



**DONNELLY COLLEGE**

# Rank and Promotion

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## Rank and Promotion

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It is the purpose of this document to promote the rigorous and fair evaluation of faculty performance during the promotion process by:

- (a) Establishing college-wide standards and procedures for the evaluation of teaching (or professional performance), service, and scholarship;
- (b) Creating a mechanism for the approval of written criteria and procedures related to promotion;
- (c) Preserving and enhancing the participatory rights of candidates, including the basic right to be informed about critical stages of the process and to have an opportunity to respond to negative evaluations; and
- (d) Clarifying the responsibilities, roles, and relationships of the participants in the promotion process.

The award of promotion in rank is among the most important and far-reaching decisions made by the College because an excellent faculty is an essential component of any outstanding institution of higher learning. **Recommendations concerning promotion must be made carefully, based upon a thorough examination of the candidate's professional growth and development record and the impartial application of clearly articulated standards pursuant to prescribed procedures.**

### Committee

The members of this committee are bound by an objective approach, and their main task is to assess the seriousness with which applicants treat the Rank and Promotion process. They are committed to the greater good of the college, and their decisions follow sustained deliberation.

### Confidentiality

Consideration and evaluation of a faculty member's record is a confidential personnel matter. The record compiled for purposes of evaluation and all recommendations made pursuant to the process should be treated accordingly. Only the Board's final decision concerning the award of promotion in rank is to be made public.

### Conflicts of Interest

No person should participate in any aspect of the promotion process concerning a candidate when participation would create a clear conflict of interest or compromise the impartiality of an evaluation or recommendation.

### Candidate Responsibilities

It is **the responsibility of the candidate** to complete the appropriate portions of the form and provide necessary documents and information in accordance with the Vice President of Academic and Student Affairs/Dean of the College guidelines, with assistance from the department, school, or administrative unit conducting the initial review as provided in its procedures.

## **Grievance Procedure for Promotion**

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The Academic and Student Affairs Committee of the Board of Directors at Donnelly College shall serve as the Appeals Committee and shall consider appeals by faculty candidates related to Rank and Promotion. The Committee shall consider the following grounds for appeal:

1. Processes, as outlined in the College's Rank and Promotion Document, were not followed;
2. Standards for promotion, as outlined in the College's Rank and Promotion Document, were not followed;
3. Grounds for not recommending promotion violate the candidate's academic freedom.

### **Initiation of Appeals**

As indicated in the Rank and Promotion Document, the Vice President of Academic and Student Affairs/Dean of the College shall notify the candidate if a negative recommendation regarding her/his application has been submitted. A faculty candidate who wishes to have the Academic and Student Affairs Committee of the Board of Directors review a negative recommendation must file a written request with the Vice President of Academic and Student Affairs/Dean of the College within 10 working days of being notified of a negative decision. The request for review must specifically identify the ground(s) for appeal and briefly describe the circumstances supporting the grounds. Upon receipt of an appeal, the Vice President of Academic and Student Affairs/Dean of the College shall forward the request that the record be reviewed to the College President and the Chair of the Academic and Student Affairs Committee.

### **Scope**

The Academic and Student Affairs Committee shall consider appeals comparing the document provided by the candidate and the College's Rank and Promotion document. In accord with the Recommendation Procedures of the American Association of University Professors (AAUP), the candidate bears the burden of proving the alleged grounds for appeal. The Committee shall make its decision based on the documentation, but may seek information or consultation as the Committee deems appropriate.

### **Procedure**

Within two weeks of consideration of the appeal, but no later than one week prior to the established date for promotions to be considered by the Board of Directors, the Academic and Student Affairs Committee shall provide the President a written recommendation based on its conclusions. A copy shall be concurrently provided to the candidate and included in the record of review.

