



**Post-Tenure Review Performance Standards**  
**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 post-tenure review 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 sustained standards 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.

Faculty are expected to holistically achieve the level of meeting or exceeding adequate performance (3 or above) in the areas of teaching, research and service over the five-year period proceeding each post-tenure review. Performance standards are outlined on the College of Education and Human Development F2.08 annual review rubric.

By February 1, the faculty member shall load into Watermark all annual evaluations from the five-year period under review, a current CV, and all materials related to his/her/their teaching, research and scholarly activities, and service over the five (5) years since earning tenure, receiving a promotion, or completing a previous post-tenure review.

Standards for teaching, research and/or scholarly/creative activity and service may include the following:

**Standards for Teaching:**

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.
- Demonstration of favorable 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.

### **Standards for Research and scholarly activities:**

Minimum Expectations:

Two research and scholarly activities since earning tenure, receiving a promotion, or completing a previous post-tenure review.

Evidence of sustained research and scholarly activities may include, but not be limited to:

- 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.
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- 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.

### **Standards for Service:**

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

- 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).
- 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.