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Social Work: Appointment, Promotion, and Tenure Documentation

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4/6/ 2013

APT POLICY
DEPARTMENT OF SOCIAL WORK

Revised
March 2013

Please Note: While this document has been revised as of the aforesaid date, it does not include any information regarding advisement as we are waiting for the guidance from the College-wide Advisement Committee before we add this information to our document.

I- INTRODUCTION

From the College's Faculty Guide: <http://www.brockport.edu/acadaff/facguide/persaction/B.html>

Departmental APT documents are explicit in describing the guidelines for evaluating teaching and the expected teaching loads for the department, the kinds of scholarship considered appropriate to the discipline and the quantity and quality measures used in determining appropriate scholarship for rank, and the department's system of weighting the relative importance of teaching, scholarship and service (although as a general rule, teaching must always be weighed at least 50%, and scholarship must be weighed more heavily than service). Of course, departments can only make personnel recommendations. Ultimately, only the College President (in consultation with the school deans and academic VP) makes personnel decisions. These department APT documents are reviewed and approved by the deans and the Provost & Vice President for Academic Affairs. Accordingly, they represent the minimum guidelines agreed to by College Administration in making these decisions. *The guidelines in these departmental documents describe a set of minimal (necessary) performance expectations. They should not be construed, however, as explicating a set of criteria that are sufficient for a positive recommendation.* Minimal expectations will be taken into consideration as part of a thorough and comprehensive evaluation of the candidate's professional performance and contributions. Furthermore, the comprehensive evaluation should consider both retrospective and prospective points of view, including, for instance, the candidate's potential for achieving and/or performing at, the highest academic rank.

This document is to be used to govern APT recommendations by the Department of Social Work. It reflects the college-wide standards and policies. In addition to this document, all relevant requirements, process, time lines, and standards issued by the College will be used in making personnel decisions. This document also reflects the interpretation of such documents by the Department and an adaptation of such documents in a manner that interprets standards within the context of our profession.

Faculty applicants for promotion, reappointment, continuing appointment, sabbatical leave, or a discretionary salary increase should submit application materials that reflect a creative blending of teaching effectiveness, scholarship, and service. Each area of review should meet relevant standards of achievement. Expectations are that 'Teaching > Scholarship > Service where Teaching \geq 50%'. A significant deficiency in achievement in any *single* area of review will be considered problematic to the approval of an application. In fact, each of these areas of responsibility is mutually dependent. Applicants who request any personnel review in the Department should demonstrate this integration of performance in all three areas.

All accomplishments must be documented when applying for a personnel matter in a way that those charged with evaluating performance may arrive at a decision based on fairness and the application of the standards described in this document. It should be noted that the APT Committee's evaluation of a candidate for renewal, continuing appointment or promotion is basically a well considered and informed professional recommendation to the Administration. A positive recommendation for tenure by the APT Committee is no assurance that the candidate

will be tenured as the applicant's materials also will be subjected to an external review at the College after completing the departmental process. Additionally, the APT committee should have confidence in the candidate's potential for achieving and/or performing at the highest academic rank.

The Department of Social Work places value on all aspects of the faculty's professional obligations not just teaching, scholarship and service. Hence, even though a candidate for renewal, promotion or continuing appointment may satisfy minimum requirements in this document the APT Committee may render a recommendation of non-support if there is evidence that a faculty member is not adhering to Social Work ethics and values.

For part-time faculty who have taught at least one core course per semester IAS scores are required as well as a written reflection based on the digital measures questions in the teaching section of the evaluation. These questions will be given to part-time faculty by the chair of the department prior to the end of the academic year during the spring semester. Part-time faculty who have taught 2 or more courses are required to submit an annual report in digital measures which will include IAS scores. The department chair person is responsible for providing guidance and direction in how to access digital measures.

This documentation has been reviewed by the APT committee, Department Chairperson and Dean of the School of Education & Human Services

A) APT Committee

1. Composition of APT Committee: The Department of Social Work APT Committee will be structured in accordance with the "Procedural Requirements of Academic Personnel Decisions" (approved by Faculty Senate 4/2/01).