If the Committee determines that one or more of the alleged grounds for appeal has been established by the candidate, then the Committee shall provide a copy of the recommendation to any combination of the following depending on the level: the Chairperson/Program Director; the Rank and Promotion Committee Chair; and/or Vice President of Academic and Student Affairs/Dean of the College if determined to have committed an error. The Academic and Student Affairs Committee may

recommend to the President that particular accommodations or adjustments be made in consideration of the record of review.

If the Committee determines there were no grounds for appeal, the Committee shall provide a copy of recommendation to the President explaining reasons why the appeal was completed without recommendation for adjustment or appeal.

The President shall consider the recommendation when making her/his recommendation to the Board of Directors.

The entire record shall be available to the Board of Directors as they are the final authority in making decisions regarding promotion and no further review is permitted.

### **Notification**

The Vice President of Academic and Student Affairs/Dean of the College shall officially notify the candidate in writing of the Board's decision.

## **Application Process**

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Each spring semester, an email will be sent by the Vice President of Academic and Student Affairs/Dean of the College inviting faculty to apply for rank and promotion in the fall. A reply from the faculty member, accepting or declining the invitation, will initiate the process describe in this document.

The minimum qualifications for each rank are as follows:

#### Minimum Qualifications for Level I Instructor

1. Applicant must possess a Bachelor degree AND 18+ graduate credit hours in the discipline.
2. Applicant must have 0 to 1 years of service at Donnelly College.

#### Minimum Qualifications for Level II Assistant Professor

1. Applicant must possess a Terminal Degree in discipline OR a Master's degree in discipline OR Master's plus 18 graduate credit hours in discipline.
2. Applicant must have a minimum of 0 to 1 years of experience at the Instructor level and 0 to 1 of service at Donnelly College.

#### Minimum Qualifications for Level III Associate Professor

1. Applicant must possess a Terminal Degree in discipline OR a Master's degree in discipline OR Master's plus 18 graduate credit hours in discipline.
2. Applicant must have a minimum of 6 years of experience at the Assistant Professor level AND 0 to 1 of service at Donnelly College.

### Minimum Qualifications for Level IV Professor

1. Applicant must have a Terminal Degree in discipline OR a Terminal Degree AND a Master's degree in discipline.
  2. Applicant must have a minimum of 3 years' experience at the Associate Professor level.
  3. Applicant must have a minimum of 5 years of service at Donnelly College OR equivalent rank at another institution.
- Activities identified are minimum level expectations for the particular rank. To move to the next rank, one must already be demonstrating tasks at the base level of proficiency to move to that rank. (For example, if one is an instructor, she/he should be doing the tasks at the assistant professor level prior to submitting application for promotion to assistant professor.)
  - Each level assumes continuation of activities at prior level, yet with greater proficiency and effectiveness.
  - Participation in all four areas (teaching, college scholarly activity, college service, and professional/community service) is expected of all full-time faculty (see examples in the next pages).

### **Required Supporting Documentation**

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1. Rank and Promotion Cover Page (Appendix A)
2. Faculty Self-Evaluation (Appendix B)
3. Teaching Philosophy
4. Two letters of support from fellow faculty
5. Updated Individual Development Plan demonstrating activities in (Appendix C):
  - I. Teaching and learning (minimum of three objectives per academic year)
  - II. Service to the college (minimum of one objective per academic year)
  - III. Service to the profession (minimum of one objective per academic year)
6. Statement of purpose: short term and long term goals in your discipline
7. Classroom Observation (Appendix D)
8. Student Evaluations (Appendix E)
9. Teaching Activities (at least 80%)
10. Research, Scholarly, and/or Creative Endeavors (provide evidence, at least 50%)

### **Examples of Teaching Activities**

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#### **Instructor**

1. Models effective classroom instruction.
2. Adheres to rigorous academic standards.
3. Participates in training sessions aimed at improving instruction.
4. Incorporates new or different pedagogy/method of instruction into class.
5. Develops and assesses courses and instructional materials (course level).
6. Participates in pilot projects designed to introduce new instructional. methods/approaches and

evaluate their efficacy.

