

SOUTHWEST TENNESSEE COMMUNITY COLLEGE**SUBJECT:** Faculty Promotions**EFFECTIVE DATE:** October 1, 2003/ Revised November 1, 2004**I. INTRODUCTION**

Promotion in rank is recognition of past achievement of the individual being considered for promotion. In addition, the advancement in rank is recognition of future potential and a sign of confidence that the individual is capable of even greater accomplishments and of assuming greater responsibilities. The policy of Southwest Tennessee Community College is to make promotions strictly on consideration of merit tempered by college and fiscal considerations. The purpose of this policy is to help ensure that promotions are made objectively, equitably, impartially, and as recognition of merit consistent with the following policy guidelines.

II. DEFINITIONS

For the purposes of this policy, teaching, advising, service/outreach, and scholarship/creative activities/research, and professional responsibility, will be defined as follows.

Teaching. Teaching applies to any manner in which information is imparted so that others may learn, and includes, but is not limited to, a variety of techniques including instruction, mentoring, development of courses, current or new, course materials, courseware, and development of innovative approaches to teaching and use of effective teaching methods.

Advising. Advising applies to the assisting of students in the development of meaningful educational plans that are compatible with their goals. Ultimately, the student is responsible for making decisions about educational plans and goals.

Service/Outreach. Service applies to service within the community as defined by the college's role and mission; service to the college, and service within the bounds of the applicant's academic discipline and budgeted assignment. College service refers to expected activities other than teaching and scholarship performed at the department or college level. Outreach primarily involves sharing professional expertise and should directly support the goals and mission of the College. Professional service refers to the work done for organizations related to one's discipline or to the teaching profession generally.

Source of Policy: Academic Affairs**Related Policy:** N/A**Approved:** _____
President**Responsible Provost/Executive
Administrator:** Vice President**TBR Policy Reference:** 5:02:02:00**TBR Guideline Reference:** N/A**Date:** November 1, 2004

Scholarship/Creative Activities/Research. Research applies to the studious inquiry, examination, or discovery that contributes to disciplinary and interdisciplinary bodies of knowledge. Scholarship/creative activities/research may include, but is not limited to, typical professional growth and development activities, disciplinary and interdisciplinary activities that focus on the boundaries of knowledge, community-based scholarship, creative activities (e.g., performances or other artistic creations), and the development of cutting-edge teaching approaches.

Professional Responsibility. The faculty member's performance as it contributes to the growth and well-being of the department or academic program unit and college, and to the accomplishment of their respective missions and the faculty member's responsibilities to collaborate and constructively cooperate within the College community.

III. MINIMUM RANK CRITERIA FOR EMPLOYMENT AND/OR PROMOTION

The following defines minimum criteria that distinguish between academic ranks. Faculty must demonstrate minimum criteria to be eligible for promotion in rank. Promotion must be sequential in each rank. Application is officially made when the completed dossier is submitted to the department chair as outlined in the timeline contained in this policy. To be eligible for promotion, a faculty member must be in a term, tenure-track, or tenured appointment. Faculty in temporary appointments are appointed in rank but are not eligible for promotion in rank. Temporary appointments may not be converted to term, tenure-track or tenure appointments. (TBR 5:02:07:00 - Faculty Appointments in Community Colleges)

A. Instructor

- Potential ability in teaching, advising, service/outreach, scholarship/create activities/research and professional responsibility.
- As determined to be appropriate for the instructional discipline, either an Associate degree and properly documented competencies in the teaching discipline (i.e., Career Studies) or an earned Master's degree or higher from an accredited institution with at least 18 semester hours (or equivalent quarter hours) at the graduate level in the instructional discipline or related area.
- Evidence of good character, mature attitude, and professional integrity.