- a) Shall consist of a **minimum of three voting members** of the Department who have continuing appointment. Additional specifications as to the composition of the Committee will be consistent with College policy.
- b) Should a vacancy arise during the year, the Department shall promptly elect an appropriate replacement.
- c) The APT committee may, with consent of the voting members of the department be modified or augmented

2. Role of the APT Committee: The APT Committee members are responsible for conducting the review process and preparing their report in accordance with published administrative deadlines. Documentation should meet relevant standards of achievement for each key area. A significant deficiency in achievement in any one key area of review, however, will be considered problematic to the approval of an application for any advancement, renewals or discretionary salary increases.

The APT Committee is charged with the review of all applications for reappointment, continuing appointment, promotion, and discretionary salary increase within the Department. The review process will consider the performance of the candidate with respect to teaching, scholarship, and service as specified in the sections below.

- a) On matters of reappointment, continuing appointment or promotion, the outcome of the APT Committee review process will be a written summary and recommendation to the Department chair. This report shall include: 1) the Committee's recommendation, and 2) a narrative summarizing the Committee's conclusions as they pertain to the criteria of teaching, scholarship, and service. On matters of continuing appointment, a successful candidate must have attained the rank of Assistant Professor, be performing at or above the rank of Associate Professor, and have been at the College for the required number of academic years, as determined by the College administration.
- b). On matters of DSI the outcome of the Committee review process will be a written summary and recommendation to the chair. This summary shall include:
 - The Committee's recommendation for or against DSI;
 - A narrative summarizing the Committee's recommendation

3. Role of the Candidate: Requests by full-time faculty to be considered for reappointment, continuing appointment, promotion, or DSI are to be made in writing to the APT Committee in accordance with current administrative deadlines and procedures. It is the responsibility of each candidate seeking reappointment, continuing appointment, or promotion within the Department to prepare a complete and organized package of materials supporting the request. Further, it is the responsibility of each individual to know and understand 1) the terms of his or her current appointment and 2) application deadlines for contract renewal, continuing appointment, promotion, and DSI's. Reappointment for QAR positions may follow a streamlined process at the discretion of the Provost.

The package of materials presented to the APT Committee should contain, but is not limited to the following elements:

- Letter of application;
- Inventory of materials submitted;
- Annual reports for the period under review, including comment and signature pages;
- Teaching Portfolio;
- Scholarship/creative activity Portfolio;
- Service Portfolio;
- Letters of support from individuals within the College (outside the social work department) and external to college.
 - These should include a minimum of 2 internal letters and 2 external letters from faculty and/or staff. (only needed for promotion and continuing appointment)
- Student support solicited by the Chairperson to current and former students also needs to be included. (only needed for promotion and continuing appointment)

- support may take form of an email or formal letter.
- Other documents and appendices deemed to be pertinent by the candidate.

NOTE: All materials should be organized into three-ring or equivalent binders that are clearly labeled.

II- REVIEW PROCESS

A) Review Procedures and Time Lines

The Department of Social Work shall adhere to all policies and review procedures set forth in the document, "Revisions/Clarifications to Academic Policy/Practice of Department APT Committees," prepared by Vice President for Academic Affairs Flanagan and approved by Academic Council on October 20, 1998, and in the document, "Procedural Requirements for Academic Personnel Decisions," prepared by Deans' Council on August 31, 2000 and endorsed by President Yu on September 20, 2000.

Timelines for the review procedure within any academic year are established and published by the Academic Vice President/Provost prior to the beginning of that academic year. Reviews shall ordinarily be conducted:

Timeline for appointment, promotion and tenure review processes

Year	Begins	Ends	Product	Notification
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1	Sept. Year 1			Begin Appointment
		June Year 1	Annual Report	
2	Sept. Year 2		Application for Reappointment (First Review)	
		June Year 2	Annual Report	Notification of Reappointment
3	Sept. Year 3			
		June Year 3	Annual Report	
4	Sept. Year 4			
		June Year 4	Annual Report	
5	Sept. Year 5		Application for Second Reappointment (Penultimate Review)	
		June Year 5	Annual Report	Notification of Reappointment
6	Sept. Year 6		Application for Tenure and Promotion (Final Review)	
		June Year 6	Annual Report	Notification of Reappointment
7	Sept. Year 7			Begin Promotion
		June Year 7	Annual Report	
8	Sept. Year 8			Begin Tenure
		June Year 8	Annual Report	

