fewer than 3 members, the REG 05.20.01 Academic Tenure Policy directions for such a circumstance will be followed.

### **7.3. Departmental Executive/RPT Leadership Committee:**

The Departmental Executive/RPT Leadership Committee consists of the Department Head, Associate State Program Leader for 4-H Youth Development, Associate State Program Leader for Family & Consumer Sciences, Department Extension Leader for Family & Consumer Sciences, and Department Extension Leader for 4-H Youth Development.

### **7.4. General Time Line:**

The annual RPT process will start early in the calendar year with a memo from the Department Head alerting all faculty who will be considered for reappointment, promotion, and/or tenure review during the fall of the same year. Each of the above faculty will be asked to meet with the Department Head by April 30 in a planning meeting to review and update the faculty member's Statement of Mutual Expectations. At that time, the documentation and development of the dossier will be discussed.

### **7.5. Procedures for Outside Reviewers:**

Prior to the meeting with the Department Head, the candidate will be asked to provide a list of four or five individuals from outside the University whom they believe would be able to provide a written evaluation of their program and dossier. This list will be discussed at the planning meeting noted above. The Department Head in consultation with the Department Executive Committee/RPT Leadership Committee will determine two individuals from outside the University who they believe should be able to provide an evaluation of the candidate's performance and dossier. The Department Head will choose at least three individuals from the candidate's list. Those three individuals plus the two names submitted by the Department Executive Committee/RPT Leadership Committee will comprise the outside reviewers. The Department Head will contact reviewers and request that they complete a review and evaluation by the determined deadline.

### **7.6. Departmental Voting Faculty (DVF) Meeting:**

The Department Head schedules, convenes and facilitates the meeting and conducts the voting process, but does not participate in the discussion prior to the vote and does

not vote. All DVF members are expected to participate in the discussion and vote. If a DVF member is unable to attend the scheduled meeting, she/he is expected to provide the Department Head with her/his own written assessment and sealed vote prior to the meeting. A faculty member designated as the in-depth reviewer (defined below) reads the written assessment at the time of the DVF meeting. If last minute circumstances prevent a committee member from attending the meeting, his or her written assessment and vote should be submitted to the Department Head no later than 5 working days after the DVF Meeting. Voting shall be conducted using a secret written ballot.

A faculty member will be appointed by the Department Head to provide an in-depth review of the candidate's submissions and serve as a resource during DVF deliberations. This faculty member also drafts the DVF assessment of the candidate's performance and the committee's decision. The draft is sent to all DVF members for comment prior to the preparation of the final statement that will be submitted to the Department Head. This written assessment will contain the names of the DVF who were present and those voting by absentee ballot.

When discussion of the candidate's performance is complete, the Department Head will distribute an appropriate ballot. The ballots are tallied and results reported by the faculty member appointed above.

The Department Head informs the candidate in a timely manner of the DVF decision. The candidate, any RPT Committee members of her/his choice, and the Department Head work together to revise and complete the dossier. In the case of a reappointment, promotion, or conferral of tenure for an appointed faculty member, the department head shall provide to the dean or equivalent academic officer the written assessment and vote of the departmental voting faculty, a written recommendation by the department head, and any written response provided by the faculty member. The candidate will be informed of the progress of the review as outlined in the University RPT policy.

## Time Line for RPT Processes

<b>Responsibility of</b>	<b>Action</b>	<b>Time</b>
Department Head	Send memo to all faculty who will be eligible for RPT during calendar year	Jan-Feb
Department Head	Schedule meeting with candidate	March - April 30
RPT candidate	Submit names of five individuals as potential outside reviewers(*)	July
Executive Committee/ RPT Leadership	Add two additional outside reviewers	July
Department Head	Select three outside reviewers from candidate's submission to add to the two from the Executive Committee / RPT Leadership Committee list to perform evaluations	July
RPT candidate	Submit dossier to Department Head	August 1
Department Head	Request reviews from outside reviewers due no later than September 15	August 15
Department Head	Schedule RPT Committee Meeting	By August 1
Department Head	Appoint member of RPT Committee to serve as an in-depth reviewer	By August 1
RPT Committee	Review candidate's dossier and letters	September 15 - October 20
Department Head	Convene RPT Committee	September 15 - October 20
RPT Committee in-depth reviewer	Prepare draft of evaluation and distribute to all DVF for review	Within 5 working days of RPT Committee meeting
RPT Committee in-depth reviewer	Revise draft and send final evaluation to Department Head	Within 10 working days of RPT Committee meeting
Department Head, candidate and others of candidate's choice	Prepare dossier to be sent to CALS Administration – include written assessment and vote of the departmental voting faculty, a written recommendation by the department head, and any written response provided by the faculty member	Prior to CALS deadline
Department Head	Notify candidate of progress of RPT action through the college and university process	As informed by CALS Administration

\*Outside letters required for promotion and tenure only. No outside letters are required for reappointment.