

Promotion in rank is recognition of past achievements 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 greater accomplishments and of assuming greater responsibilities. Pellissippi State Community College will promote faculty strictly on consideration of merit tempered by College and fiscal considerations. Promotions are made objectively, equitably, and impartially, and awarded in recognition of merit consistent with the provisions below. Each promotion in rank is rewarded with a five percent salary increase. If the five percent increase does not raise the faculty member's salary to the minimum of the salary range for the appropriate rank, the salary will be increased to that minimum.

I. Definitions

Teaching, service/outreach, and scholarship/creative activities/research, will be defined as follows.

- A. Teaching. Teaching applies to any manner in which information is imparted so that others may learn, and may include, but is not limited to, a variety of techniques including instruction, development of course materials and courseware, and development of innovative approaches to teaching.
- B. Service/Outreach. Service applies to service within the community as defined by the College's role and mission; service to the college, as in student advising and/or mentoring; and service within the bounds of the applicant's academic discipline and budgeted assignment.
- 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 are 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.

II. Minimum Rank Criteria

The following are minimum criteria for academic ranks in accordance with Tennessee Board of Regents guidelines as contained in Policy No. 5:02:02:30. These minimum rank qualifications must be met in every recommendation regarding appointment to academic rank and for promotion in academic rank, or in requested exceptions as provided in the note below. Faculty must demonstrate minimum criteria to be eligible for promotion in rank. Promotion must be sequential in each rank.

A. Instructor

- 1. Potential ability in teaching, service/outreach, and scholarship/creative activities/research.
- 2. As determined to be appropriate for the instructional discipline, either an Associate or Baccalaureate degree (i.e., Career Studies) or an earned Master's degree or higher from an accredited institution in the discipline or related area.
- 3. Evidence of good character, mature attitude, and professional integrity.

B. Assistant Professor

1. Documented evidence of ability in teaching, service/outreach, and scholarship/creative activities/research.
2. 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 in the instructional discipline or related area.
3. Evidence of good character, mature attitude, and professional integrity.

C. Associate Professor

1. Documented evidence of high quality professional productivity in teaching, service/outreach, and scholarship/creative activities/research.
2. 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 in the instructional discipline.
3. Evidence of good character, mature attitude, and professional integrity.

D. Professor

1. Documented evidence of sustained high quality professional productivity in teaching, service/outreach, and scholarship/creative activities/research.
2. Earned doctorate or TBR recognized terminal degree from an accredited institution in the instructional discipline or related area.
3. 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.
4. Evidence of good character, mature attitude, professional integrity, and a high degree of academic excellence and responsibility.

Note: Minimum criteria may be waived if approved by the 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.

III. Terminal Degree Designation

The Board will use national discipline standards to determine which degrees are considered to be “terminal” within each discipline and will provide each college with a list that delineates these degrees. Blanket exceptions to these standards by classification may be requested based upon the College’s mission and hiring practice. Also the Board may be petitioned 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 relevant teaching experience or other experiences such as experience gained as an administrator, counselor, librarian, journeyman, or the like.

IV. Promotion Criteria

Candidates for promotion in rank must meet the criteria outlined previously as minimum rank criteria.

Eligibility for promotion in rank under these minimum criteria does not automatically result in promotion.

It is the responsibility of the faculty member to initiate consideration for any change in rank. Extended leave taken by candidates may affect the time in rank required for eligibility for promotion.

Once minimum criteria have been met, the decision on promotion will be based on criteria outlined below.

		<u>Time in Rank</u>
INSTRUCTOR	Three (3) years	May apply for Assistant during the third year to be effective the fourth year
ASSISTANT	Three (3) years	May apply for Associate during the third year to be effective the fourth year
ASSOCIATE	Five (5) years	May apply for Professor during the fifth year to be effective the sixth year

A. Teaching 65%

Evaluation of teaching will be conducted by the department head, peers, and students. The evaluation should be based on the following criteria (evidence of each should be submitted):

