

GENERAL CRITERIA FOR RANK and PROMOTION¹

OVERVIEW

Candidates for promotion must meet the criteria for appointment to the rank they seek and must also meet the evaluative criteria specified by the University for promotion. The evaluative criteria are divided into teaching effectiveness, scholarship and creative work, and service. Candidates must attain an area of distinction in at least one of these three categories and show sufficiency or distinction in the others. An area of distinction is one in which the candidate has demonstrated excellence and thus exceeded baseline expectations for work in that area at the candidate's current rank.

For application to associate professor, the faculty member may apply in the Fall of his or her sixth year at assistant rank. For application to full professor, the faculty member may apply in the Fall of his or her seventh year at associate rank. Regarding credit for time at prior institutions, the general rule is up to four years for those coming in at the Instructor and Assistant level and up to five years for those coming in at the Associate level.

Instructions to the Committee

The committee should recommend a candidate for promotion if the candidate receives a $\frac{2}{3}$ majority vote for at least one area of distinction and a two-thirds majority vote for sufficiency or distinction in the remaining two areas.

Portfolio for Promotion in Rank at the University of Mary

Faculty applying for promotion in rank must submit a portfolio containing the following:

General Information

- 1) A document outlining the case that the candidate has met each of the criteria for promotion to the desired rank (one page)
- 2) A current curriculum vitae
- 3) A statement demonstrating evidence of a notable and fruitful commitment to advancing the Christian, Catholic, Benedictine mission and identity of the University of Mary (two pages)
- 4) An evaluation from the Dean or the Dean's designee evaluating the candidate's candidacy for promotion with respect to teaching effectiveness, scholarly or creative activity, and service
- 5) Additional evaluative statements from department/program peers

Evidence of Teaching Effectiveness

- 6) Statement of Teaching Philosophy
- 7) Spreadsheet listing courses taught since last promotion with absolute and average scores for each evaluation question
- 8) Student evaluations since the last promotion
- 9) Analysis of and reflection on student evaluations
- 10) Syllabi for all courses taught within the past year (additional syllabi optional)
- 11) Two peer evaluations of candidate's teaching

¹ See current *Teaching Faculty Resource Handbook*, p. 9 col. 2 ff.

- 12) A colleague's peer review of representative course materials
- 13) Additional evidence of teaching effectiveness, such as teaching recognition and awards, presentations, training, or teaching related scholarship (optional)

*Additional instructions are provided in "Teaching," below.

Documentation of Scholarly or Creative Activity

- 14) Summary of scholarly or creative activity
- 15) Scholarly or creative agenda
- 16) Copies of representative scholarly or creative activity

* Additional instructions are provided in "Scholarship and Creative Activity," below

Evidence of Service

- 17) A list of your service contributions to (a) students, (b) your school, division, department, or program, (c) the university, and (d) your profession and/or community.
- 18) For any activity listed above that required significant contribution on your part, provide a brief account of your contribution and leadership (if applicable).

* Additional instructions are provided in "Service," below.

TEACHING²

OVERVIEW

The paramount responsibility of each faculty member is teaching. Since many characteristics contribute to teaching excellence, documentation should demonstrate, but not necessarily be limited to, the following:

Instructional Design Skills

Examples of instructional design skills for promotion to any level include but are not limited to:

- Ability to plan a substantive, well organized course
- Choice of effective teaching methods and strategies, incorporating technology when appropriate and available
- Use of appropriate methods to evaluate students

Examples of instructional design skills for promotion to associate professor or full professor, also include but are not limited to:

- Contribution to curriculum design

Instructional Delivery Skills

Examples of instructional delivery skills for promotion include but are not limited to:

- Ability to stimulate and broaden student interest in the subject matter
- Capacity to challenge students, for example, to motivate independent work
- Effective communication with students
- Possession of the attributes of integrity, open-mindedness, and objectivity in teaching
- Professional evaluation of student performance

Content Expertise

Examples of content expertise for promotion to any level include but are not limited to:

- Demonstrates mastery of one's subject
- Demonstrates knowledge of current developments in one's field

Examples of content expertise for promotion to associate professor or full professor, also include but are not limited to:

- Demonstrates knowledge of the relationship of one's field to the overall academic goals of the university
- Demonstrates ability to relate one's subject to other areas of knowledge

Course Management Skills

Examples of course management skills for promotion include but are not limited to:

- Generous availability to students; maintains office hours and keeps scheduled appointments; communicates in a timely manner

² Derived from *Teaching Faculty Resource Handbook*, pp. 9-10.

- Fulfillment of administrative duties associated with instruction (grade books, book orders, class attendance, etc.)