7. Advises students regarding course work within department as appropriate.

### **Assistant Professor**

1. Models effective classroom instruction.
2. Adheres to rigorous academic standards.
3. Participates in training sessions aimed at improving instruction.
4. Incorporates new or different pedagogy/method of instruction into class.
5. Develops and assesses courses and instructional materials (course level).
6. Participates in pilot projects designed to introduce new instructional methods/approaches and evaluate their efficacy.
7. Advises students regarding course work within department- refers as appropriate.
8. Participates in program development and assessment (program).
9. Conducts pilot projects designed to introduce and evaluate new instructional methods/approaches.
10. Advises students regarding Donnelly coursework, especially within the major as appropriate.

### **Associate Professor**

1. Models effective classroom instruction.
2. Adheres to rigorous academic standards.
3. Participates in training sessions aimed at improving instruction.
4. Incorporates new or different pedagogy/method of instruction into class.
5. Develops and assesses courses and instructional materials (course level).
6. Participates in pilot projects designed to introduce new instructional methods/approaches and evaluate their efficacy.
7. Advises students regarding course work within department- refers as appropriate.
8. Participates in program development and assessment (program).
9. Conducts pilot projects designed to introduce and evaluate new instructional methods/approaches.
10. Advises students regarding Donnelly coursework, especially within the major as appropriate.
11. Provides leadership in program development and assessment.
12. Participates in college-wide curriculum development (general education, first year student seminar, etc.) and assessment.
13. Models incorporation of new/different pedagogy/methods of instruction, mentoring junior faculty.
14. Provides leadership in the adoption of or development of new instructional methods/approaches and materials.
15. Advises students to promote academic and professional growth; knowledgeable regarding Donnelly curriculum globally, and recommends courses of action to help student reach her/his goals.
16. Mentors junior faculty in effective classroom instruction by modeling effective instruction through scheduled in-class observations.

17. Evaluates other faculty's teaching providing constructive feedback.

### **Professor**

1. Models effective classroom instruction.
2. Adheres to rigorous academic standards.
3. Participates in training sessions aimed at improving instruction.
4. Incorporates new or different pedagogy/method of instruction into class.
5. Develops and assesses courses and instructional materials (course level).
6. Participates in pilot projects designed to introduce new instructional methods/approaches and evaluate their efficacy.
7. Advises students regarding course work within department- refers as appropriate.
8. Participates in program development and assessment (program).
9. Conducts pilot projects designed to introduce and evaluate new instructional methods/approaches.
10. Advises students regarding Donnelly coursework, especially within the major as appropriate.
11. Provides leadership in program development and assessment.
12. Participates in college-wide curriculum development (general education, first year student seminar, etc.) and assessment.
13. Models incorporation of new/different pedagogy/methods of instruction, mentoring junior faculty.
14. Provides leadership in the adoption of or development of new instructional methods/approaches and materials.
15. Advises students to promote academic and professional growth; knowledgeable regarding Donnelly curriculum globally, and recommends courses of action to help student reach her/his goals.
16. Mentors junior faculty in effective classroom instruction by modeling effective instruction through scheduled in-class observations.
17. Evaluates other faculty's teaching providing constructive feedback
18. Provide leadership in college-wide curriculum development and assessment including institutional accreditation
19. Develops and presents faculty development training on effective pedagogy and methodology.
20. While student advising continues, advises faculty regarding their professional development

### **Examples of Research, Scholarly Activity, and/or Creative Endeavors**

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#### **Instructor**

1. Researches discipline specific topic(s) and integrates content into curriculum to maintain currency in the discipline/area of expertise.
2. Participates in and reports on action research.
3. Attends conferences, seminars, webinars, workshops, etc., relevant to discipline.

#### **Assistant Professor**



1. Researches discipline specific topic(s) and integrates content into curriculum to maintain currency in the discipline/area of expertise.
2. Participates in and reports on action research.
3. Attends conferences, seminars, webinars, workshops, etc., relevant to discipline.
4. Conducts action research and uses to inform practice.
5. Presents research findings to others on campus in scholarly dialogue.

