FACULTY PERSONNEL GUIDELINES

Promotion & Tenure

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*This is a departmental RTP criteria. It should be noted that UVU policies are superior to departmental criteria. If there is a question as to which applies, the UVU policies trump departmental criteria. The most important UVU policies affecting RTP decisions are: Faculty Tenure Policy **637**, Assigning and Advancing Academic Rank Policy **632**, Faculty Appeals for Retention, Tenure and Promotion Policy **646**, and Faculty Rights and Responsibilities Policy **635**. These may be found at* https://www.uvu.edu/policies/manual/index.html

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I. GUIDELINES FOR FACULTY PERFORMANCE APPRAISAL

The mission of the Information Systems and Technology (IS&T) Department is composed of three dimensions: to provide instruction to its students, support intellectual contributions by its faculty, and provide service to its various constituents. The core mission of Utah Valley University and the IS&T Department is to provide high-quality instruction so as to prepare each student for a successful career. Given this core mission, the intellectual contribution and service dimensions will serve to support the instructional dimension.

Consistent with the primary focus of the department, the intellectual contributions of individual faculty members must contribute to their teaching effectiveness. It is this effort which keeps faculty members engaged in their discipline and enhances the teaching process. In addition, intellectual contributions are valued in their own right.

Further, a well-rounded, contributing faculty member will make significant service contributions to the IS&T Department's constituencies, including the faculty member's profession, the University community, and the community at large. The service of individual faculty members should contribute to the improvement of the instructional environment of students or directly to faculty teaching effectiveness. Each faculty member should contribute to the service dimension based upon his or her skills, interests, and stage of career development. Faculty members acknowledge the principle of faculty self-governance and recognize their responsibilities for helping direct the internal affairs of departments, the College, and the University.

THE TEACHING DIMENSION

As stated in the first paragraph, UVU's mission is centered on teaching, and thus **the teaching dimension is the most important dimension** of faculty contribution and is expected to use the majority of the faculty member's time. The mission's instructional dimension focuses on preparing students to work effectively within the world's dynamic economic climate. The IS&T Department facilitates the development of analytical, communication, community engagement, and decision-making skills of its students. These skills are developed within the context of ethical responsibilities and the global economy.

THE SCHOLARSHIP DIMENSION

There are three categories of scholarship. **Discipline-based scholarship** contributions add to the theory or knowledge base of a faculty member's field. **Contributions to practice** influence professional practice and student and community engagement in the faculty member's field. **Learning and pedagogical research** contributions influence the teaching-learning activities of the school. All tenured and tenure-track faculty members are expected to continually augment the intellectual contributions of the department.

THE SERVICE DIMENSION

Service to constituents is another important dimension of the IS&T Department mission. Constituents include the University, and the business, professional, and social communities. Individual participation in service activities complements the instructional dimension of the department mission by ensuring faculty remain intellectually engaged, providing for continuous

improvement in the operation of the institution, and enhancing the academic reputation of the institution.

IMPLEMENTATION

Each of the three dimensions of our mission is important for the attainment of excellence. This document is not intended to prescribe a single stereotype of effective performance for all faculty members. Rather, it is intended to provide a general framework that will serve as a guide for promotion, tenure decisions.

II PERFORMANCE IN THE DIMENSIONS

The three major areas of individual faculty performance are teaching, scholarship, and service. The following sections contain examples of performance criteria in regard to each dimension. Choose the most appropriate category area to record your achievements (do not double report achievements in more than one dimension). The lists of criteria are not exhaustive.

II.A TEACHING

The mission statements of the UVU and the IS&T Department explicitly recognize the importance of high-quality instruction. This is the core mission of the University.

All faculty members are expected to provide up-to-date instruction, improve effectiveness in their respective instructional assignments, contribute to the development of instructional programs, and meet University and Department expectations for student access to the faculty. Effectiveness in instruction is an important component in merit compensation decisions, and is a necessary, but not sufficient, component in promotion and tenure decisions.

EXAMPLES OF PERFORMANCE CRITERIA IN TEACHING

Faculty member shall facilitate the learning goals of the IS&T programs by providing current knowledge regarding information systems and technology practices, global and ethical dimensions, and by improving the analytical, communications, and decision-making skills of students. Faculty member shall provide quality syllabi, lesson plans, class projects, and other instructional materials.