Program Development

Examples of instructional program development for promotion to any level include but are not limited to:

- Participation in development, evaluation, revision of courses and programs
- Participation in assessment of student outcomes

Examples of program development for promotion to associate professor or full professor, also include but are not limited to:

- Leadership in development, evaluation, revision of courses and programs
- Leadership in assessment of student outcomes

DOCUMENTATION OF TEACHING EFFECTIVENESS

- 6) Statement of Teaching Philosophy
- 7) Spreadsheet listing courses taught since last promotion with absolute and average scores for each evaluation question (use Excel template provided)
- 8) Student evaluations since the last promotion (six-year maximum)
- 9) Analysis of and reflection on student evaluations (six-year maximum)
- 10) Syllabi for all courses taught within the past year (additional syllabi optional)
- 11) Two peer evaluations of candidate's teaching
- 12) A colleague's peer review of representative course materials (optional)
- 13) Additional evidence of teaching effectiveness, such as teaching recognition and awards, presentations, training, or teaching related scholarship (optional)

EVALUATION OF TEACHING		
<p>Using the entirety of the candidate's documentation of teaching effectiveness, letters of evaluation, and the characteristics of teaching effectiveness, rate the below aspects of the candidate's teaching.</p> <p style="text-align: center;">0 = No evidence, 1 = Unsatisfactory, 2 = Satisfactory, 3 = Excellent</p>		
Category	Score (0-3)	Comments (optional)
Instructional Design		
Instructional Delivery Skills		
Content Expertise		
Course Management Skills		
Program Development		
Overall Score:		<p><i>Suggested guidelines for recommendation for promotion:</i> Insufficient for Promotion: 0-9 Sufficient for Promotion: 10-12 Area of Distinction: 13-15</p> <p>Recommendation: <input type="checkbox"/> Not sufficient for Promotion <input type="checkbox"/> Sufficient for Promotion <input type="checkbox"/> Area of Distinction</p>
Additional Comments (optional)		

SCHOLARSHIP and CREATIVE WORK³

OVERVIEW

Scholarship and creative work are essential to the life of each faculty member to contribute to teaching effectiveness and to enhance an understanding of the world around us. Evaluation of this area of faculty responsibilities is especially challenging, however, because the form, emphases, and methods of these activities vary among disciplines. The Rank and Promotion Committee is aided by feedback from individuals qualified to assess the candidate's discipline-related scholarship. The essential and constant element across disciplines is public accessibility. Scholarly work requires the individual's participation in a publicly accessible conversation about the knowledge that is generated by the scholar's work. Creative work requires public presentation and availability to critique by professional peers. Consequently, some evidence of scholarly engagement (e.g., attendance at professional meetings, scholarly writing not yet presented and unpublished or creative work not presented, or professional consultation services not subject to outside review) demonstrates only the commendable first steps toward scholarly work as described below. Such activities require the faculty member's scholarly knowledge and/or creative ability and are professionally stimulating in important ways. In and of themselves, however, these activities are at best preliminary evidence for scholarship and creative work in academe and are not sufficient on their own for promotion.

Scholarly and creative activity and work includes but is not limited to:

Articles

- Peer-reviewed research articles
- Other peer-reviewed articles
- Non-peer-reviewed articles
- Editorial articles
- Reviews

Books and Monographs

- Authored or edited books relevant to candidate's discipline
- Authored book chapter

Ongoing Research Activities

- Conferences and workshops
- Investigator initiated research
 - lab-based research
 - clinical research
 - field-based research
 - epidemiological research
 - qualitative research
- Case studies

Performance

- Solo or small group performances
- Conducting or directing a performance

³ Derived from *Teaching Faculty Resource Handbook*, pp. 10-11.

- International, national and regional performances. Repeated performance of an original composition can demonstrate that the work may become significant in the repertoire
- Invitational concerts
- Original compositions, stage production or choreography
- Published works (rentals from a publishing house are considered published work)

Presentations

- Peer or professionally reviewed presentations
- Workshops/panelist/seminars/posters
- Invited presentations

Exhibitions

- Juried or professionally reviewed art or historical exhibitions
- Invitational and non-juried art or historical exhibitions
- Curated art or historical exhibitions for galleries and museums

Special Recognition/Achievement

- External awards for scholarship
- Internal awards for scholarship

Pedagogical Scholarship

- Peer or professionally reviewed presentation or article related to pedagogy

Grants (approved and/or funded)

- Peer or professionally reviewed research grants
- Peer or professionally reviewed training grants
- Grants and contracts (non-peer-reviewed support)
 - University of Mary supported grants
 - Academic/industry (business) collaborative research

Consulting

- Consulting may be considered scholarship if the activity is scholarly in nature and is made the profession widely available to and/or the public

Necessary Requirements for Promotion

The following outlines concrete necessary conditions for scholarship and creative work for faculty by rank. In most cases, the items listed below should be considered as necessary for promotion but not by themselves sufficient evidence of the scholarly or creative activity and work required for promotion. Promotion to associate and full professor requires work that is significant and satisfies the criteria of knowledge generation, public accessibility, and peer critique.