**Associate Professor**

1. Researches discipline specific topic(s) and integrates content into curriculum to maintain currency in the discipline/area of expertise.
2. Participates in and reports on action research.
3. Attends conferences, seminars, webinars, workshops, etc., relevant to discipline.
4. Conducts action research and uses to inform practice.
5. Presents research findings to others on campus in scholarly dialogue.
6. Presents and/or publishes research in peer reviewed forums.
7. Coordinates scholarly dialogues in discipline/division meetings.

**Professor**

1. Researches discipline specific topic(s) and integrates content into curriculum to maintain currency in the discipline/area of expertise.
2. Participates in and reports on action research.
3. Attends conferences, seminars, webinars, workshops, etc., relevant to discipline.
4. Conducts action research and uses to inform practice.
5. Presents research findings to others on campus in scholarly dialogue.
6. Presents and/or publishes research in peer reviewed forums.
7. Coordinates scholarly dialogues in discipline/division meetings.
8. Mentors faculty in research endeavors.

**Process Timeline**

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<b>Deadline</b>	<b>Event</b>
May 15	Vice President of Academic and Student Affairs/Dean of the College informs faculty that qualifies to apply for rank and promotion.
May 30	Faculty member replies to the Vice President of Academic and Student Affairs/Dean of the College the intent to apply for rank and promotion.
October 30	Faculty member submits application and supporting materials to Chairperson/Director.

November 15	Chairperson/Director submits application, supporting materials, and recommendation to the Chair of the Rank and Promotion Committee.
November 30	Recommendations are completed by the Rank and Promotion Committee and submitted to the Vice President of Academic and Student Affairs/Dean of the College.
December 15	Recommendations are completed by the Vice President of Academic and Student Affairs/Dean of the College and submitted to the President for review.
February Board of Directors Meeting	President forwards application, supporting materials, and recommendations to the Academic and Student Affairs Committee and then to the Board of Directors.
March 1	Candidate will be informed by the Vice President of Academic and Student Affairs/Dean of the College of their rank and promotion status. Changes take effect starting with the next academic year.

### Salary Table – New Hires and Promotion

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Highest Degree	Years of Experience										
	0	1	2	3	4	5	6	7	8	9	10
<b>Bachelors</b>	32,000	32,960	33,949	34,967	36,016	37,097	38,210	39,356	40,537	41,753	43,005
<b>Masters</b>	36,000	37,080	38,192	39,338	40,518	41,734	42,986	44,275	45,604	46,972	48,381
<b>Doctoral</b>	40,000	41,200	42,436	43,709	45,020	46,371	47,762	49,195	50,671	52,191	53,757

## Appendix A – Rank and Promotion Cover Page

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Name: _____ (Last) (First) (MI)		
_____ (Signature of Candidate)		____/____/____ (Date)
Present Rank	<input type="checkbox"/> Instructor <input type="checkbox"/> Assistant Professor <input type="checkbox"/> Associate Professor <input type="checkbox"/> Professor	Proposed Rank <input type="checkbox"/> Assistant Professor <input type="checkbox"/> Associate Professor <input type="checkbox"/> Professor

<b>Chairperson/Director Recommendation</b>	
<input type="checkbox"/> Recommended	<input type="checkbox"/> Not recommended (attach justification)
_____ (Chairperson/Director's Signature)	____/____/____ (Date)

<b>Rank and Promotion Committee Recommendation</b>	
<input type="checkbox"/> Recommended	<input type="checkbox"/> Not recommended (attach justification)
_____ (Committee Chairperson's Signature)	____/____/____ (Date)

<b>Dean of the College Recommendation</b>	
<input type="checkbox"/> Recommended (attach justification)	<input type="checkbox"/> Not recommended (attach justification)
_____ (Dean's Signature)	____/____/____ (Date)