B. Assistant Professor

- Documented evidence of ability in teaching, advising, service/outreach, and scholarship/research/creative activities and professional responsibility.
- As determined to be appropriate for the instructional discipline, either a Baccalaureate degree (i.e., Career Studies) or an earned Master's degree or higher from an accredited institution with at least 18 semester hours (or equivalent quarter hours) at the graduate level in the instructional discipline or related area plus at least three years full time experience as a faculty member at an accredited institution (excluding experience concurrent with and in the same institution where studies were taken for an advanced degree)
- Evidence of good character, mature attitude, and professional integrity.

- Must have completed three years at the current rank prior to applying for promotion.

C. Associate Professor

- Documented evidence of high quality professional productivity in teaching, advising, service/outreach, and scholarship/creative activities/research and professional responsibility.
- As determined to be appropriate for the instructional discipline, either a Baccalaureate degree (i.e., Career Studies) or an earned Master's degree or higher from an accredited institution with at least 18 semester hours (or equivalent quarter hours) at the graduate level in the instructional discipline or related area.
- Must have completed three years at the current rank prior to applying for promotion and have a minimum of six years of full time experience (excluding experience concurrent with and in the same institution where studies were taken for an advanced degree) as a faculty member at an accredited institution.
- Evidence of good character, mature attitude, and professional integrity.

D. Professor

- Documented evidence of sustained high quality professional productivity in teaching, advising, service/outreach, and scholarship/creative activities/research and professional responsibility.
- Earned doctorate or **TBR recognized terminal degree** from an accredited institution in the instructional discipline or related area with at least 18 semester hours (or equivalent quarter hours) at the graduate level in the instructional discipline or related area. TBR, using national discipline standards, has compiled a list delineating "terminal" degrees in each discipline. Each community college may also petition the Board for 'equivalent work experience credit' when a candidate has not obtained a terminal degree but has a record of extraordinary achievement in a given field. The equivalent work experience credit may include teaching experience or other experiences such as experience gained as an administrator, counselor, librarian, journeyman, or the like.
- Must have completed five years in the current rank and have a minimum of ten years full time experience as a faculty member at an accredited institution (excluding experience concurrent with and in the same institution where studies were taken for an advanced degree) prior to applying for promotion.
- Documented evidence of teaching excellence and superior contribution to student development or superior scholarly or creative activity. The absence of such evidence may prevent advancement to the rank of professor. Since there is no higher rank, promotion to professor is taken with great care and requires a substantial level of achievement. This rank is not a reward for long service; rather it is recognition of superior achievement within the discipline with every expectation of continuing contribution to the college and the larger academic community.

- Evidence of good character, mature attitude, professional integrity, and a high degree of academic excellence and professional responsibility.

Note: Minimum criteria may be waived if approved by the college president when a candidate offers extraordinary qualifications in lieu of the stated minimum rank criteria. Such approval must be supported by evidence of the extraordinary nature of the qualifications. For example, a candidate with recognized, national prominence and expertise might qualify for such a waiver.

IV. PROMOTION CRITERIA

Annual evaluations conducted by the candidate's department chair, or other appropriate head of an academic program unit, are an important aspect of the criteria for promotion at Southwest; therefore, all consideration of faculty members for promotion must include serious review of annual performance evaluations. Evaluation of these five criteria will be conducted by one or more of the following (as stated in Southwest Policy 5:01:00:03/34): department chair, peers, students, and self.

Faculty who apply for promotion will be evaluated in the areas of teaching, advising, service/outreach, scholarship/creative activities/research and professional responsibility. The College assigns weights to each of the five criteria with teaching being assigned a minimum of 51% of the total weight. Evaluation should be based on all five criteria although it is realized that differences in emphases may exist. Southwest's criteria and guidelines for evaluating faculty are in policy 5:01:00:03/34 (Faculty Development and Evaluation). This policy as well as policy 5:02:02:01/37 (Faculty Promotions), policy 5:02:03:01/38 (Academic Tenure), and policy 5:02:03:02/39 (Academic Freedom and Responsibility) should be distributed to all new faculty members and should be easily available to all faculty at all times, including via the Web. Whenever the guidelines are revised, the faculty will be notified of the availability of the revised guidelines. Candidates for promotion must provide **documented** evidence that the criteria have been met.

