

## Emergency Faculty Senate Meeting

15 March 2024

Senators present: Susan Ely, Peter Whiting, Kyle Mara, Ashley Carter, Jessica Mason, Erin Reynolds, Nick Rhew, Rob Dickes, Shannon Pritchard, Jiaying Liu, Nancy Kovanic, Todd Schroer, Kate Sherrill (Alternate for Shane White), Sri Dandotkar (Alternate for Brandon Field)



Additional attendees: Dr. Amy Chan Hilton, Dr. Jason Hardgrave, Dr. Shelly Blunt, Mary Beth Reese, Melanie Lee, Jim Hunter, Oana Popescu-Sandu, Jenn Horn, Stephanie Young, Carrie Anderson, Olga Donnelly, John Donnelly, Chris Robinson, Kirat Baath

Held in BEC Boardroom

- Called to order: 2:30 pm
- Minutes from 9 February and 16 February were accepted as submitted.
- Senate Chair Report:
  - Town Hall was completed on February 27<sup>th</sup> and the recording is available online (<https://usi.edu/usitoday/announcements/2024/02/employee-town-hall-video-february-27> )
  - Questions were asked in a rank order based on the survey distributed.
- Provost Report:
  - Board of Trustees met March 7<sup>th</sup> and the graduate certificate in leadership was approved and sent on to the Indiana Commission of Higher Education for approval.
  - The Indiana Commission of Higher Education approved the Bachelor in Fine Arts in Art, but approval from the Higher Learning Commission is required prior to implementation in the Fall.
  - Rockin Registration is scheduled for Assessment Day (3/26/24) and is primarily focused on freshmen and sophomores. Underclassmen will be provided an override to register early. The Advising Centers tabled outside the UC to preregister students for the event and students are receiving email reminders as well as text messages.
  - Training on Watermark was held for a “Train the Trainers” event
  - Senate Bill 202 was signed by the Governor on March 14. There is no process for the changes but as the process is established the University Handbook will need to change. An executive group from Faculty Senate may be required to meet over the summer with these changes to the handbook.
  - Senate Bill 8 was signed March 13 which impacts CAP programs and reverse transfer credit. CAP syllabi will need to go to the Commission of Higher Education. There will also be Higher Learning Commission visits for High Schools offering credentials through CAP coursework.
  - Multiple searches are underway including the Executive Director for Student Success and the Assistant Dean of Students

- Old Business:
  - Charge 2023\_11\_Concurrent\_Personnel\_Review Ad hoc committee brought forward a second revision on the recommendations for new language for the handbook. A motion was made to review the proposal which was seconded. A discussion was held about the new language. A motion was made to approve the revised language as presented. The motion was seconded and in was unanimously passed.
- New Business:
  - Updated handbook language for instructor, contract and clinical faculty promotion. This update was to address a charge brought before the senate and the Provost's committee on Clinical Track professor: to create a promotion pathway for instructors and to rework the clinical promotion pathway. This impacts section C13 in the University Handbook.
  - Jason Hardgrave presented a table that demonstrated the various faculty types, their promotion pathways and the language associated with promotion requirements. A lengthy discussion was held about various elements of the document presented. Special focus was made about existing instructors and how implementation would impact those who have been at USI for numerous years. It was noted that a process for addressing current instructors would need to be a separate document. A motion was made to approve the new pathways as presented. The motion was seconded. It was unanimously approved by the faculty senate.
- The next meeting will take place on April 12, 2024.
- Meeting adjourned with no additional business to consider: 3:53 pm

## Charge 2023\_11\_Concurrent Personnel Review

**Ad Hoc Committee on Promotions Service members:** Susan Ely (Pott College of Science, Engineering, and Education), Erin Reynolds (College of Nursing and Health Professions), Al Holen (College of Liberal Arts), Peter Whiting, Chair (David L. Rice Library), Nick Rhew (Romain College of Business), Jason Hardgrave (Provost's Office), Amy Chan Hilton (Center for Excellence in Teaching and Learning).

### A. Proposal for the University Handbook 03/01/2024

A member of any promotion/tenure review committee may serve only on one committee in the process. No individual should actively participate or vote in more than one stage of the review process.

In instances where Department Chairs or equivalent faculty evaluate a candidate from their unit for promotion/tenure, that individual should serve as the Chair evaluator rather than in any other stage of the review process.

A faculty member may not serve on a committee tasked with reviewing their own application for promotion. The faculty member may, however, serve on a review committee at a different faculty rank as long as no other conflict of interest exists. \*

Alternate representatives should be elected or appointed as needed to replace members of the unit or college review committee or University Promotions Committee who need to recuse or remove themselves from the review process due to the reasons above or any other conflict of interest considerations.

Adopt the recommendations above and delete the C.17 language below:

**\*Note: University handbook (C.17)** has COI statement for reviews. "To avoid the even the appearance of a potential conflict of interest, any individual who is a candidate for promotion and/or tenure may not participate in the formal review process at any level during the year of their candidacy."

### B. Currently in the University Handbook

Currently there exists no policy prohibiting individuals from serving simultaneously on a department or college/library level committee AND the University Promotions Committee.

From the USI Employee/Faculty Handbook:

Section 5. The Promotions Committee

The committee is composed of one elected faculty representative from each academic college, one elected faculty representative from Rice Library and three elected at-large faculty members. Members of the committee must be of associate rank or higher.

The committee will review and recommend applications for academic promotion for any application which:

1) recommendations from the department, college, library, chair, and/or dean lack agreement.

OR

2) the applicant requests an additional review. In such case, applicants must request a review within 7 business days of written notification of their dean's or director's formal recommendation to the Provost.

During review, functions of the committee are:

- A. To receive applications for academic promotions from the deans or directors of the various colleges or library.
- B. To acknowledge in writing to the individual under consideration the receipt of the promotion application.
- C. To review pertinent information concerning any applicant's qualifications and render a recommendation regarding its merit. The merit of an applicant's portfolio shall only be measured using the guidelines for promotion published by the University and the applicant's department, college or the library.
- D. To inform each applicant in writing of the committee's recommendation.
- E. To forward the recommendations in D (above) to the Provost.