<b>President's Recommendation</b>	
<input type="checkbox"/> Recommended	<input type="checkbox"/> Not recommended (attach justification)
_____ (President's Signature)	____/____/____ (Date)

<b>Board of Directors' Recommendation</b>	
<input type="checkbox"/> Recommended	<input type="checkbox"/> Not recommended
_____ (Board President's Signature)	____/____/____ (Date)

## Appendix B – Faculty Self-Evaluation<sup>1</sup>

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Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

<b>Good Practice #1 – Encourages Student-Faculty Interaction</b>					
	Very Often (5)	Often (4)	Occasionally (3)	Rarely (2)	Never (1)
1. I personally contact student about educational goals/career opportunities.					
2. I seek out students who seem to have problems with the course or who miss class often.					
3. I know my students by name at the end of first two weeks of class.					
4. I have students' addresses/contact numbers/emails by the first week of class.					
5. I make a special effort to be available to students of a culture different from my own.					
6. I serve as a mentor and/or informal advisor to students.					

Total Score for Good Practice #1: \_\_\_\_\_

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<sup>1</sup>Based on *Seven Principles for Good Practice in Undergraduate Education* by Arthur Chickering and Zelda Gamson.

<b>Good Practice #2 – Encourages Cooperation Among Students</b>					
	Very Often (5)	Often (4)	Occasionally (3)	Rarely (2)	Never (1)
1. I engage students in some form of group activities within the learning experience.					
2. I encourage students to prepare for exams/projects together.					
3. I use collaborative teaching and learning techniques.					
4. I create study groups or project teams or learning communities.					
5. I encourage students to join at least one organization on campus.					
6. I attend/support at least one student activity during a semester.					

Total Score for Good Practice #2: \_\_\_\_\_

<b>Good Practice #3 – Encourages Active Learning</b>					
	Very Often (5)	Often (4)	Occasionally (3)	Rarely (2)	Never (1)
1. I ask students to present their work to the class.					
2. I ask students to relate course material to life experiences or outside activities.					
3. I encourage students to challenge my ideas/answers or those of other students.					
4. I encourage students to challenge ideas/answers of those presented in course materials.					
5. I give students concrete, real life situations to analyze.					
6. I encourage students to suggest new readings, labs, assignments or other appropriate activities.					

Total Score for Good Practice #3: \_\_\_\_\_

<b>Good Practice #4 – Gives Prompt Feedback</b>					
	Very Often (5)	Often (4)	Occasionally (3)	Rarely (2)	Never (1)
1. I give quizzes, assignments which are graded.					
2. I prepare practice assignments/problems which give immediate feedback.					
3. I return tests/papers/assignments in one week.					
4. I give students a detailed evaluation early in the semester.					
5. I give students written and/or verbal comments on assignments.					
6. I ask students to keep logs or records of their progress.					
7. I discuss results of assignments/exams with students.					
8. I call/write/email students who have missed classes.					

Total Score for Good Practice #4: \_\_\_\_\_



**Good Practice #5 – Emphasizes Time on Task**

	Very Often (5)	Often (4)	Occasionally (3)	Rarely (2)	Never (1)
1. I expect my students to complete their assignments promptly.					
2. I clearly communicate the minimum amount of time students should prepare for class.					
3. I help students set challenging goals for their own learning.					
4. I encourage students to rehearse for class presentations.					
5. I explain to students the consequence of non-attendance and/or non-completion of assignments.					
6. I am available to students who wish to discuss study habits, schedules and other requirements.					
7. I provide students with a tentative schedule of assignments due at the beginning of the course.					