- Employ rigorous and equitable grading mechanisms.
- Receive favorable student ratings of instruction.
- Receive favorable evaluations through department chair interviews with students, alumni, and other documentation.
- Receive favorable evaluations from peers.
- Develop and teach using innovative pedagogical methodologies, engaged service strategies and materials.
- Contribute to new instructional programs and course development.
- Coordinate multi-section and/or team-taught courses.
- Participate in student undergraduate research or independent study.
- Participate in assessment activities.
- Provide other evidence that indicates that the candidate is recognized for teaching contribution.

EVIDENCE OF TEACHING EFFECTIVENESS INCLUDES:

1. Student Ratings of Instruction

To chart ongoing teaching performance, each year each faculty member shall have student evaluations administered and compiled by the University for all classes taught by the faculty member as specified by Policy 637. The results of those evaluations shall be seen by the chair, the faculty member, and those specified in the review process.

It is the faculty member's responsibility to create summaries of the SRI data for each course section they taught and enter them into the approved portfolio process as separate pdf files. Faculty must include SRI scores as well as student comments for every class taught during the academic year. A reflection statement should be included wherein Faculty should describe improvement efforts and situations that might impact SRI scores, such as teaching a new class, making major curriculum or pedagogical changes, teaching a hybrid or online class, and so forth.

2. Candidate's Teaching Profile

While student evaluations are important in demonstrating certain skills related to excellence in teaching, they are not sufficient for a complete evaluation of a candidate's teaching abilities. Therefore, it is incumbent upon candidates to provide evidence that they are competent in three different elements of teaching: Subject Knowledge, Pedagogy, and Assessment of Student Learning. Clearly courses are taught in context. Candidates are encouraged to discuss this context in cases where it impacts their teaching and/or techniques they use in the classroom. All candidates shall establish documentation for assessment by the College RTP committee demonstrating their teaching skills.

a. Subject Knowledge

Candidates shall demonstrate that they possess the current knowledge and/or skills necessary to provide up-to-date instruction for the courses they teach. Candidates may choose among, but are not limited to, the following:

- Presentation of the candidate's view of the discipline, knowledge of the discipline, and the state of the discipline
- Narrative of the state of the discipline
- An assessment of the candidate's knowledge by outside experts chosen by the faculty member
- Exhibit of a focused evaluation by an outside expert
- A sample of class materials, handouts, syllabi, class notes, etc. (may be submitted electronically if desired)
- Learning management System pages that the candidate is using for classes
- Attendance at professional meetings with a statement by the candidate on how it impacts his/her teaching.
- Narrative on how the candidate's scholarship connects to the classroom.

b. Pedagogy:

Candidates shall demonstrate an acquaintance with the pedagogy of their disciplines. They should demonstrate knowledge of the issues surrounding the pedagogical approach they choose and articulate their purposes for their choices. They should also demonstrate a continuing effort to improve instruction. Annual plans and reports should address pedagogical issues. The department chair will review these documents and provide appropriate feedback to the candidate. Once the department chair approves the plans and reports, the documents should be included in the candidate's binder. Candidates may choose among, but are not limited to, the following:

- Attendance at professional or pedagogical conferences with a narrative describing how that meeting helped the candidate improve his/her teaching.
- Video recording of the candidate's teaching with analysis by the candidate.
- Student ratings of instruction with a narrative of how improvements were made.
- Narrative on how the candidate views teaching.
- Classroom observations by peer review committee are highly recommended
- Quality Reviews from the University Flexible Learning Council (UFLC) or College Flexible Learning Council (CLFC) for online and hybrid courses
- Examples of collaborative teaching statements from collaborator on the candidate's skills.
- Documentation of research the candidate has conducted with students.
- Interviews with students conducted by the UVU SCOT team discussing their level of satisfaction with the course and instructor.

c. Assessment of Student Learning:

Candidates must demonstrate that they know how to and do assess student's learning with valid, reliable assessment methods and tools. Candidates may choose among, but are not limited to, the following:

- Examples of research or engaged capstone projects with students.
- Student work (outcomes) presentations, publications, projects, etc.
- Examples of classroom assessment techniques.
- Assessment narrative.
- Examples of exams, quizzes, tapes of conferences with students, etc.
- Recommendation from employers, cooperating teachers, supervisors, or other individuals in the position to competently comment on the preparation of the candidate's students.

