



**NEWBERRY COLLEGE**

**FACULTY POLICIES MANUAL**

**2010—2011**

## **B. Policies for Faculty Evaluation, Promotion in Rank, and Academic Tenure**

The value of an individual faculty member to the academic community is dependent upon a variety of factors. These factors include effectiveness as a teacher, subject(s) taught by that teacher, the facilities available for instruction and research in that faculty member's particular discipline, the level of cooperation of that faculty member with administrators and faculty colleagues, and the general services rendered by the faculty member to students and to the College community. The faculty evaluation system pursued at Newberry College is designed to accomplish the following purposes on behalf of the institution and for individual faculty members: (1) to identify the specific expectations of the College and to assess the extent to which an individual faculty member meets these expectations; (2) to assist in the retention, encouragement, and promotion of capable and promising faculty members; (3) to assure that faculty accomplishments will be not only properly recognized but also justly rewarded; and (4) to guarantee a system of equitable assessment and treatment for all faculty members.

### **1. Eligibility Criteria and Areas of Performance Evaluation**

Both the faculty-elected Tenure and Promotion Committee and the academic administration must consider a variety of criteria and performance areas before recommending a faculty member for either tenure or promotion. Eligibility for candidacy for promotion and tenure requires the attainment of appropriate graduate credit or degrees, and a minimum period of time in rank for promotion candidates or completion of the probationary period for tenure candidates. Candidates for tenure or promotion must demonstrate achievement in each of the following performance areas; the various areas are not accorded equal weight in the evaluation process. In order of importance, the areas are (1) Teaching Performance, (2) Service to the College and the Community, and (3) Scholarship. (*See FPM Section III: D, 13.*)

All candidates for promotion or tenure are expected to have demonstrated a consistent pattern of conduct in accordance with the description of Faculty Duties and Responsibilities found in Section IV: B of this *Faculty Policies Manual*. Furthermore, it is anticipated that any individual who is a candidate for academic tenure or promotion will hold views compatible with the purpose and objectives of the institution and will act accordingly. Successful candidates also will have demonstrated involvement in professional development activities and, as applicable, improvement in the area(s) of performance identified as needing attention in feedback received from any prior evaluation. A detailed narrative summary of the areas of evaluation and promotion and tenure standards appears in *FPM* Section III: B, C, D.

### **2. Annual Faculty Report**

An Annual Faculty Report should be submitted by all faculty members to their Department Chair during spring semester on a date designated by the Executive Vice President for Academic Affairs. Through the annual report process, all faculty members are able to outline their accomplishments, duties, and activities in the areas of Teaching, Service, and Scholarship during the previous calendar year. The document also should include a personal reflection on these activities, as well as goals and assessments.

The Annual Faculty Report process serves to:

- a. Form the basis for annual formative review and improvement of faculty performance,
- b. Provide a basis on which to build tenure and promotion portfolios,
- c. Act as a basis for potential merit pay increases,
- d. Demonstrate successful completion of contractual duties and responsibilities, and update faculty files.

Following completion and submission of the three-page (or less) report to the Department Chair, each Chair will complete an annual evaluation of the faculty member. The faculty member and chair will then meet to review the annual report and evaluation and make revisions to the evaluation sheet as needed. Once the evaluation sheet is signed by both the faculty member and the Department Chair, the Chair will forward all reports to the Executive Vice President for Academic Affairs. Later, the Chair will meet with the EVPAA to review these reports and make recommendations about faculty performance. During that meeting, the EVPAA will also assess the performance of the Chair in teaching, scholarship, service, and administrative responsibilities. (*See FPM Appendix D: Annual Faculty Report form.*)

