PREFACE TO THE COLLEGE OF ARTS AND SCIENCES COLLEGE REVIEW COMMITTEE'S EXPLICATION OF THE TROY UNIVERSITY PROMOTION AND TENURE CRITERIA

This document contains a set of suggestions about how an applicant for promotion and tenure may fulfill and document the criteria set in the *Troy University Faculty Handbook* concerning Teaching Effectiveness, Research and Creative Work, Service, and Professional Competence and Activities. These suggestions also will guide future College of Arts and Sciences College Review Committees (CAS CRC) in understanding some of the attributes and documentation that the current College of Arts and Sciences CRC considers important in judging fitness for tenure and promotion.

Why is an explication needed? The CAS CRC of 2005-6, 2006-7, and 2007-8 is the first promotion and tenure committee for the post-merger University. As such, it confronted—and realized that faculty applicants confronted—multiple interpretations of promotion and tenure criteria. The 2007-8 CAS CRC seeks to establish a fair, equitable, understandable, and progressive evaluation of promotion and tenure applicants from across the University. The first step is this explication of the *Troy University Faculty Handbook* criteria.

The Committee's vision: Different members of the 2007-8 CAS CRC reviewed each section of the promotion and tenure areas—Teaching Effectiveness, Research and Creative Work, Service, and Professional Competence and Activities—and compiled activities and attributes that faculty were already doing to fulfill the listed criteria. After agreeing to what should be included, the committee listed activities and attributes as suggestions of the kinds of things faculty applicants might document to fulfill the *Handbook* criteria. The list does not require faculty members to do any of the examples. Applicants may substitute their own examples of attributes and activities that fulfill the criteria. If a faculty member plans to substitute attributes and/or activities that are not in this document, he or she should discuss the acceptability of the items(s) early in his or her appointment with his or her chair and dean who should then discuss these with the CRC. Records of the CRC's recommendations will be kept, and the CRC may seek clarification and review from the URC and the Administration.

Academic Freedom: Academic Freedom is the *sine qua non* of a vital and vibrant university. It is the essential characteristic of the community of scholars. As such, the CAS CRC re-emphasizes its commitment to academic freedom in using this explication to advise regarding promotion and tenure. The listed activities and attributes are not the only things that faculty applicants can offer as evidence of tenurability and promotability. These are merely suggestions. The committee deliberately belabors this point.

How will the CAS CRC use this document? First and foremost, the CAS CRC will rely on the professional judgment of its members and of itself as a communal entity to determine which applicants adequately fulfill the criteria for tenure and promotion. The committee will determine if the applicant fulfills the criteria which changes depending on the level sought by the applicant. The *Troy University Faculty Handbook* outlines the

entire application process. This document only aids the committee in knowing some of the activities and attributes to look for in applications.

How should Faculty Applicants use this document? Applicants can use the explication as a guideline, prompt, or *aide memoire* when assembling their promotion and tenure packets. The committee has listed not only suggested attributes and activities but also methods to document successful attainment. The committee hopes this explication will answer the questions "What do I do that fulfills the *Handbook* criteria?" and "What kind of documentation does the committee want?"

Statement regarding Service to the Community: For the applicant to receive credit towards promotion and tenure, Service to the Local Community must fall within the professional competence of the applicant or must appreciably represent Troy University or its components. Frequently, such service's connection to the applicant's competence or to the University is not self-evident. It is incumbent upon the applicant to explain these connections.

Statement regarding promotions and "Research and Creative Work." When a faculty member applies for promotion from Assistant Professor to Associate Professor, the CAS CRC looks for "promise" in research and creative work. When a faculty member applies for promotion to full Professor, the committee looks for "production" in research and creative work. The difference is both quantitative and qualitative. The committee will continue its work to define—and explicate—this statement.

Statement regarding Faculty Essay. The CAS CRC strongly suggests that faculty follow the listing of major tenure and promotion categories when composing their Faculty Essay. This would allow faculty to comment specifically on the categories of Teaching Effectiveness, Service, Research and Creative Work, and Professional Competence and Activities.