3. Peer Review

Every candidate for promotion or tenure review shall undergo peer reviews. (Peer review may also occur prior to the formal review as part of a mentoring process designed to cultivate the candidate's potential in an atmosphere separate from evaluation.) The purpose of the peer review is to facilitate the evaluation process primarily evidence-gathering. In particular, peer review promotes a more accurate understanding of teaching effectiveness by compiling and assessing documentation provided by the candidate demonstrating teaching effectiveness. The peer reviewers may also gather materials regarding the candidates' scholarship and service activities. Peer reviewers should interpret this information in terms of department and college expectations

and summarize, without rating, the candidate's strengths and weaknesses in the designated areas. The summary of the peer review is subsequently placed in the candidate's file.

II.B SCHOLARSHIP

All tenured and tenure-track faculty members are expected to develop and maintain a program of intellectual contribution. This program can include discipline-based scholarship (creating new knowledge in one's field), contributions to practice (influencing professional practice), and learning and pedagogical research (influencing teaching-learning activities). Important characteristics of intellectual contributions include the work being original, subject to peer review, and publicly available.

While both the quality and the quantity of intellectual contributions are important, the quality of the contribution is the more important criterion. Indicators of quality include publication in refereed academic and professional journals of the relevant discipline, the rigor of the peer review process, receipt of awards for professional distinction, peer recognition via membership on editorial boards, and significant external funding for research.

Publications that are subject to **formal acceptance peer-reviewed processes and editorial review** will normally be considered more favorably than those that are not. Evaluations should take into account the quality of journals, the impact of articles or textbooks on the field, the length of the work, and so forth.

Collaboration, both within and across disciplines, in the creation of intellectual contributions is desirable.

Effectiveness in scholarship is an important component in merit compensation decisions and is a necessary, but not sufficient, component in promotion and tenure decisions.

EXAMPLES OF PERFORMANCE CRITERIA IN SCHOLARSHIP

Discipline-Based Scholarship

- Publish in refereed academic journals.
- Publish research monographs.
- Publish scholarly books or chapters.
- Publish in proceedings from scholarly conferences.
- Present at research seminars.
- Formal, post-graduate education beyond the attainment of the terminal degree.
- Funded research and/or grants at a regional or national level.

Contributions to Practice

- Publish in refereed professional or academic journals.
- Publish in public/trade journals.
- Present at professional meetings.
- Publish book reviews.

- Present at faculty workshops.
- Submit a final report of a funded research project.
- Creative activities that significantly impact the appropriate discipline on a regional and national level.
- Development of technically oriented improvements or inventions that have a significant impact at the regional and/or national level.
- Development of new areas of expertise which are of benefit to both the candidate and the department.

Peer-Reviewed Learning and Pedagogical Research

- Publish textbooks.
- Publish in pedagogical journals.
- Publish written cases with instructional materials.
- Publish instructional software.
- Publish materials describing the design and implementation of new courses.

Other

- Other evidence that indicates that the candidate is recognized for scholarly contributions.

II.C SERVICE

The IS&T Department must effectively serve several constituencies if it is to achieve excellence while fulfilling its mission. Students, the academic profession, the University, the community, and the public are among the IS&T Department's major constituencies.

A variety of service roles can contribute to the achievement of excellence. **It is expected that service will be performed at multiple levels (University, College, Department)**, not just at the department level. No attempt is made here to prescribe what specific service roles individual faculty members should play. However, all faculty members are expected to contribute in the service area. The service of individual faculty members should contribute to the improvement of the instructional environment of our students, or directly to the effectiveness of a faculty member's teaching or intellectual contribution. The amount and nature of the service contribution are likely to differ as a function of individual skills, interests, and stage of career development.

EXAMPLES OF PERFORMANCE CRITERIA IN SERVICE

Internal Service to the Institution
- Serve on University, College, School, and department committees.
- Chairing committees.
- Serve on the Faculty Senate.
- Participate in institutional affairs and demonstrate cooperative support.
- Provide in-house training and seminars to other faculty.
- Act as an academic advisor (formal or informal) to students and to student organizations.

