

SOUTHWEST TENNESSEE COMMUNITY COLLEGE

SUBJECT: Faculty Promotions

EFFECTIVE DATE: October 1, 2003/ Revised November 1, 2004, April 29, 2020

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.

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.

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.

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 applicant sends their letter of intent to apply for promotion to the Vice President of Academic Affairs with copies to the Department Chair and Dean. It is the sole responsibility of the faculty member to initiate the promotion process. 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). Any credit for emergency hire service must be confirmed in writing in the appointment letter to a permanent position.

A. Instructor

- Potential ability in teaching, service/outreach, and scholarship/create activities/research.
- As determined to be appropriate for the instructional discipline, either an Associate or Baccalaureate 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, service/outreach, and scholarship/research/creative activities.
- 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.
- Evidence of good character, mature attitude, and professional integrity.
- Must have completed two years at the current rank prior to applying for promotion.

C. Associate Professor

- Documented evidence of high quality professional productivity in teaching, service/outreach, and scholarship/creative activities/research.
- 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 at Southwest prior to applying for promotion.
- Evidence of good character, mature attitude, and professional integrity.

D. Professor

- Documented evidence of sustained high quality professional productivity in teaching, service/outreach, and scholarship/creative activities.
- 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 at Southwest.
- 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. An exception to the minimum rank criteria must be recommended by the president or the Chancellor or designee. Upon approval of such as exception by the Chancellor, the faculty member’s recommendation for promotion will go forward to the Board as meeting the minimum rank criteria.

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 three 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, service/outreach, scholarship/creative activities/research. 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 three 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. 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.

C. *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.

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 three 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.

Southwest Tennessee Community College
PROMOTION AND TENURE TIMELINE

The guidelines that follow describe the schedule of activities required for faculty to be considered for promotion to a higher rank or for tenure. Both promotion and tenure processes follow the same schedule.

To be eligible to apply for promotion, faculty:

- Assistant Professor- must be in rank as Instructor for two full academic years.
- Associate Professor- must be in rank as Assistant professor for three full academic years.
- Professor- must be in rank as Associate Professor for five full academic years

Fall Semester

<u>Due Dates</u>	<u>Activity</u>
October	Vice President of Academic Affairs announces promotion and tenure application process to all full-time faculty.
October	Given the TBR mandated time constraints of this promotion/tenure timeline, faculty who know they meet eligibility requirements should begin compiling their dossiers. Candidates request letters of recommendation from tenured faculty within the department and external to the department, but within the institution (maximum of three internal letters and three external letters). <i>(Dossiers are due in January)</i>
October	Each department chair submits to the President of the Faculty Senate the names of <u>three</u> tenured faculty members to serve in the pool for the selection of the <i>College Promotion and Tenure Committee</i> and the <i>Promotion and Tenure Appeals Committee</i> . (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.)
October	Applicant sends their letter of intent to apply for promotion or tenure to the Vice President of Academic Affairs 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>
November	Department Chairs and Deans will verify dates of service and years in rank with Human Resources. The Department Chairs and Deans will then collaborate with the Director of Academic Administrative Services to ensure academic credentials are in compliance with policy. The approved list(s) should then be sent to the Vice President of Academic Affairs. (Applicants meet with Division Dean)
November	Department Chairs post and distribute eligibility lists to applicants and departmental faculty.
November	The Faculty Senate President randomly selects from the elected departmental pool the names of seven faculty and three alternates for the <i>College Promotion and Tenure Committee</i> and seven faculty and three alternates for the <i>College Promotion and Tenure Appeals Committee</i> . The selected names are sent to the Vice President of Academic Affairs 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.
November	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 Vice President of Academic Affairs within five (5) working days of the distribution date of the eligibility list.

December Appeal decisions on eligibility will be completed by the *Promotion and Tenure Appeals Committee* and conveyed to the individual and the Vice President of Academic Affairs by the first week of December

Spring Semester
Due Dates

Activity

January Individual faculty who are eligible must submit a formal letter of application and complete a digital dossier. 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.**

Any request for “Stopping the Tenure Clock” must be received by the department chair by this date. Please review Southwest Policy No. 5:02:03;01/38, III E. 3. For specific information.

