

# FACULTY PERSONNEL GUIDELINES

## Department of Information Systems & Technology

### Promotion & Tenure

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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 should 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

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, 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 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. Given individual differences in skills and interests, and differing stages of career development, individual faculty member efforts may reflect differing combinations of contribution to these three major dimensions of our mission.

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 which will serve as a guide for promotion, tenure decisions.

## I.A DIMENSIONS OF PERFORMANCE

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. The lists of criteria are not exhaustive.

### I.A.1 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*

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. Provide quality syllabi, lesson plans, class projects, and other instructional materials.

- Employ rigorous and equitable grading mechanisms.
- Receive favorable student course evaluations of teaching performance.
- Receive favorable evaluations through department chairperson interviews with students, alumni, and other documentation.
- Receive favorable evaluations from peers.
- Develop innovative pedagogical methodologies and materials.
- Contribute to new instructional programs and course development.

- Coordinate multi-section and/or team-taught courses.  
Student undergraduate research or independent study.  
Participate in assessment activities.
- Other evidence that indicates that the candidate is recognized for teaching contribution.

#### *EVIDENCE OF TEACHING EFFECTIVENESS INCLUDES:*

### **1. Student Evaluations**

In an attempt to chart ongoing teaching performance, each year each faculty member shall have student evaluations administered and compiled by an impartial third party in two courses preferably two different courses that the faculty member teaches. The two courses to be evaluated each year will be chosen by the faculty member. The results of those evaluations shall be seen by the chair, the faculty member, and those specified in the review process. The summaries shall be kept on file in the department chair's office. In the case of the faculty member who is on tenure track or who is seeking promotion, the chair shall send to the faculty member's professional file summaries of that faculty member's student evaluations mentioned above, plus department averages for similar courses.

### **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 a peer review 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.
- Exhibit of a focused evaluation by an outside expert
- A sample of class materials, handouts, syllabi, class notes, etc. (may be placed on CD if desired)
- Web 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. Candidates may choose among, but are not limited to, the following:

- Attendance at professional meetings with a narrative describing how that meeting helped the candidate improve his/her teaching.
- Videotape of the candidate's teaching with analysis by the candidate.
- Student evaluations.
- Narrative on how the candidate views teaching.
- Classroom observations by peer review committee.
- Examples of collaborative teaching statements from collaborator on the candidate's skills.
- Documentation of research the candidate has conducted with students.
- Interviews with students 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 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 review. (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 to be evaluated by the department Promotion and Tenure Committee, the College Ranking and Tenure Committee, the Dean.

## I.A.2 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.

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 meetings.
- Present at research seminars.
- Formal, post-graduate education or work experience 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.

#### 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.

### I.A.3 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. 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/or department 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.



### **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 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.
  - Participate in faculty internship opportunities.
- Consulting and/or work experience.

### **External Services to the Community**

- 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.

## **I.B 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 continued growth and the potential for future performance, rather than being simply rewards for past accomplishments. It should be emphasized the receipt of satisfactory annual performance evaluations is necessary, but not sufficient, for positive recommendations with regard to promotion and tenure.

### **I.B.1 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 and College 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 full 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. While there will likely be great heterogeneity in the nature of contributions of full professors, excellence in one or more areas is expected. Professors, as with other faculty members, are expected to provide high-quality instruction and maintain a program of intellectual contribution regardless of the area in which they excel.

### **I.B.2 PORTFOLIO**

Candidates should submit a portfolio for review by colleagues and decision-makers. The portfolio should 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
- list a cover page for each section summarizing accomplishments including dates
- have a summary sheet of SRI scores included after the cover sheet for the teaching section
- use tabs to separate each section
- include, if desired, a CD containing samples of course materials developed, etc.

### **I.B.3 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.

Minimum criteria include:

1. A rating consistent with college standards in teaching. 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 consistent with college standards in professional activities such as 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. 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. Possession of terminal degree.

#### **I.B.4 APPLYING FOR PROMOTION**

##### *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.

##### *PROFESSOR*

The criteria for promotion to professor assume the candidate has previously met the criteria for promotion to associate professor. In addition, they include the following:

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 some 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.

#### **Measurement Guidelines**

In order to allow for the legitimate different talents, aptitudes, preferences, and assignments of individuals as well as the needs and goals of the institution, several equivalent channels of evaluation are made available. These channels consist of minimum requirements and/or performance levels that must be met within four different categories before an individual is eligible for consideration for advancement in rank.

These Categories are: (1) credentials and probationary periods, (2) teaching, (3) scholarship and (4) service. Definitions and descriptions of these categories are found later in this policy.

The channels appropriate for evaluating a candidate for promotion from assistant professor to associate professor are as follows:

<u>Channel</u>	<u>Credentials Probationary Periods</u>	<u>Teaching</u>	<u>Scholarship</u>	<u>Service</u>
<u>A</u>	Satisfied	Satisfactory	Good	Good
<u>B</u>	Satisfied	Satisfactory	Excellent	Satisfactory
<u>C</u>	Satisfied	Good	Good	Satisfactory
<u>D</u>	Satisfied	Good	Satisfactory	Good

Channels appropriate for evaluating a candidate for promotion from associate professor to professor are as follows:

<u>Channel</u>	<u>Credentials Probationary Periods</u>	<u>Teaching</u>	<u>Scholarship</u>	<u>Service</u>
<u>A</u>	Satisfied	Excellent	Excellent	Good
<u>B</u>	Satisfied	Excellent	Good	Excellent
<u>C</u>	Satisfied	Good	Excellent	Excellent

