

Approved by Department: May, 2014  
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Approved by Provost: January 12, 2015

## ***DEPARTMENT OF POLYTECHNIC STUDIES***

### **GUIDELINES FOR TENURE AND/ OR PROMOTION, POST PROFESSORIAL MERIT, REGULAR NON TENURE TRACK MERIT AND ANNUAL EVALUATIONS**

#### **PREFACE**

This document is intended as a procedural guide to assist faculty members of the Department of Polytechnic Studies in preparing for promotion and/or tenure.

Pay careful attention to the information set forth in the *Faculty Handbook* regarding the promotion review process and the general performance expectations of all university faculty. The advice presented herein is intended only to supplement the *Faculty Handbook*.

#### **TEACHING**

A history of quality teaching is the essence of the Department of Polytechnic Studies. However, quality teaching is a continuous improvement process and must be thoroughly assessed. Assessment activities are to be conducted each semester. Each assessment technique should incorporate principles and procedures approved by the University, School, and Department.

#### **SCHOLARSHIP**

Ernest Boyer states in his book, *Scholarship Reconsidered: Priorities of the Professorate*, that scholarship itself "is not an esoteric appendage; it is at the heart of what the profession is about. To weaken the faculty commitment for scholarship is to undermine the undergraduate experience, regardless of the academic setting." This document is developed to define the work of the faculty of the Department of Polytechnic Studies.

To be considered scholarship, the activities must be *tied to the faculty member's field of expertise* and would emerge from his/her professional entity. This activity must be **assessed by peers** (inside and/or outside the educational environment) to be considered scholarship. It is recognized that faculty members are diverse and have different interests; however, there are points of scholarship which apply to all:

1. Every faculty member must demonstrate the ability to conduct research or creative activities, either pure or applied, and convey the results to their peers.

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2. All faculty must remain professionally and intellectually active through research, publishing visual work (photography and animation are examples), review of professional literature, and involvement in professional organizations.
3. Faculty must maintain professional integrity throughout all scholarly activities.
4. Scholarly activities must be assessed through peer-review or juried processes.

Peer-reviewed writing, in many forms, will be recognized as a scholarly activity. Writing such as an industrial manual or procedure for an industrial application will be considered scholarly if it facilitates *integration of knowledge and can be evaluated.*

Scholarship should include any intellectual work of the faculty member. Included in this area are policy analysis, program evaluations (accreditation), technical assistance, publishing visual work in journals or any other similar endeavors. Documentation of this work is critical for evaluation purposes. This evaluation must include not only the faculty member's written record or visual documentation of the activity, but also peer input or review, as well as, evaluation by those who received the service.

## **SERVICE**

Additionally, service is an important part of the faculty's professional activities. Service can be considered as a separate entity from purely "intellectual" or "scholarly" activities. Polytech faculty consulting with organizations utilizing their expertise, or donating services to organizations in the community provides examples of service activities.

## **DEPARTMENTAL PROCEDURES**

The Department Promotion and Tenure Advisory Committee will provide a comprehensive report to the chairperson. The chairperson will conduct an independent review of materials and offer a recommendation to the Dean of the School. If, in the opinion of the committee or the chairperson, there is an insufficient case for recommending promotion or tenure, candidates will be informed before materials are forwarded to the Dean of the School of Polytechnic Studies. A similar review process takes place by the School Promotion and Tenure Advisory Committee and then at the University level with the University Promotion and Sabbatical Leave Committee.

## PREPARATION OF MATERIALS

### The Dossier

The faculty member's promotion dossier shall comprise the Summary Form, a Record of Service, which include accomplishments organized according to the departmental tenure and promotion criteria, a professional curriculum vita, letters of support from professional colleagues addressing the three areas of Teaching Effectiveness, Professional Growth & Scholarship, and Service, and any supporting materials that the faculty member wishes to include, provided that the documents forwarded beyond the departmental level do not exceed the contents of two, three-inch binders.

**Period Covered by Dossier.** The period covered by the faculty member's Record of Service should be from the time of original employment (including any activities contractually counting towards tenure and/or promotion), or from the time of any previous, successful application for tenure and promotion, promotion, or post-professorial merit until the date when the final version of the dossier is submitted for consideration for tenure and promotion, promotion, or post-professorial merit.