## **C. Policies and Procedures for Promotion in Rank**

The Tenure and Promotion Committee will review faculty credentials and recommend all promotions in academic rank. Eligibility requirements for consideration for advancement in rank can be found in *FPM* Section III: D, 13. Under normal circumstances, the Committee will invite the Department Chair to offer nominations for promotion in writing to the Executive Vice President for Academic Affairs, but a written petition for advancement in rank may also be presented to the chief academic officer by any faculty member. In the event that a faculty member initiates the promotion process, the Committee will solicit a formal evaluation from the Department Chair or Executive Vice President for Academic Affairs as part of its assessment. The Executive Vice President for Academic Affairs shall present all recommendations for promotion to the Tenure and Promotion Committee during the fall semester and the Committee shall make its formal recommendations to the College President. The College President shall transmit this Committee's recommendations, along with his own recommendations, to the Academic Affairs/Honorary Degrees Committee, and then to the Board of Trustees. Final authority for all promotion decisions rests with the full Board of Trustees.

Faculty members who are hired as an Assistant Professor and are eligible for Promotion Review during their fifth year of service to Newberry College are allowed to postpone their Promotion Review process to coincide with Tenure Review, which will occur during the next academic year.

Faculty members denied promotion are eligible to reapply for promotion during the next academic year.

Adjunct faculty, professional librarians, and administrators and coaches with faculty rank are eligible for consideration for promotion in rank. To meet the "Time in Rank" requirements, candidates must have the following classroom teaching hours and meet all other requirements:

- From Instructor to Assistant Professor—72 semester hours
- From Assistant Professor to Associate Professor—120 semester hours as an Assistant Professor
- From Associate Professor to Professor—120 semester hours as an Associate Professor

## **D. Policies and Procedures for Tenure**

### **1. Definition of Tenure**

Tenure is regarded as a means to achieve certain beneficial ends within the academic community. Specifically, tenure assures freedom of teaching and research and a sufficient degree of economic security to make the teaching profession attractive to men and women of high intellectual ability. Freedom and economic security, hence, tenure, are indispensable to the success of an academic institution in fulfilling its obligation to its students and society. After the expiration of a designated probationary period, faculty members should have permanent or continuous tenure, and except under circumstances of financial exigency, their teaching service can be terminated only for adequate cause.

Academic tenure is interpreted within the following framework of institutional practice. The precise terms and conditions of every faculty appointment are stated in a written contract. Beginning with the initial full-time appointment to the rank of “instructor” or higher, the probationary period does not exceed seven years, including credit allowed within this period for full-time teaching service at other institutions of higher education. Notice is given at least one year prior to the expiration of the probationary period if a faculty member is not to be continued in service after the expiration of that period. During the probationary period a non-tenured teacher has the same academic freedom that all other members of the faculty have.

### **2. Termination of Continuous Appointment**

Termination of a continuous appointment for cause or the dismissal of a teacher for cause prior to the expiration of a term appointment may be reviewed upon appeal by both the Faculty Council and a committee of the Newberry College Board of Trustees. In all cases where the facts are in dispute, an accused instructor will be informed in writing before the hearing of the charges against him or her and shall have the opportunity to be heard in his or her own defense by all bodies that pass judgment upon the case. The instructor is permitted to have an adviser of his or her own choosing who may act as counsel.

### **3. Awarding of Tenure**

Tenure is normally awarded at the beginning of the seventh year of full-time teaching. The mandatory tenure review is normally conducted during the fall semester of the sixth year of full-time teaching. No more than two years of full-time teaching experience at institutions of higher education prior to becoming a tenure-track faculty member at Newberry College should be counted toward determining eligibility for academic tenure. All negotiations for credit toward tenure must be done at the time of hire.

The eligibility criteria and performance standards required for tenure at Newberry College are outlined in *FPM* Section III: D.

#### **4. Contents of Professional Portfolio**

Upon joining Newberry College, faculty members will begin assembling a Professional Portfolio of written reflections and evidence in support of their performance in the areas of teaching, service, and scholarship. After the faculty member submits the Professional Portfolio to the Office of Academic Affairs, the candidate has a right to review any material added to his or her portfolio, such as grade distributions and letters of recommendation. Members of the Tenure and Promotion Committee will review and evaluate only those materials pertaining to activities and accomplishments in teaching, service, and scholarship while at Newberry College. The Tenure and Promotion Committee recommends that the candidate consult with his or her Department Chair during preparation of the Professional Portfolio.