### **C. Background information from other academic institutions**

#### **Western Kentucky University**

WKU <https://www.wku.edu/academicaffairs/documents/wku-faculty-handbook-28th-edition.pdf>

c. Individuals Not Eligible to Serve on Promotion Committees Committee members who are candidates for promotion are not permitted to be present during Deliberations on their rank. Any faculty member having a conflict of interest as defined in Section II.X is explicitly excluded from service on the promotion committee. **No individual who serves as the chair of another department within the candidate's college may serve on a promotion committee for such a candidate. Any university official with a subsequent role in the promotion process (the dean of that college, the provost, the president), and any individual with an executive/administrative appointment who reports directly to one of those individuals, is excluded from service on a promotion committee.**

#### **Indiana State University**

ISU <https://www.indstate.edu/policy-library/faculty-appointment-promotion-and-tenure-policies>

### **305.4 Peer Review Committees**

Each department/school, and the college/library shall elect peer review committees of tenured faculty members and pre-tenure faculty and Instructors, when appropriate to evaluate the achievements of candidates for retention, promotion, and/or tenure. Chairpersons and deans shall not serve on these committees, and faculty members shall participate in no more than one (1) recommendation on a given case. It is the candidate's responsibility to present to reviewing bodies evidence of achievements in the related activities of teaching or librarianship; research, scholarship or creativity; and service in accordance with established criteria and standards of performance. Members of each review committee, department chairpersons, and administrators engaged in review at any level must have participated in training on biases in the evaluation of teaching, scholarships, and service within the preceding 5 years.

### **Indiana University, Bloomington**

Eligibility and Voting. Eligibility is guided by the principle of rank-appropriateness: only tenured faculty within a unit may vote on tenure cases; only full professors may vote on candidates seeking promotion to full. Faculty are eligible to vote only if they have been “materially engaged” in the review process, as evidenced (for example) by their familiarity with the dossier or attendance at meetings where the case is discussed. No proxy voting is allowed. Retired faculty members may not vote. Departments and schools may have their own requirements for minimum FTE in the unit necessary for voting eligibility. Eligible faculty may vote only once per case (members of school and campus review committees should vote with the initial home unit – e.g., the department – and then recuse themselves from subsequent considerations of the case). At all stages of review, all eligible faculty must vote on all performance areas using the evaluative ratings listed below, and also for the overall recommendation for tenure or promotion. Votes by all eligible faculty members must be reported in the dossier; all absences, abstentions and negative votes (if possible) must be accounted for by the chair/dean. Voting is by secret ballot. Ballots should not make space available for substantive written comments by individual voters.

#### **D. Faculty Senate Charge**

### **CHARGE TO THE USI FACULTY SENATE**

#### **Formal Request for USI Faculty Senate Action**

**Name:** Kenny Purcell (Optional)

**Date of Submission:** 09/21/2023

**Name of Faculty Senate Representative:**

1. Kyle Mara
2. Guoyuan Huang
3. Susan Ely

**Complete the following items and submit this form to either your Faculty Senate**

**Representative or to the Faculty Senate Chair for consideration by the Faculty Senate.**

**1. Charge Title:**

Concurrent Personnel Review Policy

**2. Background:**

Provide an explanation of the background and context for the proposed charge. What problem, issue, or experience prompts the proposal of the charge?

The purpose of this charge is to better regulate committee participation during reviews of application for promotion and/or tenure. Currently, there is no policy to prohibit individuals from simultaneously serving on The Promotions Committee and lower-level (departmental or college/library-level) review committees. The possibility of concurrent service on multiple review committees for the same applicant(s) is a clear and direct conflict of interest. Basically, no one person should be able to evaluate a candidate for tenure and/or promotion multiple times in the process.

**3. Action Requested and Desired Result:**

Specifically state what action you would like the Senate to take and the desired outcome that you would like to see.

I offer the following language (or an adapted version if needed) to be added to Article V (Standing Committees) Section 5 (The Promotions Committee) after the sentence, "Members of the committee must be at associate rank or higher:"

“Individuals serving on this committee may not review applicants for tenure or promotion in any other capacity. Members are prohibited from serving on department or college/library level personnel committees in years where an applicant or applicants are applying for tenure or promotion. Department chairs evaluating faculty from their home department for the purposes of tenure or promotion must recuse themselves from the review of those faculty. Members may serve on other review committees (departmental or college/library-level) when the reviewed faculty are not applying for tenure or promotion.”

**4. Potential Resources:**

Provide any information that can help Faculty Senate fully address the charge. Attach additional documents if necessary.

Article VI of the by-laws reads "These by-laws can be amended at any regularly scheduled Faculty Senate meeting by a two-thirds majority vote of the total Senate, provided that a written proposal for the amendment has been submitted to the members of the Senate at least one week in advance."

**Items 5-7 are to be completed by Senate Chair or Secretary:**

**5. Senate Comments:**

**6. Action Taken by the Faculty Senate:**

**7. Action Taken by the Administration:**

## Instructor, Clinical Track, and Tenure Track Faculty Descriptions: Side-by-side

Revised: 3.07.24

>> Quick links to sections: [Types of Appointment](#) | [Criteria for Promotion](#) | [Process for Promotion](#) | [Faculty Tracks/Classification Summary](#)

### Types of Appointment - Overview

#### Promotion-Eligible Faculty

##### - Instructor Track

- Master's degree (not terminal or doctorate degree)
- Promotion eligible
- Evaluation criteria: Teaching (and advising/mentoring, as applicable), service, professional activity (as applicable)

##### - Teaching (Contract) Track

- Terminal or doctorate degree
- Promotion eligible
- Evaluation criteria: Teaching (and advising/mentoring, as applicable), service, professional activity (as applicable)