The following items refer to specific sections in the August 2005 edition of the *Troy University Faculty Handbook.* All numbering below corresponds to specific numbering used in this faculty handbook, and all passages in bold are to show material quotes directly from this faculty handbook.

3.4.2 Teaching Effectiveness.

Troy University recognizes that teaching effectiveness is the most important attribute of any faculty member. The attributes and qualifications which should be considered and documented in evaluating teaching effectiveness may include, but may not necessarily be limited to, the following:

1. Command of one's subject.

The CAS CRC believes that the term "command" could be interpreted to require an amount of knowledge on applicants' part above that for which they should be held

accountable. The CAS CRC interprets "command" as "proficiency" commensurate to the level of application for advancement.

Similarly, the CAS CRC objects to the term "subject" which could be interpreted to mean either the narrow knowledge required by specific classes and research or the broad knowledge of an entire discipline. The CAS CRC interprets "subject" as "sub-discipline or field in which the applicant is trained and practices."

    1.1. Possession of terminal degree indicates proficiency.

        1.1.1 Unofficial or official transcript from the institution granting the terminal degree.

        1.1.2   Photocopy of terminal degree certificate.

    1.2. On-going, satisfactory work toward the terminal degree in compliance with the employment contract indicates proficiency.

        1.2.1. Letter from faculty member's Troy University department chair or other TU administrator.

        1.2.2. Letter from faculty member's major professor or advisory committee.

    1.3. Recognized by students and peers as demonstrating knowledge during teaching.

        1.3.1.   Student evaluations.

        1.3.2   Peer evaluations, where available. (The CAS CRC suggests developing guidelines for thorough, accurate, and valuable on-campus and off-campus peer evaluations.)

        1.3.3. Self-evaluations.

2. Ability to organize subject matter and to present it clearly, logically, and imaginatively.

    2.1. Typical lectures, assignments, and other interactions with students demonstrate these abilities.

        2.1.1.   Student evaluations.

        2.1.2.   Peer evaluations.

        2.1.3.   Self-evaluations.

        2.1.4. Sample syllabi. (A single copy of a syllabus is sufficient and can be cross referenced throughout the application packet.)

2.1.5. Sample teaching tools, including lectures, lesson plans, media presentations, etc.

3. **Knowledge of current developments in one's teaching discipline.**

The CAS CRC finds it difficult to ascertain specific characteristics or activities that adequately addressed this attribute. It therefore substitutes statement 3.1 followed by suggestions for documentation.

3.1. The purpose of this attribute is to insure that the faculty member is current and does not "lecture from the old, yellowed notes." Consequently, evidence of this may be similar to evidence requested in Section 3.4.5 Research and Creative Work and Section 3.4.4.5 Service to the Academic and Professional Discipline, particularly conference participation, membership in learned societies, etc.

3.2. Documented by the applicant's statement that notes research conducted as well as participation in conferences, learned societies, etc. The applicant should also include a description of on-going research and an explanation of how it is enhancing the applicant's teaching.

3.3. List of the applicant's subscriptions to learned, academic, and professional journals; listservs; and/or ejournals

3.4. Statement addressing course updates made by incorporating current Developments in content, pedagogy, etc.

3.5. List of conferences attended. (This can be cross referenced with the Appropriate section in Research.)

4. **Ability to relate one's subject to other areas of knowledge.**

4.1. Using interdisciplinary approaches while teaching.

4.1.1. Sample syllabi.

4.1.2. Sample lectures or other teaching tools.

4.1.3. Samples of student projects.

4.2. Develops courses between or among subjects. Examples of these could be writing-across-the-curriculum courses, team-taught courses between disciplines like History of Science or Technology taught by an historian and a scientist, and English courses with a speech component and taught by professors in each discipline, or Sociology courses with an Educational Technology component taught by professors in each discipline.

4.2.1. Sample syllabi.

4.2.2. Samples of student projects.

4.3. Offers interdisciplinary workshops or other non-credit, student-focused teaching tools (e.g.: supplemental web-based learning modules, short workshops, field experiences that blend disciplines).