Faculty members are expected to keep track of their personnel action due dates. This can be found at <http://www.brockport.edu/acadaff/facguide/calendar/index.html>

III- STANDARDS AND EVALUATION CRITERIA

TEACHING

Teaching encompasses promoting, guiding, facilitating, and evaluating student learning. Faculty members are catalysts for creating and adapting learning environments in and outside the classroom that stimulate students to learn. Effectiveness teaching and learning are dependent on faculty utilizing a variety of teaching techniques and continually designing and revising curriculum to produce student learning outcomes. Integrating scholarship into teaching involves presenting knowledge in a meaningful way to students for their learning. Service to the community may incorporate both teaching and scholarship. Community-based teaching involves teaching, service, and scholarship in the form of service learning, community-based learning, and practice-based learning. Therefore, sustained service and scholarship are essential to quality teaching. Teaching may require involvement in the professional development process of

attending workshops and conferences and other efforts necessary to maintain mastery of subject matter and teaching methodologies. Also included are the teaching related activities of independent study, field supervision, mentoring of students, academic student advisement and actively involving students in research and/or social action as well as service activities which present knowledge to the larger community.

All faculty are expected to teach three classroom courses each semester, except when released from courses for other activities in scholarship and/or service which warrant such exceptions. Additional teaching of one course might be required from faculty whose scholarly and/or service activity is seen by the Department Chair as not commensurate with the Department's expectations, depending on the need of the Department.

A. Candidates for promotion, reappointment, and or continuing appointment

1. Promotion to Assistant Professor

The candidate for promotion must present evidence of teaching excellence in the form of a **Teaching Portfolio**:

Application for Reappointment (First Review)

Teaching Portfolio should include:

- Student evaluations
 - IAS forms
 - Other student evaluations, both solicited and unsolicited
- A teaching philosophy
- A brief review of your grading practices; assignments and assessment methods for each class you have taught over the review period;
- Representative syllabi for each course, showing thoughtful revision and improvement throughout the period of review where applicable;
- Sample exams or assessment tools for each course, showing integration of assignments and assessment;
- Integration of relevant Department Student Learning Outcomes within each course, showing methods of assessment;

Application for Second Reappointment

Teaching Portfolio should be a continuation from the first reappointment portfolio, making updates where needed and adding the following:

- Evidence of continual work towards improvement of teaching
 - Professional Development as a teacher, such as workshops, conferences, certifications or equivalent;
 - Efforts to remain current in the field;
 - Integration of professional development activities into teaching;
- A reflection paragraph on what you have learned via teaching/learning and advisement;

- Contributions to curriculum and course development
- Appropriate integration of technology into coursework;
- Peer observation of classroom performance

2. Promotion to Associate Professor

A person promoted to the rank of Associate Professor has demonstrated achievement on a continuous basis in the rank of Assistant Professor in all three major performance areas: Effectiveness in Teaching, Scholarship, and Service. There must be evidence that the person has made sustained high quality contributions to the Department and the College as an Assistant Professor. For promotion to rank of Associate Professor, teaching excellence and commitment should extend beyond that demonstrated at the rank of Assistant Professor. Evidence of teaching merit and dedication beyond that established at the rank of Assistant Professor includes a portfolio of all the information provided as an Assistant Professor along with evidence of:

- Consistently assuming his or her equitable share of the Department's teaching workload;
- Continuous professional development, supporting the assertion that the candidate is remaining current in his or her discipline(s).
- Developing and / or Supervising service learning projects for students
- Development of new courses;
- Evidence of academic advising quality (surveys, letters of recommendation, thank you letters from students etc);
- IAS scores must be within the very good to good range.
- Integration of relevant Department Student Learning Outcomes within each course, showing methods of assessment;
- revising courses to assure a continuous state of development and use of extensive and current resources
- Integration of relevant Department Student Learning Outcomes within each course, showing methods of assessment;