Total Score for Good Practice #5: \_\_\_\_\_

**Good Practice #6 – Communicates High Expectations**

	Very Often (5)	Often (4)	Occasionally (3)	Rarely (2)	Never (1)
1. I encourage students to excel in the work they do.					
2. I give students positive reinforcement for doing exemplary work.					
3. I encourage students to work hard in class.					
4. I encourage students to set for themselves challenging goals for their learning.					
5. I make clear my expectations at the beginning of each course in writing.					
6. I revise my courses to challenge students and to encourage a high level of performance.					
7. I encourage students who are poor performers by working with them individually.					
8. I encourage best effort over grades.					
9. I encourage students to make use of the services provided by the learning center.					
10. I provide a clear and detailed syllabus accessible throughout the semester.					

Total Score for Good Practice #6: \_\_\_\_\_

**Good Practice #7 – Respects Diverse Talents and Ways of Learning**

	Very Often (5)	Often (4)	Occasionally (3)	Rarely (2)	Never (1)
1. I encourage students to speak up when they don't understand or are confused.					
2. I use diverse teaching activities and techniques to address a broad range of students.					
3. I select activities/problems/discussions that are related to the background of students.					
4. I provide extra material, exercises/help for students who lack essential background/skills.					
5. I provide/integrate knowledge of minority groups or under-represented populations.					
6. I provide learning alternatives to students who need them.					
7. I use collaborative teaching and learning techniques and pair students to learn from each other.					
8. I try to find out about my students' learning styles before my course or at the beginning of each course.					

Total Score for Good Practice #7: \_\_\_\_\_

## Appendix C – Individual Development Plan

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Faculty Member:

Academic Rank:

Department:

Objectives	Target Completion Date	Funding Request (if any)	Updates
Objective #1 – Teaching and Learning			
Objective #2 – Teaching and Learning			
Objective #3 – Teaching and Learning			
Objective #4 – Service to the College			
Objective #5 – Service to the Profession			

Faculty Member (signature): \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

VP Academic and Student Affairs/Dean of the College (signature): \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## Appendix D – Classroom Observation

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Instructor: \_\_\_\_\_

Semester: \_\_\_\_\_

Course: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Instructional Skills	Rating	Comments
<p><b>Classroom Atmosphere</b> Creates a class environment where students feel comfortable and respected, and are willing to take risks. Expectations are high and clearly communicated.</p>		
<p><b>Instructional methods and techniques</b> Uses adequate examples, visual presentations (board work, pictures, audio-visual materials, etc.) to teach concepts; uses a variety of techniques (individual, pair, group, other methods).</p>		
<p><b>Awareness of Student Needs</b> Appropriate use of voice and body language, communication at appropriate level for students, awareness of students' understanding (or lack of), adaptation of lessons as needed.</p>		
<p><b>Student Engagement</b> Minimal teacher talk time, student-centered activities and practice that are relevant to everyday life.</p>		
<p><b>Correction and Feedback</b> Gives immediate feedback on students' questions and errors; knows what to correct and what to ignore, gives effective encouragement.</p>		
<p><b>Content Knowledge</b> Has an adequate understanding of the subject matter being taught.</p>		
<p><b>Critical Thinking</b> Integrates critical thinking skills and incorporates activities that require critical thinking.</p>		
<p><b>Technology</b> If technology is used, it is relevant to the goals of the class and an effective use of time and effort.</p>		

## Classroom Observation Ratings

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### Exemplary (E)

- Exceeds expectations of the position
- Superior performance is evident by all who observe
- Demonstrates exceptional competence and excellence
- Made a superior/significant contribution to the college
- *(only a few will perform at this level in any given year)*

### Proficient (P)

- Displays competence and meets the expectations for the position
- Competent performance is evident by all who observe
- Knowledgeable and skillful

### Marginal (M)

- Performance is below expectations for this position
- Substandard performance is evident by all who observe
- Demonstrates potential that needs to be developed

### Unsatisfactory (U)

- Performance is below expectations for this position
- Inadequate performance is evident by all who observe

## **Appendix E – Students’ Evaluations**

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Data from students’ evaluations will be compiled by the Office of Academic and Student Affairs and provided to each candidate applying for rank and promotion.