The Newberry College Professional Portfolio should be prepared according to the following guidelines:

- a. Cover Page
- b. Table of Contents
- c. Vitae
- d. Letter of Evaluation from Department Chair
- e. Other Letter(s) of Recommendation
- f. Reflections on Teaching (supported by appendices at the end of the portfolio) including a summary of teaching responsibilities highlighting philosophy, content expertise, evidence of excellence in teaching (honors/recognition), evidence of change based on review of assessment data, professional development activities related to teaching, and reflections on student ratings.
- g. Reflections on Service to the College and the Community (supported by appendices at the end of the portfolio) including a summary of service activities highlighting significant accomplishments.
- h. Reflections on Scholarship (supported by appendices at the end of the portfolio) including a summary of scholarship activities highlighting significant accomplishments and/or contributions to the profession.
- i. The Professional Development Plan, which will reflect the faculty member's self-evaluation and provide a personal focus for the next two years, with the understanding that it is possible to revise the plan as necessary. The plan is intended to encourage faculty growth; it is not intended as a contractual document. The professional development plan will include the following:
  - (1) areas for possible growth and improvement;
  - (2) goals based upon growth areas;
  - (3) plans/strategies for improvement; and
  - (4) possible assessment strategies.

## **5. Procedure for Professional Portfolio**

During the third year of service credited toward tenure at Newberry College all tenure-track faculty will submit a complete Professional Portfolio following the guidelines listed above. During this Pre-Tenure Process, candidates will receive feedback from the Committee regarding their performance and developmental plans as represented in their portfolios and their Professional Development Plans. The following exceptions may apply:

- a. A Faculty member who receives one or two years of credit toward tenure for service at another institution will submit a professional portfolio in his/her fifth year of credited service toward tenure.
- b. A faculty member may petition to the Executive Vice President for Academic Affairs (by formal letter which states the reasons for the exemption) to have this third year submission requirement waived subject to the approval of the Executive Vice President for Academic Affairs and the Department Chair.

## **6. Review of Teaching Performance**

Department Chairs will conduct reviews of teaching performance for all tenure-track faculty members in their department. Each review will include a classroom visit, and these reviews will continue annually until the faculty member achieves tenure. Following each visit, the faculty member will receive feedback from his or her chair. If a Department Chair is being reviewed, the evaluation will be made by the Executive Vice President for Academic Affairs.

## **7. Non-Tenure Status**

Adjunct faculty, administrators and coaches with faculty rank, professional librarians, and some full-time faculty have term appointments and are on a non-tenure track status.

## **8. Appeals of Tenure and/or Promotion Decisions**

Any faculty member who feels that either a tenure-denial recommendation or a promotion-denial recommendation made by the Tenure and Promotion Committee is unfair should discuss the matter with the Executive Vice President for Academic Affairs. If, after learning more about the Committee's deliberations, the faculty member is still convinced that the recommendation is unwarranted and unfair, the Executive Vice President for Academic Affairs will schedule a special session with that faculty member and the Tenure and Promotion Committee. If the Committee does not alter its original decision after this meeting, the faculty member has the right to file a written statement in opposition to the Committee's recommendation with the College President. The College President shall inform the faculty member of his recommendation in the matter. The faculty member may further appeal through the College President to the Board of Trustees.

