

# **UNIVERSITY COLLEGE GUIDELINES FOR THE PROMOTION OF FULL-TIME TEACHING-LINE FACULTY**

## **Statement of Principles**

University College affirms a developmental approach for full-time teaching-line faculty through annual and promotion reviews that contribute to overall academic and professional excellence.

All academic administrators and faculty committees support the following principles:

- Every faculty member has the right to clear expectations and clear explanations of promotion policies and procedures.
- Academic administrators and faculty colleagues are expected to provide advice and counsel to faculty members seeking promotion and provide assistance, guidance, and mentorship in the preparation of the candidate's promotion dossier.

## **Purpose**

The purpose of these guidelines is to provide a process of promotion for full-time teaching-line faculty and to recognize the cumulative exceptional accomplishments and contributions of full-time faculty members who are not in the tenure system. This promotion is based on consistently demonstrated outstanding merit in the scholarship of teaching and related activities, the scholarship of disciplinary and creative accomplishments, and the scholarship of service in alignment with the individual instructor's contract. The guidelines supplement, but do not alter, basic policies set forth in AC21.

The terms *second level* and *third level*, as used in these guidelines, refer to successive opportunities for promotion; the title awarded to promoted faculty members will depend on their terminal degree.

## **Eligibility**

The faculty members covered by these University College guidelines are full-time faculty members not in the university's tenure system who are subject to the review and evaluation procedures of University College. Support from the candidate's campus administration and promotion committee is not required.

Full-time faculty members not in the tenure system in University College, who are excluded from University College promotion, are faculty subject to the review and evaluation procedures of administrative units outside University College. These include the College of Nursing and Librarians. Recommendations for promotion may be made by University College campus committees and campus administrators to the head of an administrative unit outside the University College. However, the final decision about promotion will be made according to the guidelines of these outside units.

To be eligible to seek promotion, a faculty member must have served at a University College campus as a faculty member for at least five academic years. The five years include time taken for a leave in accordance with HR16.

### **Early Promotion Reviews**

Early promotion reviews may be requested only for full-time faculty members with an extraordinary record in the scholarship of teaching, the scholarship of disciplinary and creative accomplishments, and scholarship of service. Early promotion is for promotion from the first to second level only. There is no mandatory time limit between the first and second promotions. The campus administration and relevant Discipline Coordinator should discuss the record of the candidate to evaluate the probability of success. If the case is to proceed, the campus administration should prepare a letter to the Dean of the University College providing a rationale for the early review. This letter should be accompanied by the most up-to-date dossier of the faculty member. If the Dean supports the request, the early review may proceed. Requests for early promotion decisions should be made no later than the end of the spring semester for the following academic year. The candidate then submits the dossier for review to the campus and college promotion committees. The candidate needs to meet the University College Promotion Guidelines for Teaching-Line Faculty. Requests for these early decisions are clearly the exception rather than the rule and are considered on a case-by-case basis.

### **Hiring Teaching-Line Faculty at the Second or Third Level**

Campuses may consider hiring teaching-line faculty at the second or third level when the hire's accomplishments are in keeping with the criteria that the University College has developed for promotion to those levels. Candidates will be subject to an expedited review that follows the guidelines outlined in this document. This expedited review will require a review by a minimum of three members of the University College Teaching-Line Promotion Committee plus an additional discipline reviewer if one is not already a member of the college promotion committee. The recommendation of the college committee will be forwarded to the Dean of the University College, who will communicate the outcome to the campus administration.

### **Consultation**

Consultation among review levels, by campus committees and academic administrators, should take place when there is a need to clarify differences in promotion recommendations that arise during the review process.

For example, if the campus administrator intends to make a promotion decision or recommendation different from that of the campus committee's recommendation, then the campus administrator shall meet with the campus committee for consultation. The intent is to require full and candid discussion when such divergent recommendations occur and provide the college Teaching-Line Promotion Committee with the clearest representation of the candidate possible. See item #7 under the "Promotion Procedures" portion of this document for details on procedures.

## **Confidentiality**

Campus administrative leadership will provide candidates with feedback at appropriate times during the promotion process. The University College Dean shall be responsible for ensuring that all faculty members in their units are advised by the appropriate academic administrator of the general results of the evaluation of their performance. Based on these guidelines and through policy HR60, faculty members may inspect and review their dossiers upon completion of the review process. All aspects of the promotion process are otherwise confidential, including deliberation in committee and the specific decisions that are made at each review level. Members of promotion committees participate with the understanding that all matters related to their deliberations remain confidential. Confidentiality of the promotion process is to be respected forevermore, not just during that particular year of review.