1. Curriculum and/or program development—creating effective course materials and courseware either on the classroom, discipline, or institutional level, organizing subject matter in a logical way to motivate students, and generally stimulating creativity in students within the discipline area.
2. Development and application of current instructional techniques (including development of online and computer-assisted course development), etc.—employing innovative techniques that might include online and computer-assisted course development. Many possibilities might be applicable to this category such as use of multimedia stations, visual aids, and other enrichment techniques.
3. Documentation of teaching methodologies—being mindful of developing approaches that result in outstanding student products and/or student learning. A variety of methodologies might be appropriate including group work, student created projects, discussion, etc.
4. Documentation of staying current in his/her field or discipline/specialization—while this category may most often suggest traditional professional development, other possibilities exist such as reading relevant publications, doing research through various avenues for material to incorporate in the classroom, and regularly revising all elements used in the individual teaching environment.
5. Student evaluations of teaching performance—Rather than simply attaching Student Perception Results, the faculty member summarizes the data and responds to the students' perceptions, if deemed necessary by the faculty member. Responses may include explanation, agreement, disagreement, plans for revision or improvement, etc.

B. Service/Outreach 20%

Overall 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 will determine the emphasis as well as the specific criteria based on the individual's aspect of work. These criteria should include: College committee and administrative responsibilities, community service programs, public service consultation, and active contributions to professional associations. Specific evaluative criteria may be developed using the following guidelines:

1. Performance 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).
2. The candidate's effectiveness, as judged by his/her impact on the institution, individuals, groups, or organizations served. This should include documentation of 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).
3. 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.
4. Performance in the advisement and mentoring of students

Examples of how faculty may fulfill this category based on the 4 guidelines above include the following:

1. The faculty member may serve the college in a variety of ways. Chairing or participating in departmental, program, or college-wide committees or undertaking special projects or assignments are examples of college service.
2. Community service involves the faculty member giving of his/her time and professional expertise outside the college to the community at large; professional service involves contributions to organizations related to the faculty member's discipline or to the teaching profession generally. Examples might be working with area K-12 schools, consulting, providing professional expertise, supporting charitable organizations or causes, serving on statewide or TBR committees, guest lecturing on other campuses and other appropriate activities.
3. The advising and mentoring component of the faculty member's service might include activities such as advising, mentoring, offering help sessions, holding conferences, sponsoring student organizations and/or participating in student-oriented events, writing letters of reference for students, etc. If necessary, the faculty member describes the nature of his or her participation and assesses the benefit to students of the interaction.

C. Scholarship/Creative Activities/Research 15%

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

1. Scholarly pursuits in support of the discipline or the teaching profession, which should include typical professional development activities such as taking classes, attending workshops and professional conferences, etc.
2. Implementation and use of cutting-edge teaching approaches, such as instructional technologies and learning theories, etc.
3. Performances, compositions, and other artistic creations that are 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/state meetings.
5. Publication of research or scholarly works such as books, journal articles, and other scholarly papers.

V. Mission, Goals of Pellissippi State

The nature and relative importance of the criteria for recommendation for promotion are related to the nature, mission, and goals of Pellissippi State Community College and of the division/ department in which the faculty member is employed. Additional criteria to be considered include demonstrated potential for continuous professional growth; and the ability to achieve the objectives of the faculty member, the division/department, and Pellissippi State Community College.