- Assist students in obtaining full-time employment and in obtaining and/or supervising internships.
- Develop relationships for the College with business and community leaders and organizations.
- Create external development support for the College.
- Assume leadership roles within the University.
- Performance as a department chair or director of a major program area.
- Demonstrate significant leadership in mentoring adjunct or other faculty.

External Services to Business or Professional Constituents
- Serve as an officer, session chair, discussant, or reviewer for professional organizations.
- Participate as an officer for industry or professional organizations.
- Participate in seminars, review courses, or other training programs for businesses.
- Serve as an editor for an academic or professional journal.
- Serve as a reviewer for an academic or professional journal.
- Serve as an editor or reviewer for a textbook.
- Participate in consulting activities for business and industry organizations in accordance with university policies and conflicts of interest.
- Participate in faculty internship opportunities.

External Services to the Community related to IST Expertise
- Serve in a volunteer leadership position for charitable and community agencies or service groups.
- Serve on government commissions, task forces, or boards.
- Apply professional expertise through constructive public service that benefits the University, and/or this region, state, and/or nation.

III CAREER DEVELOPMENT, TENURE, AND PROMOTION

The nature of faculty contribution is expected to vary as a function of skills, interests, and the stage of career development. This document does not seek to specify or encourage a single stereotype of faculty contributions in the areas of instruction, intellectual contribution and service. However, consistent with general promotion and tenure standards it is possible to describe acceptable patterns of emphasis that are most likely to lead to career development and to positive evaluation in the IS&T Department. Promotion and tenure are based on the expectations of underlined continued growth and the potential for future performance, rather than being simply rewards for past accomplishments. It should be emphasized the receipt of meets expectations in annual performance evaluations is necessary, but not sufficient, for positive recommendations with regard to promotion and tenure.

III.A CAREER DEVELOPMENT

ASSISTANT PROFESSORS
Primary emphasis should be placed on developing competence in instruction and on establishing a scholarship program that leads to a record of intellectual contribution. Service contributions generally will be focused on Departmental, College, and University academic affairs until intellectual contribution and instructional competencies are well established.

ASSOCIATE PROFESSORS
Continued emphasis should be placed on competence in instruction, including course development and instructional innovations, and on maintaining an active scholarship program. Associate Professors, relative to Assistant Professors, will be expected to exhibit increased contribution in one or more of the areas of service.

PROFESSORS
Leadership in the pursuit of excellence in fulfilling our mission should come from Professors. Such leadership can be manifested in a variety of ways, such as continued major contributions to the body of knowledge; contribution to the development of less experienced faculty; leadership in one or more of the areas of service; and leadership in one or more of the areas of instruction. Exemplary contribution in all three areas is expected.

III.B PORTFOLIO

Candidates must submit a portfolio for review by colleagues and decision-makers. The portfolio must provide evidence of the candidate's performance in teaching, research, and service.

In addition to the portfolio requirements specified by the University policy, the portfolio shall:

- be limited in size to one 3" three-ringed binder or submitted through Digital Measures (or other University-approved digital portfolio)
- list a cover page for each section summarizing accomplishments including dates
- include an up-to-date Curriculum Vita
- have a summary sheet of SRI scores included after the cover sheet for the teaching section
- if submitting a physical binder use standard tabs to separate each section (provided by the Office of Academic Affairs)
- include copies of the faculty member's annual reviews from the evaluation period
- include all letters of commendation and/or reprimand (if present)
- include all rebuttals (if present)
- include, if desired, electronic samples of course materials developed, etc.

III.C APPLYING FOR TENURE

Candidates for tenure bear the burden of clearly demonstrating that they qualify for tenure based on their record of performance as measured against tenure standards of the University, the college, and the department. The timeline for application is according to the university policy 637 Faculty Tenure, especially sections 5.7 and 5.8.

Minimum criteria include:

1.   A rating in teaching consistent with the department standard shown in the Teaching column in Table1. Teaching activities may include instruction, laboratory activities, supervising projects, preparation of course materials, mentoring, curriculum development, interdisciplinary collaboration and other types of teaching activities. In addition, candidates should demonstrate they are **committed to sustain teaching effectiveness**.

2.   A rating in scholarship consistent with the department standard shown in the Scholarship column in Table1. Scholarly activities may include research and other contributions to knowledge, leadership in professional organizations, and active pursuit of professional competence. Besides journal publications, other scholarly contributions may include conference presentations and proceedings, book chapters, works in progress, awards of funded research grants, etc. may provide support for the candidate's commitment to research or potential for further contributions. In addition to the record of scholarship, candidates will bear the burden of clearly demonstrating that there is a reasonable expectation they will **maintain an on-going commitment to intellectual contributions**.