Performance at Rank for teaching will be assessed based on the information provided in one's annual review. Assessment criteria include:

- A reflection on how the faculty member challenged students academically this year.
- A description of advising activities for the year under review;
- A reflect on how the faculty member's pedagogical methods encouraged learning;
- A reflection on how the faculty member interacted with students outside of class this past year in academically enriching activities;
- A description of significant course revisions, if applicable, including a description of the rationale behind such changes (e.g., student feedback/assessment, disciplinary changes, professional development activities, peer evaluation, accreditation demands, personal reflection, etc.).
- A description of assessment activities for courses taught this year, focusing on those that relate to stated course learning objectives, including a discussion of teaching

approach and challenges. A discussion of intended course changes based on this assessment data.

- A reflection of how the faculty member's scholarship informed their teaching.
- A reflection on how the faculty member helped provide a supportive campus environment this past year;
- A reflection on how students were provided with an educationally enriching environment this past year.
- IAS scores must be in the very good to good range

Exceeding Performance in Teaching at the Rank of Associate Professor

Performing two or more of the following indicates that a candidate is **Exceeding his or her performance at rank**. Evidence for the following criteria should be provided in the annual review:

- Awards or recognition related to teaching;
- participating successfully in the college-wide instructional programs
- confirming teaching excellence by, e.g., peer review of class or videotape
- demonstrating consistent, successful involvement with independent studies, research projects, and/or final major student work.
- Invitations or agreements to teach beyond the regular assigned course load (i.e. Masters classes, workshops, webinars, other guest lectures;
- Engaging students outside of the classroom in academically enriching activities;
- Demonstrating consistent involvement in service learning projects for students
- Evidence of academic advising quality (surveys, letters of recommendation, thank you letters from students etc);
- IAS must be between very good to excellent

3. Promotion to Rank of Professor

The candidate should present an updated teaching portfolio that demonstrates growth and continued teaching excellence, since his or her last review based on all of the aforesaid teaching and learning objectives under both assistant and associate rank. Additionally, for consideration for promotion to rank of Professor, the candidate's teaching portfolio should include these additional items:

- evidence of active mentoring of a new faculty member through a delineated program of activities
- evidence that the courses taught are in a continuous state of development and provide students with extensive resources;
- evidence that candidate has undertaken successfully new course assignments -- designing, developing, and successfully teaching new courses not previously part of curricular offerings;
- participating in programs to help educate others in best practice in their field;

- whole class evaluations in a variety of courses since promotion to the rank of Associate Professor;
- confirmed teaching excellence by departmental colleagues who are directly familiar with the person's work;
- evidence of a major contribution to the department or college-wide instructional program;
- Assessment or Evaluations from student as solicited by the APT committee;
- Development into a highly competent and effective academic advisor;

Performance at Rank of Professor

A faculty at a professor rank is expected to demonstrate consistent excellence and growing expertise in teaching that is above all other academic ranks. In this regard, the professor should demonstrate skills and reputation commensurate for such rank. Evidence for the following criteria should be provided in the annual review:

- A reflection on how the faculty member challenged students academically this year.
- A description of advising activities for the year under review;
- A reflection on how the faculty member's pedagogical methods encouraged learning;
- A reflection on how the faculty member interacted with students outside of class this past year in academically enriching activities;
- A description of significant course revisions, if applicable, including a description of the rationale behind such changes (e.g., student feedback/assessment, disciplinary changes, professional development activities, peer evaluation, accreditation demands, personal reflection, etc.).
- A description of assessment activities for courses taught this year, focusing on those that relate to stated course learning objectives, including a discussion of teaching approach and challenges. A discussion of intended course changes based on this assessment data.
- A reflection of how the faculty member's scholarship informed their teaching.
- A reflection on how the faculty member helped provide a supportive campus environment this past year;
- A reflection on how students were provided with an educationally enriching environment this past year.
- IAS scores must be in the very good to excellent

SCHOLARSHIP AND CREATIVE ACTIVITY

Historically the social work profession has committed itself to the development of knowledge that results in effective social and individual change. The social work faculty at the College of

Brockport view basic and applied scholarship and research as equally important in the development of the social work field.

