



College Guidelines Governing Reviews for Tenure and Promotion

The challenges facing a public university in the 21st century require a flexible and inclusive approach to the evaluation of faculty work. Potter College recognizes and encourages a broad range of faculty accomplishments in the traditional areas of faculty responsibility—teaching effectiveness, scholarship (research, creative and professional activity), and service to the university, discipline, or community.

The college expects faculty work in all areas to be excellent in quality, to be appropriately documented, and to make a contribution to the major areas of faculty responsibility. The evaluation of faculty work relies heavily on the process of peer review. Faculty receiving tenure and/or promotion will have demonstrated professionalism in their teaching, scholarship, and service; a commitment to working in a mutually respectful and productive fashion with colleagues and students; and active support of the mission and goals of the Department, College, and University. Our tenure and promotion standards and processes are in accord with those in the **Faculty Handbook**, and they also provide the framework for continuance reviews, annual evaluations, and post-tenure review.

Generally, the terminal degree in the academic discipline or field of study (or closely-related discipline or field of study) is required for tenure-eligible appointments. Tenure-eligible appointments may also be based on a combination of academic and professional qualifications. The required degree credentials and professional experience for appointments, tenure, or promotion are determined by the department with the approval of the Dean of Potter College.

Professorial Appointments

Standard Appointments

Most full-time faculty members in Potter College are appointed to tenure-eligible positions at the rank of Assistant Professor, Associate Professor, or Professor. They are appointed with the understanding that there will be a probationary period during which they will demonstrate significant achievement in teaching, scholarship, and service as required by their appointment.

In addition, the College also makes a limited number of specialized professorial appointments with different expectations in teaching, scholarship, and service.

Pedagogical Appointments. The College appoints professorial faculty members on a pedagogical track in accord with Academic Affairs Policy 1.1990. These are full-time, tenure-eligible appointments for faculty members engaged primarily in instructional activities and service. Pedagogical faculty members must meet the academic qualifications for tenure-eligible appointments and must complete the same probationary period as other tenure-eligible faculty. They are eligible for promotion. The College expects pedagogical faculty members to bring a high level of conceptual and theoretical ideas to their instructional tasks and to have innovative skill sets that enhance the intellectual development of their colleagues and their students. They are also expected to provide service to the university, their discipline, and the community. Pedagogical faculty appointments do not, however, carry an expectation of involvement in scholarly research. Consequently, pedagogical faculty members will normally have a teaching load commensurately higher than that of tenure-track faculty members in their unit who carry responsibilities in both teaching and research.

Clinical Appointments. The College appoints Clinical faculty members in accord with Academic Affairs Policy 1.1980. Clinical faculty members are engaged primarily in instruction, supervision of students, and/or outreach in a clinical or practice setting. Clinical faculty members usually possess an earned doctorate, or other terminal degree or the equivalent. However, individuals with a master's degree may hold positions at the Clinical Assistant or Clinical Associate rank. Clinical faculty members are not eligible for tenure, but they may earn promotion as outlined in 1.1980. Specific performance expectations for Clinical faculty are established in the letter of appointment.

Research Appointments. The College appoints Research faculty members in accord with Academic Affairs Policy 1.1960. A Research faculty member is a full-time faculty member engaged primarily in research, creative activity, or outreach. A Research faculty member will usually possess an earned doctorate, or other terminal degree or the equivalent, and considerable experience in her/his field. Individuals appointed in Research faculty positions should demonstrate a basic level of leadership competence and be able to provide oversight of funded programs. Research faculty should be engaged in a personal program of research, creative activity, or outreach that complements that of the department. Their work must generate substantial external financial support for personnel and/or scholarship/programming. Research faculty are expected to bring a high level of conceptual and theoretical ideas to the tasks at hand and have innovative skill sets that enhance the intellectual development of their colleagues. These faculty members are not tenure-eligible, but they may earn promotion as outlined in 1.1960.

Tenure and Promotion Processes for Professorial Faculty

Tenure Review

Decisions concerning tenure will be based on performance in the following categories: instructional effectiveness, research and scholarship (Potter College defines this category

as research and creative and professional activity), and service to and for the university. Pedagogical faculty are not required to demonstrate achievement in research and scholarship. It is understood that the faculty member seeking tenure will cooperate in working with colleagues in carrying out the University's educational mission. In administering faculty tenure appointment policy, the University follows the 1940 **Statement of Principles on Academic Freedom and Tenure (With 1970 Interpretive Comments)** developed by the Association of American Colleges and Universities and the American Association of University Professors. Faculty receiving tenure will have demonstrated professionalism in their teaching, scholarship (if required), and service, a commitment to working in a mutually respectful and productive fashion with colleagues and active support of the mission and goals of the Department, College, and University.