3.   A rating in service consistent with the department standard shown in the Service column in Table 1. Recognized accomplishment in service means the candidate has engaged in sufficient service activities to the institution, the profession, and the public to demonstrate his or her professional citizenship, and has demonstrated a **willingness to participate in the affairs of the department, the college, the University, and the profession**.

4.   Adherence to professional ethics.

5.   Satisfying the credentials and probationary periods requirements.

III.D APPLYING FOR PROMOTION

III.D.1 ASSOCIATE PROFESSOR
While the decisions whether to confer tenure and to award promotion to Associate Professor are separate, the criteria for promotion to Associate Professor are the same as those for tenure.

Table 1 lists the expectations for a successful outcome for a candidate for promotion from Assistant Professor to Associate Professor.

Table 1

Credentials & Probationary Periods	Teaching	Scholarship	Service
Satisfied	Meet Expectations	Meet Expectations	Meet Expectations

Credentials, Probationary Periods, and Ratings
a. Promotion from Assistant Professor to Associate Professor

1. Appropriate credentials based on discipline:
   a. **Information Systems:** A doctorate in Information Systems or a closely related field
   b. **Information Technology:** [A doctorate in Information Technology or a closely related field] **or** [(a master's degree in Information Technology or a closely related field) **and** appropriate IT experience]
   c. **Business/Marketing Education:** [A doctorate in Business Education or a closely related Education field] **or** [(a master's degree in Business Education or a closely related Education field) **and** experience teaching at the secondary level]
   d. **Information Management**: (A doctorate in Information or Project Management or closely related field) **or** (a master's degree in Information or Project Management, Office Administration, Business Education, or closely related field) **and** appropriate experience.
2. Five years of performance that meets expectations at the rank of Assistant Professor and other requirements as found in the Faculty Tenure Policy 637 (see especially section 4.3 with exceptions concerning agreements made at time of hire) and Assigning and Advancing Academic Rank Policy 632. These may be found at https://www.uvu.edu/policies/manual/index.html
3. The faculty member must maintain an appropriate level of collegiality and adhere to other expectations set forth in Policy 635 Faculty Rights and Responsibilities.

DESCRIPTION AND CLARIFICATION OF RATING – MEET EXPECTATIONS

Teaching
Candidates shall be rated Meets Expectations if they are consistently rated by students and peers as satisfactory relative to other faculty members and provide evidence of having occasionally developed new materials, new methods or other innovative techniques to improve their teaching performance. (It is preferred that a minimum of two or more SRI scores per year for the last five years are **within departmental norms** unless special circumstances are present, i.e., sabbatical, administrative position such as department chair, or other leave such as medical.)

Meet Expectations
All tenure-track faculty members will be evaluated against the following basic standard containing these elements in addition to those in Policy 635 Faculty Rights and Professional Responsibilities:

1) Receive positive quantitative and qualitative feedback from students through course evaluations and other means that demonstrate a pattern of quality instruction.
2) As mandated by the College of Engineering and Technology, hold a minimum of five office hours per week, and be generally available to students outside of class contact periods.
3) Provide course instruction that conforms to the catalog description, and which includes current knowledge of the subject.

4) Hold all classes as scheduled, including the final exam period, except for infrequent incidents of sickness, personal emergencies, or other professional obligations where substitute learning experiences are provided.
5) Provide a syllabus that details objectives, a course outline, work expected of students, and instructor policies for each course taught.
6) Provide evidence of rigorous and equitable grading in a timely manner to students.
7) Participate in ABET Accreditation activities.

Meeting minimum expectations in instruction is a necessary, but not sufficient, component in merit compensation, promotion, and tenure decisions. *Because the primary mission of UVU is teaching, there is an expectation of excellent teaching for tenure and promotion.*

Scholarship

Candidates may be rated satisfactory when they provide evidence of writing and/or publication. Evidence of candidates' completing some formal education and/or work experience that would support their keeping current in the discipline should be viewed as positive. Evidence of having presented papers, delivered speeches, written grant proposals, etc., shall be viewed positively. A positive rating in all of the indicated activities should not be necessary to receive a meets expectations rating in this area. Student involvement in scholarship should be encouraged.