## **9. Tenure and Promotion Standards for Performance in Teaching**

The application of the standards of performance is subject to the judgment of the Tenure and Promotion Committee as it considers the circumstances of each individual case. (A personal interview may be requested by either the candidate or the Committee.) The areas, in order of importance, are teaching, service to the college and community, and scholarship. (*See FPM Section III: D, 13.*)

### ***a. Performance in Teaching: Overview***

The quality of a faculty member's teaching shall be the most important category in making judgments about the granting of promotion or tenure. All faculty shall provide evidence of their teaching effectiveness. Since outstanding teaching consists of several elements which act in combination, the following areas should be considered in documenting teaching effectiveness: (1) Content expertise—the extent to which faculty stay informed and current regarding the body of formally recognized knowledge, skills, and abilities necessary to teach their courses or to perform their primary responsibility.

(2) Course design skills—the extent to which the faculty demonstrate the ability to select and sequence course content, to structure course content within the discipline, and to utilize techniques for evaluating student learning.

(3) Course delivery skills—the extent to which the faculty make effective use of communication and interaction skills to promote learning in the classroom, including the ability to use a variety of instructional and organizational strategies. Successful use of innovative instructional technologies, service learning, and other holistic pedagogical techniques will be important considerations.

(4) Course management—the extent to which the faculty demonstrate the ability to handle the organizational and bureaucratic tasks of maintaining and operating a course.

(5) Motivation and mentoring skills—the extent to which the faculty demonstrate the ability to promote enthusiasm and appreciation in students for course subject matter, to help students excel as learners, to stimulate students' intellectual curiosity and to model for students the standards of performance and professionalism expected of them.

### ***b. Teaching Performance: Evaluation***

(1) Written evaluations of teaching performance should be made by the Department Chair (if a Department Chair is being reviewed, the evaluation will be made by the Executive Vice President for Academic Affairs) and by two members of the Tenure and Promotion Committee. The instrument (Classroom Observation Form) used for evaluating faculty instruction for tenure and promotion consideration and for the general evaluation of all teaching faculty (full-time, adjunct, and administrators and coaches who teach) is located in the *FPM: Appendix G*. Other required documentation includes:

- (a) Summaries of course evaluations by students
- (b) Grade distributions (provided by the Office of the Registrar)
- (c) Other sources of evaluation (e.g., student comments, peer letters to document a review of syllabi or texts used, videotape of teaching and self or peer analysis)
- (d) Course-related materials (e.g., overview of courses taught, syllabi and course objectives, sample teaching activities/experiences/materials, lecture outlines, reading lists, assignment sheets and handouts)
- (e) Evaluations of student performance; evaluation criteria
- (f) Student work samples (e.g., exams, quizzes, papers, student reflective journal entries)
- (g) Descriptions of teaching goals, approaches and strategies
- (h) Descriptions of uses of computer or other technology in teaching
- (i) Honors/awards related to teaching
- (j) Professional development efforts

## **10. Tenure and Promotion Standards for Performance in Service**

Service shall be defined as using one's time, talent, and energy to perform or assist others to perform necessary duties and tasks. All faculty shall be responsible for providing service within the College. Service to the College should include service outside of the department that contributes to the broader concerns of the faculty and school administration as well as service within the framework of the department.

Service may be documented in any of the following areas:

### ***a. Service Within the College***

- (1) Advising—Advising includes such activities as assisting students in planning academic programs, helping students make career plans, providing feedback to students regarding academic performance and progress, writing letters of recommendation, helping students work through academic problems, and making referrals to support services that may be helpful to a student.
- (2) Administrative service—Administrative service may include, but is not limited to, serving as a departmental coordinator/chair, a program director, or a director of a grant received by the College or an individual.



(3) Other College service

- (a) Attendance at committee meetings and contribution to committee work;
- (b) Involvement in the College's efforts to recruit and retain students;
- (c) Assistance with departmental or college-wide functions;
- (d) Service as a sponsor/advisor to a student organization;
- (e) Participation in the assessment process of outside agencies (SACS, NCATE, etc.);
- (f) Service on a support team or a review committee.

***b. Service Beyond the College***

Including professional service, such as holding office or some other position of responsibility in a state, regional or national organization; serving as an evaluator, officer or consultant for an accrediting body; engaging in consulting activities related to one's area(s) of expertise.