##### - Clinical Track

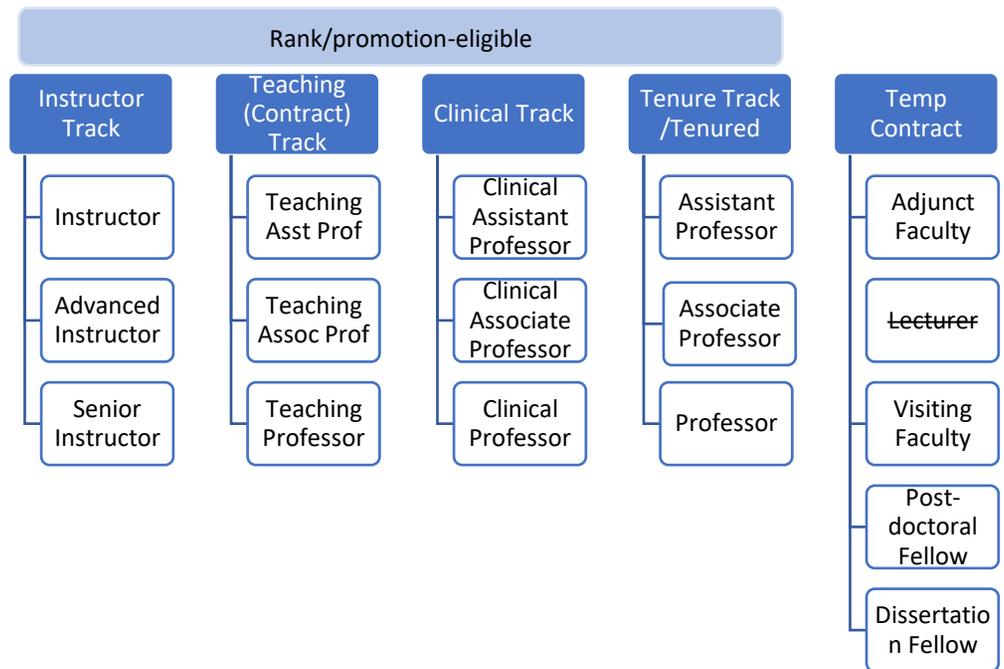
- Terminal degree or doctorate degree
- Promotion eligible with regular review for all ranks
- Evaluation criteria: Teaching (and advising/mentoring); Practice, scholarship, and professional activity; Service

##### - Tenure Track (includes Librarian faculty)

- Terminal degree or doctorate degree
- Promotion eligible; tenure eligible under set timeline
- Evaluation criteria: Teaching (and advising/mentoring) or Professional Performance for librarians; Scholarship and professional activity; Service

#### Temporary Contract Faculty (not eligible for promotion)

- Adjunct faculty (part-time): Lecturer I, II, III
- ~~Lecturer: was Instructor for ABD Tenure Track~~
- Visiting faculty
- Post-doctoral fellow
- Dissertation fellow



**Quantitative Criteria for Promotion – Summary** ([see details in Criteria for Promotion](#))

Instructor Track	Teaching (contract) Track	Clinical Track	Tenure track/Tenured
Instructor to Advanced Instructor <ul style="list-style-type: none"> <li>• Years total in rank: 5</li> <li>• Teaching experience:</li> <li>• Teaching at USI: 3</li> <li>• Degree: master’s</li> </ul>	Teaching Assistant Professor to Teaching Associate Professor <ul style="list-style-type: none"> <li>• Years total in rank: 5</li> <li>• Teaching experience:</li> <li>• Teaching at USI: 3</li> <li>• Degree: doctorate or terminal</li> </ul>	Clinical Assistant Professor to Clinical Associate Professor <ul style="list-style-type: none"> <li>• Years total in rank*: 5</li> <li>• Teaching or equivalent professional experience: 5</li> <li>• Teaching at USI: 3</li> <li>• Degree: doctorate or terminal</li> </ul>	Assistant Professor to Associate Professor <ul style="list-style-type: none"> <li>• Years total in rank*: 5</li> <li>• Teaching or equivalent professional experience: 5</li> <li>• Teaching at USI: 3</li> <li>• Degree: doctorate or terminal</li> </ul>
Advanced Instructor to Senior Instructor <ul style="list-style-type: none"> <li>• Years total in rank: 4</li> <li>• Teaching experience: 10</li> <li>• Teaching at USI: 3</li> <li>• Degree: master’s</li> </ul>	Teaching Associate Professor to Teaching Professor <ul style="list-style-type: none"> <li>• Years total in rank: 4</li> <li>• Teaching experience: 10</li> <li>• Teaching at USI: 3</li> <li>• Degree: doctorate or terminal</li> </ul>	Clinical Associate Professor to Clinical Professor <ul style="list-style-type: none"> <li>• Years total in rank: 4</li> <li>• Teaching or equivalent professional experience: 10</li> <li>• Teaching at USI: 3</li> <li>• Degree: doctorate or terminal</li> </ul>	Associate Professor to Professor <ul style="list-style-type: none"> <li>• Years total in rank: 4</li> <li>• Teaching or equivalent professional experience: 10</li> <li>• Teaching at USI: 3</li> <li>• Degree: doctorate or terminal</li> </ul>

**Summary of Draft Revisions**

1. Incorporated the recommendations from the Instructor Ad-hoc Committee (May 2023) and Clinical Track Ad-hoc Committee (June 2023). Adopted the Clinical Track recommended language for Criteria for Promotion - Qualitative Criteria sections language in the Tenure Track/Tenured and Instructor/Teaching Professor tracks
2. Replaced “probationary period” with “pre-tenure contract period” in the Tenure Track
3. Wording on terminal degree or doctoral degree, consistent across tenure track, clinical track, and teaching track: "as determined by the discipline and approved by the provost in consultation with the dean/director"
4. Years in rank criterion - is this at USI or overall experience? [number] total years in xx rank? (at an accredited higher education institution).

## Faculty Handbook Descriptions

Comparison between the recommended Instructor and Teaching (formerly contract) Tracks, recommended Clinical Track, and revised Tenure Track/Tenured language in the University Faculty Handbook, [Academic Appointment, Promotion, and Tenure](#) (updated 10.21.22).

Highlights indicate where there is variation between the descriptions for **Instructor and Teaching (formerly Contract) Tracks**, **Clinical Track** and **Tenure Track/Tenured** faculty.