A. Teaching. Teaching applies to any manner in which information is imparted so that others may learn, and includes, but is not limited to, a variety of techniques including instruction, mentoring, development of courses, current or new, course materials, courseware, and development of innovative approaches to teaching and use of effective teaching methods.

Effective teaching is an essential qualification for promotion, and promotion is granted only with clear and documented evidence of a candidate's teaching ability and potential for continued development. Each of the items listed below must be submitted as evidence of effective teaching and be included in the teaching portfolio. The evaluation shall be based on the following criteria (evidence of each should be submitted):

1. Evidence of ability to organize and present subject matter in a logical and meaningful way.

2. Evidence of ability to motivate and stimulate creativity in students.
3. Statement of teaching philosophy.
4. Course materials (*i.e.*, course syllabi, handouts, exams/evaluation instruments, instructional materials).
5. Results of student evaluations for every course evaluated during the probationary period.
6. Curriculum and/or program development.
7. Development and application of effective instructional techniques including development of online and computer-assisted course development.
8. Documentation of effective teaching methodologies.
9. Documentation of staying current in his/her discipline/specialization.

Additional types of documentation may also include:

1. Open-ended or other student input.
2. Student products.
3. Teaching recognitions/awards.
4. Evidence of professional development in teaching.
5. Evidence of disciplinary or interdisciplinary program or curricular development.
6. Alumni surveys.
7. Student exit interviews.
8. Evidence of supervision of student projects and other forms of student mentorships.
9. Other evidence of excellence in teaching or mentoring, or both.

B. Advising. Advising applies to the assisting of students in the development of meaningful educational plans that are compatible with their goals. Advising includes providing advice, information, and/or recommendations to students. Academic advising is providing guidance and advice concerning a student's academic endeavors at the college as well as assisting students who desire to transfer. Career advising is providing guidance and advice concerning future employment opportunities as well as information about specific career paths and job skills. Ultimately, the student is responsible for making decisions about educational plans and goals.

A faculty advisor assists students by helping them identify and assess alternatives and the consequences of decisions. Evaluation of advising must be conducted by the department

chair and at least one of the following: the faculty member being evaluated, students, or peers.

The evaluation must be based on the following criteria (evidence of each should be submitted):

Assisting students in the following areas:

1. Development of suitable educational goals
2. Clarification of career and life goals
3. Selection of appropriate courses and other educational experiences
4. Interpretation of institutional requirements
5. Enhancement of student awareness about educational resources available
6. Evaluation of student progress toward established goals
7. Referral to and use of institutional and community support services

While the advising function does include assisting students in the scheduling of courses during registration, it is the intent of this policy to illustrate that scheduling of classes is a small component of the advising function.

C. Service/Outreach. Service applies to service within the community as defined by the college's role and mission; service to the college, and service within the bounds of the applicant's academic discipline and budgeted assignment. College service refers to expected activities other than teaching and scholarship performed at the department or college level. Outreach primarily involves sharing professional expertise and should directly support the goals and mission of the College. Professional service refers to the work done for organizations related to one's discipline or to the teaching profession generally.

Evaluation of the service component should be based on performance in three areas: service to the college; public service to the community as defined by the college's role and mission; and service within the bounds of the applicant's academic discipline and budgeted assignment. Evaluation should be based on all three areas although it is realized that differences in emphases may exist. The college has the responsibility for determining the emphases as well as the responsibility for determining specific criteria based on the individual's aspect of work. These criteria should include: college committee and administrative responsibilities, community service programs, public service consultations, and active contributions to professional associations. The following three guidelines should be utilized in evaluating faculty performance and effectiveness in Service/Outreach.

- Faculty performance should be examined, in relation to assigned and budgeted duties (as described in the candidate's position description which includes a statement of the mission or purpose of the position and of the objective(s) of the nominee's service unit, as well as the specific assigned tasks and responsibilities of the nominee).