***c. Community Service***

Including serving on a board, holding a public office, volunteering for community projects, documented integration of service learning into course instruction, and speaking or providing a presentation for organizations.

Possible sources of evidence to support service:

- (1) Description of advising responsibilities and responses to evaluations;
- (2) Materials developed for use in advising;
- (3) Materials prepared or used as part of committee work;
- (4) Materials produced for use in administrative assignments;
- (5) Summary of recruiting efforts;
- (6) Evidence of sponsorship of organizations;
- (7) Evidence of professional involvement in state, regional or national organizations;
- (8) Descriptions of consultant activities;
- (9) Copies of grant proposals;
- (10) Materials generated as director of a grant/program;
- (11) Evidence or testimonials regarding community service;
- (12) Evidence of coordination of assessment processes of outside accrediting agencies;
- (13) Evidence of membership on a support team or a review committee.

**11. Tenure and Promotion Standards for Performance in Scholarship**

Within their area(s) of expertise, all faculty shall be responsible for remaining active in scholarship and supplying evidence of scholarly activities. The following areas may be helpful in documenting scholarship:

***a. Acquisition of New Knowledge:*** This knowledge may be gained from multiple sources: research, professional readings, collaboration with peers and other professionals, artistic activities, and attendance at conferences.

**b. Integration and Application of Knowledge:** Knowledge may be integrated or applied in many ways: development of a program, course, major, oral presentation, paper, publication, an artistic or collaborative project, and presentation, publication or performance of any of the above.

(1) Possible sources of evidence to support scholarship:

- (a) Samples of products of one's scholarship as appropriate to one's discipline (e.g., copies of papers, speeches, publications, or other authored or edited materials)
- (b) Evidence of artistic performance or exhibition programs
- (c) Descriptions of research projects, instructional improvement projects, collaborative projects, interdisciplinary teaching activities, preparation of a textbook or other teaching materials.

(2) Evidence of progress toward the completion of on-going projects and/or degree requirements.

- (a) Evidence of design of new courses, curricula or programs
- (b) Results of institutional research
- (c) Evidence of conference attendance/presentation
- (d) Summary of readings in the field for the year
- (e) Descriptions of professional/clinical practice or practicum experiences

NOTE: Copies of published articles and of printed programs of a conference when the faculty member served as a speaker, moderator, etc., must be submitted as part of the supporting documents.

## **12. Professional Librarians: Minimum Criteria for Consideration for Promotion**

The application of these criteria is subject to the judgment of the Tenure and Promotion Committee as it considers the circumstances of each individual case. Each professional librarian shall be evaluated on the basis of achievement in the categories of professional performance, scholarly or creative activities, service to the college, and service to the community. The library shall develop procedures for peer evaluation appropriate to its mission.

**Category 1: Professional Performance** includes the following items as is appropriate to the position of the candidate:

- (a) Annual evaluations by superiors
- (b) Evidence of expertise in the area of professional responsibility and effectiveness in carrying out assigned duties
- (c) Evidence of ability and willingness to accept additional responsibility and/or leadership
- (d) Evidence of cooperation in dealing with personnel at all levels
- (e) Evidence of efforts at self-improvement
- (f) Evidence of innovations in program implementation
- (g) Evidence of the development of special projects, resource tools, and/or the use of creative techniques in the performance of duties
- (h) Evidence of initiative and resourcefulness in solving unit problems
- (i) Evidence of ability to communicate effectively orally and in writing.
- (j) Other pertinent illustrations of professional performance

**Category 2: Scholarly or Creative Activities** may include, among other items:

- (a) Evidence of involvement in the work of professional societies
- (b) Publication of papers, books, or similar items
- (c) Evidence of research, either funded or unfunded
- (d) Evidence of awards, including funding of research proposals by external agencies after competitive review
- (e) Papers presented at professional meetings and seminars
- (f) Technical reports on research projects completed or in progress
- (g) Evidence of professional recognition by outside agencies, groups or other individuals to the field

**Category 3: Service to the College** may include, among other things:

- (a) Evidence of activities intended to enhance public understanding of the College or activities intended to develop the service function of the College
- (b) Evidence of committee activities at the College
- (c) Evidence of participation in activities in connection with funding agencies
- (d) Evidence of service to the public through consulting or other activities in the area of academic or professional competence of the individual
- (e) Evidence of performances, presentations, concerts, and other creative activities in the fine and performing arts.