<b>Types of Appointment</b>		
<p><b>Promotion-eligible Full-time Faculty.</b> Regular (non-temporary) faculty members may be appointed as either rank-eligible faculty on the tenure-eligible, clinical, instructor, or teaching-contract-track. All other faculty assignments are temporary.</p>		
<p><b>Promotion-Eligible Full-Time Instructors and Teaching Faculty</b> Members of the teaching faculty appointed to serve in specified assignments and may be eligible to progress in rank. These assignments may be for one semester or an academic year and are on a full-time basis during the term of employment. Instructor and Teaching faculty are:</p> <ol style="list-style-type: none"> <li>1. Eligible for, but not entitled to expect, renewal of appointments following the expiration of their current appointments;</li> <li>2. Eligible for academic promotion in accordance with departmental, college, and University policies;</li> <li>3. Given assignments which are recommended by department chairs or supervisors and which are in accordance with policies found in the University Handbook;</li> <li>4. Eligible, if contract full-time teaching faculty, to participate with voting rights in the departmental or area governance system by invitation of a majority of the regular members of the unit; and</li> </ol>	<p><b>Promotion-Eligible Full-time Clinical Faculty</b> Regular full-time members of the clinical faculty appointed to serve in regular full-time assignments are:</p> <ol style="list-style-type: none"> <li>1. Eligible for clinical track rank upon the completion of all requirements as stated in approved departmental, college, and University policies and all specific requirements as stated in the initial letter of appointment;</li> <li>2. Eligible for academic promotion in accordance with departmental, college, and University policies;</li> <li>3. Eligible for all privileges extended by the University to regular full-time faculty, including employee benefit programs identified in the letter of appointment;</li> <li>4. Eligible for full participation in the affairs of the University, of its component institutions (e.g., Faculty Senate and its councils and committees), and of its departments and administrative units in accordance with University policy; and</li> <li>5. Given assignments which are recommended by departmental chairs or</li> </ol>	<p><b>Tenure-Eligible Full-time Faculty</b> Regular full-time members of the teaching tenure-eligible faculty appointed to serve in regular full-time assignments are:</p> <ol style="list-style-type: none"> <li>1. Tenured or eligible for tenure upon the completion of all requirements as stated in approved departmental, college, and University policies and all specific requirements as stated in the initial letter of appointment;</li> <li>2. Eligible for academic promotion in accordance with departmental, college, and University policies;</li> <li>3. Eligible for all privileges extended by the University to regular full-time faculty, including employee benefit programs identified in the letter of appointment;</li> <li>4. Eligible for full participation in the affairs of the University, of its component institutions (e.g., Faculty Senate and its councils and committees), and of its departments and administrative units in accordance with University policy; and</li> <li>5. Given assignments which are recommended by departmental chairs or</li> </ol>

<p>Instructor and Teaching faculty are accorded the following privileges: Full-time Instructor and Teaching faculty may participate in the staff benefit programs of the University as stated in Section C of the University Handbook.</p>	<p>supervisors and which are in accordance with policies found in the University Handbook.</p>	<p>supervisors and which are in accordance with policies found in the University Handbook.</p>
<p><b>Instructor and Teaching Faculty Tracks.</b> Rank-eligible Instructor Faculty and Teaching Faculty will be evaluated in the areas of teaching and service, as well as advising/mentoring and professional activity, as applicable. Instructor and Teaching faculty appointments are non-tenure positions and provide for renewable term appointment and are eligible for promotion.</p> <p><b>Instructor Track</b> <b>Instructor.</b> Renewable annual appointment for persons who hold at least a master’s degree as determined by the discipline and approved by the provost in consultation with the dean or library director with little or no full-time teaching experience at the university level.</p> <p><b>Advanced Instructor.</b> Renewable three-year appointment for persons who hold at least a master’s degree and meet the quantitative criterion for full-time teaching experience at the university level with demonstrated teaching effectiveness.</p> <p><b>Senior Instructor.</b> Renewable five-year appointment for persons who hold at least a master’s degree and meet the quantitative criteria for full-time teaching experience at the university level with demonstrated teaching effectiveness.</p>	<p><b>Clinical Faculty.</b> Clinical Faculty serve primarily in practice disciplines and will be evaluated in the areas of teaching and advising/mentoring, professional activity, and service as are tenure track/tenured faculty. The practice and scholarship expectations of clinical faculty consist of a focus on application, evaluation, and dissemination of clinical, industrial, or professional disciplines. Clinical faculty appointments are non-tenure positions with the same ranks as tenure track/tenured faculty, but provide for renewable term appointment and are eligible for promotion.</p>	<p><b>Tenure Track/Tenured Faculty.</b> Tenure Track and Tenured Faculty will be evaluated in the areas of teaching and advising/ mentoring, scholarship and professional activity, and service. Tenure Track faculty appointments are pre-tenure positions with a defined timeline for evaluation towards tenure and promotion. Tenured faculty hold continuous appointment according to University policies and are eligible for promotion if at the rank of associate professor.</p>

<p><b>Teaching Faculty Track</b></p> <p><b>Teaching Assistant Professor.</b> Renewable annual appointment for persons who hold a doctorate or terminal degree as determined by the discipline and approved by the provost in consultation with the dean or library director and has little or no full-time teaching experience at the university level.</p> <p><b>Teaching Associate Professor.</b> Renewable three-year appointment for persons who hold a doctorate or terminal degree as determined by the discipline and approved by the provost in consultation with the dean or library director, and meet the quantitative criteria for full-time teaching experience at the university level with demonstrated teaching effectiveness.</p> <p><b>Teaching Professor.</b> Renewable five-year appointment for persons who hold a doctorate or terminal degree as determined by the discipline and approved by the provost in consultation with the dean or library director, and meet the quantitative criterion for full-time teaching experience at the university level with demonstrated teaching effectiveness.</p>	<p><b>Clinical Assistant Professor.</b> Persons with an earned doctorate or terminal degree as determined by the discipline and approved by the provost in consultation with the dean or library director, and has little or no professional academic experience are usually appointed to the rank of assistant professor.</p> <p>*If a faculty member is hired in the rank of Clinical Assistant Professor and does not hold the determined doctorate or terminal degree at time of start, the individual does not need to apply for this position again once earn the determined doctoral or terminal degree.</p> <p>Also, their review timeline starts the academic year following the completion of that degree</p>	<p><b>Assistant Professor.</b> Persons with an earned doctorate or terminal degree as determined by the discipline and approved by the provost in consultation with the dean or library director, and has little or no professional academic experience are usually appointed to the rank of assistant professor.</p> <p>*If a faculty member is hired in the rank of Assistant Professor and does not hold the determined doctorate or terminal degree at time of start, the individual does not need to apply for this position again once earn the determined doctoral or terminal degree.</p> <p>Also, their tenure timeline starts the academic year following the completion of that degree.</p>
<p><del>Lecturer. Persons hired into a tenure-track position who have not yet completed their terminal degree.*</del></p>	<p><b>Clinical Associate Professor.</b> The associate professor holds an earned doctorate or terminal degree as determined by the discipline and approved by the provost in consultation with the dean or library director, and meet the quantitative criterion for professional experience.</p>	<p><b>Associate Professor.</b> The associate professor holds an earned doctorate or terminal degree as determined by the discipline and approved by the provost in consultation with the dean or library director, and meet the quantitative criterion for professional experience.</p>
<p><b>Visiting Faculty.</b> The term “Visiting” may be added to any other existing academic rank for</p>	<p><b>Clinical Professor.</b> The professor holds an earned doctorate or terminal degree as</p>	<p><b>Professor.</b> The professor holds an earned doctorate or terminal degree as determined</p>