4.3.1. Product examples.

4.3.2. Workshop syllabi or descriptions.

4.3.3. Descriptions of field experiences.

4.4. Recognized by students and peers as providing interdisciplinary study.

4.4.1. Student and peer performance evaluations as available and appropriate.

4.4.2 Student and peer testimonials

5. **Ability to provoke and broaden student interest in the subject matter.**

5.1. Recruit current students into the field or major or minor.

5.1.1 Applicant's statement about recruiting successes.

5.2. Recognized by students as succeeding in provoking and broadening their interest.

5.2.1. Student evaluations and testimonials as available and appropriate.

5.3. Mentor students to continue their studies in the field or subject.

5.3.1. Student testimonials.

5.3.2. Specific examples of helping students enter a specific field.

5.4. Sponsoring visits by speakers in the discipline.

5.5. Student and peer testimonials. These can be cross-referenced with other sections of the applicant's packet.

5.6. Student publications or unpublished manuscripts.

5.7. Student conference presentations.

6. **Ability to develop and utilize effective teaching methods and strategies.**

6.1. Apply recognized methods and strategies as appropriate for subject and level.

6.1.1. Sample syllabi.

6.1.2. Peer review.

6.1.3. Sample materials.

6.2. Attend teaching development workshops and then use some or all of the tools discussed.

6.2.1. Sample syllabi.

6.2.2. Sample of applied methods or self-developed products after attending the workshop.

7. Availability for and effectiveness in academic advising and directing students.

7.1. Being available for formal advisement as appropriate and where applicable.

7.1.1. Statement from direct supervisor about applicant's advisement participation and effectiveness.

7.2. Attend advisement training as available and appropriate.

7.2.1. Certificate or statement of attendance.

7.3. Mentor students formally or informally.

7.3.1. Applicant statement.

7.3.2. Student testimonials.

7.3.3. Examples of correspondence between applicant and student mentorees. This could be a discussion of student manuscripts, publications, conference presentations, or other illustrations of students' creative work in the discipline.

7.3.4. Certificate or statement of participation in formal mentoring programs.

7.3.5 Peer review.

7.4. Recruit students to the institution and/or participate in a job fair. (The CAS CRC understands that campuses are prevented from recruiting in some markets, e.g., Dothan in the past, Montgomery in the present. The CAS CRC will ignore this activity when evaluating applications from campuses under such restrictions.)

7.4.1. Certificate or statement of attendance at recruiting events (off- and on-campus).

7.4.2. Examples of correspondence with possible recruits or statements regarding recruitment success.

7.4.3. Examples of communication between the applicant and high school, community college, or other personnel in other universities regarding recruitment of talented students to Troy University.

8. Ability to develop and foster student utilization of current information technology.

8.1. When a course requires library use, schedule an appropriate bibliographic instruction session (with database instruction modules) conducted by or with Troy University librarians or substitutes. Such sessions can be conducted live or via electronic deliverables as available. (The CAS CRC recognizes that University College does not enjoy a "brick-and-mortar" library and that a full battery of electronic bibliographic instruction is not yet available. Professor-provided instruction may be substituted. Documentation can consist of lecture notes, slides, etc.)

Sample syllabi and sample course calendars.

8.1.1. Confirmation memo from librarians.

8.1.2. Lecture note, slides, etc. of the professor-provided bibliographic instruction.

8.1.3 Sample library exercises or instructional materials.

8.2. Utilize on-line test modules or learning modules as appropriate.

8.2.1. Examples of work product.

8.2.2. Sample syllabi.

8.2.3 Samples of Assessment Instruments (Tests, lab requirements)

8.3. Incorporate student use of information technology into the subject matter presentation and grading system (that is, require students to use technology to fulfill course requirements.)

8.3.1. Sample syllabi.

8.3.2. Samples of professor-built or provided sites (e.g.: websites built by professors to enhance courses, use of library databases, Blackboard module examples, grades posted to Blackboard).