During the probationary period, tenure-eligible faculty will be evaluated each year on their progress toward tenure. These continuance reviews are conducted in accordance with the procedures outlined in the **Faculty Handbook**. Tenure-eligible faculty members may request an extension of the probationary period under circumstances outlined in the **Handbook**.

The procedures for tenure reviews in Potter College are those outlined in the **Faculty Handbook**. Candidates recommended for tenure must qualify for the rank of associate professor or professor. However, tenure and promotion are separate processes, and departments must act separately on each of them.

The Dean's review will apply the standards established by Potter College in accord with university standards. The Dean will also assure that department standards are of equal rigor across the college and comply with college and university standards.

Promotion Review

University policy requires the following for promotion at every rank: demonstrated achievement appropriate for this rank in teaching effectiveness, scholarship (Potter College defines this category as research and creative and professional activity), and university/public service. Pedagogical faculty are not required to demonstrate achievement in research and scholarship. Clinical faculty may seek promotion in accord with Academic Affairs Policy 1.1980. Research faculty may seek promotion in accord with Academic Affairs Policy 1.1960.

The procedures for promotion in Potter College are those outlined in the **Faculty Handbook**.

It is the responsibility of the candidate seeking promotion to provide promotion committees with the appropriate evidence on which to base a decision following submission guidelines provided by Academic Affairs. Departments will develop specific quantitative and qualitative criteria appropriate to their disciplines, and evaluation of all areas, both at the Departmental and at the College levels, will take these criteria into consideration. (See the appendix for information on preparing materials for a tenure and/or promotion application.) The standards for promotion to full professor are more

rigorous than those for promotion to associate professor. Faculty receiving promotion will have demonstrated professionalism in their teaching, scholarship, and service, a commitment to working in a mutually respectful and productive fashion with colleagues and students, and active support of the mission and goals of the Department, College, and University.

The Dean's review will apply the standards established by Potter College in accordance with university standards. The Dean will also assure that department standards are of equal rigor across the college and comply with college and university standards.

Criteria and Guidelines

Effective Teaching and Academic Advising

In the evaluation of faculty work, Potter College places its major emphasis on teaching effectiveness and expects excellent teaching for tenure and promotion. Pedagogical faculty seeking promotion must document outstanding achievement in this category. Research faculty are not required to present evidence of effective teaching and advising because of the nature of their appointment. Teaching expectations for Clinical faculty are established in the letter of appointment.

With the exception of Research faculty, all candidates for promotion and/or tenure must demonstrate the following **characteristics** of effective teaching and academic advising that promote student learning:

- sound, extensive, and current knowledge of area of expertise, and the ability to convey it successfully to students
- superior teaching skills reflected in the quality of student work and in student learning
- excellent planning, preparation, and organization of teaching materials (prepared for class; clearly stated course objectives and assignments; well-organized presentations; challenging student assignments; good use of class time)
- effective presentation in an instructional setting (encourages student questions, comments/discussion and differing points of view; uses a variety of teaching techniques; conveys enthusiasm about the subject; communicates effectively in an instructional setting)
- the ability and willingness to experiment, to develop new instructional techniques and methods, and to revise and improve course materials
- individual initiative, academic responsibility (returning student work in a timely fashion, holding office hours, keeping appointments, meeting classes), and self-evaluation of courses (revising notes, student assignments, and test materials)
- consistent and fair methods of assigning, evaluating, and grading student work
- dependable student advising on curricular and professional matters by faculty members assigned to those responsibilities

The College recognizes that excellent teaching can occur in a variety of settings and that faculty members may promote student learning using a variety of instructional methods and activities. These may include but are not limited to

- presentations in instructional settings (lecture, seminar, studio, or other venues)
- collaboration with students in research or in creative or professional activity
- innovative use of technology for instruction and advising
- teaching through alternative delivery such as distance and web-based learning or regional campus instruction
- use of service learning or community-based teaching strategies
- involvement in special academic programs such as Honors, Study Abroad, interdisciplinary teaching, or student retention efforts
- student advising on academic and career matters
- teaching-related grant activity

In that spirit, the College invites evidence of effective teaching and academic advising that promote student learning drawn from a variety of sources. Documentation may include but is not limited to

- teaching materials (e.g. syllabi, student assignments, tests, or other course-related documents)
- evidence of innovative teaching or advising methods
- student evaluations
- new courses designed and offered
- participation in workshops and activities designed to enhance instructional skills and improve discipline-based pedagogy
- annual evaluations
- examples of student work (e.g. Honors or graduate theses, scores on Praxis or other standardized discipline-specific instruments, student portfolios, juries, public performances and exhibitions)
- reflective self-evaluation
- formal and/or informal faculty evaluations and peer reviews
- record of student advising and mentoring
- record of participation in university retention efforts and programs designed to promote student success
- successful grant activity related to effective teaching and advising
- college and/or university recognition for teaching and/or advising
- other materials as appropriate

Scholarship

Scholarship—which Potter College defines as research or creative or professional activity--is at the heart of a university, and candidates for tenure and promotion must present evidence of achievement appropriate to their area of expertise. Because the College includes professionally oriented disciplines as well as traditional academic

disciplines, it recognizes professional activity by faculty members as well as academic research and creative activity. Candidates for tenure and promotion must submit evidence of ongoing scholarship presented in appropriate, peer-reviewed, and professionally recognized forms.