<p>use in situations where one- or two-year, non-renewable contracts are offered in positions formerly titled “Instructor” (now to be titled “Visiting Instructor”) and to faculty who hold rank at another institution but are offered a temporary appointment, either full- or part-time at USI.</p>	<p>determined by the discipline and approved by the provost in consultation with the dean or library director, and meet the quantitative criterion for professional experience.</p>	<p>by the discipline and approved by the provost in consultation with the dean or library director, and meet the quantitative criterion for professional experience.</p> <p><a href="#">Back to Top</a></p>
<p><b>Promotion – Evaluation Areas</b></p>		
<p><b>Instructor and Teaching Faculty Tracks</b></p>	<p><b>Clinical Faculty Track</b></p>	<p><b>Tenure Track/Tenured Faculty</b></p>
<p><b>Promotion.</b> Promotion-eligible Instructor and Teaching Faculty may, but are not required to, apply for promotion. Additionally, promotion-eligible Instructor and Teaching Faculty who apply for, but are denied promotion, maintain their current rank and appointment status. Moreover, decisions on promotions for Instructor and Teaching Faculty Track are a separate process from and has no bearing on the annual review of performance and appointment renewals.</p>	<p><b>Promotion.</b> Members of the regular, full-time including Clinical Track faculty may be eligible for promotion. A strong faculty possesses a diversity of skills, academic preparation, and experience. In general, however, when making judgments about initial appointments, promotion recommendations, and tenure, members of the promotion-eligible faculty, chairs, and administrators should consider achievements in the following basic areas: 1) teaching (professional performance for librarian faculty), 2) practice, scholarship, and professional activity, and 3) service.</p>	<p><b>Promotion and Tenure.</b> Members of the regular, full-time Tenure Track/Tenured faculty may be eligible for promotion and/or tenure. A strong faculty possesses a diversity of skills, academic preparation, and experience. In general, however, when making judgments about initial appointments, promotion recommendations, and tenure, members of the promotion-eligible faculty, chairs, and administrators should consider achievements in the following basic areas: 1) teaching (professional performance for librarian faculty), 2) scholarship and professional activity, and 3) service.</p>
<p><b>Teaching.</b> For promotion-eligible Instructor Track and Teaching Faculty, teaching occupies a central position among academic duties. Quality teaching, therefore, is the most important element in evaluation of teaching faculty. For candidates to be considered for promotion, their teaching performance must be viewed as satisfactory by students, colleagues, and administrators with respect to supporting learning in</p>	<p><b>Teaching</b> [same description for Clinical Track and Tenure Track]. For promotion-eligible Clinical and Tenure track faculty, teaching occupies a central position among academic duties. Quality teaching, therefore, is the most important element in evaluation of teaching faculty. For candidates to be considered for promotion, their teaching performance must be viewed as satisfactory by students, colleagues, and administrators with respect to supporting learning in alignment with program, college, and university goals-preparation, relevance to subject matter, and organization of material. Applicants for promotion to associate professor and professor ranks must provide evidence that efforts beyond caretaker administration occur in those courses for which the faculty member has primary responsibility. Moreover, effective teaching assumes intellectual competence and integrity, innovative and effective pedagogical</p>	

alignment with program, college, and university goals. Moreover, effective teaching assumes intellectual competence and integrity, innovative and effective pedagogical techniques that stimulate and direct student learning, cooperation with students and colleagues, and scholarly inquiry which results in constant assessment and improvement of courses and curricula consistent with new knowledge.

As evidence of accomplishment in teaching, faculty members should present such items as pedagogical materials including course syllabi and lecture outlines; summaries of anonymous course perception surveys; letters of evaluation from colleagues or supervisors who visited their classes, observed their teaching in other ways, or taught the same students in subsequent courses; and the record of success of former students in graduate and professional colleges/universities and in subject related careers.

In some cases, promotion-eligible Instructor track and Teaching faculty members may be involved in student advising and mentoring (broadly defined), as these are a crucial element in students' educational development, academic success, and post collegiate goals. Thus, where applicable, quality advising and mentoring may be considered a component in the evaluation of faculty. Effective advisors demonstrate an interest in mentoring students, provide accurate information relating to the

techniques that stimulate and direct student learning, cooperation with students and colleagues, and scholarly inquiry which results in constant assessment and improvement of courses and curricula consistent with new knowledge.

As evidence of accomplishment in teaching, faculty members should present such items as pedagogical materials including course syllabi and lecture outlines; summaries of anonymous course perception surveys; letters of evaluation from colleagues or supervisors who visited their classes, observed their teaching in other ways, or taught the same students in subsequent courses; and the record of success of former students in graduate and professional colleges/universities and in subject-related careers.

Teaching also includes effective advising and mentoring. Because the university identifies student advising (broadly defined) as a crucial element in students' educational development, academic success, and post collegiate goals, quality advising, and mentoring is considered a significant component in the evaluation of faculty. Effective advisors demonstrate an interest in mentoring students, provide accurate information relating to the university core curriculum and major/credential requirements, and assist students in identifying and pursuing educational goals. Faculty members should provide documentation of advising activities. Examples of such evidence may include, but are not limited to, communications with students, number of advisees in relation to overall department average, writing letters of recommendation, records of contributions to advising and mentoring events, and participation in advising/mentoring-related professional development opportunities.