The candidate must also demonstrate ongoing scholarly and creative activity and work by means of additional items from the above list (or other suitable scholarly activities).

Assistant Professor	<p><i>The faculty member:</i></p> <ul style="list-style-type: none"> • Has at least one of the items in the above list that is an evaluated scholarly or creative activity that was substantially done and completed while at the rank of Instructor <p>Or, with special permission of the candidate's Dean:</p> <ul style="list-style-type: none"> • Demonstrates significant scholarly professional development and engagement within one's discipline (e.g. frequent conference or workshop attendance, on-going training, utilizing advancements in one's discipline, etc.)
Associate Professor	<p><i>The faculty member has one or more of the following items that were substantially done and completed while at the rank of Assistant Professor:</i></p> <ul style="list-style-type: none"> • Accepted or in print peer-reviewed article in a professional journal relevant to the candidate's discipline • Published book or book chapter relevant to the candidate's discipline by a professionally recognized publisher or professional organization • Peer or professionally reviewed artistic performance or exhibition relevant to the candidate's discipline at a significant state, regional, national or international venue that reflects appropriate professional recognition and artistic accomplishment for the discipline (further specification of what is appropriate should be discussed with one's Dean or the Dean's designee) • Peer or professionally reviewed scholarly work relevant to the candidate's discipline presented at a significant state, regional, national or international venue that reflects appropriate professional recognition and accomplishment for the discipline (further specification of what is appropriate should be discussed with one's Dean or the Dean's designee) <p>Or, with special permission of the candidate's Dean:</p> <ul style="list-style-type: none"> • Demonstrates significant scholarly professional development and engagement within one's discipline (e.g. frequent conference or workshop attendance, on-going training, utilizing advancements in one's discipline, etc.)

Professor	<p><i>The faculty member has two or more items from one or more of these three activities that were substantially done and completed while at the rank of Associate Professor:</i></p> <ul style="list-style-type: none"> • Accepted or in print peer-reviewed article in a professional journal relevant to the candidate's discipline • Published book or book chapter relevant to the candidate's discipline by a professionally recognized publisher or professional organization • Peer or professionally reviewed artistic performance or exhibition relevant to the candidate's discipline at a significant state, regional, national or international professional venue that reflects appropriate professional recognition and artistic accomplishment for the discipline • Peer or professionally reviewed scholarly work relevant to the candidate's discipline presented at a significant state, regional, national or international venue that reflects appropriate professional recognition and accomplishment for the discipline (further specification of what is appropriate should be discussed with one's Dean or the Dean's designee) <p>Or, with special permission of the candidate's Dean:</p> <ul style="list-style-type: none"> • Demonstrates significant scholarly professional development and engagement within one's discipline (e.g. frequent conference or workshop attendance, on-going training, utilizing advancements in one's discipline, etc.)
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DOCUMENTATION OF SCHOLARLY or CREATIVE ACTIVITY

14) Summary of scholarly or creative activity

In one document include the following:

- Provide a brief description of your scholarly or creative contributions. Keep in mind that this will be read by non-specialists and needs to be accessible to a broad audience.
- Specify how your scholarly or creative activity meets the minimum requirements for promotion, both with respect to peer-reviewed work and ongoing scholarly activity.
- Provide a copy of the scholarship and creative activity section of your CV.

15) Scholarly or creative agenda

Provide a document that outlines your scholarly or creative agenda, which includes reference to attained goals, future goals, and current plans for professional development.

16) Copies of representative scholarly or creative activity

Provide representative copies of your scholarly or creative activity. (Include digital copies when applicable. If not applicable, provide physical artifacts.)

