

[New policy effective July 28, 2010]

College of Sciences Tenure and Promotion Criteria and Guidelines

PURPOSE

The purpose of this document is to provide College of Sciences faculty with tenure and promotion expectations in the areas of teaching, scholarly/creative activity and leadership/service. It has been developed as a requirement of OP 06.23, Tenure and Promotion Standards and Procedures. Included is a suggested development schedule for tenure-track faculty as well as a definition of ranks and criteria for promotion. Additional requirements for tenure and promotion portfolios are also provided.

A. Faculty Responsibilities and Expectations

While academic preparation, experience, and professional responsibilities form the basis for faculty competence, faculty seeking promotion and tenure must demonstrate achievements in the areas of teaching, scholarly activity, and leadership/service. Faculty members are to take the initiative in promoting their own growth in each of these areas.

Each academic department will be responsible for accomplishing university goals for teaching, scholarly activity, and leadership/service; however, individual faculty members will not be required to have identical commitments to teaching, scholarly activity, and leadership/service.

1. TEACHING

Consistent with its strong commitment to instruction, the College of Sciences requires that teaching effectiveness count in promotion to all ranks. Self-evaluation, peer review, Department Head evaluation, and student evaluations (including IDEA) are standardized avenues for evaluating teaching performance.

Teaching includes the following five components: (1) curriculum and course development; (2) academic instruction and evaluation of student learning; (3) professional development of knowledge and skills pertaining to such instruction and evaluation; (4) academic mentoring and other forms of colleague and student interaction associated with university functions and activities; and (5) student advisement and career counseling.

1.1 Curriculum and Course Development involves assessing the educational goals of a particular field of study. With goals established, objectives are identified that define the course of instruction. The task of planning any course of instruction is to identify the desired Student Learning Outcomes for the course and the best and most effective methods to achieve those outcomes. The faculty member should periodically review course materials to incorporate current scholarship, texts, evaluation instruments, and instructional media.

- 1.2 Academic Instruction consists of using appropriate techniques and resources to assist students in achieving the Student Learning Outcomes. It is not a random encounter, but is an orderly, sequential process. The faculty member should demonstrate knowledge of the subject material, skills, and theory to be taught, as well as knowledge of learning experiences, instructional media, and available facilities. The faculty member should evaluate students effectively, fairly, and promptly.
- 1.3 Professional Development for teaching pertains to those activities aimed at making one a better teacher or at enhancing one's own expertise in a teaching subject area. Such activities may include participation in conferences, seminars, or workshops relevant to teaching.
- 1.4 Academic Mentoring may apply to either faculty or students. Assisting other faculty to improve their teaching and helping students to achieve their academic goals are important components of effective teaching. Faculty should seek opportunities to interact with colleagues to improve instruction. The faculty member should demonstrate a desire to include students in academic research or creative endeavors or out-of-class discussions in the faculty member's academic subject areas; and to assist students outside of the classroom in learning course material.
- 1.5 Student Advisement goes beyond the normally expected tasks of reviewing academic regulations, assessing student compliance with degree requirements, assisting students in making out a class schedule, or student discipline. It is an active process of sharing between the faculty member and the student concerning any topic relevant to the student's academic program including his/her post-graduation plans. The faculty member not only should be willing to advise students, but should demonstrate a genuine concern for advising them.

Demonstration of Collegiality in Teaching. Collegiality as a component of teaching is defined as a willingness to work respectfully and courteously with the faculty, staff, and administration of the university. Collegiality in teaching, which fosters a healthy academic environment where students can thrive, may be demonstrated through team teaching, interdisciplinary teaching, willingness to teach at odd times and/or sites, and in a variety of formats (e.g. web and other distance courses, concurrent courses, honors courses); volunteering to teach new classes; contributing to the development, maintenance, and teaching of multiple-section courses; presenting guest lectures when appropriate; teaching for peers when the need arises; relating to others in a respectful and courteous manner inside and outside the classroom; cooperating in the preparation of course/teaching schedules; and willingly following State and/or National standards.