**Professional Performance – Librarian Faculty** [Note: [Description not included here due to space. A separate description is provided for Librarian Faculty in the Handbook.](#)]

<p>university core curriculum and major/credential requirements, and assist students in identifying and pursuing educational goals.</p>		
<p><b>Scholarship.</b> N/A</p>	<p><b>Practice and Scholarship.</b> Practice and scholarship are the foundation for teaching and professional activity in clinical, industrial, or professional disciplines. A combination of practice, scholarship, and professional activity, considered holistically, demonstrates intellectual engagement during the period of evaluation. Examples of evidence in practice expertise may include, but are not limited to, designing and implementing a clinical milieu for students' learning experiences; demonstrating leadership in practice through consultation and improvement of practice guidelines; and being recognized for practice expertise at the geographic level defined for the rank.</p> <p>Professional practice, scholarly practice, scholarship, applied research, basic research, and/or creative works contribute to faculty members' knowledge within their teaching fields, permit them to become productive scholars among peers in learned and professional societies who contribute to local, state, regional, or national communities (as defined for the rank). Therefore, the pursuit of a definite, continuous program of studies, investigations, or creative works is essential.</p> <p>The quality of contributions to practice and/or scholarly production is considered</p>	<p><b>Scholarship.</b> Scholarship is the foundation for teaching and professional activity. Applied and basic research, and creative works, contribute to faculty members' knowledge within their teaching fields, permit them to become productive scholars among peers in learned and professional societies and establish them as scholars who contribute to local, state, regional, or national communities (as defined for the rank). Therefore, the pursuit of a definite, continuous program of studies, investigations, or creative works is essential.</p> <p>The quality of scholarly production is considered more important than mere quantity. Examples of evidence in scholarship may include, but are not limited to, completed post-doctoral programs; research activities leading to participation in and papers presented to professional meetings and the publication of articles and books; creative works of literature, art or invention which result in publications, exhibits, and patents; peer-reviewed documentation of applied research projects and their impact; grant applications; and/or the receipt of professional honors, grants, and awards.</p>

	<p>more important than mere quantity. Examples of evidence in scholarship may include, but are not limited to, collaborating with researchers or leading clinical research investigations; activities leading to participation in scholarly activities presented at professional meetings; the publication of articles, reports, and/or books with a focus on clinical or professional practice; establishing evidence-based practice protocol; creative works of literature, art, or invention which result in publications, exhibits, or patents; peer-reviewed documentation of applied research projects and their impact; grant applications; and/or the receipt of professional honors, grants, or awards.</p>	
<p><b>Professional Activity</b> (as applicable). In some cases, promotion-eligible Instructor and Teaching faculty members may have active participation in organizations that stimulate and propagate knowledge in professional disciplines as an essential ingredient to professional growth and development. As such, evidence of membership; committee service; offices held in professional organizations; and experience in organizing and assisting in conferences, workshops, and seminars; professional consultation; travel related to teaching and research; and recognition by one's peers through professional honors, grants, and/or awards may be considered for faculty promotion. Voluntary and philanthropic activities related to the faculty member's</p>	<p><b>Professional Activity.</b> Active participation in organizations that stimulate and propagate knowledge in professional disciplines is an essential ingredient to professional growth and development. Therefore, evidence of membership; committee service; offices held in professional organizations; and experience in organizing and assisting in conferences, workshops, and seminars; professional consultation; travel related to teaching and research; and recognition by one's peers through professional honors, grants, and/or awards are principal criteria to be considered for faculty promotion. Voluntary and philanthropic activities related to the faculty member's discipline or area of expertise should be considered where appropriate.</p>	<p><b>Professional Activity.</b> Active participation in organizations that stimulate and propagate knowledge in professional disciplines is an essential ingredient to professional growth and development. Therefore, evidence of membership; committee service; offices held in professional organizations; and experience in organizing and assisting in conferences, workshops, and seminars are principal criteria to be considered for faculty promotion. Professional consultation; travel related to teaching and research; and recognition by one's peers through professional honors, grants, and awards should also be given serious consideration. Voluntary and philanthropic activities related to the faculty member's discipline or area of</p>

<p>discipline or area of expertise should be considered where appropriate. Professional activity includes the application of knowledge to address practical, social, political, or economic issues or challenges.</p>	<p>Professional activity includes the application of knowledge to address practical, social, political, or economic issues or challenges.</p>	<p>expertise should be considered where appropriate. Professional activity includes the application of knowledge to address practical, social, political, or economic issues or challenges.</p>
<p><b>Practice</b> N/A</p>	<p><del><b>Practice</b> (for Clinical Faculty). Practice is the foundation for teaching and professional activity in a practice, industrial, or professional discipline. Evidence in practice expertise include designing and implementing a clinical milieu for students' learning experiences; demonstrating leadership in practice through consultation and improvement of practice guidelines; and being recognized for practice expertise at the regional and national level.</del></p>	<p><b>Practice</b> N/A</p>
<p><b>Service</b> <b>University Service.</b> Faculty members are expected to be available for service to University faculty, students, and administration. They must show willingness to serve and to demonstrate impactful performance in capacities such as faculty governance, department/college and University-level committees, administrative assignments, sponsorship of student organizations, and other University- related activities. <b>Community Service.</b> Service to groups, organizations, agencies, and institutions external to the University is a legitimate responsibility of faculty and is consistent with the mission statement of the University. Community service may include involvement in community affairs; and governmental,</p>	<p><b>Service</b> <b>University Service.</b> Faculty members are expected to be available for service to University faculty, students, and administration. They must show willingness to serve and to demonstrate <del>efficient</del> impactful performance in <del>such</del> capacities such as faculty governance, department/college and University-level committees, administrative assignments, sponsorship of student organizations, and other University-related activities. <b>Community Service.</b> Service to groups, agencies, and institutions external to the University is a legitimate responsibility of faculty and is consistent with the mission statement of the University. In general, community service should result from carefully developed plans of activity. Persons</p>	<p><b>Service</b> <b>University Service.</b> Faculty members are expected to be available for service to University faculty, students, and administration. They must show willingness to serve and to demonstrate <del>efficient</del> impactful performance in <del>such</del> capacities such as faculty governance, department/college and University-level committees, administrative assignments, sponsorship of student organizations, and other University-related activities. <b>Community Service.</b> Service to groups, agencies, and institutions external to the University is a legitimate responsibility of faculty and is consistent with the mission statement of the University. In general, community service should result from carefully developed plans of activity. Persons</p>