Meet Expectations
To meet minimum expectations, performance evaluation in the area of intellectual contribution will be based on a faculty member's tangible output in the most recent five-year period. On average at least one refereed journal article is expected to be published every two years or some combination of the above-mentioned scholarly activities. Meeting annual minimum expectations in intellectual contribution is a necessary, but not sufficient, component in merit compensation, promotion, and tenure decisions.

Service

Candidates shall be rated satisfactory in service if they accept and perform in an acceptable manner those duties constituting an average share of the workload in the department, school, college, University or academic community.

Candidates shall be rated satisfactory in administration if they perform routine duties in an acceptable manner and are consistently rated meets expectations by their immediate superiors and subordinates.

Meet Expectations
Each faculty member in the IS&T Department is expected to participate in the affairs and activities of the department, college, and University. Some examples of basic opportunities for participation include: (1) attending and participating constructively in the deliberations of departmental and general faculty meetings, (2) attending commencement and convocation ceremonies, and (3) participating on an as-needed basis in other activities (e.g., Dean's Day, Open Houses, etc.).

Departmental guidelines will be established to ensure adequate departmental representation at each of the above activities. Failure to regularly participate in these activities at the minimum level specified in departmental guidelines will preclude the meeting of expectations, regardless of other service activities in which the faculty member engages.

In addition to the above expectations, each faculty member must engage in service activities to the University constituencies. The constituencies to which faculty provide service can be categorized as internal and external. Internal constituencies include the University, College, department and students. External constituencies include the academic profession, the business community and the social/civic community.

Meeting annual minimum expectations in service is a necessary, but not sufficient, component in merit compensation, promotion, and tenure decisions.

III.D.2 PROFESSOR

The criteria for promotion to Professor assume the candidate has previously met the criteria for promotion to Associate Professor and is **performing at a level higher** than that required to become Associate Professor. To be promoted to Professor ranking, a faculty member must demonstrate **exemplary performance in teaching, scholarship, and service**. The timeline for application is according to the university policy 632 Assignment and Advancement in Academic Rank, especially sections 5.13 and 5.14.

1. The candidate for Professor must be an excellent teacher. **Exemplary teaching** means more than just good SRI scores. The candidate must be teaching at a high level, which must be demonstrated in the forms of subject knowledge, pedagogy, and assessment of student learning as described in detail above. One example of demonstrating excellent teaching at a higher level is by showing teaching leadership in the form of course championing (helping push or lead courses) or pedagogical championing (promoting and teaching faculty new pedagogical methods or tools).

1) The candidate for Professor must be a **recognized scholar**. A candidate for Professor can demonstrate recognition by showing that her/his scholarly activities have been made available to a national audience in the discipline and that these activities have received a rigorous form of peer review. The traditional method of demonstrating national or international recognition is to offer as evidence the authorship of published articles in nationally recognized, high quality, peer-reviewed journals. Other examples of evidence, however, are possible. For example: a professional book or textbook published by a reputable publisher or a university press, election to national office of a major professional society, invitations to consult widely or with organizations that influence national or international policy and awards of funded research grants are other examples of evidence of national or international recognition.

2) Candidates for Professor must show a **consistent** commitment to scholarship throughout their careers.

3) Candidates for Professor must have demonstrated, sometime during their tenure, leadership in the discipline, Department, School, College, or University. **Leadership roles** include, but are not limited to, administrative appointments, appointments to chair University-wide committees, election to the Faculty Senate, appointments to editorial review boards of important journals, appointments to chair committees of professional organizations, or election to office of professional organizations.

Table 2 lists the expectations for a successful outcome for a candidate for promotion from Associate Professor to Professor.

Table 2

Credentials & Probationary Periods	Teaching	Scholarship	Service
Satisfied	Exemplary	Exemplary	Exemplary

Credentials, Probationary Periods, and Ratings

b. Promotion from Associate Professor to Professor
   1. Five years of exemplary performance (at the rank of Associate Professor will be the minimum probationary period as defined in the Assigning and Advancing Academic Rank Policy 632. Application takes place after the fifth year for promotion.
   2. Terminal degree related to the discipline.
   3. Be rated as Exemplary in Teaching/Scholarship/Service as a summary of the candidate's efforts during their Associate Professor years overall.

