University Promotion Committee Informational Meeting for the 2021-2022 Academic Year

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Disclosure

▶ We are APSCUF members

Disclaimer

▶ Suggestions are meant to be collegial and heavily based on observations from faculty that recently (within the last three years) served on the University Promotion Committee (UPC). They are to inform candidates of the local promotion policy.

▶ One third (1/3) of the UPC changes every year, and pool of applicants represents all colleges and the Library and must be APSCUF members.

UPC **purpose** is to recognize the quality of the performance of an applicant

- Ratings
  - Excellent or Needs Improvement
- Required for promotion - Excellent in all three areas
  1. Effective Teaching and Professional Responsibilities
  2. Continuing Scholarly Growth and Professional Development
  3. Service: Contributions to the University and/or Community and/or Profession and/or "State"
- Expectations increase as the rank goes up
  - Assistant Professor
  - Associate Professor
  - Professor

Eligibility

- Determine eligibility by carefully reading P&P
  - Determined by Dean or Appropriate Manager (local policy, p. 11)
    - Suggestion send an Email get confirmation include email in Watermark (formerly AI)
- Depends on the following:
  - Rank
  - Discipline
  - Teaching experience
  - Continuous years of employment at SRU in rank
- Must have the following:
  - Read P&P
  - Evidence of mastery in discipline
  - Meet deadlines
  - Complete "file" is accurate and relevant Watermark report (the department committee can identify incomplete applications and return them for completion)
  - Current CV
  - Full performance review (varies, see local policy, p. 10)

Carefully Check your electronic submissions

- Applications/files found to be incomplete can be considered for promotion by the UPC (although incompleteness may impact the applicant in rankings)

The Narrative is THE key element of the packet

- A detailed discussion of the narrative as well as guidance for crafting a strong narrative are now included (local policy, pp. 9-10)

- The UPC will now focus their review on each applicant's narrative, rather than each piece of evidence uploaded, referring to the submitted supporting materials in cases where there may be lack of clarity of understanding (local policy, p. 26)

Narrative Guidance

▶ Areas of Evaluation added to Effective Teaching to assist applicants in crafting narratives that better capture their excellence and to assist evaluators in more consistently determining excellence (local policy, pp. 12-13)

▶ Boyer's Categories of Scholarship added to Continuing Scholarly Growth and Professional Development to assist applicants in positioning their scholarly production in ways that show connections and relevance to accepted views of scholarship across higher education (local policy, p. 18)

▶ Areas of Evaluation added to Continuing Scholarly Growth and Professional Development to assist applicants in crafting narratives that better capture their excellence and to assist evaluators in more consistently determining excellence (local policy, p. 19)

Narrative Guidance Cont.

▶ An enhanced list of potential, unranked scholarship evidence to show support for diverse areas of continuing scholarly growth and professional development (local policy, pp. 16-17)

▶ Areas of Evaluation added to Service to assist applicants in crafting narratives that better capture their excellence and to assist evaluators in more consistently determining excellence (local policy, p. 21)

Performance Review and Evaluation

- Effective Teaching and Professional Responsibilities
  - Teaching faculty vs. faculty whose primary responsibilities fall outside the classroom
  - Student Surveys of Course Effectiveness
    - Summaries and student comments for most recent four semesters
      - Nine-month faculty fall and spring semesters; Twelve-month faculty last four semesters taught
      - Quantitative tables are helpful when summarizing data
    - Exceptions
      - Exceptions or circumstances where evaluations are missing need to be documented
      - For instance: Spring 2020 as a result of COVID-19 transition to online learning (see and include APSCUF letter).

Performance Review and Evaluation

- Effective Teaching and Professional Responsibilities
  - Peer/Chair evaluations
    - Contractual teaching for **4 most recent semesters (do not include this semester)**
    - At least one per-academic year
  - Sampling of teaching materials
    - Not obligated to add redundant syllabi
  - Evaluative techniques and assignments are very important and contextualized in narrative
    - Assessment

Performance Review and Evaluation

- Effective Teaching and Professional Responsibilities
    - Areas of Evaluation
        - Instructional Design (e.g., HIPs, assessment of student learning, & clear communication of these items)
        - Instructional Delivery (e.g., clear communication of concepts, engage students, & promote learning)
        - Innovation in Teaching (e.g., experiment)
        - Instructional Management (e.g., quality feedback to students)
        - Engagement in Assessment and Accreditation Efforts (e.g., data collection for assessment purposes)

Performance Review and Evaluation

▶ Effective Teaching and Professional Responsibilities for mixed workloads or primary responsibilities fall outside of classroom.

   ▶ Make your case in the narrative

   ▶ Include job description

   ▶ Include "manager's" Performance reviews

Continuing Scholarly Growth And Professional Development

▶ Communicate the significance of scholarship in your narrative (so those not in your discipline can understand)

▶ "Continuing" means that evidence of recent and planned Scholarship/Professional Development are included

▶ Scholarship also includes professional growth and recognition

  ▶ Often to help community members solve problems and/or meet needs

▶ If you performed scholarship as part of an AWA document what you did for that AWA (alternate work assignment in lieu of teaching) in the teaching section

▶ We do not have a "magic number" of pubs/presentations that we are looking for

  ▶ What is excellent in *your* discipline?

  ▶ What is included in *your* contract?

Professional Development

▶ Professional Development is the engagement in teaching and program enhancement that faculty undertake for developing and improving skills to better meet the needs of students, curriculum, and the university

Service

- **Narrate and document**

  - Quality of participation in (name AND classify) internal, external, institutional, or professional service

  - Include manner of participation (member, chairperson, secretary, etc.)

  - Include time demand of the committee (meetings once a week all semester, four times a year, etc.)

  - Include term of participation (local policy, p.12-13)

- Communicate the quality of involvement by clearly distinguishing significance and evidence of contributions

- If you received an AWA for service, put it in the teaching section. "Double-dipping" may be frowned upon.

Other Changes

▶ By April 15, University Wide Promotion Committee (UPC) will inform each applicant of their recommendation (local policy, p. 7, 27)

▶ If any deadlines fall on a weekend or holiday, the deadline will move to the first work day after the holiday/weekend (local policy, p. 8)

▶ Applicants are to be ranked by UPC using a dense ranking system (i.e., 1,1,1,2,2,3,4,4...) and only to be ranked against others applying for the same rank (local policy, p. 22)

▶ The Department Promotion Committee (DPC) is charged with determining whether an application is incomplete and is to request missing information from the applicant

▶ When the DPC deems an application to be complete, the Department Chair, Dean/Associate Provost/Manager, and UPC must evaluate what is submitted