8.3.3. Applicant statement addressing this.

8.3.4.   Samples of Assessment Instruments (tests, lab requirements).

8.3.5 Samples of student projects.

9. Possession and demonstration of the attributes of integrity, industry, open-mindedness, and objectivity in teaching.

(The CAS CRC found it difficult to ascertain specific characteristics or activities that adequately addressed this attribute. It therefore substitutes statement 9.1, followed by suggestions for documentation.)

9.1. Integrity, industry, open-mindedness, and objectivity are characteristics of professional educators and academics. They are part of the culture of academia, ingrained in the professoriate during their individual training. The following documentation should suffice to address the applicant's possession of these basic and indispensable characteristics.

9.1.1. Performance reviews.

9.1.2. Letters of support from peers, students, or supervisors addressing these qualities of teaching.

9.1.3. Outside letters of support addressing these.

9.1.4. Student evaluations.

9.1.5. Applicant's statement.

9.1.6. Topics and issues addressed in course syllabi and course projects assigned.

10. Knowledge and proficiency in current educational technologies.

10.1. Create computer-based course enhancements (e.g.: PowerPoint presentations, webpages for learning, Blackboard class sites, Scientific Workplace, and other software and hardware products as available) as appropriate for class, subject matter, or conformance to applicant's exercise of academic freedom.

10.1.1. Examples of work products.

10.1.2. Sample syllabi.

10.2. Develop distance learning classes as appropriate for class, subject matter, or applicant's exercise of academic freedom.

10.2.1. Examples of work product.

10.2.2. Sample syllabi.

10.3. Attend instructional technology workshops on local campuses as sponsored by Troy University or professional development workshops in technology use provided by professional organizations through various delivery methods.

10.3.1. Certificate of completion or letter from instructor.

10.4. Attain Blackboard "certification" as appropriate for class, subject matter, or conformance to applicant's exercise of academic freedom.

10.4.1. Certificate or letter from the people in charge of that program.

10.5. Competently employ course- and discipline-specific technology.

10.5.1. Use discipline- and course-specific problem-solving tools (software and hardware) as appropriate for class, subject matter, and applicant's exercise of academic freedom.

10.5.2. Use discipline- and course-specific content-enhancement software such as *Scientific Workplace*, *Matlab*, *Mathematica*, their successors, and others.

10.5.3. Use scientific laboratory apparatuses as appropriate for course, subject matter, or applicant's exercise of academic freedom.

10.5.4. Documentation: Samples of tools, statement by applicant or reference, and sample of syllabi.

3.4.4. Service

Troy University can function effectively only if its faculty members participate actively in University activities. Faculty members must be willing to undertake a reasonable number of non-teaching assignments, attend meetings, contribute their ideas and experience during the decision-making process, and shoulder their fair share of the work. Faculty members are expected to be active and collegial University citizens.

Troy University expects that faculty members will perform service, by which is meant duties that fall outside of teaching and ordinary scholarship. Service can be performed for the university, the department, or the community. Most service contributes to more than one category. Community generally means the local community but can extend as far as the global community. Types of service and their documentation of effectiveness in this area may include, but may not necessarily be limited to, the following:

