

PERFORMANCE CRITERIA FOR PROMOTION - CLASSROOM FACULTY

Candidates for promotion in academic rank are expected to demonstrate meritorious performance in each of the following categories: teaching (or performance of professional duties), college/community service, and professional growth.

Evidence of meritorious performance in each category could include the following:

A. TEACHING/LEARNING:

- Mastery of diverse and innovative instructional methodologies
- Mastery of course content
- Ability to teach a broad range of courses in the discipline
- Positive administrative, peer and student evaluations
- Student retention and successful completion in courses consistent with maintenance of college academic standards
- Regular and punctual attendance and effective discharge of duties (i.e. rosters, grades, office hours, course outlines, responsiveness to students)
- Ability to prepare students for successful completion of upper-level courses in a program sequence
- Ability to explain material with clarity and organization
- Availability to students (e.g. office hours, academic advisement) above and beyond the minimum requirements
- Comprehensive course outline and completion of course syllabus

B. COLLEGE/COMMUNITY SERVICE:

- Active service on department, area, campus and college committees and employee organizations
- Involvement in student activities and clubs
- Development of new courses and curricula and/or revision of existing courses and curricula
- Development of outcomes assessment methodology in courses and curricula
- Preparation of grant proposals
- Effective leadership in academic departments, activities, and/or coordination of programs/courses

- Leadership in developing partnerships with businesses, high schools, colleges and county organizations
- Creation and presentation of special workshops and seminars for faculty and/or students
- Active participation in special college events (e.g., graduation, professional development programs)
- Participation in an orientation/mentoring program for new faculty
- Participation in student recruitment and retention efforts
- Professionally related community activities in civic, cultural, educational and benevolent organizations.
- Development and dissemination of new instructional materials and techniques

C. PROFESSIONAL GROWTH:

- Advanced learning through graduate courses, seminars and workshops, etc.
- Training in instructional methodology and/or instructional technology
- Professional awards and honors
- Attendance and presentation at national, regional and local conferences, seminars and workshops
- Active membership and service and leadership in professional organizations
- Evidence of scholarly work in one's own discipline or in interdisciplinary studies or in educational pedagogy
- Publications, including books, articles, manuals, reviews and literary works
- Public exhibits and performances
- Professional work and activities relevant to one's academic discipline

CRITERIA FOR EACH RANK

GENERAL: As faculty move through the promotion cycle, ascending from instructor to full professor, the expectations at each rank would increase, such that the degree of excellence to be manifested for promotion to full professor would be significantly greater than that required for promotion to assistant professor. There should be evidence of: 1)compliance with college policies and procedures; 2)increasing proficiency and versatility in one's teaching; 3)a larger network of college and community service; 4)a demonstrated willingness to assume more responsibility and a greater leadership role; 5)more active and

distinguished professional achievement; and 6) exhibiting professional, ethical and attitudinal qualities that enhance the stature of the college

SPECIFIC:

ASSISTANT PROFESSOR

- **TEACHING:** The candidate's performance at this level, while not necessarily outstanding, should be more than merely satisfactory with clear demonstration of the potential to be excellent/outstanding.
- **COLLEGE/COMMUNITY SERVICE:** The expectation for this rank should be strong service at the department/area level, in terms of positive and proactive involvement in department/area committees and projects. Evidence of curriculum development (e.g. review and revision of existing programs/courses, creation of new programs/courses) and commitment to academic advising, student recruitment and retention would also be desirable.
- **PROFESSIONAL GROWTH:** The expectation for this rank should be evidence of remaining current in one's field through relevant coursework (where needed) and attendance at local, national, or regional professional conferences. Membership in appropriate professional organizations would also be expected.

ASSOCIATE PROFESSOR:

- **TEACHING:** At this rank, the candidate should exhibit a mastery of more diverse instructional methodologies, an ability to teach a broader range of courses, and a greater adaptability to meeting diverse student needs. The candidate's classroom performance, in all the key categories, should have a substantive evaluation indicative of excellence.
- **COLLEGE/COMMUNITY SERVICE:** The expectation for this rank should be a strong presence at the department level as well as solid service at the campus or college level. The candidate should at this point have a significant, positive impact on departmental matters and be in the process of becoming well known to faculty and administrators outside of his/her department or area through campus and/or college meetings, committees, and projects. He/she should also have begun to demonstrate some type of leadership role in his/her chosen paths of service.
- **PROFESSIONAL GROWTH:** The expectation for this rank should be everything required at the assistant professor rank, but in greater quality and quantity. For example, instead of mere attendance at conferences and workshops, the faculty member should strive to be a presenter at these programs. Instead of simply belonging to a professional organization, one should move toward an active role in that organization.

PROFESSOR

- **TEACHING:** A candidate for promotion to full professor should demonstrate significant mastery of teaching. The candidate should be capable of utilizing the full range of instructional methodologies, be able to teach the broadest possible range of courses in his/her discipline, and be capable of responding with skill and self-assurance to the full gamut of students' educational needs. The candidate's classroom performance, in all the key categories, should have an evaluative rating of "excellent." He/she should be someone to whom you would refer a new instructor for peer mentoring and someone whose class you would recommend to a relative or friend.
- **COLLEGE/COMMUNITY SERVICE:** The expectation for this rank should be strong, proactive service at the college level, in addition to the department/area and campus levels. The candidate should have a strong and positive campus presence, and be in the process of becoming well known to faculty outside of his/her department/home campus. He/she should have demonstrated by this time a positive attitude and a leadership role in some form or area of service to the college, and his/her overall evaluative rating for service should be unequivocally "excellent."
- **PROFESSIONAL GROWTH:** The expectation for promotion at this rank should be everything required at the assistant and associate professor ranks, but in still greater quality and quantity. At this point, there should be evidence of some significant professional accomplishment as appropriate to the changes in the field (e.g. recent attainment of a doctorate or completion of advanced graduate coursework, publications relevant to teaching or to one's academic discipline, public performances/exhibits, presentation of papers and/or workshops at national or regional conferences, attainment of a leadership role in a professional organization, development of new instructional methods in one's discipline).

NOTE: The question sometimes arises as to whether a candidate for promotion should be "excellent" or "outstanding" in all three categories of teaching, college service and professional growth. The answer is yes, especially with respect to the full professor rank.

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