- The candidate's effectiveness, as judged by his/her impact on the institution, individuals, groups, or organizations served is significant. This should include documentation the success of his/her internal and external service, in terms of improvement of communities, programs, operating agencies, production processes, or management practices. It should also include indications of satisfaction with the service provided by the nominee, and of the magnitude and complexity of his/her work (as opposed to perfunctory activity that does not lead to useful results).
- Service/outreach work is sometimes not publishable. The results may be in the form of direct consultations, planning reports, or instructional time directed largely to the recipients of college service programs. But certain aspects of service work are suitable for publication in professional journals. For example, unique techniques developed to motivate students or others or new approaches to the transfer and application of knowledge, would be of interest to peers in other public service programs.

Evidence of performance and effectiveness in the three areas listed below must be documented.

- **College service** refers to activities other than teaching and scholarship performed at the department or college level. It is expected of every faculty member; indeed, colleges could hardly function without conscientious faculty who perform committee work and other administrative responsibilities. College service includes, but is not limited to, serving on departmental committees, and participating in college activities and on college committees. More extensive citizenship functions, such as a leadership role in the Faculty Council/Senate, membership on a specially appointed task force, advisor to a college-wide student organization, and membership on a college search committee should be taken into account in consideration for tenure.
- The **outreach** or **public service** function is the College's outreach to the community and society at large, with major emphasis on the application of knowledge for the solution of problems with which society is confronted. Outreach primarily involves sharing professional expertise and should directly support the goals and mission of the College. A vital component of the College's mission, public service must be performed at the same high levels of quality that characterize the teaching and research programs.
- **Professional service** refers to the work done for organizations related to one's discipline or to the teaching profession generally. Service to the profession includes activities such as presentation at a professional meeting, association leadership, service on statewide or TBR committees, journal editorships, article and grant proposal review, guest lecturing on other campuses, and other appropriate activities. While it is difficult to define the exact nature of significant professional service, clearly more is required than organizational membership and attendance.

D. Scholarship/Creative Activities/Research. Research applies to the studious inquiry, examination, or discovery that contributes to disciplinary and interdisciplinary bodies of knowledge. Scholarship/creative activities/research may include, but is not limited to, typical professional growth and development activities, disciplinary and interdisciplinary activities that focus on the boundaries of knowledge, community-based scholarship, creative activities (e.g., performances or other artistic creations), and the development of cutting-edge teaching approaches.

The following are examples of, but not limited to, appropriate activities for this criterion:

1. Scholarly pursuits in support of the discipline or the teaching profession. (This should include typical professional development activities such as taking classes etc.)
2. Implementation and use of cutting-edge teaching approaches including instructional technologies and learning theories, etc.
3. Performances, compositions, and other artistic creations. (Evaluated by written reviews and by qualified peers, either in person or aided by other forms of reports, or both).
4. Professional or scholarly papers presented at international, national, or regional meetings.
5. Publication of research or scholarly works such as books, journal articles, and other scholarly papers.

E. Professional Responsibility. The faculty member's performance as it contributes to the growth and well-being of the department or academic program unit and college, and to the accomplishment of their respective missions and the faculty member's responsibilities to collaborate and constructively cooperate within the College community.

The following are examples of, but not limited to, appropriate activities for this criterion:

- Improves the general learning environment (sharing teaching ideas, expressing interest in the work of colleagues, modeling intellectual ideals, encouraging inquiry, etc.).
- Improves the teaching effectiveness of others (consulting with faculty, mentoring, inviting visitations/discussions, sharing innovative ideas on teaching with other faculty, etc.).
- Strengthens course and curricular development (updating courses, developing new instructional materials, contributing to curricular revisions, etc.).
- Dependable in meeting administrative requirements such as responding to deadlines.
- Follows appropriate protocol/procedures to address issues.
- Takes advantage of workshops/conferences designed to improve instruction.
- Instructional versatility (ability/willingness to teach a wide variety of courses).
- Instructional flexibility/adaptability (willingness to teach at various times and locations, willingness to change, experiment, try new techniques, and willingness to take on additional duties, etc.).
- Cooperates with chair and colleagues in performing assigned duties.