EVALUATION OF SCHOLARSHIP or CREATIVE WORK		
Using the entirety of the candidate's supporting documents, letters of evaluation, and the evaluation criteria, rate the below aspects of the candidate's scholarship or creative work.		
Category	Score	Comments (optional)
Meets necessary requirements for scholarly or creative activity for the applied rank	No: 0 Yes: 2	
On-going Scholarly or Creative Activity	No evidence = 0 Unsatisfactory = 1 Satisfactory = 2	
<p>Quality of Scholarly or Creative Contributions</p> <p><i>Factors may include but are not limited to, quality of publication or artistic or conference venue, quality of contribution to candidate's field, integration disciplinary knowledge across fields of scholarship, and transformation into student learning</i></p> <p><u>Note:</u> Typically, to attain a score of excellent (3) in this area, candidates must have significant peer-reviewed work (such as multiple peer-reviewed publications or peer-reviewed presentations at notable venues, as appropriate to one's discipline)</p>	No evidence = 0 Unsatisfactory = 1 Satisfactory = 2 Excellent = 3	
Overall Score:		<p><i>Suggested guidelines for recommendation for promotion:</i></p> <p>Insufficient for Promotion: 0-5 Sufficient for Promotion: 6 Area of Distinction: 7</p> <p>Recommendation:</p> <p><input type="checkbox"/> Not sufficient for Promotion <input type="checkbox"/> Sufficient for Promotion <input type="checkbox"/> Area of Distinction</p>
Additional Comments (optional)		

SERVICE⁴

OVERVIEW

In addition to teaching excellence and scholarly and professional involvement and achievement, another role of a faculty member is to participate in the activities of the University, the student body, and the wider community. Examples of service include but are not limited to the following:

1. Service to Students

- Individual advising
- Participation SOAR
- Service as the advisor to a student organization
- Service as the moderator or facilitator of student activities
- Service on the committee of a graduate student thesis (co-authorship with a graduate student may be considered scholarly work)

2. Service to the School, Division, Department, or Program

- Participation in meetings
- Service as a chairperson or director
- Service as a mentor to new faculty
- Leadership in the development of materials or documents for the division, department, or program

3. Service to the University

- Participation on one or more University committees
- Assistance with University-sponsored student recruitment activities
- Representing the University before the local, regional, national, or international community
- Active participation in the University's efforts to integrate the Catholic intellectual and Benedictine wisdom traditions into the life of the academy.
- Developing and/or maintaining cooperative relationships with corporations and agencies important to the University, department, or program
- Service as the director of a grant-funded program

4. Service to the Profession

- Active membership in or leadership of a professional organization at the local, state, regional, national, or international level
- Providing expertise in the development, maintenance, or evaluation of professional organizations
- Participation in activities that develop or maintain the standards of the discipline
- Judging and adjudicating

Service to the Community

- Providing expertise in the development, maintenance, or evaluation of organizations in the civic or religious community
- Service as a consultant

⁴ Derived from *Teaching Faculty Resource Handbook*, p.11.

- Appointment in a professional capacity to a state, regional, or national post
- Active membership or participation in one or more of the following:
 - A charitable or civic organization (e.g. Habitat for Humanity, Optimists Club, etc.)
 - A fraternal or social organization (e.g. Elks, Toastmasters, etc.)
 - A church or school organization (e.g. PTA, Sunday school teaching, etc.)
 - A political or advocacy organization (e.g. Democratic Party, Right to Life, etc.)

DOCUMENTATION OF SERVICE

In a single document, provide the following:

- 17) A list of your service contributions to (a) students, (b) your school, division, department, or program, (c) the university, and (d) your profession and/or community.
- 18) For any activity listed above that required significant contribution on your part, provide a brief account of your contribution and leadership (if applicable).

EVALUATION OF SERVICE		
Using the entirety of the candidate’s documentation of service and letters of evaluation, rate the below aspects of the candidate’s service. 0 = No service, 1 = Minimal, 2 = Good, 3 = Excellent service or significant leadership		
Category	Score (0-3)	Comments (optional)
To Students		
To School, Division, Department, Program		
To University		
To Profession or Community		
Overall Score:		<i>Suggested guidelines for recommendation for promotion:</i> Insufficient for Promotion: 0-6 Sufficient for Promotion: 7-9 Area of Distinction: 10-12 Recommendation: ___ Not sufficient for Promotion ___ Sufficient for Promotion ___ Area of Distinction
Additional Comments (optional)		

SUMMARY OF PROMOTION EVALUATION		
Using the area specific rubrics for teaching, scholarship or creative work, and service, provide a summary of your promotion evaluation.		
Area	Recommendation	Comments (optional)
Teaching	<input type="checkbox"/> Not sufficient for Promotion <input type="checkbox"/> Sufficient for Promotion <input type="checkbox"/> Area of Distinction	
Scholarship or Creative Work	<input type="checkbox"/> Not sufficient for Promotion <input type="checkbox"/> Sufficient for Promotion <input type="checkbox"/> Area of Distinction	
Service	<input type="checkbox"/> Not sufficient for Promotion <input type="checkbox"/> Sufficient for Promotion <input type="checkbox"/> Area of Distinction	
Overall Recommendation:	<input type="checkbox"/> Not sufficient for Promotion <input type="checkbox"/> Sufficient for Promotion	
Additional Comments (optional):		