**Preparation of the Dossier.** The tenure and promotion and post-professorial merit processes involve critical reviews by individuals and committees on several levels. The evaluations and judgments made during these processes must be based solely on evidence presented in the dossier as measured against the departmental criteria. For this reason, the collection and organization of evidence are vital. Thorough documentation enables the reviewers to make judgments based on sound evidence and greatly enhances the prospects of a favorable recommendation. Conversely, inadequate documentation can seriously reduce the possibility of a favorable recommendation even though the performance of the faculty member may otherwise warrant it.

### SUMMARY FORM

Name \_\_\_\_\_ Department \_\_\_\_\_

Present Rank \_\_\_\_\_ Length of Service at University \_\_\_\_\_

Years of Service at Each Rank:

Instructor \_\_\_\_\_ Associate Professor \_\_\_\_\_

Assistant Professor \_\_\_\_\_ Professor \_\_\_\_\_

Post-Professorial Merit \_\_\_\_\_

Degrees Held Institution Date

## EVALUATION GUIDELINES

1. The promotion/tenure criteria of the Department of Polytechnic Studies are supplementary and in no way supersede the policies set by the University.
2. The doctorate is the normal expectation of faculty in the Department of Polytechnic Studies. For the Computer & Multimedia Graphics area and Commercial Photography, an earned doctorate or a MFA is considered to be the terminal degree.
3. The Department Promotion and Tenure Committee shall review and evaluate the candidate's vita, service record, and evaluation materials. A preliminary evaluation shall be made by the individual committee members concerning the applicant's materials. The committee shall then meet as a group to determine the final evaluation for each individual candidate and make their recommendations to the Department Chair.
4. The vita shall contain all of the candidate's major accomplishments during his/her career. The *record of service* (see *Faculty Handbook*) shall contain a detailed account of professional activities *since attaining* present academic rank or appointment.
5. Summaries of student and peer evaluations should be included from all classes subsequent to the applicant's attainment of present rank and/or for the tenure review period. If the candidate chooses to include the summaries, they must be the official ones required by the department at the end of each semester.

## PERFORMANCE CRITERIA

Performance levels of a candidate may be ascertained by comparison with the guidelines in this document for the dimensions of Teaching, Scholarship, and Service. The minimum performance levels required by rank are:

|                                 |   |
|---------------------------------|---|
| Regular Non Tenure Track Merit: | SUPERIOR in Teaching<br>GOOD in Service                                       |
| Assistant Professor:            | SUPERIOR in Teaching<br>GOOD in the other two dimensions                      |
| Tenure/Associate Professor:     | SUPERIOR in Teaching and Professional Growth & Scholarship<br>GOOD in Service |



## I. TEACHING EFFECTIVENESS

Effective teaching is the most important responsibility of a faculty member. Student evaluation, while important can be influenced by many factors such as time of day, course difficulty and grade distribution and should not be the only measure of teaching effectiveness. Teaching effectiveness is demonstrated by documenting activities.

### A. *Required Activities*

1. **Chairperson evaluation.** Copies of chairperson evaluations of classroom/laboratory observations completed during the period must be included. The candidate should document actions and outcomes resulting from the chairperson evaluations during prior years while in the present rank. Chairperson evaluations may be enhanced with other evidence to support an evaluation of teaching performance
2. **Student evaluation.** Summary sheets, since last promotion, of official student evaluations administered for all classes while in the present rank using an instrument approved by the university and the department may be included. These must be provided for each course taught. There should be documentation of how ratings were used to develop and enhance teaching competencies. Student evaluations may be enhanced with letters from former students commenting specifically on teaching effectiveness. The full letters should be included in an appendix. Each letter must be labeled by the candidate to indicate whether it was solicited or unsolicited. If the letter is not self-explanatory, the candidate should include an explanation of the circumstances leading to the letter. Limit the number of such letters to three.
3. **Peer/colleague evaluation.** Copies of peer/colleague evaluations of classroom/laboratory observations completed during the period must be included. During the pre-tenure period, the minimum frequency of peer observations is established by the tenure policy. Post-tenure peer-observations will be conducted at least annually. The candidate should document actions and outcomes resulting from colleague evaluations during prior years while in the present rank. Peer/colleague evaluations may be enhanced with other evidence to support an evaluation of teaching performance.
4. **Self-assessment.** Self-assessment of teaching and evidence of quality teaching must be documented. Course planning activities can be used as evidence. Examination of other data (such as course outlines, handouts, assignments, student work, and exams) can provide important support for classroom delivery of instruction.
5. **Update course materials.** Course syllabi and content must be updated on a regular, ongoing basis.
6. **Academic and Career Advising.** Faculty members must meet regularly with students to advise them academically and professionally.