- Demonstrates respect for the opinions of others.
- Exercises appropriate restraint in discussing or otherwise communicating college matters.
- Expresses interest in the academic work of others. Shares ideas, hypotheses, and projects with colleagues.
- Models intellectual ideals of openness, integrity, and objectivity.
- Consults with other faculty members on instructional matters.
- Mentors faculty and adjuncts.
- Shares learning on assessing student achievement and retention.
- Visits and critiques colleagues' instruction when requested.
- Meets commitments to the department, division, and college.
- Contributes to and/or supports departmental activities.
- Is accurate in communications about college matters.
- Punctuality (in class attendance, meetings, etc.).
- Communication Skills (ability to speak and write in a manner that is clear, concise, and respectful of others).

V. COLLEGE GUIDELINES FOR PROMOTION PROCESS

The guidelines that follow provide a general list and schedule of activities required for faculty to be considered for promotion to a higher rank. Each recommendation forwarded from the department to a higher administrative level in the college must be accompanied by complete and careful documentation of the candidate's teaching performance, service/outreach contributions, and scholarship/creative activities/research. While all five areas are important, certain exceptions may exist where evaluation may occur in one or the other area exclusively. In these cases, as well as in the general case, appropriate supervisory personnel shall clearly and adequately document the facts that justify the individual's promotion. The schedule of "typical months" may be adapted in any year to accommodate college needs and conditions. Both promotion and tenure processes follow the same schedule. To apply for promotion and/or tenure, a faculty member must have completed the requisite number of full academic years in rank prior to making application in the Fall semester (of the next academic year). Accordingly, faculty initially employed during the Spring or Summer terms of an academic year will have completed more months of service, than the required minimum number of academic years, at the time of their application.

Note: TBR Policy No. 5:02:02:30, Guidelines for Faculty Promotion Recommendations at Tennessee Board of Regents Community Colleges is a comprehensive revision of former TBR Policy 5:02:02:00, Faculty Promotion approved on April 2, 2004. Faculty members appointed prior to July 1, 2004, may elect to be considered for promotion under the provisions of Policy 5:02:02:00 or under the revised policy for a four-year phase-in period. The revised policy will be applicable to all promotion actions taken on or subsequent to July 1, 2008, for faculty whose employment began prior to July 1, 2004.

Promotion Process – Fall Semester

<u>Step</u>	<u>Typical Month</u>	<u>Activity</u>
1	Oct	Provost announces promotion and tenure application process to all full-time faculty. Faculty eligible to apply must have <u>completed</u> a minimum number of three years in rank for promotion to Assistant or Associate Professor, and five years in rank for promotion to Professor and five years in a tenure track position for tenure (full-time) at Southwest, <u>prior</u> to the fall semester for submitting a letter of intent about application. Promotion to Associate Professor also requires a minimum of six years of full-time teaching experience at an accredited institution while promotion to Professor requires ten years of full-time teaching experience at an accredited institution. To be eligible for promotion, a faculty member must be in a term, tenure-track, or tenured appointment. To be eligible for tenure, a faculty member must be in a tenure-track appointment.
2	Oct	Candidates request letters of recommendation from tenured faculty within the department and external to the department (maximum of three internal letters and three external letters). (Dossiers are typically due in January.) For departments that do not have the requisite number of tenured faculty, the pool of tenured faculty shall be extended to the Division. Faculty who have served in other areas of the college may request letters of support from those areas, even if they are in a different division.
3	Oct	Each department chair submits to the President of the Faculty Senate the names of two tenured faculty members to serve in the pool for the selection of the College Promotion and Tenure Committee. (These tenured persons should be elected by the department and cannot be department chairs, deans, candidates, or relatives of candidates for promotion and/or tenure during this year.) For departments that do not have the requisite number of tenured faculty, the pool of tenured faculty shall be extended to the Division. (All members of a department may vote not just tenured members.)
4	Nov	Applicant sends letter of intent to apply for promotion or tenure to the Provost with copies to the Department Chair and Dean. <i>It is the sole responsibility of the faculty member to initiate the promotion or tenure application process by sending the letter.</i>
5	Nov	Department Chairs and Deans, in collaboration with Human Resources Office, verify the eligibility of applicants for tenure and send the list to the Provost.
6	Nov	Department Chairs post and distribute eligibility lists to applicants and departmental faculty.