VI. Promotion Guidelines and Procedures

- A. When a tenure-track employee is hired, that employee's department head/immediate supervisor assigns him/her a mentor who is a senior member of the faculty (tenured with at least a rank of assistant professor) to aid and assess that employee's progress toward tenure. The mentor is assigned to said employee until that employee is tenured. Should for any reason a mentor be unable or unwilling to serve, the department head appoints another mentor at the earliest possible convenience.
- B. Preceding each annual evaluation of the tenure-track employee, that employee's mentor discusses with the department head/immediate supervisor that employee's progress toward promotion.
- C. The department head has a specific conversation about a tenure-track employee's progress toward promotion at each annual evaluation.
- D. During spring semester, the Vice President of Learning notifies faculty members of their eligibility to apply for promotion the following academic year.
- E. During the first week of classes of fall semester, candidates notify their supervisor of their intent to apply for promotion.
- F. The eligible faculty member must develop a packet that includes their formal annual department head evaluations in combination with relevant supporting documentation for the year of promotion consideration and the two (2) previous academic years. This packet will comprise the major input and documentation for promotion consideration. Candidates submit packets to their supervisor who verifies that guidelines for contents and format have been met and are documented. The supervisor delivers packets to a central location on the date designated by the PTC and the Vice President of Learning or his/ her designee. Supporting documentation for categories A, B, and C, listed above under Promotion Criteria, should be included in distinctly indicated appendices at the back of the candidate packet. Guidelines on appropriate documentation may be found in Attachment III.
- G. By their first fall semester meeting, the Faculty Senate has reviewed the constituency of the peer group, and selected a Promotion/Tenure Committee (PTC) chair(s) who must be a member of the Senate. Each academic department and Library Services selects a departmental representative to serve as a member of the PTC and the department head forwards the name of the representative to the PTC chair. PTC members may not be candidates for promotion or tenure or members of the academic peer review group they will monitor. Peer groups for the review and voting process for each of the academic areas and for Library Services are composed of tenure-track and tenured faculty in the department or division. A faculty member must not have been released from more than 50% of his/her teaching or other departmental duties for two (2) of the last three (3) years of a candidate's eligibility to be eligible to participate in the peer review process. The Senate president or PTC chair forwards the final list of PTC members to the Vice President of Learning or his/her designee.

H. The Vice President of Learning or his/her designee meets with the PTC chair(s) to discuss peer review group procedures and to establish the promotion calendar. The calendar is published by the office of the Vice President of Learning or his/her designee and distributed to faculty members who are eligible to apply for promotion. The PTC chair informs department deans and candidates for promotion of the guidelines for compiling packets.

I. Peer Review Meetings/Vote:

1. The PTC assigns a member of the committee to monitor each peer review group meeting. The monitor may not be a member of the peer review group s/he will monitor. The PTC peer review representative (departmental representative) schedules a meeting time and location for his/her peer review group meeting. The representative should ensure that the PTC monitor assigned to conduct the meeting, the candidates, and as many of the faculty as possible in the peer group for promotion are available to attend the meeting. The PTC chair notifies appropriate supervisors of meeting arrangements. The PTC makes promotion packets available to peer review groups in a central location for a minimum of two weeks prior to the scheduled peer vote. PTC notifies faculty of peer review group meeting times and locations and distributes a list of peer review group members to all faculty. Before attending the peer review group meeting, faculty who intend to vote are required to read promotion packets and sign a roster to verify their review. Absentee votes are discouraged; however, absentee votes will be counted if a Request for Leave form has been approved or teaching schedule indicates a class conflict. Written requests for absentee ballots are made to the chair of the PTC (see Attachment II).
2. During the peer review meeting, the monitor introduces the promotion list to the peer review group. Candidates under consideration for promotion must be in attendance to answer any questions put forth by their respective peer group. Department heads are invited to attend the peer review group meeting for the purpose of answering any question that may arise that cannot be answered by anyone else in the peer group. The department heads do not otherwise participate in the meeting or discussion. The applicant for promotion may remain in attendance to answer questions but must leave the room during the peer discussion and vote on her/his candidacy. Prior to the vote on each candidate, there is an opportunity for discussion. The discussion must be limited to items outlined in the job description and categories by which faculty are evaluated. Peers then vote by secret ballots which are collected and sealed by the PTC peer review monitor. Vote results are not announced to peer group faculty or to candidates.

In the event that a promotion candidate is not in attendance for the peer review meeting, the peer review group must agree via a simple majority vote, conducted by the PT monitor, to one of the following three options. Options must be presented in the order listed, and voting will continue until a simple majority is reached.

- a. Vote to continue the discussion on a candidate's application and hold the subsequent peer vote in their absence.
- b. Vote to defer discussion and subsequent vote and agree to reconvene the peer review with the absent candidate in attendance at an alternate time. The rescheduled peer review meeting must occur before the posted deadline for the department head to submit written recommendations to the Vice President of Learning.
- c. Vote to disallow candidate to proceed during current promotion/tenure cycle.