The Department of Social Work APT Committee uses Boyer's Model of Scholarship/Creativity to guide their assessment of the candidate's scholarly achievements:

Scholarship of Discovery -Where new and unique knowledge is generated

- Research and publication,
- Creation of original work

Scholarship of Teaching and Learning – Where bridges are creatively built between the discipline and the student's learning/understanding. It should be public, susceptible to critical review and evaluation, and accessible for exchange and use by other members of one's scholarly community.

- Work that deepens our understanding of teaching and learning in the discipline,
- Sharpens our focus on student learning

Scholarship of Engagement - Where the emphasis is on the use of new knowledge in solving society's problems, or in creating civically engaged citizens

- Application
- Practice

Scholarship of Integration - Where new relationships among disciplines are discovered or created

- Cross-, Multi- and Interdisciplinary scholarship in any of the above categories

Scholarship in all categories should be peer-reviewed, publicly presented or published, and significant to the field. Scholarship will be evaluated according to these six criteria, as described by Ernest Boyer in Glassick, C. E., Huber, M. T., Maeroff, G. I. (1997). *Scholarship Assessed*. Jossey-Bass Publishers, San Francisco, 22-36: 19

- clarity of goals
- adequacy of preparation
- appropriateness of methods
- significance of results
- effectiveness of presentation
- reflective critique where appropriate

Examples of Scholarship/Creative Activity: Candidates for promotion, reappointment, and or continuing appointment must present evidence of scholarly productivity in the form of a Scholarship Portfolio. The Portfolio should include a complete list of publications and other appropriate accomplishments as described above. As a department we have taken the college-wide requirements and have incorporated them into our department scholarship expectations which are as follows:

1. PRIMARY PRODUCTS

- Peer reviewed journal articles
- Peer reviewed papers, workshops, posters or any other presentation presented at professional conferences

- Externally funded grants.
- Chapters in edited volumes
- Edited volumes of scholarly papers
- Fellowships awarded on a competitive basis
- Doctoral Dissertation
- Peer reviewed publications, research and/or presentations co-authored with McNair and or other students

2. SECONDARY PRODUCTS

- Local, state, regional, national, or international recognition as a scholar, i.e. awards
- Invited peer reviewer/editorial board member for national/international journals to serve as recognition of scholarly expertise
 - Evidence of completed reviews is a product to accompany this recognition/secondary product
- Invited presentations to serve as recognition of scholarly expertise
 - May include invitations to present expertise at lay or professional conferences and invitations to write a commentary in a peer-reviewed (professional publication) or non-peer-reviewed lay audience publication (newspaper, etc.).
- Book reviews, reports, and monographs

Scholarship Timeline for appointment, promotion and tenure review processes

Year	Begins	Ends	Scholarship for Tenure & Promotion to Associate Professor
1	Sept. Year 1		
		June Year 1	Scholarship Plan
2	Sept. Year 2		
	Application for reappointment	June Year 2	Evidence of research and/or manuscripts in progress
3	Sept. Year 3		
		June Year 3	1- 2 peer-reviewed journal articles
4	Sept. Year 4		
		June Year 4	2 -3 peer-reviewed journal articles ; 1-2 other products
5	Sept. Year 5		
	Application for second reappointment (Penultimate review)	June Year 5	Minimum 3 peer reviewed journal articles and one in progress
6	Sept. Year 6		
		June Year 6	Minimum 4 peer reviewed journal articles ; minimum of 2 other products
7	Sept. Year 7		
		June Year 7	performance at rank
8	Sept. Year 8/Associate Professor		
			Minimum of 4 peer reviewed journal articles performance at rank

A. Candidates for promotion, reappointment, and or continuing appointment

- 1. An Assistant Professor** must present evidence which will reflect the beginning of a scholarship agenda and evidence of commitment to continued scholarly productivity. The candidate is expected to begin writing for publication in social work or related

professions/disciplines and submitting proposals to present at various levels in social work (and related professional/academic) meetings, conferences and other forums.