**Applicant access to digital dossier will be removed at end of business day.
Department Members access to be granted in View only mode**

January The department chair convenes the Departmental Promotion and Tenure Committee (consisting of all tenured department members) and requests 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.**

**Department Members access to be removed by end of day
Department Chairs access to be granted in contribute mode**

January **The department chair completes the following items in the dossier:**
1.1 Recommendation Signature Page – Department portion
2.1 Departmental Vote and Comments
2.2 Chair Recommendation Letter

**Department Chairs access will be removed at end of business day
Division Dean access to be granted in contribute mode**

January **The Division Dean completes the following items in the dossier:**
1.1 Recommendation Signature Page – Dean portion
2.3 Dean Recommendation Letter

**Division Dean access will be removed at end of business day
College Promotion and Tenure Committee Chair access to be granted in contribute mode
College Promotion and Tenure Committee Members access to be granted in view only mode**

February **The College Promotion and Tenure Committee votes to recommend or not recommend each applicant by secret ballot**

The College Promotion and Tenure Committee Chair completes the following items in the dossier:
1.1 Recommendation Signature Page – College P/T portion

**College Promotion and Tenure Committee Chair access will be removed by end of business day
College Promotion and Tenure Committee Members access will be removed by end of business day**

February The Vice President of Academic Affairs 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 Vice President of Academic Affairs makes a recommendation to the President of the College on each candidate for promotion or tenure considering qualifications, recommendations, existing needs. **The Vice President of Academic Affairs will notify in writing all candidates, those recommended and those not recommended.**

February Applicants can review their dossiers, including **all** correspondence. **This process is for review only. No modification will be allowed to the faculty dossier.**

Applicant access to be granted in view only mode for the day.

- March** Any **candidate who wishes to appeal** the Vice President of Academic Affairs' recommendation **must do so in writing to the President within five (5) working days** of the notification of the recommendation.
- March** If there are appeals, the **President will notify the *Promotion and Tenure Appeals Committee in writing***, no later than one week after the President receives a written appeal.
- Promotion and Tenure Appeals Committee Members access to be granted in View only mode***
- March** **The *Promotion and Tenure 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.
- Promotion and Tenure Appeals Committee Members access to be removed by end of business day***
- March** The **President** reviews the dossier and recommendations for each candidate, reviews any appellate action, and ***submits to the Chancellor a listing of all persons being recommended for promotion and/or tenure.***
- April** The President informs the applicants and appropriate supervisors of the college's recommendation.
- 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 Vice President of Academic Affairs, Dean, Department Chair and Director of Human Resources.
- August** Each dossier will be available to the faculty member in edit mode at the completion of the promotion and tenure process.

VI. Dossier Format and Ballot Form

A. Dossier Format

All dossiers are submitted in a digital format on the Faculty Dossier Sharepoint site. The dossier is format into sections as listed below:

- 1.0 Cover Page
- 1.1 Recommendation Signature Page
- 1.2 Letter of Intent
- 1.3 Letter of Application
- 1.4 Recommendation Letters - Departmental
- 1.5 Recommendation Letters - External
- 1.6 Annual Evaluation
- 2.1 Chair Recommendation Letter
- 2.2 Dean Recommendation Letter
- 3.1 Teaching Summary Page
- 3.2 Teaching Philosophy
- 3.3 SET Summary form and comments
- 3.4 Course Curriculum Development
- 3.5 Other - Teaching
- 4.1 Service Summary Page
- 4.2 Service -College
- 4.3 Service - Public
- 4.4 Service - Profession
- 5.1 Professional Development Summary Page
- 5.2 Scholarship
- 5.3 Creative Activities and Research

1. 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</p>
<p>Division: Department:</p>
<p><u>Faculty Name</u>, Application for Promotion to Rank of _____ Reviewer’s Vote: _____ Yes _____ No _____ Abstain</p>
<p>Comments: _____</p>
<p><u>Faculty Name</u>, Application for Tenure Reviewer’s Vote: _____ Yes _____ No _____ Abstain</p>
<p>Comments: _____</p>
<p>*If voting no provide comments on job performance. If abstaining you must explain why.</p>

2. 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 input votes and comments in Recommendation Signature Page in the dossier on SharePoint.

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.