- 7 Nov The Faculty Senate President randomly selects from the elected departmental pool the names of seven faculty and three alternates for the College Promotion and Tenure Committee and seven faculty and three alternates for the College Promotion and Tenure Eligibility Appeals Committee. The selected names are sent to the Provost for certification and notification of membership on the committees. The President of the College may add committee members from the overall faculty to achieve balance, (academic representation by discipline) on the committees.
- 8 Nov Any faculty member who submitted a letter of intent, who is not verified as eligible, and who wants to appeal, must do so in writing to the Provost within five (5) working days of the distribution date of the eligibility list.
- 9 Dec Appeal decisions on eligibility will be completed by the Promotion and Tenure Eligibility Appeals Committee and conveyed to the individual and the Provost. All appealed decisions will be conveyed to applicants and appropriate supervisors by the first week in December.

Promotion Process – Spring Semester

<u>Step</u>	<u>Typical Month</u>	<u>Activity</u>
10	Jan	Individual faculty who are eligible must submit a formal letter of application and complete dossier to the department chair. The candidate should prepare the dossier according to the required format. Each candidate is responsible for providing the required documentation. The eligible faculty member will place the letters of recommendation in the dossier. The dossier will be made available to the departmental members for review.
11	Jan	The department chair convenes the Departmental Promotion and Tenure Committee (consisting of all tenured department members) and will request of them in writing the committee's recommendation of the candidate in the form of a vote to recommend or not to recommend the candidate. The committee will review the dossiers and vote by secret ballot. The result of the vote will be reported as outlined in subsequent sections of this policy.
12	Jan	The department chair will send the dossier with the following materials to the Dean of that academic division: <ol style="list-style-type: none"> 1. Recommendation letter with specified vote from the Departmental Promotion and Tenure Committee. 2. Department chair's letter of recommendation.
13	Jan	The Dean adds a recommendation and sends entire dossier to the Provost's Office for distribution to the College Promotion and Tenure Committee.

- 14 Feb The College Promotion and Tenure Committee votes to recommend or not recommend each applicant by secret ballot. Its recommendations, along with the dossiers, are sent to the Provost.
- 15 Feb The Provost reviews the dossier of each candidate and the recommendations of the Departmental Promotion and Tenure Committee, department chair, dean, and the College Promotion and Tenure Committee. The Provost makes a recommendation to the President of the College on each candidate for promotion or tenure considering qualifications, recommendations, and existing/anticipated staffing needs. The Provost will notify in writing all candidates, those recommended and those not recommended.
- 16 Feb Applicants can review their dossiers, including all correspondence, in the Provost's office.
- 17 Feb Any candidate who wishes to appeal the Provost's recommendation must do so in writing to the President within five (5) working days of the notification of the recommendation.
- 18 Mar If there are appeals, the President of the College will appoint a Promotion and Tenure Appeals Committee. The President will notify the Promotion and Tenure Appeals Committee in writing no later than one week after the President receives a written appeal.
- 19 Mar The Appeals Committee reviews contested case(s) and submits recommendations regarding appeals to the President. The Appeals Committee may obtain clarification on issues from candidates or persons providing recommendations.
- 20 Mar The President will review the dossier and recommendations for each candidate, review any appellate action, and submit to the Chancellor a listing of all persons being recommended for promotion and/or tenure.
- 21 Mar The President informs the applicants and appropriate supervisors of the college's recommendation.
- 22 July Upon notification of action taken by TBR, the President will notify the candidate within two (2) weeks of TBR action. A copy of the letter will be sent to the Provost, Dean, and Department Chair and Director of Human Resources.
- 23 Aug Each dossier will be available to the faculty member in the Provost's office at the completion of the promotion and tenure process. Faculty should keep all dossiers until they have been fully promoted and tenured.