*B. Significant Activities*

1. **New Course.** Includes the proposal and development of a new course.
2. **Curriculum revision.** Includes significant revisions to program curriculum (provide a description of your contribution).
3. **Academic program revision.** Includes significant revisions to an academic program (provide a description of your contribution).
4. **Major course revision.** Includes the major revisions of an existing course, including (but not limited to) conversions to online, blended, large classrooms or ITV courses.
5. **Innovative instruction.** Includes the development and implementation of an innovative instructional material and/or technique (including technology usage and experiential learning).
6. **Development of course materials.** Includes the writing of lab manuals and other instructional materials for a course.
7. **Facilitating teaching workshop.** Includes the facilitation of teaching workshops and related activities.
8. **Advise student organization.**
9. **Other.** Includes any other significant activities that demonstrate teaching effectiveness.

*C. Additional Activities*

1. **Participating in teaching workshop.** Includes participation in internal or external teaching workshop or related activity.
2. **Professional certification.** Includes obtaining or maintaining related certification. Should be documented how the certification was used to stay current or improve teaching effectiveness.
3. **Letter from peer external to the University.** Peers must have a sound basis for evaluation of the candidate's expertise in the field and in quality teaching effectiveness (maximum of 3).
4. **Assist with student organization.**
5. **Supervise independent study course or experiential learning experience.**
6. **Other.** Includes any other activities that demonstrate teaching effectiveness.

**Performance Appraisal of Teaching Effectiveness:**

Indicators of significance and sustained as they pertain to “OUTSTANDING, SUPERIOR, GOOD, or UNACCEPTABLE” are explained in each of the four areas of evaluation.

**OUTSTANDING**

To achieve the performance rating of OUTSTANDING, the candidate must do all activities in I.A. For categories I.A.1 to I.A.3, evaluations should have a majority that are middle range (for instruments without a middle range defined, it is defined herein as the average of the minimum possible value and the maximum possible value) or above. Otherwise, additional evidence of teaching effectiveness may need to be provided by letters from students or other evidence. The

candidate must also document 2 instances of activities from I.B and 2 additional instances of activities from either I.B or I.C.

### **SUPERIOR**

To achieve the performance rating of SUPERIOR, the candidate must do all activities in I.A. For categories I.A.1 to I.A.3, evaluations should have a majority that are middle range (for instruments without a middle range defined, it is defined herein as the average of the minimum possible value and the maximum possible value) or above. Otherwise, additional evidence of teaching effectiveness may need to be provided by letters from students or other evidence. The candidate must also document 1 instance of activities from I.B. and 2 additional instances of activities from either I.B or I.C.

### **GOOD**

To achieve the performance rating of GOOD, the candidate must do all activities in I.A. For categories I.A.1 to I.A.3, evaluations should have a majority that are middle range (for instruments without a middle range defined, it is defined herein as the average of the minimum possible value and the maximum possible value) or above. Otherwise, additional evidence of teaching effectiveness may need to be provided by letters from students or other evidence. The candidate must also document 2 additional instances of activities from either I.B or I.C.

### **UNACCEPTABLE**

The candidate has presented insufficient evidence of Teaching Effectiveness.