### *Definition of Channels*

#### Credentials and Probationary Periods

##### a. Promotion from assistant professor to associate professor

1. The doctorate shall be required for advancement to the rank of associate professor.
2. Six years of satisfactory performance at the rank of assistant professor will be the minimum probationary period unless otherwise agreed upon by the Vice President of Academic Affairs at date of hire.
3. To be promoted from assistant professor to associate professor, one must either have been granted tenure or be granted tenure at the same time as the promotion. A candidate who fails the tenure review process cannot be advanced in rank. A candidate who has been



granted an extension to the normal probationary period for tenure cannot be considered for advancement in rank to associate professor until the candidate is also considered for tenure.

b. Promotion from associate professor to professor

1. Five years of satisfactory performance at the rank of associate professor will be the minimum probationary period.

*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. A file containing insufficient supportive evidence will not be considered.

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 actually conducted would not normally be weighted as heavily as the same recommendation from a formal evaluation. Evaluations which 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. 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

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 which 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's 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.

## **Descriptions and Clarifications of Ratings**

### *Satisfactory*

#### **Teaching**

Candidates shall be rated satisfactory 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 of more SRI scores per year for the last five years show a 3.5/5.0 or higher average unless special circumstances are present, i.e. sabbatical, administrative position such as department chair, or other leave such as medical.)



### ***Minimum Expectations***

All faculty members, full-time and part-time, will be evaluated against the following basic standard containing these elements:

- 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 policy, hold a minimum of five office hours per week, and be generally available to students outside of class contact periods. Part-time faculty must be available to meet with students for appropriate periods based on teaching load;
- 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.

Faculty who satisfy the basic standard will have met expectations on this performance dimension. Faculty who fail to meet any element of the basic standard will have failed to meet expectations on this performance dimension. Meeting minimum expectations in instruction is a necessary, but not sufficient, component in merit compensation, promotion and tenure decisions.

### **Scholarship**

Candidates may be rated satisfactory when they provide evidence of writing and/or publication. A college may elect to substitute equivalent activities in lieu of regional or national refereed publications. Evidence of candidates' completing some formal education and/or work experience which 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 satisfactory rating in this area.

### ***Minimum 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 work load 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 satisfactory by their immediate superiors and subordinates.

#### *Minimum 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, (3) attending Lecture Series activities, and (4) participating on an as-needed basis in other activities (i.e., 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 one or more of 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. Examples of the types of service activities possible are provided below:

#### *Internal Service*

- Formal and informal academic advising
- Advising student organizations
- Chair or serve on University, College, School, or department committees/councils
- Participate in institutional affairs
- Fund-raising activities
- Organizational role in departmental seminars

#### *External Service*

- Develop professional relationships with business leaders and organizations
- Serve as track or session chair, discussant or reviewer for a professional conference
- Serve as an editor or reviewer for a journal, peer's rank or tenure portfolio at another institution, or textbook publisher
- Participate in faculty internship opportunities
- Serve on government commissions, task forces, or boards
- Serve as volunteer for charitable, civic or special-interest organizations
- Apply professional/business expertise through constructive public service that benefits the university, and/or this region, state, and/or nation.

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

#### *Good*

## **Teaching**

Candidates shall be rated good if they are consistently rated by students and peers as good relative to other faculty members and provide evidence of having often developed new materials, new methods, distance education, service learning or other innovative techniques to improve their teaching performance. (It is preferred that a minimum of two of more SRI scores per year for the last five years show a 4.0/5.0 or higher average unless special circumstances are present, i.e. sabbatical, administrative position such as department chair, or other leave such as medical.)

## **Scholarship**

Candidates may be rated good if they provide evidence of a regional and/or national refereed publication or other scholarly work since the date of their last promotion and evidence of a plan of continuing scholarly activity.

A college may elect to substitute an equivalent activity in lieu of a regional or national refereed publication. However, in the cases of equivalent activities, it will be the responsibility of the candidate, department and college to provide evidence that the particular activity is equivalent to a regional or national refereed publication or other works.

## **Administration and/or Professionally Related Service**

Candidates shall be rated good in service if their leadership within the department, college, University or academic community is recognized as above average or if their influence in the development and/or implementation of new curricula, new programs, improved operations or organizational changes is recognized as considerably above average.

Candidates shall be rated good in administration if they set ambitious goals and achieve many of them. Candidates should also be consistently rated as good by their immediate superiors and subordinates in improving environmental conditions, stimulating a positive intellectual climate and procuring and allocating resources competently.

### *Excellent*

#### **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 of more SRI scores per year for the last five years show a 4.5/5.0 or higher average 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 innovative course materials or instructional methods during that year;
- Develop a new course;
- Work with external constituencies (businesses, agencies, etc.) to develop and carry-out class-related projects;  
Create and carry out a team-taught course;
- Organize and lead other significant off-campus class learning experiences such as class field trips;
- Receive a teaching award.
- Attain the basic standard while undertaking instructional efforts above the minimum. For example, carrying an unusually heavy teaching load, teaching in off-campus programs, or undertaking three preparations in the same semester.

### **Scholarship**

Candidates may be rated excellent if they provide evidence of more than one refereed publication or other equivalent work at the regional and/or national levels since the date of their last promotion and evidence of a plan of continuing scholarly activity. A college may elect to substitute equivalent activities in lieu of regional or national refereed publications. However, in the case of equivalent activities, it will be the responsibility of the candidate, department and college to provide evidence that the particular activity is equivalent to regional or national refereed publications.

### ***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
- 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 excellent 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.