## **Criteria for Promotion**

1. Promotion shall be based on these three criteria which must be applied in consideration of the mission of the University College and professional responsibilities carried out by the faculty member as indicated in their contract.
  - A. **The Scholarship of Teaching and Learning** - ability to convey subject matter to students; demonstrated competence in teaching and capacity for growth and improvement; ability to maintain academic standards, and to stimulate the interests of students in the field; effectiveness of counseling, advising, and service to students.
  - B. **The Scholarship of Disciplinary and Creative Accomplishments** – demonstrated in the *University College Scholarship of Disciplinary and Creative Accomplishments Expectations for Teaching Faculty* (Appendix A) and evidence of continued professional growth and active contributions to professional organizations.
  - C. **The Scholarship of Service to the University, Society, and the Profession** - participation in the University, college, and campus; extending specialized disciplinary knowledge to the University, profession, and to the public; and administrative contributions.
2. Terminology

The terms *second level* and *third level*, as used in these guidelines, refer to successive opportunities for promotion; the title awarded to promoted faculty members will depend on their terminal degree in accordance with AC21.

3. Promotion to Second Level

Time in with and satisfactory performance of duties outlined in a position description are necessary, but not sufficient by themselves to warrant promotion. The candidate must display excellence in the scholarship of teaching as demonstrated by consistently strong student evaluations, peer evaluations, awards, and other documentation. This includes other activities focused on helping students successfully achieve appropriate academic progress. Examples

of these activities include, but are not limited to, advising, supervision of internships, supervision of undergraduate research students, other engaged scholarship, contributions to the development of curriculum, pedagogical, administrative assignments, and support activities developed to engage, retain and promote excellence in students. Excellence in Disciplinary and Creative Accomplishments can be demonstrated through a variety of scholarly activities that can be documented as described in the *University College Scholarship of Disciplinary and Creative Accomplishments Expectations for Teaching-Line Faculty (Appendix A)*. The expectation is that a faculty member will be active in their profession and that faculty seeking promotion should be developing a positive reputation within their field, which could include the pedagogy of their field. The candidate is also expected to be involved in the campus service community including holding leadership roles, organizing, and participating in events and activities, and providing administrative support.

#### 4. Promotion to Third Level

A candidate for promotion to the third level will have demonstrated an increase in the breadth and depth of scholarship activities from the second level. There should be a sustained record of exceptional achievement and evidence of professional growth and innovation in assigned duties, and evidence of leadership and advocacy for the campus, students, and the profession of teaching. Their service and teaching sphere of influence should have reached the University College and University levels. The candidates are expected to have extended their reputation or presence in their discipline and creative accomplishments to the national level, represented through presenting, organizing workshops and sessions, and taking on leadership roles. While the timeline of eligibility for promotion to the third level is not specified in accordance with AC-21, candidates and administrators are cautioned to ensure that sufficient time has been allowed to clearly demonstrate the increase in breadth and depth of scholarship along with the development of the candidate's reputation within the University and in their discipline, but not necessarily all three.

### **Promotion Procedures**

#### **Promotion Process: (applicable for second and third level of Full-Time Teaching-Line Promotions)**

1. From the date of hire or recent promotion, the campus academic leadership and relevant discipline coordinators should advise the full-time teaching-line faculty of the five-year second-level promotion or the third-level promotion opportunities. Campus leadership will be responsible for mentoring annually, identifying appropriate resources to aid the faculty member's progress toward promotion including faculty peer mentoring, and recommending suitable activities and activity levels.
2. Prior to the beginning of the fifth year at the first level or after a recent promotion, the full-time teaching-line faculty should formally advise the campus academic leadership of promotion interest or delay, or of no interest in promotion. The potential candidate has the choice to request a pre-review, to wait additional years, or not seek promotion at all (for either promotion to level two or level three).

3. Prior to the beginning of the fifth year or more, at the first level or recent promotion and a mandatory pre-review completed through the relevant discipline coordinator, the faculty member may start the promotion-review process. Support from the candidate's campus administration for the pre review is not required.
4. Faculty may compile their dossiers in their fifth year but may not be promoted until their sixth year.
5. The accumulation of data for the first to second level promotion dossier in the online activity reporting system should begin to be developed on the first day of hire. At a minimum, the accumulation of data for the second to third-level promotion dossier in the online activity reporting system should be compiled starting in the year prior to the previous promotion. After consultation with campus administration, a faculty member who has been at a University College campus for a significant amount of time prior to being promoted to the second level, may choose to have dossier materials pulled from further back.
6. The campus Office of Academic Affairs should provide mentoring to the candidate regarding the format of the promotion dossier and conduct a thorough format review prior to the candidate signing the dossier and disseminating it to the Campus Teaching- Line Promotion Committee.
7. The campus Teaching-Line Promotion Committee should confine its review to the promotion candidate's dossier only. The committee may not consider external information or documents. The committee will evaluate the candidate in the areas of the scholarship of teaching and learning, the scholarship of disciplinary or creative accomplishments, and the scholarship of service using a scale of excellent, very good, good, and satisfactory. The committee will then vote to recommend promotion or not. This decision should precede and be autonomous from the administrative decision at the campus level. The campus Teaching-Line Promotion Committee letter is forwarded to campus academic leadership for administrative review. If the campus committee and the campus administrative leadership do not support promotion after reviewing the completed dossier, the candidate must be so informed in writing by the campus academic administration and given the option of withdrawal or progression of their candidacy.
8. When an administrator or committee differs with the committee or administrator of respectively of the level below, consultation must occur. Consultation should be initiated by the higher level. Documentation of the consultation should be included in the letter of the higher level of review.
9. The campus forwards the dossier to the University College Teaching-Line Promotion Committee for their review and recommendation. No further documentation can be added to the candidate's promotion dossier after this time, as that would require another review by the campus teaching-line promotion committee.
10. The Dean of the University College will review the dossier and recommendation letter from the college committee for the determination of promotion. The Dean will advise the

candidate and the campus administrative leadership of the decision with an explanation of acceptance or decline.

