

Department of Human Relations Criteria for Evaluation and Promotion Renewable Term Faculty Appointments

Some faculty members may be appointed on renewable term appointments with assignments that differ from tenure-track assignments in the distribution of effort. The assignments will ordinarily emphasize teaching and service and will be analogous to clinical professorships in that they are designed to meet departmental needs in advising, internship development and internship supervision in addition to a heavier teaching load than is usual for tenure-track faculty.

Professors on renewable term contracts are considered full members of the faculty for all purposes except those restricted to tenured faculty (e.g., voting on tenure decisions).

Individuals on term assignments will be evaluated annually like all other faculty. At the beginning of the fifth year of each term, the department will conduct a more thorough evaluation to determine whether the appointment will be extended for another five years. This evaluation will include the teaching and service documentation expected of all faculty members seeking tenure or promotion. Evaluators from outside the department may be asked to evaluate these areas.

In addition, faculty members on term appointments will be eligible for promotion to Associate Professor and Professor. Evaluation for promotion will involve the following criteria:

Teaching

The quality of teaching will be determined by multiple sources, including course syllabi; peer evaluations; Arts and Sciences student evaluations; awards and honors; and feedback solicited by Committee A from students. Appropriate supervision of graduate assistants and interns, participation on masters and doctoral committees, (as appropriate and dependent, upon graduate faculty status), and evaluating comprehension examinations are valued parts of the teaching responsibility, as are assisting students in regional and national internships and related awards. It is expected that faculty members will treat students with respect, respond promptly in helpful ways to their questions and telephone calls, return student assignments in a timely manner, and be available to students during posted office hours and by appointment.

In summary, an effective teacher will demonstrate a firm grasp of his or her area(s) of specialization and stimulate students through well designed and interesting courses. S/he will be a diligent advisor.

Service

Individuals on term assignments may have heavier service responsibilities than other full time faculty members. For example, they may be assigned curricular advisement for all or a high percentage of students; they may be assigned such program development roles as developing and/or monitoring internship sites; they may be asked to supervise large numbers of interns. Service may also include writing grants for equipment, support of teaching or other program needs.

Faculty members on term appointments are eligible (and encouraged) to serve on departmental, college and university committees, and these are valued activities. Service in community activities is also encouraged as such service is related to the individual's academic expertise and the nature of her/his departmental assignment (for example, internship development).

Interdisciplinary Work

Human Relations faculty members are strongly encouraged to participate in the University's interdisciplinary programs and to initiate interdisciplinary projects of their own. Such work is highly valued in annual and five year evaluations. At the point of promotion review, documentation of interdisciplinary work will be solicited from interdisciplinary team members and included in the promotion file.

Annual Evaluation

Annual evaluations will be carried out according to the rules of the University and the College of Arts and Sciences. The department will assess the individual's performance in the areas of teaching, service and interdisciplinary activity described above. Annual evaluations and recommendations for merit salary increases will be based on three years' performance to permit recognition of work toward proposals, multiple year grant cycles, and specific program development assignments. If the University has not provided merit salary increases for a period longer than three years, recommendations for merit increases will cover the number of years since the last University-wide merit increase.

Promotion

Each individual being considered for promotion will assemble a dossier in accordance with the directives from the Provost. Annual evaluation of each faculty member will be an integral part of the promotion dossier, as will be peer evaluations. Peer evaluations of teaching may be provided by peers in or outside of the department. In promotion reviews, peer evaluations must be at a higher rank than the candidate. Such peer evaluators will be appointed by Committee A. External evaluators will be sought in the University (outside the department) in the case of teaching and in the community and/or professional organizations at the state, regional, and national levels in the case of service.

Only individuals at the same rank or higher to which a faculty member is being recommended will cast votes. The Chair and a representative of Committee A will provide in writing, independently of each other, reasons for their recommendation(s). A simple majority vote of qualified faculty is required to get the department's positive recommendation.

Promotion: Teaching

In order to receive promotion, assistant professors on term appointments must demonstrate above average teaching by several of the criteria listed above. In judging the effectiveness of teaching, the following points should be considered: 1) command of subject matter in the courses taught; 2) teaching which reflects knowledge of the latest developments in the field as evidenced by reading scholarly and professional literature and applying this information to the courses taught; 3) continuous growth in teaching abilities; 4) capacity to stimulate in students an awareness of the relationships between topics being taught and their applicability to other courses and the students' projected occupations; 5) guidance and advising of students, including accessibility, time invested, familiarity with departmental requirements and ability to relate to a wide variety of students; 6) independent study assignments and products; 7) creation of new courses or significantly revising departmental courses; and 8) student learning.

Promotion: Service

Individuals on Term Assignments should demonstrate in their service activities commitment to the subject disciplines as well as to the needs of the department. Thus, service criteria may include: research or programs supported through external funding; participation in professional organizations; publications or other creative works (documentaries, videotapes, handbooks, conference programs, pamphlets; participation in community activities related to area of teaching or departmental need (e.g., internship sites), use of professional knowledge to contribute to the welfare of the community, consulting with educational or cultural organizations; public lectures, seminars and workshops.

Within the University, the individual should contribute to committees, student activities, and such interest groups as interdisciplinary programs or student organizations.

If the faculty appointment involves special responsibilities, these services too should be well documented. For example, supervision of counseling students would require familiarity with licensing requirements and developing relationships with licensing agencies; program development assignments might require grant writing; liaison with public agencies might require board membership, workshop development and other activities; utilization of community resources might involve site development, supervision liaison and site visits; program evaluation might require exit interviews, surveys, or personal conferences; conference planning would typically involve coordination with community organizations.

Because individual assignments will vary, the department and the faculty member must maintain clear records of the assignments and the faculty member must provide documentation of each activity to be evaluated for promotion.

In order to achieve promotion to full professor, the faculty member must demonstrate a continuous record of achievement in the areas discussed above. These must show increasing responsibility and mastery beyond the associate professor requirements. Further, the individual must have achieved recognition at the regional and/or national level in the specific areas of his/her assignment: for example, in teaching-oriented organizations and publications; in professional associations for counselors or human resource development specialists; in service organizations and/or agencies administering support to such organizations. What such activities would have in common is strong regional recognition that can be evaluated against a national standard.

A demonstrated record of interdisciplinary work will be highly valued in evaluating criteria for promotion.

Approved by Provost Nancy Mergler, April 21, 1997