2. SCHOLARLY ACTIVITY

Scholarly activities are exemplified by dedication to the life of the mind and a continual organized effort to expand understanding of the academic discipline. The scholar should be willing to subject the results of investigative to peer evaluation and to share these

results with colleagues, students, or the general public. Thus, scholarship complements teaching as well as fosters professional growth and development for individual faculty members. It should, therefore, be initiated during the first year of probationary service and continue to progress in subsequent years.

- 2.1 For an endeavor to be considered scholarship the following criteria apply:
 - 2.1.1 Scholarship involves a product—a more or less tangible result, something that observers can examine. In the case of presentations, some material evidence of the event must be provided.
 - 2.1.2 Scholarship usually involves academic peer review.
- 2.2 Scholarship in the College of Sciences consists of three separate, yet interconnected elements: Scholarship of Discovery, Scholarship of Integration, and Scholarship of Application.
 - 2.2.1 The Scholarship of Discovery involves the search for new knowledge in the discipline and for a richer understanding of the academic field. Productivity may be documented in the form of scholarly books, articles, or presentations of research.
 - 2.2.2 The Scholarship of Integration emphasizes fitting one's own teaching or research—or the research of others—into larger intellectual patterns. It involves making connections across the disciplines, placing the discipline in a larger context, illuminating data or concepts in a revealing way, and evaluating new pedagogical approaches. In addition to the more traditional forums for scholarship, such as academic writing, productivity may take the form of a textbook, multi-media production, writing that makes one's field accessible to a wider audience, cross-curricular innovations, and interdisciplinary instructional achievements.
 - 2.2.3 The Scholarship of Application brings learning and knowledge to bear upon the solution of practical problems. It flows directly from one's professional expertise. Encompassing activities that relate directly to the intellectual work of the faculty member, productivity may take the form of publications, reports and presentations derived from consultation, technical assistance, policy analysis, and program evaluation.

Demonstration of Collegiality in Scholarly Activity. Collegiality as a component of scholarly activity is defined as a willingness to work with the faculty, staff, and administration of the university, and with others, respectfully and courteously. Collegiality in scholarly activity is demonstrating by participating with and/or assisting other faculty with scholarly activity.

3. LEADERSHIP/SERVICE/RECOGNITION

Faculty members should strive to make meaningful and useful contributions through service to the university, their professional area, and the community, and this service

should help the university and college achieve its mission and goals. Credit for service outside of the university should not supersede credit for service within the university; rather, service to the community should augment service to the university. Community service to be cited in support of promotion and tenure should relate specifically to the faculty member's area of expertise, be performed in the capacity as a designated representative of the university, or be a part of a university-sponsored effort. Examples of service activities are:

- Participation in campus committees and governance bodies;
- Conduction of continuing education courses and other non-credit courses;
- Contributions through professional service in an official capacity in a professional organization;
- Pro bono publico consultation in the area of the faculty member's expertise;
- Service in the faculty member's area of expertise;
- Service related to recruitment, retention, or orientation of students;
- Sponsorship of student professional and honorary organizations.

Demonstration of Collegiality in Service. Collegiality as a component of service is defined as a willingness to work with others respectfully and courteously. Collegiality in service is demonstrated, for example, through the mentoring of other faculty; volunteering to participate in university activities; following through on assigned tasks; accepting administrative responsibilities; sharing in the preparation for and participation in recruiting and retention events; and assisting with conference activities.

B. Administrative Considerations

For tenure and/or associate professor rank consideration, **a person holding an administrative appointment or special function** must provide evidence of accomplishment of criteria in teaching, scholarship, and service as defined above and that takes **“into account the contributions and accomplishments associated with the administrative appointment or special function”** as defined in the ASU Operating Policy and Procedure 06.23 (see below).

Faculty who serve administrative or special functions: “Those faculty members who serve administrative or special functions in addition to their faculty duties are expected to meet the same general standards of performance, but decisions on promotion in academic rank should take into account the contributions and accomplishments associated with the administrative appointment or special function.” (*Angelo State University Operating Policy and Procedure 06.23, 5.b., October 23, 2009, effective March 1, 2010*)

Annual administrative evaluations will be included with other materials. A description of accomplishments as an administrator should be included.