3. After the peer review meeting, the monitor and PTC chair count the ballots and record results of the peer group votes for promotion for each candidate on Forms A and B (see Attachment I). In the case of a tie vote, Form A will indicate that the vote was a tie. By the close of the working day following the peer group meeting, the PTC chair delivers Forms A and B to the supervisor and a copy of Form B to the Vice President of Learning. The PTC chair delivers all ballots to the Vice President of College Advancement to be held until the promotion process is satisfactorily completed. By the end of the second working day following the peer group meeting, the supervisor adds Form A to the candidate's packet and orally informs the candidate of the recommendation or non-recommendation of the peer review group. If the supervisor is a candidate for promotion, the results of the vote are sent to the Vice President of Learning. In the case of the Library Services director, the results will also go to the Vice President of Information Services. If a candidate for promotion wishes to withdraw from promotion consideration at this point in the process, she/he may do so.
- J. The supervisor adds to each candidate's packet her/his statement of recommendation or non-recommendation and forwards all promotion packets to the Vice President of Learning. In the case of those faculty assigned to Information Services, the director of Library Services forwards all promotion packets with her/his statement of recommendation or non-recommendation to the Vice President of Information Services. The Vice President of Information Services submits her/his written comments and recommendations and forwards them with the promotion packets to the Vice President of Learning. If the Library Services peer recommendation differs from that of the Vice President of Learning, the Vice President of Learning will notify the Vice President of Information Services.
- K. The Vice President of Learning submits her/his written comments and recommendations to the President. If the recommendation is negative the Vice President of Learning will also inform the candidate.
- L. The President recommends candidates for promotion to the Chancellor and informs applicants. Candidates may appeal the President's recommendation to the TBR Chancellor.
- M. The President provides a written report of the TBR's ruling to candidates.
- N. After the Human Resources Office has duplicated and filed the promotion packets, they are returned to the candidates.

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Attachment I

FORM A
RECOMMENDATION FOR PROMOTION (INDIVIDUAL)

On _____ the _____ peer group met to consider the
date name
recommendation of _____ for promotion to the
candidate's name
rank of _____.

The peer group _____
recommended/did not recommend
promotion for the candidate.

Ballots Counted by: _____

Results verified by: _____
PTC Chair

FORM A Copy to supervisor to be placed in the candidate's promotion packet.

FORM B
RECOMMENDATION FOR PROMOTION (PEER GROUP)

Peer Group: _____

Meeting Date: _____

Meeting Chairperson: _____

PROMOTION

Candidate Results (Show Numbers)

_____ Recommended _____ Do not Rec.

_____ Recommended _____ Do not Rec.

_____ Recommended _____ Do not Rec.

_____ Recommended _____ Do not Rec.

_____ Recommended _____ Do not Rec.

_____ Recommended _____ Do not Rec.

Ballots counted by: _____
Date

Results verified by: _____
Date

FORM B Copies to supervisor and the Vice President of Learning. (Candidates do not receive this form.)

Attachment II

Absentee Ballot Request

Per Pellissippi State policy "...Before attending the peer review group meeting, faculty who intend to vote are required to read promotion packets and sign a roster to verify their review. Absentee votes are discouraged; however, absentee votes will be counted if a Request for Leave form has been approved or a teaching schedule indicates a class conflict. Written requests for absentee ballots are made to the chair of the PTC."

Name:

Department:

Date:

I have read the above section of the policy and procedure manual.

I cannot attend the peer review meeting for my department for the following reason (please be specific):

Signed:

The PTC chair(s) and peer review meeting monitor will rule on this request before ballots are counted for your peer review meeting. The ruling will be based solely on the policy and procedure statement listed above. If your request is accepted, your ballot will be opened and placed anonymously in the stack of ballots to be counted. If your request is rejected, your unopened ballot, along with this form, will be forwarded with the rest of the promotion/tenure materials to the Vice President of College Advancement.