**Category 4: Service to the Community** includes service to the public through participation in community life.

The minimal criteria for professional librarians applying for promotion in rank are as follows:

(a) Professional Performance:

In order to be promoted, candidates must provide evidence for all items in Category 1 appropriate to their position.

(b) Scholarly Activities:

In order to be promoted to Assistant Professor, candidates must complete Category 2 (a) and one other item in Category 2.

In order to be promoted to Associate Professor, candidates must complete Category 2 (a) and (b), plus any two other items listed under Category 2.

In order to be promoted to Full Professor, candidates must complete Category 2 (a) and (b), plus any two other items listed under Category 2.

(c) Service to the College:

In order to be promoted to Assistant Professor, candidates must complete Category 3 (a), plus any other item listed under Category 3.

In order to be promoted to Associate Professor, candidates must complete Category 3 (a), plus any other item listed under Category 3.

In order to be promoted to Full Professor, candidates must complete Category 3 (a), plus any other item listed under Category 3.

(d) Service to Community: Professional librarians must provide evidence of appropriate service activities in Category 4 with no specific quantitative requirement given.

### 13. Eligibility Criteria and Performance Standards for Consideration for Advancement in Rank and/or for Academic Tenure: Chart.

#### ELIGIBILITY CRITERIA AND PERFORMANCE STANDARDS FOR CONSIDERATION FOR ADVANCEMENT IN RANK AT NEWBERRY COLLEGE

Criteria for Eligibility		Areas of Performance Evaluation <sup>1</sup>		
	Time in Rank	Graduate Credit	Teaching	Service to the College and the Community
To the rank of Assistant Professor	Three years as Instructor	Masters degree plus 18 semester hours of graduate credit completed in a terminal degree program or other credit within the teaching discipline approved by the Chair and the Vice President for Academic Affairs	Effective teaching and promise of continued development as a teacher	Effective service to the College and the Community and promise of continued development in this area
To the rank of Associate Professor	Five years as Assistant Professor	Masters degree plus 24 semester hours of graduate credit completed in a terminal degree program or other credit within the teaching discipline approved by the Chair and the Vice President for Academic Affairs	A pattern of consistently effective performance in: Teaching Service and promise of continued effectiveness in these areas.	A pattern of consistently effective performance in: Scholarship Service and promise of continued effectiveness in these areas.
To the rank of Full Professor	Five years as Associate Professor	Ph.D. or other terminal degree completed within the teaching discipline, approved by the Chair and the Vice President for Academic Affairs.		

#### ELIGIBILITY CRITERIA AND PERFORMANCE STANDARDS FOR CONSIDERATION FOR ACADEMIC TENURE

Criteria for Eligibility		Areas of Performance Evaluation <sup>1</sup>		
	Time in Rank	Graduate Credit	Teaching	Service to the College and the Community
Academic Tenure	No later than the sixth year of full-time teaching at Newberry. <sup>2</sup>	Masters degree plus 18 semester hours of graduate credit completed in a terminal degree program or other credit within the teaching discipline approved by the Chair and the Vice President for Academic Affairs	A pattern of consistently effective performance in: Teaching Service and promise of continued effectiveness in these areas.	

Notes:

1. The application of these standards is subject to the judgment of the Tenure and Promotion Committee as it considers the circumstances of each individual case.
2. No more than two years of full-time teaching experience gained at other colleges or universities may be counted toward tenure credit.