Application for Reappointment (First Review)

The candidate's Scholarship Portfolio should include evidence of progress towards the completion of one peer reviewed article and the completion of at least one other (primary or secondary) product.

Application for Second Reappointment (Penultimate Review)

The Scholarship Portfolio should be a continuation from the first reappointment portfolio, making updates where needed and demonstrate the completion of at least three peer reviewed articles and one other product.

Expected Performance in Scholarship at the Rank of Assistant Professor (See chart above)

The terminal degree or equivalent professional experience that establishes the faculty as qualified in the discipline should be in hand. It is expected at this juncture that the candidate has the potential for achieving excellence in the discipline, and for attaining the highest rank in the department. Tenure-track faculty seeking reappointment need to demonstrate continuous and substantive progress towards meeting the standards for Associate Professor suggested below.

By the fifth year renewal, the candidate's performance should indicate continuous productivity in his or her research agenda, including a minimum of three peer-reviewed publications.

2. Promotion to Associate Professor

For promotion to rank of Associate Professor, scholarship and commitment should extend beyond that demonstrated at the rank of Assistant Professor. At this juncture the faculty member must demonstrate an established commendable reputation for scholarly/creative work in the field of social work and/or related fields and disciplines.

For promotion to Associate Professor, the faculty member must produce four peer reviewed journal articles and two other products. For the peer reviewed articles, two of the works may be brought forward from papers published no more than two years prior to the candidate's appointment to the college.

Expected Performance in Scholarship at the Rank of Associate Professor

This will be assessed based on the information provided in one's annual review. Minimally, annual performance at rank includes an active program of scholarship. An

active program includes conference presentations, consistent work on a scholarship agenda, grant submission etc. The annual report should reflect the achievement of at least one primary or one secondary product during the academic year being reviewed.

To be considered exceeding performance at rank, the faculty member must have completed two or more primary or secondary products for the year under review.

3. Promotion to Rank of Professor

Accomplishments in the scholarship area should be significantly greater than was expected to achieve the rank of Associate Professor. Additionally, candidates for promotion should demonstrate evidence of continued performance in the area of scholarly activity, e.g., working papers, papers in progress, conference presentations, grants received, articles under review, etc. The candidate should present an updated scholarship portfolio that demonstrates growth and continued excellence, since the last review, based on all of the aforesaid scholarship objectives under both assistant and associate rank.

For consideration for promotion to rank of Full Professor, the candidate's scholarship portfolio should *at least* four new published, peer reviewed, scholarly journals in the most recent five years. These journals are in addition to those used for previous promotion. The candidate must also have three products from the secondary list that were produced in the most recent five years.

Peers and reputable figures in the field outside of the College must verify the significance of the candidate's accomplishments. The candidate will provide a list of potential reviewers and the scholarship to be reviewed to the department chair. This information must be submitted to the Chair person at the start of the spring semester prior to the fall semester submission of the application. The Chair will then send a request to the external reviewers with a deadline of April 15th for completed reviews.

Expected Performance in Scholarship at the Rank of Professor

To be performing above the rank of Professor, a faculty member must maintain an active and productive scholarship program. Performing at rank may be demonstrated by the accumulative, ongoing body of scholarly publications, editorial positions on academic publications, and demonstrating a significant impact as evidenced by reputation, citations and invited presentations. Minimally, faculty should perform at rank annually in scholarship.

SERVICE

Since the social work profession views service as *a crucial foundation to its identity*, the Department sees department, school, college, university, professional, and community-engaged service as something which both motivates our scholarship and contributes to effective teaching. There is the expectation that service can be applied scholarship when it presents knowledge in a

meaningful way, is peer reviewed, and is distributed in such a way that it enriches teaching as well as practice knowledge.

Faculty must demonstrate continued successful service to support recommendations for reappointment, continuing appointment, and promotion. The Department recognizes and encourages faculty accomplishments within and between the categories of service, teaching, and scholarship. The candidate should prepare a summary of service activities in a **Service Portfolio** that includes a description of the specific responsibilities and leadership roles assumed for each service activity in which he or she participated.

Definition of Service: Service encompasses governance of the department, the school, the college, the university, and the professional community, as well as contributions to the wider community that are not included in scholarship.