DESCRIPTION AND CLARIFICATION OF RATING – EXEMPLARY

Teaching
Candidates shall be rated excellent if they are consistently rated as excellent by students and peers, relative to other faculty members and provide evidence that they are continually developing new methods, new materials or other innovative techniques to improve their teaching performance. (It is preferred that a minimum of two or more SRI scores per year for the last five years show a **higher than department norm** unless special circumstances are present, i.e., sabbatical, administrative position such as department chair, or other leave such as medical.)

Performance Above Expectations
In order to achieve a performance rating higher than "met expectations", the faculty member must first demonstrate a consistent pattern of high-quality teaching. While not an exhaustive list, the following items and other pertinent considerations should then be used to determine if a faculty member has "exceeded" or "far exceeded" the basic standard:

- Develop and teach using innovative course materials or instructional methods during that year
- Develop new courses

- Work with external constituencies (businesses, agencies, etc.) to develop and carry-out class-related projects
- Create and carry out team-taught courses
- Organize and lead other significant off-campus class learning experiences such as class field trips
- Receive a nationally recognized, university, or college teaching award

Scholarship

Candidates may be rated exemplary if they provide evidence of at least one refereed publication or other equivalent work at the regional and/or national levels **on average yearly as evidence of a plan of continuing scholarly activity**. It will be the responsibility of the candidate to provide evidence that the particular activity is a valuable scholarly contribution.

Performance Above Expectations
Performance above expectations requires more than meeting the minimum effort expectations described above. Yearly publication output would be considered above expectations. Some items that may contribute to performance above expectations include:

- Manuscript published in a leading journal
- Multiple articles published during the relevant evaluation period above the required one every two-year average.
- Winning a "best paper" award Invited paper to a professional society
- Completion of a research report from a significant funded grant proposal
- Textbook or other peer-reviewed teaching materials
- Scholarly book or chapter in a scholarly book
- Receiving a research award

Service

Candidates shall be rated exemplary in service if they provide leadership within the department, college, University or academic community, on a major project, committee or activity in which their work significantly influenced development and/or implementation of new curricula, new programs improved operations or organizational changes. The candidate's being recognized locally, regionally, and/or nationally for work in extra University activities usually serving in a working position of leadership in appropriate associations and organizations is evidence of significant service work in the academic community.

Candidates may be rated excellent in administration if they set ambitious goals and achieve most of them. Candidates shall consistently be rated excellent by their immediate superiors and subordinates in improving environmental conditions, stimulating a positive intellectual climate, procuring, and allocating resources competently and facilitating the operation of the organization in setting up and achieving objectives.

STANDARDS OF EVALUATION
Positive evaluations should be based on evidence to support such an evaluation. Consequently, each candidate is responsible for maintaining a complete and up-to-date file.

The type of evidence in a file is also of concern. The more concrete the evidence, the more weight evaluators should give it. Thus, an expressed opinion that someone is an excellent teacher when not accompanied by any indication that an evaluation was conducted would not normally be weighted as heavily as the same recommendation from a formal evaluation. Evaluations that distinguish among faculty are given more credence. Listed in several of the categories are areas of endeavor which would normally be considered as evidence of achievement, but may not, in some instances, be regarded as satisfying criteria for advancement in rank. For example, consulting and work experience would usually be considered as beneficial activities. The burden of proof is on the candidate to justify that consulting and/or work experience is of positive benefit in this discipline and does not conflict with other university responsibilities. Similarly, not all work beyond the attainment of necessary credentials is automatically of benefit to individuals in their jobs. Community service, if not professionally related, would not normally be considered. Neither committee membership nor administrative positions in and of themselves should be given much consideration. Performance within the position is what evaluators should consider. In all questionable cases, the burden of proof lies with the candidate.

The performance of department chairs may be evaluated. Such evaluation would normally be made by the immediate superior of the individual but would not have to be restricted to that individual. Items that should be addressed are whether or not the candidate accomplished (and to what extent) one or more of the following:

1. Improved working conditions
2. Provided a stimulating intellectual climate
3. Procured and allocated resources in an adequate and just fashion
4. Increased the prestige and visibility of your department as supported by evidence provided by the candidate

Each case is to be considered on its own merits, with quality and level of productivity being the major criteria for judging performance. It is generally understood that, lacking evidence to the contrary, achievements (speeches, publication, service, etc.) at the national level should be judged as being more important than that at the regional level and that participation at the regional level should be judged as being more important than that at the local level. Work at the University level is more important than at the college level and so forth.