VI. Dossier Format and Ballot Form

A. Dossier Format

All Dossiers will be submitted in a three-ring binder. The binder will be subdivided into categories identified below with tab-style dividers.

The cover of the dossier will contain the following information.

1. Faculty member's name
2. Current Rank
3. Department
4. Division
5. Phrase "Dossier for consideration of promotion to the rank of ... and/or tenure for the 2XXX-2XXX academic year"

The first page of the dossier will be a table of contents in the format on the following page. Additionally, the tab-dividers will be inserted and labeled to correspond to the main headings identified by capital Roman numbers.

1. Table of Contents

Section	Title	Page number
I.	Letter of Intent.....	X
II.	Letter of Application (summary of Qualifications).....	X
III.	Letters of Recommendation.....	X
	a. Departmental letters (3 Maximum).....	X
	b. External to department (3 Maximum).....	X
IV.	Departmental Vote and comments.....	X
V.	Chair Recommendation Letter.....	X
VI.	Dean Recommendation Letter.....	X
VII.	Teaching.....	X
	a. Summary page/ Introduction.....	X
	b. Student Evaluations.....	X
	i. All Summary Sheets.....	X
	ii. Sampling of Comments.....	X
	c. Course/ Curriculum Development.....	X
	d. Other.....	X
VIII.	Advising.....	X
	a. Summary page/ Introduction.....	X
	b. Other.....	X
IX.	Service.....	X
	a. Summary page/ Introduction.....	X
	b. College.....	X
	c. Public.....	X
X.	Professional Development.....	X
	a. Summary page/ Introduction.....	X
	b. Scholarship.....	X
	c. Creative Activities.....	X
	d. Research.....	X
	e. Other Development Activities.....	X
XI.	Professional Responsibility.....	X
	a. Summary page/ Introduction.....	X
	b. Other.....	X
XII.	Annual Evaluations.....	X

2. Departmental Promotion and Tenure Ballot Format

In order to provide college-wide consistency, the departmental promotion and tenure committee ballots will follow the format below. The ballot will name the department and division at the top center of the ballot. The ballot will then list the name of each candidate for promotion and/or tenure along with what academic status that candidate is applying for. Just below the candidate information will be an area for faculty to indicate their “Yes,” “No,” or “Abstain” votes. Directly below that will be a space for comments to be written about the candidate. A sample ballot for two candidates is included below.

<p>Southwest Tennessee Community College Promotion and Tenure Ballot DIVISION OF _____ _____ DEPARTMENT</p>
<p><u>Faculty Name</u>, Application for Promotion to Rank of _____ Reviewer’s Vote: _____ Yes _____ No _____ Abstain Comments: _____</p>
<p><u>Faculty Name</u>, Application for Tenure Reviewer’s Vote: _____ Yes _____ No _____ Abstain Comments: _____ _____</p>

3. Reporting of Departmental Votes

After the departmental Promotion and Tenure Committee has voted on candidates for promotion or tenure as stated in the timeline, department chairs will prepare a summary report on the vote. The summary will be inserted in the dossier and forwarded to the dean of the division. The summary report will specify the number of yes, no, and abstaining votes as well as a list of comments.

Note: Faculty members appointed prior to July 1, 2004, may elect to be considered for promotion under the provisions of TBR Policy 5:02:02:00 or under the revised policy (TBR 5:02:02:30) for a four year phase-in period. The revised policy will be applicable to all promotion actions taken on or subsequent to July 1, 2008, for faculty whose employment began prior to July 1, 2004. (We should probably list Southwest policy 5:02:02:01/37 and the new policy number when we have revised it.)