<p>industrial, public, and private organizations and demonstrates competence in extending the university's specialized knowledge at the local, state, national, and global levels. In general, community service should result from carefully developed plans of activity. Persons who desire recognition for their service must document their work's effectiveness and contributions stemming from their disciplinary and professional expertise and skills.</p>	<p>who desire recognition for their service must document their work's effectiveness and contributions stemming from their disciplinary and professional expertise and skills.</p>	<p>who desire recognition for their service must document their work's effectiveness and contributions stemming from their disciplinary and professional expertise and skills.</p> <p><a href="#">Back to Top</a></p>
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**Criteria for Promotion**

<b>Instructor and Teaching Tracks</b>	<b>Clinical Track</b>	<b>Tenure Track/Tenured</b>
<p><b>Criteria for Promotion</b>  Criteria and requirements listed below should guide all concerned with the promotion of promotion-eligible Instructors and Teaching Faculty. Mere attainment of these conditions does not, in itself, automatically justify promotion.</p> <p>To be eligible for promotion to a higher rank at the time of application, one must ordinarily meet minimum requirements described below. Except under extraordinary circumstances, the following criteria should be fulfilled before eligibility for promotion is considered.</p> <p>Eligibility is met when a candidate meets all requirements to be considered for promotion. See the Procedures for Promotion in the Faculty Handbook.</p>	<p><b>Criteria for Promotion</b>  Criteria and requirements listed below should guide all concerned with academic promotions decisions of Clinical Track faculty. Mere attainment of these conditions does not, in itself, automatically justify promotion.</p> <p>To be eligible for promotion to a higher rank at the time of application, one must ordinarily meet minimum requirements described below. Except under extraordinary circumstances, the following criteria should be fulfilled before eligibility for promotion is considered.</p> <p>Eligibility is met when a candidate meets all requirements to be considered for promotion. See to the Procedures for Promotion in the Faculty Handbook</p>	<p><b>Criteria for Promotion and Tenure</b>  Criteria and requirements listed below should guide all concerned with academic promotions and/or tenure decisions of Tenure track/Tenured faculty. Mere attainment of these conditions does not, in itself, automatically justify promotion.</p> <p>To be eligible for promotion to a higher rank at the time of application, one must ordinarily meet minimum requirements described below. Except under extraordinary circumstances, the following criteria should be fulfilled before eligibility for promotion is considered.</p> <p>Eligibility is met when a candidate meets all requirements to be considered for promotion. See to the Procedures for Promotion in the Faculty Handbook</p> <p>Ordinarily faculty members serving a pre-tenure contract period may not submit applications for promotion until the final</p>

		<p>year, but application may be made earlier if eligible according to the quantitative and qualitative criteria.</p> <p>Tenure can only be granted to those individuals who apply for and meet the criteria for promotion to the rank of associate professor, or who have already attained that rank at the University of Southern Indiana. After satisfactory service during a pre-tenure period and upon meeting the conditions below, a faculty member who holds the rank of assistant professor or higher shall be considered for academic tenure.</p> <p>Once tenure is granted, an individual shall be terminated from employment only for adequate cause, except under extraordinary circumstances, like, but not limited to, financial exigencies, decrease in enrollments, or discontinuance of instructional programs.</p> <p>Academic tenure status at the University of Southern Indiana is a privilege earned through service; it is not transferable from another institution.</p> <p>The privilege of tenure depends on the individual's meeting these conditions:</p> <ol style="list-style-type: none"><li>1. On appointment to the rank of assistant professor or higher rank, and after having completed the pre-tenure period of full-time service in accredited educational institutions, three years of which must have been served at the University of Southern Indiana, faculty members who meet criteria for promotion to associate professor or higher rank shall become</li></ol>
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		<p>eligible for tenure. Appointment to tenure will be by action of the University of Southern Indiana Board of Trustees upon the recommendation of the president.</p> <ol style="list-style-type: none"> <li>Tenure is not given in administrative assignments.</li> <li>Tenure is effective only with the beginning of the academic year (fall semester).</li> <li>Tenure is ordinarily granted at the close of the pre-tenure period, simultaneous with the consideration for promotion to associate professor. Faculty members who are unsuccessful in their application for promotion at the end of their pre-tenure period shall not be granted tenure and their notification of non-reappointment will be dated not later than twelve months before the expiration of the appointment.</li> </ol> <p>Pre-tenure faculty members holding the rank of associate professor are not required to apply for promotion and tenure simultaneously. Untenured associate professors shall apply for tenure at the end of their pre-tenure contract period, the length of which shall be mutually agreed upon at the time of hire.</p>
<p><b>Teaching Assistant Professor to Teaching Associate Professor and Instructor to Advanced Instructor</b>  <u>Quantitative Criteria</u></p> <p>To be eligible for promotion, all the following criteria must be met:</p> <ol style="list-style-type: none"> <li>Should have attained a master's degree for Instructor (or doctorate or terminal degree</li> </ol>	<p><b>Clinical Assistant Professor to Clinical Associate Professor</b>  <u>Quantitative Criteria</u></p> <p>To be eligible for promotion, all the following criteria must be met:</p> <ol style="list-style-type: none"> <li>Should have attained the doctorate or terminal degree as determined by the discipline and approved by the provost in</li> </ol>	<p><b>Assistant Professor to Associate Professor</b>  <u>Quantitative Criteria</u></p> <p>To be eligible for promotion (and tenure), all the following criteria must be met:</p> <ol style="list-style-type: none"> <li>Should have attained an earned doctorate or terminal degree as determined by the discipline as determined by the discipline and approved by the provost in</li> </ol>