C. Development Schedule for Tenure-track Faculty

The categories of criteria for evaluating faculty are teaching; scholarly and creative activity; leadership and service; and honors, awards, and achievements. For each year of the probationary period, faculty should submit a portfolio for review two weeks prior to the annual review deadline in accordance with annual departmental peer review procedures. The following schedule is provided as a recommended plan for faculty development.

Year One

1. Portfolio Development - Each faculty member should begin creating a professional portfolio during the first semester of employment as outlined in OP 06.23 and Section D of this document. Elements of this portfolio include all aspects of the faculty member's professional life and development while in a tenure-track position at Angelo State University and include those elements that bear witness to achievement at each stage of the faculty member's career. Specific requirements for the three areas of evaluation are mentioned below.
2. Teaching - Teaching is the most important task. The new faculty member should develop courses, attending to departmental standards and conventions, and should follow departmental and university guidelines for duties. First year faculty are expected to:
 - Develop Student Learning Outcomes for their courses in consultation with their department head;
 - Increase mastery of the subject matter in teaching fields;
 - Cultivate ability to communicate with students;
 - Create a classroom environment conducive to learning;
 - Evaluate students' work fairly and promptly;
 - Undertake only a limited amount of departmental duty;
 - Begin light duty as an academic mentor and student advisor.
3. Scholarly Activity - Scholarly work should be initiated in the first year. It should include research, development of scholarly interests, and professional contributions as a scholar.
 - As a point of information, university grants become available to faculty who have completed at least two long semesters at ASU at the time the program or project is to be initiated.
4. Leadership/Service – Although leadership and service are important for tenure and promotion, the first year of employment should focus primarily on teaching and initiating scholarly activity.
5. Evaluation - All faculty will be evaluated annually using procedures adopted by the department and the university. These evaluations will include a direct meeting between the faculty member and the departmental peer review committee. Institutional student evaluations will be used in this evaluation. The Department Head will submit the results of this review to the appropriate academic dean.

Year Two

1. Teaching
 - Standards above continue to apply.

- Quality of teaching should improve.
 - Academic mentoring and advising duties should be assigned gradually.
2. Scholarly Activity
 - First year projects continue.
 - Scholarly activity should include research, development of scholarly interests, and professional contributions as a scholar.
 3. Leadership/Service
 - Department Head should begin to assign other responsibilities and committee work.
 4. Evaluation
 - Annual evaluation as described above must be completed.

Year Three

1. Teaching
 - Standards above continue to apply.
 - Full component of academic mentoring and advising begins.
 - Participation in departmental course development begins, as appropriate.
 - Student Learning Outcomes to improve classroom instruction is demonstrated.
2. Scholarly Activity
 - Early projects continue.
 - Research, development of scholarly interests, and professional contributions as a scholar should continue.
 - Some external evaluation of work (scholarly submissions, conference participation) should be evident.
3. Leadership/Service
 - Active involvement in college and university level committee work should begin.
4. Evaluation

An intensive self-evaluation and peer evaluation will take place at the end of the third year. The purpose of these evaluations is to identify significant strengths and weaknesses in order to enhance the former and eliminate the latter. Third year faculty members should be given a thorough appraisal of their work and in light of this review a candid departmental judgment, given current performance, of the feasibility of continuing to seek tenure.

Year Four

1. Teaching
 - Standards above continue to apply.
 - Faculty member should demonstrate growing mastery of the subject matter and ability to present it effectively in the classroom.

- Faculty member should begin to create courses within special areas of expertise, as appropriate.
2. Scholarly Activity
 - Importance of scholarly activity increases in years four and five.
 - Evidence of external recognition (grants, conference participation, manuscripts written, manuscripts accepted for publication) should be apparent.
 3. Leadership/Service
 - Active participation and contribution to university committees continues.
 - Active participation in and contribution to professional organizations initiated or continued.
 4. Evaluation
 - Faculty member, departmental peer review committee and department head should work closely to assess progress toward satisfying requirements for attaining promotion and tenure.