## **II. PROFESSIONAL GROWTH AND SCHOLARSHIP**

Continuous professional growth is necessary to the concept of a "teacher-scholar." The teacher-scholar is one who participates in an acknowledged community of learners and contributes to the advancement and application of knowledge. This participation can take many applicable forms. Scholarship is evidenced in activities which are tangible, public, and open to review by colleagues, regional constituents, and one's disciplinary peers. A recommendation for promotion and/or tenure requires that the candidate be an active scholar in his or her area of expertise as evidenced by a sustained record of achievements.

Scholarship, which may include creative activities, is expected and required for a candidate to be considered for promotion and/or tenure. Scholarly activities may include professional publications, presentations, grants, research, national association affiliation, publishing visual works (self-publishing not allowed), exhibitions of work and consulting. All levels of scholarly activities are important and need to be pursued, however, some are considered more significant than others. Candidates should provide copies of materials in their promotion and/or tenure document.

All candidates, to have materials or activities accepted in Professional Growth and Scholarship, **must** provide evidence of peer review and juried processes. These processes will vary from activity to activity; however, documented techniques must be presented in the candidate's dossier (i.e. colleague's assessment of proposed activity, acceptance rate, or other assessment techniques). Candidates should indicate their specific role in multiple authored publications. The area of professional growth and scholarship includes publications, creative activities, presentations, grants, research, and professional consulting.

A. *Peer-Evaluated/Juried Activities*

1. **Book author.** Includes the authoring of a significant portion of a published, professional book.
2. **Peer-reviewed journal.** Includes publication of an article in a peer-reviewed journal.
3. **Juried exhibition.** Includes presentation of a creative work in a juried exhibition.
4. **Juried publication of creative work.** Includes the publication of a creative work in a juried, scholarly publication.
5. **Significant grant award.** Being awarded a significant international, federal, national, state, or regional competitive grant.

B. *Significant Activities*

1. **Peer-reviewed conference presentation.** Includes the presentation of a scholarly or creative work in a peer-reviewed conference or publication of an article in the conference proceedings.
2. **Non-peer-reviewed conference presentation and publication.** Includes both the presentation of a scholarly or creative work in a conference with publication in the proceedings.
3. **Non-peer-reviewed journal.** Includes publication of an article in a non-peer-reviewed journal.
4. **Non-juried publication of creative work.** Includes the publication of a creative work in a non-juried, scholarly publication.
5. **Grant awards.** Being awarded international, federal, national, international, state, or regional non-competitive or less significant grants .
6. **Local grant award.** Being awarded a grant from a University group or local industry.
7. **Other.** Other significant activity which demonstrates professional growth and scholarship.

C. *Additional Activities*

1. **Non-peer-reviewed conference presentation or publication.** Includes the presentation of a scholarly or creative work in a peer-reviewed conference or publication of an article in the conference proceedings.

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2. **Professional presentation.** Professional presentation of a scholarly or creative work at a seminar, lecture program, or professional meeting.
3. **Professional workshop.** Conducting of a professional workshop or training seminar.
4. **Ongoing research.** Individual or cooperative research (basic or applied) including proprietary information with proper documentation or continuing research
5. **Professional consulting.**
6. **Local grant awards.** Being awarded an industrial or university foundation grant(s)
7. **Grant submission.** Submission of application for a federal grant(s), national or international competitive grants or state/regional grant(s). (Maximum of 1 instance)
8. **Peer reviewer or juror.** Reviewer of a journal article(s), conference proceedings, book(s) or a chapter(s) of a book(s) or juried exhibition (Maximum of 1 instance)
9. **Other.** Other activity which demonstrates professional growth and scholarship.

Performance Appraisal of Professional Growth and Scholarship:

Indicators of significance and sustained as they pertain to “OUTSTANDING, SUPERIOR, GOOD, or UNACCEPTABLE” are explained in each of the three areas of evaluation.

#### OUTSTANDING

To achieve the performance rating of OUTSTANDING, the candidate must document 3 instances of activities in II.A (with no more than 1 instance of II.A.5). The candidate must also document 1 additional instance of activities from II.A or II.B and 2 additional instances of activities from II.A, II.B, or II.C.

#### SUPERIOR

To achieve the performance rating of SUPERIOR, the candidate must document 2 instances of activities in II.A (with no more than 1 instance of II.A.5). The candidate must also document 2 additional instances of activities from II.A or II.B and 2 additional instances of activities from II.A, II.B, or II.C.