### **University College Full-Time Teaching-Line Promotion Committee**

The University College Teaching-Line Promotion Committee members shall be elected by all full-time teaching-line faculty within the University College. The University College Faculty Council and OVPCC will oversee the nomination and election process. Candidates should submit a short biography to ensure faculty can make an informed voting decision. The committee will be composed of at least seven faculty at the second level or higher and of an odd number. When a third-level candidate is being considered, at least three third-level faculty should be on the committee and only those should review the third-level candidates. Candidates seeking promotion may not serve on campus or college promotion committees during the year the candidate is seeking promotion. The Dean of the University College will appoint additional full-time teaching faculty as needed.

### **Interim third level promotion committee at the campus level**

At this time, campuses are not expected to create third-level promotion committees until such a time when capacity is reached. The first-level review will be the campus administration. The Dean of the University College will determine when a campus committee should be formed for a third-level candidate and when sufficient capacity has been reached for third-level campus committees to become the standard.

### **Selection for each campus Teaching-Line Promotion Committee**

The campus teaching-line promotion committee(s) will consist of an odd number (three or more) of full-time teaching-line faculty who have been promoted through the review process. Only full-time teaching-line faculty can vote for the members of the campus Teaching-Line Promotion Committee. The complete committee, including the remaining Campus Administration-appointed members, must contain at least two discipline-specific instructors. If none or not enough qualified members exist at the campus level, campus academic leadership will select additional members from a pool of elected disciplinary representatives available from the Discipline Coordinators. In cases where no disciplinary representatives from the University College are available, representatives can be selected from an available pool of teaching-line discipline experts from outside the University College.

### **Supporting Documents**

The supporting documentation for the promotion review will be the dossier in the online activity reporting system for the full five or more academic years prior to the review, including student reviews, a minimum of two peer teaching evaluations, and optional additional evidence of support by the eligible faculty member.

The campus academic leadership has the responsibility for preparing the dossier as outlined in Appendix B Section B, Responsibility for Preparation of the Dossier. The eligible faculty member will assist the campus academic leadership in the preparation of supporting

documents to be used in the review. Each candidate will write a narrative statement of no more than three pages identifying the accomplishments and contributions made during their Penn State career that supports a promotion as well as entering data into the online activity reporting system.

### **Promotion Timeline**

During the fall conference with the discipline coordinator (DC), the faculty candidate will discuss possible candidacy for pre-review. Following a positive review, the faculty and DC collaborate on pre-review materials to be submitted. At the February Faculty Evaluation meeting, the faculty candidate discusses preliminary review with campus academic leadership. In March, the faculty candidate submits the internal review materials to DAA/CAO and/or discipline coordinator for preview. Following this, the faculty materials are sent by the discipline coordinator to discipline reviewers for input. Pre-reviews are completed no later than the beginning of summer. Faculty members eligible for promotion the next academic year will be informed no later than the end of the spring semester and advised to prepare the required documentation in conjunction with the campus academic leadership's office by mid-October. Individual campus leadership may decide on an earlier deadline.

All documentation will be due to the Dean of the University College by January 15. The University College Teaching-Line Promotion Committee will review the nominations during the month of February and make recommendations to the Dean by early March. The Dean will review the recommendations and inform the campus administrative leadership of the results by early April. Approved promotions will become effective July 1 of the next academic year.

### **Promotion Award**

A salary increase, in addition to any annual merit increase, will accompany the promotion. The same percentage increase for the promotion salary increase will be given on all campuses to teaching-line faculty members approved for promotion. The percentage of the increase will be determined annually. Budget issues should not play a role in preventing candidates from going forward for promotion. The campus administrative leadership is encouraged to support this recognition with appropriate forms of research, teaching, or outreach support, including multi-year contracts, as outlined in *AC21*.

A regular full-time teaching-line faculty member with the title of "lecturer" or "Assistant Teaching Professor" who is promoted to their next level according to this procedure will be awarded the next highest title according to the teaching-line withs outlined in *AC21*. A faculty member with the title of "Assistant Teaching Professor" or "Associate Teaching Professor" who is promoted to their next level according to this procedure will be awarded the next highest title according to the non-tenure-line ranks outlined in *AC21*.

Non-Terminal Degree	Rank 1: Instructor/ Lecturer	Rank 2: Assistant Professor	Rank 3: Associate Professor	
Terminal Degree		Rank 1: Assistant Professor	Rank 2: Associate Professor	Rank 3: Professor

Additional information regarding the Non-Tenure Teaching Line Faculty Promotion can be found at <https://www.campuses.psu.edu/non-tenure-teaching-line-faculty-promotion>.

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