Publications that are subject to formal acceptance processes and editorial review will normally be considered more favorably than those that are not. Likewise, publications arising from research will normally be considered more favorably than those which did not. Evaluations should take into account the quality of journals, the impact of articles or textbooks on the field, the length of the work and so forth.

In cases in which there is a particular benefit to the department derived from a candidate having obtained additional credentials, such work will be judged positively. Some effort is expected in terms of maintenance. Therefore, judgments will be made as to whether or not such work is beyond maintenance. Furthermore, not all work serves to improve credentials to any great degree. In addition, judgments will be made as to the degree to which the University supported the attainment

of improved or additional credentials. Work done entirely on one's own will be viewed more favorably than work supported in whole or in part by the University.

Courses or programs developed or revised by an individual or individuals will be evaluated in terms of the effort required and the benefit to the University. A useful course that is innovative in a field will be considered more favorably than courses having definite models at other institutions. Presentations of papers at scholarly meetings is encouraged and considered to be worthwhile. However, formal publication will normally be considered as being preferable.

Funded research/grants will be judged in terms of the worth of the project to the University or profession, the type of grant and so forth. Innovative projects that would not be funded except for the excellence of the proposal will be considered more favorably than solicited proposals for which funding is more or less automatic.

When making final evaluations for promotion, individuals and ranking tenure evaluation committees should address a candidate's performance throughout the probationary period. A candidate does not necessarily have to address each category within a specific channel each year. For example, one year a candidate might perform heavily in the administrative area and in another might engage mostly in teaching and research. Special attention should be given to improvements in performance. Candidates should exhibit the required levels of performance over a long enough period of time that it is reasonable to expect continued performance at or above such levels. However, performance during the entire probationary period, particularly during the early part, does not necessarily have to meet or exceed the designated performance levels.

III.D.3 SENIOR LECTURER

The criteria for promotion to Senior Lecturer is found in Policy 632 Assignment and Advancement in Academic Rank, 5.7 Minimum Qualifications for Rank Advancement for Non-Tenure-Track Faculty Members, 5.7.1 Senior lecturer specifies this minimum qualification: Fulfillment of department RTP committee criteria for promotion to senior lecturer status and seven years of university service. Department criteria for Senior Lecturer are that a candidate is **performing at a level higher** than that of a Lecturer. To be promoted to Senior Lecturer, a faculty member must demonstrate **exemplary performance in teaching**. The timeline for application is according to the university policy 632 Assignment and Advancement in Academic Rank, especially sections 5.13 and 5.14.

The candidate for Senior Lecturer must be an excellent teacher. **Exemplary teaching** means more than just good SRI scores. The candidate must be teaching at a high level, which must be demonstrated in the forms of subject knowledge, pedagogy, and assessment of student learning as described in detail above. One example of demonstrating excellent teaching at a higher level is by showing teaching leadership in the form of course championing (helping push or lead courses) or pedagogical championing (promoting and teaching faculty new pedagogical methods or tools).

Teaching

Candidates shall be rated exemplary if they are consistently rated as excellent by students and peers, relative to other faculty members and provide evidence that they are continually developing new methods, new materials or other innovative techniques to improve their teaching performance. (It is preferred that a minimum of three or more SRI scores per year for the last five years show a **higher than department norm of lecturers and instructors** unless special circumstances are present, i.e., sabbatical, administrative position such as department chair, or other leave such as medical.)

Performance Above Expectations

In order to achieve a performance rating higher than "met expectations", the faculty member must first demonstrate a **consistent pattern of high-quality teaching**. While not an exhaustive list, the following items and other pertinent considerations should then be used to determine if a faculty member has "exceeded" the basic standard:

- Develop and teach using innovative course materials or instructional methods during that year
- Develop new courses
- Work with external constituencies (businesses, agencies, etc.) to develop and carry-out class-related projects
- Create and carry out team-taught courses
- Organize and lead other significant off-campus class learning experiences such as class field trips
- Receive a nationally recognized, university, or college teaching award