#### GOOD

To achieve the performance rating of GOOD, the candidate must document 2 instances of activities in II.A. or II.B and 1 additional instance of an activity from II.A, II.B, or II.C.

#### UNACCEPTABLE

The candidate has presented insufficient evidence of Professional Growth and Scholarship.

### **III. SERVICE TO THE UNIVERSITY AND PROFESSION**

Service activities for promotion and tenure consideration will be limited to those that relate to professional service. This includes service directly related to the University and to your professional discipline.

Only public and University service activities which the faculty member performs relating to his/her expertise are applicable in this section. Those activities relating to daily life (i.e. church work, civic groups, etc.) are not admissible as evidence of service work unless the activity is performed as an expert in his or her area. Examples of service which can be included in the candidate's portfolio are service to industry or schools, news releases to the media regarding departmental news, or any other similar activity. The area of Service to the University is defined by university service and professional service.

#### *A. Significant Activities*

1. Chairmanship of department, college or University committee, sub-committee, or ad hoc task force
2. Leadership in department, college or University committee (describe your leadership role)
3. Membership on University committee or ad hoc task force (document your role on the committee)
4. Service in professional organizations at national, state or regional level (chairing sessions, holding office etc.).
5. Editor of journal or conference proceedings.
6. Professional related presentations and contributions to community and civic groups.
7. Professional consulting and workshops.
8. Other significant activity which demonstrates service to the University and profession.

#### *B. Additional Activities*

1. Membership on department or college committee or ad hoc task force (document your role on the committee)
2. Involvement in professional organizations at national, state or regional level (committee membership, convention attendance, etc.).
3. Reviewer of a journal, conference proceeding, or creative exhibition. (Maximum of 1 instance).
4. Involvement in student recruitment efforts (describe your efforts)
5. Departmental public relations activities (describe your activities)
6. Service to other units of the university
7. Other activity which demonstrates service to the University and profession.

Performance Appraisal of Service to the University and Profession:

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Indicators of significance and sustained as they pertain to “OUTSTANDING, SUPERIOR, GOOD, or UNACCEPTABLE” are explained in each of the two areas of evaluation.

### OUTSTANDING

To achieve the performance rating of OUTSTANDING, the candidate must document 4 instances of activities in III.A. The candidate must also document 4 additional instances of activities from III.A or III.B.

### SUPERIOR

To achieve the performance rating of SUPERIOR, the candidate must document 2 instances of activities in III.A. The candidate must also document 4 additional instances of activities from III.A or III.B.

### GOOD

To achieve the performance rating of GOOD, the candidate must document 1 instance of activities in III.A. The candidate must also document 2 additional instances of activities from III.A or III.B.

### UNACCEPTABLE

The candidate has presented insufficient evidence of Service to the University and Profession.

### **Performance Rating: Annual Evaluations**

In accordance with the university policy, each faculty member is to be evaluated on an annual basis to determine eligibility for salary increases. As per the Faculty Senate Bill 02-A-05, the annual review will identify those faculty members who are meeting minimum expectations, as determined by the departmental criteria. The two categories of performance on annual review are **Satisfactory** and **Unsatisfactory**. **Satisfactory** rating is based on the faculty member demonstrating performance at least at the level of “GOOD” and making “satisfactory progress” as determined by the departmental criteria.

A faculty member must provide evidence of continuous performance with significant and sustained effort in all three areas of Teaching Effectiveness, Professional Growth and Scholarship, and Service to the University and Profession to meet criteria for “satisfactory progress.” To be granted **Satisfactory**, a tenured faculty member must achieve the minimum performance level of GOOD for the year, plus demonstrate he/she is making “satisfactory progress” for promotion in rank or post-professorial merit. Continuous performance that meets these minimum expectations however does not assure tenure/promotion or post-professorial salary increases. To receive a rating of **Satisfactory**, a faculty member on tenure track appointment must demonstrate performance which qualifies at least at the level of GOOD and their progress continues to lead toward meeting the criteria for tenure and promotion in the department.