3.4.4.1. Service to the Department or School.

3.4.4.1.1. Special duties accomplished by the faculty member.

3.4.4.1.1.1. Letter of appointment from chair or higher administrator assigning duties.

3.4.4.1.1.2. Copies or TOC of any reports.

3.4.4.1.1.3. Letter from superior indicating that the duties were performed satisfactorily.

3.4.4.1.1.4. Description by faculty member of the duties performed.

3.4.4.2. Service to the College.

3.4.4.2.1. Special duties assigned to the faculty member.

3.4.4.2.1.1. Letter from dean or higher administrator assigning duties.

3.4.4.2.1.2. Copies or TOC of any reports.

3.4.4.2.1.3. Letter from superior indicating that the duties were performed satisfactorily.

3.4.4.2.1.4. Description by faculty member of the duties performed.

3.4.4.3. Service to University.

3.4.4.3.1. University committees (permanent, standing, or ad-hoc) served on.

3.4.4.3.1.1. Explanation of the role played by the faculty member on the committee.

3.4.4.3.1.2. Letters of assignment to the committee or other documents showing committee membership.

3.4.4.3.1.3. Committee reports.

3.4.4.3.1.4. Letter from superior indicating that the duties were performed satisfactorily.

3.4.4.3.1.5. Description by faculty member of the duties performed.

3.4.4.3.2. Other service to the University.

3.4.4.3.2.1. This category overlaps with part of Section 7 in Service and should be cross-referenced.

3.4.4.3.2.2. Administrative scholarship that is outside of one's specialty

that addresses administrative issues and priorities and that is published in journals and/or presented at conferences. This can also be cross-referenced to the appropriate section in Scholarship. Regardless of its scope, administrative scholarship cannot serve as the sole evidence of scholarship but only as part of broader evidence of scholarship. In addition, at least one upper-level administrator at the associate dean level or higher must endorse the contributions in order to be included. However, this endorsement does not mean that the administrator endorses the candidate's application.

3.4.4.4. Service to the Community.

3.4.4.4.1. Applicant's statement that describes and documents the service and explains how the service relates to the University, college, department, or discipline.

3.4.4.4.2. Letters of appreciation or newspaper articles.

3.4.4.4.3. Sample documents or projects.

3.4.4.4.4. Publications resulting from the service.

3.4.4.4.5. Other documentation.

3.4.4.5. Service to the Academic and Professional Discipline.

3.4.4.5.1. Service to journals or newsletters as reviewer, editor, referee, etc.

3.4.4.5.1.1. Copy of journal page showing position.

3.4.4.5.1.2. Letter from managing editor, publisher, or other administrator describing service.

3.4.4.5.1.3. Acknowledgment in journal or publication of position or contribution.

3.4.4.5.1.4. Published writing (other than research).

3.4.4.5.2. Service to professional organizations.

3.4.4.5.2.1. Position (e.g. chief organizer; associate or assistant organizer; contributor or volunteer; chair of section; committee chair or member for listservs, discussion groups, discussion bulletin boards; workshop or seminar participant for a discipline

organization; recruiter of students to participate in discipline organization, conference, publications, or workshops/seminars; etc.) .

3.4.4.5.2.2. Description by applicant of the duties performed.

3.4.4.5.2.3. Copy of organization's magazine showing position.

3.4.4.5.2.4. Letter from superior describing service.

3.4.4.5.2.5. Published writing (other than research).

3.4.4.6. Other service.

3.4.4.6.1. Description of other service and its relevance to the university, college, department, or discipline.

3.4.4.6.2. Appropriate documentation.

3.4.5. Research and Creative Work

A requisite for effective teaching is an active involvement in the intellectual and scholarly developments of an individual's field. An individual's research or creative work should be evaluated in terms of its quality, its level of recognition among peers, and its significance to the particular discipline. Moreover, the University that the significance of all research and creative endeavors is that it underscores and illumines excellent classroom teaching. Evidence of appropriate endeavors and activities includes but is not limited to the following:

For publications, creation of educational materials, reading papers or making presentations before learned societies, and for peer reviewed activities, the applicant must distinguish between peer-reviewed activities and non peer-reviewed materials.

1. Publications.

1.1. Cover page(s) and table of contents of publication(s).

1.1.1. If "in press," submit letter(s) from the journal/book editor indicating that manuscript(s) have been accepted for publication.

1.2. Statement from department chair about the regional, national, or international status/significance of the journal or monograph. (Department chairs, their designees, or senior faculty members must clarify the publications' significance to the discipline of the applicant.)

2. Research grants and sponsored research projects.

2.1. Verification of grants and contracts from funding agencies and from the Troy University's Office of Sponsored Research. Submitted materials should include dollar amounts, lengths of grants/contracts, overhead, etc.

2.2. Demonstration of renewal of grant/contract as evidence of productivity and as evidence of quality of research.

2.3. Grant proposals submitted.

2.4. Training in finding and preparing grants and grant management. Attending training alone will not suffice to fulfill this attribute.

3. Inventions and patents.

3.1. Copy of cover page of patent awarded by the U.S. Patent and Trademark Office (USPTO). International patents will use the identical format.