Examples of Service Activities:

- Serving on a departmental committee,
- Serving on a School-wide committee,
- Serving on a College-wide committee,
- Chairing a departmental committee,
- Chairing a School-wide committee,
- Chairing a College-wide committee,
- Advising a departmental club,
- Advising a governmental or private sector organization,
- Serving in college senate (or alternate),
- Participation in professional organizations related to the field of social work and social welfare
- Professional consultation
- Peer reviewer/editorial board member to review manuscripts for national and international journals
- Agency Program Evaluation
- Officer or member of a local, regional or national professional society
- Working as part of a grass root or community based organization
- Cause or issue based advocacy/community organizing

A. Candidates for promotion, reappointment, and or continuing appointment must demonstrate contributions in the area of departmental, college, public and community service as well as service to the profession. The candidate cannot merely list membership in committees or other activities. There must be an explicit explanation of the role performed and key accomplishments. It is expected that the candidate will address these areas in a thorough manner in the service section of the annual report, including a reflective statement which discusses how their service activities meet the expectations of the department, and inform their teaching and scholarship.

1. **Assistant Professor** must present evidence of their commitment to service to the department, campus, community and/or to the profession.

Application for Reappointment (First Review)

The candidate should submit a Service Portfolio which shows evidence that the candidate has begun to establish a record of departmental service, as evidenced by such things as serving on departmental standing committees or by serving in other major departmental governance assignments.

Application for Second Reappointment

The candidate must demonstrate *competence* in the area of service to the Department. The candidate must *also* demonstrate initial efforts to be involved in College, community and/or regional professional service.

Expected Performance in Service at Rank of Assistant Professor

At this level, the faculty member is expected to actively participate in departmental meetings and be on at least one departmental committee each year. In addition, they must also actively participate in such activities as college open house days, student orientation, registration, and commencement, or other activities assigned by the Department Chair.

2. Promotion to Associate Professor

To achieve the Associate Professor level, the faculty member should have demonstrated excellent service, both within and beyond the department, on a continuous basis during the period of service as Assistant Professor. Demonstration of service contributions should come from among the following:

- Appointed or elected leadership roles on departmental, College, community and/or professional committees, along with evidence of successful leadership, and successful outcomes to the committees' work;
- Participation in service activities beyond the department (some faculty may become focused in one area of service outside the department, e.g., professional association leadership, while others may participate at many levels)
- Evidence of participation and leadership may be provided through several types of evaluation, for example
 - Peer reviews
 - Letters from committee chairs citing specific contributions to the work of the committee
 - Substantive letters of recommendation from colleagues and/or community agencies that cite contributions and successful initiatives;
 - Active leadership in disciplinary professional organizations

Exceeding Performance in Service at the Rank of Associate Professor

There should be evidence of service participation beyond the level of the department. Additionally there should be evidence of the faculty member's leadership positions in two or more service areas (department, college, community or discipline) with documentation of the role performed and major products or tasks accomplished.

3. Promotion to Rank of Professor

At the Professor level, accomplishments in the area of service should be significantly greater than was expected to achieve the rank of Associate Professor. The level and impact of service, within and beyond the department, should have expanded significantly in all areas into an acknowledged leader in the department, the college and the profession. This may be demonstrated by providing the following evidence:

- Increased complexity in administrative duties (for example the candidate has chaired a variety of committees both inside and outside the department);
- The excellence of his or her contributions to committees within and outside of the college is testified to by colleagues/peers and can be illustrated in tangible ways;
- Professional service leadership in regional, state and national levels, such as board, advisory committees, accreditation bodies, or professional organizations.
- The work/product of the committees is exemplary and significant to the college, community or professional organization.

Expected Performance in Service at Rank of Professor

For performance at rank in service, the professor must maintain an outstanding record of participation in departmental, college and or professional service activities . Examples may include holding a major office in a professional organization, chairing departmental committees and/or substantial documented contributions as a committee member. Performance at rank consists of more than spending a lot of time and effort on service activities; it also means that the professor demonstrates his or her service activities have made a major impact on the department, the college, the community, or the profession.