Pedagogical faculty members are not required to present evidence of a scholarly agenda, but they are expected to present evidence of outstanding achievement in instruction.

Research faculty members must demonstrate outstanding achievement in scholarship. Scholarship expectations for Clinical faculty are established in the letter of appointment.

The College recognizes that scholarship may take different forms. Scholarship may focus on new knowledge, ideas, or methods for the discipline, or it may focus on teaching and learning in the discipline. Scholarship may also be community based, addressing the problems and needs of a public beyond the campus. Scholarship may be interdisciplinary, drawing from diverse sources. Scholarship published online that meets these standards may be considered.

As the concept of scholarship broadens beyond traditional definitions of research, the peer-review process becomes even more important in evaluating faculty work in this area. Candidates for tenure and promotion must present evidence that their work is shared with colleagues in a forum appropriate to the discipline, is reviewed by peers, and contributes to a discipline or a community. Successful grant activity related to scholarship may also constitute evidence of achievement in this area.

The College recognizes different levels of accomplishment in scholarship. For additional information about scholarship expectations for tenure and promotion, see departmental documents.

Service

The service responsibilities assumed by faculty members are central to the work of the university, and the college requires faculty members to have an ongoing involvement in service. Candidates for tenure and promotion must present evidence of constructive participation in the work of the department, the college, and the university. Candidates must also present evidence of the use of academic expertise for the benefit of off-campus constituencies or professional colleagues. Service expectations for Clinical faculty are established in the letter of appointment.

The effective operation and collegial governance of the institution depend on the willing and active participation of faculty in its processes. Faculty members may provide service to their discipline or professional organizations. They may also use their expertise to address regional issues and to support public constituencies beyond the campus in keeping with the university's commitment to serve as a regional steward. Service activities to public constituencies should be connected with the faculty member's

discipline. Faculty members may assume differing service roles at various points in their career.

The following list provides examples of service activities. It is neither an exhaustive nor a prescribed list. The College recognizes that service needs and expectations may differ from department to department. See departmental documents for additional information about service expectations. Effective service work could include but is not limited to evidence of

- active participation in university governance, including service on department, college, or university committees or serving in a leadership position such as University Senate Chair or Faculty Regent
- active participation in student recruitment and retention efforts
- active participation in development or institutional advancement efforts
- holding an office in a discipline or professional organization
- serving as a manuscript reviewer for a press or a journal or a funding proposal reviewer for a grants agency
- work in support of students at other universities, such as reviewing student research or serving on dissertation committees
- involvement in community activities in which the faculty member is acting as an academic professional
- work with P-12 teachers, students, or administrators through workshops or professional development projects
- successful grant activity related to service responsibilities
- efforts in support of economic development activities
- work in support of cultural programming for the community such as plays, concerts, lectures, workshops, or continuing education
- work on behalf of community-related grant applications
- serving on local, state, or national boards related to professional expertise
- active participation in department, college, or university initiatives such as building diversity or community relations

APPENDIX

Applications for Faculty Promotion or Tenure: Guidelines for Submission of Supporting Material

Faculty members applying for promotion in rank or for tenure should do the following:

- be well informed about the formal procedures, timetables, and criteria outlined in the **Faculty Handbook**
- be well informed about current departmental, college, and university policies and criteria relating to qualifications for tenure and/or promotion
- prepare and submit appropriate supporting materials according to the following standards:
 - a) submit a single three-ring binder containing all printed material that the candidate wishes to have reviewed by the department faculty, department head, college dean, provost, and president. If needed, evidence of research and scholarship and SITE results may be submitted separately from this single binder (see below).
 - b) be selective in choosing materials for inclusion in the binder, emphasizing quality over quantity in the documentation of achievements
 - c) include, at a minimum, the following components: a letter of application; a current curriculum vitae; and sections on teaching effectiveness, scholarship, and service, as described in these guidelines.
 - teaching effectiveness: candidates must submit SITE results for all classes taught during the preceding five years. This documentation may be included either in the three-ring binder or provided in a separate binder.
 - research and scholarship: candidates should submit books, articles, CDs, DVDs, slides, creative work, or other materials related to scholarship. These materials may either be integrated into the three-ring binder or provided separately.

After prior consultation with the department and the college, candidates for tenure and/or promotion may submit their materials electronically.