3.2. Copy of patent abstract submitted.

4. Artistic works and performances.

4.1. Refereed/adjudicated arrangement/composition (musical score/original work in the arts) or performance.

5. Reviews of creative and scholarly work.

5.1. Copy of cover page of the reviews and complete reference (authors, journal/publication, volume, page number) of reviews.

5.1.1. This category overlaps with a category in Service (3.4.7.a) and should be cross-referenced. The faculty reviewer must show evidence from the journal/publisher of invitation and copy of reviews. For reasons of confidentiality in anonymous reviews, the reviewer might have to blacken out the name of author and/or submitted manuscripts.

6. Creation of educational materials.

This section may be cross-referenced to applicable parts of 3.4.2 Teaching Effectiveness.

6.1. Create non-computer-based course enhancements as appropriate for subject matter.

6.1.1. Examples of work products.

6.1.2. Sample syllabi.

6.2. Create computer-based course enhancements (e.g. PowerPoint presentations, web-pages for learning, Blackboard class sites, etc.) as appropriate for subject matter.

6.2.1. Examples of work products.

6.2.2. Sample syllabi.

6.3. Develop distance learning classes.

6.3.1. Examples of work product.

6.3.2. Sample syllabi.

6.4. Attend instructional technology workshops.

6.4.1. Certificate of completion or letter from instructor of workshops.

6.5. Pass Blackboard "certification" class.

6.6 Publication of textbooks or lab manuals. Writing a textbook is acknowledged as the highest level of competence in a subject.

3.4.6. Professional Competence and Activities.

Each faculty member has an obligation to maintain a high level of professional competence and to keep abreast of the developments in the academic discipline. In addition to research or creative work, other evidence of growth in professional competence includes but is not limited to the following:

1. Receipt of awards, grants, or fellowships.

The applicant must specify if these are internal (intramural) and external (extramural) awards.

1.1. Copy of award. Provide an explanation of the status of the professional society/organization conferring the award and why the award is significant.

2. Appointments in a scholarly capacity to state, regional, or national posts.

This section could be cross-referenced with 3.4.4.5 Service to the Academic and Professional Discipline.

2.1. Copy of a letter of appointment/election in a professional society in one's

discipline.

2.1.1. If the appointment is not self-explanatory, the department chair should write a statement of the significance of the appointment/election.

3. Active participation in professional organizations.

This category could be cross-referenced with 3.4.4.5 Service to the Academic and Professional Discipline.

3.1. May include local arrangements, reviewer of papers/presentations for competitions, reviewer of credentials, and candidates for a society's officers.

3.1.1. Copy of letter that acknowledges the candidate's contribution.

4. Reading papers or making presentations before learned societies.

4.1. Reading papers, making platform presentations, presenting posters before learned societies. Copies of presentation handouts or acceptance notices can be used to document these attributes.

4.2. Publishing abstracts and book reviews in professional journals. Copies of the abstract or the review can be used to document these attributes.

5. Participation in conferences and institutes.

5.1. Being an organizer/moderator/discussant at state, regional, national, or international meetings.

5.1.1. Copy of letter that acknowledges the candidate's participation.

5.2. List of conferences attended.

6. Postdoctoral education.

6.1. Attending workshops and short courses to learn new technologies, to enhance one's skills in one's specialty, or to enhance administrative skills. The candidate should provide documentation of attendance which might include a copy of a certificate or copies of e-mail that verify participation.

7. Participation in special programs (e.g., writing-across-the-curriculum, technology instruction, distance learning). The program(s) might be internal (intramural) or external (extramural).

This section overlaps with 3.4.2 Teaching Effectiveness and should be cross-referenced.

7.1. Administrative scholarship that is published in journals and/or presented at conferences.

    7.1.1. This section includes major contributions to Troy University publications such as thesis guidelines or equivalent documents that affect degree programs and student outcomes. Regardless of its scope, administrative scholarship cannot serve as the sole evidence of scholarship but only as part of a broader evidence of scholarship. In addition, at least one upper- level administrator at the associate dean level or higher must endorse the contributions in order to be included. However, this endorsement does not mean that the administrator endorses the candidate's application.