Year Five

Development in the areas of teaching, scholarly activity, leadership and service must continue. Faculty member will continue preparation of formal tenure application portfolio.

Year Six

Faculty members seeking tenure will apply in the beginning of the sixth year of probationary service following the procedures outlined in OP 06.23. Faculty members may apply earlier.

C. Definition of Ranks and Criteria for Promotion in the College of Sciences

Assistant Professor

Requirements:

Please refer to OP 06.23 in regard to requirements for appointment to the rank of Assistant Professor.

Evidence of potential for excellence in teaching, scholarly activity, and leadership/service is required.

Qualifications:

Earned doctorate in the discipline.

Teaching:

Should demonstrate progress toward improving instruction in the classroom. Directly participates in student academic advising and becomes familiar with departmental degree requirements.

Scholarly Activity: Establishes an agenda in scholarly or creative activity beyond instructional assignments. The agenda results in published scholarly works or peer-reviewed product/creative activity. Areas of accomplishment are appropriate to the academic discipline.

Leadership/Service:

Does participate in activities that support the mission of the university or college, such as committees or membership in professional organizations.

Associate Professor

Requirements:

Please refer to OP 06.23 in regard to requirements for appointment to the rank of Associate Professor.

Qualifications:

Terminal degree as above.

Promotion to the rank of Associate Professor is recognition that the faculty member has a clearly defined record of strong teaching, scholarly activity, and leadership/service with a commitment to continued growth in each of these areas.

Teaching:

The Associate Professor has demonstrated that he/she is a teacher of proven quality. The applicant may participate in development of novel teaching methodologies, and is fully familiar with degree requirements and career counseling, where applicable.

Scholarly Activity: Continues to develop an agenda of inquiry that has resulted in published scholarly works or peer-reviewed product/creative activity.

Leadership/Service:

Has started to assume some leadership roles on committees. May also assume supportive roles in professional organizations.

Professor

Requirements:

Please refer to OP 06.23 in regard to requirements for appointment to the rank of Professor.

Qualifications:

Terminal degree as above.

Promotion to the rank of Professor is recognition of demonstrated achievement and distinction over the span of a faculty member's academic career in teaching, scholarly activity, and leadership/service. The faculty member must also have participated in professional service and been actively involved in department, college, and university affairs.

Teaching:

Has a demonstrated record of excellence in teaching and a continued demonstration of interest in improving his/her teaching skills. Is actively involved with curricular development. Entirely familiar with degree requirements as well as career counseling, where applicable. Has acted as a professional mentor to junior faculty.

Scholarship: Has an established agenda of inquiry that has resulted in published scholarly works or peer-reviewed product.

Service: Has assumed a position of leadership and service to the university on committees, councils, and special projects. May also participate and lead in professional and community service insofar as the activities relate to the candidate's discipline or serve the university or college mission.

D. Additional Portfolio Requirements

College of Sciences faculty must submit the following in addition to the portfolio requirements outlined in Attachment A of OP 06.23.

1. TAB FOUR ADDITION

1.1 Summary of teaching effectiveness should include:

- Course loads, course enrollments and teaching assignments that took place during the evaluation period
- A representative syllabus that was used in a class during the evaluation period.

1.2 Items that should specifically not be included

- Thank you letters
- Emails or other correspondence from students

2. COLLEGE OF SCIENCES TAB The following items will be included in this additional Tab for College of Sciences Faculty.

- Annual evaluations of the faculty member by the Department Head and those by the Department Peer Review Committee, covering all years of applicable employment while at ASU.
- Statement from chair of departmental committee and department head stating that they have reviewed all tangible evidence of scholarly activity.

3. ELECTRONIC PORTFOLIO

Additionally, College of Sciences faculty must submit an identical electronic duplicate of the hard copy version of the portfolio, as a single PDF file, to the chair of the departmental T&P committee for distribution to portfolio evaluators. In the event of discrepancies between electronic and hard copy versions, the hard copy version is considered to be the official document for portfolio review. Furthermore, the electronic version of the portfolio cannot be used to extend the size or scope of the hard copy version.