Attachment III

PROMOTION/TENURE DOCUMENTATION GUIDELINES

Preparation of the Promotion Packet

Tabbed dividers are helpful but should be easily visible upon opening the binder. If sheet protectors are used, text pages may be inserted back-to-back. Multi-page documentation and bulky items may also be encased in a sheet protector. The packet should be placed in a three-ring binder arranged by sections and subsections (clearly divided) in the order listed below:

Department Head Verification form signed by the candidate applying for promotion/tenure

Cover Sheet with the name of the candidate, type of packet, and date of submission

Table of Contents

- I. Vita
- II. Teaching
- III. Service/Outreach activities to the College, community, and profession
- IV. Scholarship/Creative activities/Research
- V. Annual department head evaluation forms with goals for the year of promotion/tenure consideration and the two (2) previous academic years
- VI. Appendices with documentation for
 - A. Teaching
 - B. Service/Outreach
 - C. Scholarship/Creative Activities/Research

Note: The lists below are suggestions for what might be included in the promotion/tenure packet for documentation. Other items are acceptable. Do not include every test, quiz, piece of student work, or thank you note. A representative sample is sufficient.

A. Teaching: Examples of Documentation

Writing exercises	Proposal request
Course syllabi	Lecture notes or lecture outline
Projects	Lesson plan
Reading guides	Homework assignments/schedule
Quizzes or exams	Study guides
Evaluation instruments	Review sheets
Library assignments	Project overview/description
Handouts	Student comments/feedback
Rubrics	Student poems
Science experiments	Student songs
Research assignments	Photos of student art projects
Lab activities	Student journals/journal entries
Graphing assignments	Videos
Letters of commendation	Sample of how information incorporated into classroom
Screen shot of Web course	Student comments/feedback
Artist's statement	Sample of student work
Description/sample of topic	Sample of assignment

Written student evaluation (CAT)	Sample of revised element
Student response (CAT)	Personal mission statement
Power Point slide print out or PowerPoint outline	Address significant events
Expanded syllabus (teacher-specific with detailed information)	

Additional types of documentation of effective teaching:

- Open-ended or other student input (course feedback samples, CATs, course survey instruments for Web courses, course exit surveys,
- Student products (executive summaries, reports, graded assignments, photos of student work, class activities)
- Teaching recognition/awards/certificates
- Evidence of disciplinary or disciplinary program or curricular development
- Alumni surveys
- Student exit interviews
- Evidence of supervision of student projects and other forms of student mentorship
- Course newsletter
- Who's Who nomination letter

B. Service/Outreach: Examples of Documentation

Copy of sign-up sheet for advising	Hand-written notes made at meeting
List of advisees with check marks by names of those seen	Handout for advising information session with hand-written notes
Map to office with office hours	Minutes of meeting
List of students being mentored	Program review or other projects
Log of student contacts/conferences – telephone and face-to-face	Acknowledgement by colleague for serving as a substitute
Student communication/advisement – e-mails, notes, cards	Copies of letters of reference, recommendations, student assistance, nominations for award
Thank you letters from students	Hand-written notes of event
Thank you notes/card/letters/e-mails	E-mail or brochure regarding activity/event/campaign
Tutor/help session schedule	IDC proposals
Letter of appointment	Grant proposals
Agenda, minutes, or program with your contribution mentioned	Letter/certificates of acknowledgement / appreciation / achievement
Agenda/minutes of program advisor meetings	Newspaper release
Committee member list	Brochure of math camp
Referee schedule	Volunteer schedule, badge
Referee badges, patches, pass	Program
Example of completed project	Abstracts
Planning report	Challenging teaching schedule

C. Scholarship/Creative Activities/Research (Professional Development): Examples of Documentation

Textbook submission letter	Conference materials/handouts/programs
Presentation sample	Honor Society membership certificate
Handwritten notes, program, brochure	Medals
News releases	Certificates of attendance
Abstracts for professional conferences	Photos of work
Awards	Portfolio of work
Grade transcript	Written reviews and evaluations by qualified peers
Membership card/membership directory	Professional exhibit program/directory
Documents contributed to a course Café	Notification of grant receipt
Letters of acknowledgement/certificates of appreciation	Publications in journals or media

SAMPLE DEPARTMENT HEAD VERIFICATION FORM

I have reviewed this packet, and I certify that to the best of my knowledge the information presented herein is true and correct.

Dr. Jonathan Fowler
Academic Department Dean, Liberal Arts

Date

SAMPLE COVER SHEET

Wanda L. Scarbro

Assistant Professor

Liberal Arts Department

January 30, 2006

**Applying for
Associate Professor**