<p>for Teaching Assistant Professor) as determined by the discipline and approved by the provost in consultation with the dean or library director.</p> <ol style="list-style-type: none"> <li>2. Should have attained <del>four</del> five years total in Instructor or Teaching Assistant Professor rank.</li> <li>3. Must have at least <del>six</del> five years teaching experience at the University of Southern Indiana.</li> </ol> <p>[Note: The Criteria for Promotion for the Instructor Track and Teaching Track will be in separate sections in the Handbook. They are combined here due to space in this document.]</p>	<p>consultation with the dean or library director.</p> <ol style="list-style-type: none"> <li>2. Should have attained <del>six</del> five years total in Clinical Assistant Professor rank.</li> <li>3. Hold valid and unrestricted state/national certification/licensure in area of expertise.</li> <li>4. Should have at least five years of teaching experience or equivalent professional experience.</li> <li>5. Should have taught at the University of Southern Indiana at least three years.</li> </ol>	<p>consultation with the dean or library director.</p> <ol style="list-style-type: none"> <li>2. Should have attained <del>four</del> five years total in Assistant Professor rank.</li> <li>3. Should have attained ten years in rank and completed 60 semester hours of graduate work beyond the master's degree, or equivalent, in areas relevant to the teaching field if the doctorate or terminal degree as determined by the discipline as determined by the discipline and approved by the provost in consultation with the dean or library director has not yet been earned.</li> <li>4. Should have at least five years of teaching experience or equivalent professional experience.</li> <li>5. Should have taught at the University of Southern Indiana at least three years.</li> <li>6. Should have received or be eligible to receive tenure. Individuals not currently tenured, who are applying for promotion to associate professor, are required to simultaneously apply for tenure.</li> </ol>
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<p><b>Teaching Assistant Professor to Teaching Associate Professor, and Instructor to Advanced Instructor</b></p> <p><b>Qualitative Criteria</b></p> <p>1. Should meet criteria for Advanced Instructor or Teaching Associate Professor in teaching and service.</p> <p>a. <b>Teaching:</b> Teaching performance should be supported by:</p> <ul style="list-style-type: none"> <li>evidence of continuing development and implementation of effective pedagogical techniques,</li> <li>evidence of student learning,</li> <li>collaboration with students or colleagues in course improvement and/or curriculum development, and evaluation to improve student learning.</li> </ul> <p>For some promotion-eligible Instructor and Teaching faculty, advising performance may be considered by evidence of engagement and understanding of departmental and university advising/mentoring programs, processes, and goals, as applicable.</p>	<p><b>Clinical Assistant Professor to Clinical Associate Professor</b></p> <p><b>Qualitative Criteria</b></p> <p>1. Should meet criteria for Clinical Associate Professor in teaching, practice/scholarship/professional activity, and service.</p> <p>a. <b>Teaching:</b> Teaching performance should be supported by:</p> <ul style="list-style-type: none"> <li>evidence of continuing development and implementation of effective pedagogical techniques in classroom and/or clinical, industrial, or professional teaching,</li> <li>evidence of student learning, and</li> <li>collaboration with students or colleagues in course improvement and/or curriculum development and evaluation to improve student learning.</li> </ul> <p>Advising performance should be supported by demonstrable evidence of engagement and understanding of departmental and university advising/mentoring programs, processes, and goals.</p>	<p><b>Assistant Professor to Associate Professor</b></p> <p><b>Qualitative Criteria</b></p> <p>1. Should meet criteria for Clinical Professor in teaching, scholarship/professional activity, and service.</p> <p>a. <b>Teaching:</b> Teaching performance should be supported by:</p> <ul style="list-style-type: none"> <li>evidence of continuing development and implementation of effective pedagogical techniques,</li> <li>evidence of student learning,</li> <li>collaboration with students and colleagues in course improvement and/or curriculum development, and evaluation or scholarly inquiry resulting in the revision of teaching, course design, and/or course content to improve student learning.</li> </ul> <p>Advising performance should be supported by demonstrable evidence of engagement and understanding of departmental and university advising/mentoring programs, processes, and goals.</p>
<p><b>Scholarship.</b> N/A</p> <p><b>Professional Activity</b> (as applicable)</p> <p>In some cases, Instructor track and Rank-eligible Teaching track faculty members may have involvement in advancing knowledge through participation in professional organizations and other professional activity at the local, state, or regional level.</p>	<p>b. <b>Practice, Scholarship, and Professional Activity:</b></p> <p>The performance of practice and production of scholarly or creative works should be of sufficient merit to gain a local, state, or regional recognition as an expert in clinical, industrial, or professional disciplines. Significant involvement in advancing knowledge through participation in professional organizations and other professional activity at the local, state, or regional level should be apparent.</p>	<p>b. <b>Scholarship and Professional Activity:</b></p> <p>The production of scholarly or creative works should be of sufficient merit to gain local, state, or regional recognition. Significant involvement in advancing knowledge through participation in professional organizations and other professional activity at the local, state, or regional level should be apparent.</p>

<p>b. <b>Service:</b> Engagement and participation in University and/or Community service should be apparent.</p>	<p>c. <b>Service:</b> Participation in and contribution to University service at various levels (program, department, college) should be apparent. The candidate should demonstrate participation in and contribution to community service.</p>	<p>c. <b>Service:</b> Effective University service at various levels should be apparent. The candidate should demonstrate effective community service at various levels.</p>
<p><b>Teaching Associate Professor to Teaching Professor, and Advanced Instructor to Senior Instructor</b> <b><u>Quantitative Criteria</u></b> To be eligible for promotion, all of the following criteria must be met:</p> <ol style="list-style-type: none"> <li>1. Should have attained a master's degree (doctorate or terminal degree for Teaching Associate Professor) as determined by the discipline and approved by the provost in consultation with the dean or library director.</li> <li>2. Should have attained four years in rank as Advanced Instructor or Teaching Associate Professor.</li> <li>3. Should have at least <del>twelve</del> ten years teaching experience.</li> <li>4. Should have taught at the University of Southern Indiana at least three years.</li> </ol>	<p><b>Clinical Associate Professor to Clinical Professor</b> <b><u>Quantitative Criteria</u></b> To be eligible for promotion, all of the following criteria must be met:</p> <ol style="list-style-type: none"> <li>1. Should have attained an earned doctorate or terminal degree as determined by the discipline and approved by the provost in consultation with the dean or library director.</li> <li>2. Should have attained four years in Clinical Associate Professor rank.</li> <li>3. Should have at least ten years of teaching experience or equivalent professional experience.</li> <li>4. Should have taught at the University of Southern Indiana at least three years.</li> <li>5. Hold valid and unrestricted state/national certification/licensure in area of expertise.</li> </ol>	<p><b>Associate Professor to Professor</b> <b><u>Quantitative Criteria</u></b> To be eligible for promotion (and tenure), all of the following criteria must be met:</p> <ol style="list-style-type: none"> <li>1. Should have held for at least six years the doctorate or terminal degree as determined by the discipline and approved by the provost in consultation with the dean or library director.</li> <li>2. Should have attained four years in Associate Professor rank.</li> <li>3. Should have at least ten years of teaching experience or equivalent professional experience.</li> <li>4. Should have taught at the University of Southern Indiana at least three years.</li> <li>5. Should have received or be eligible to receive tenure. Individuals not currently tenured who are applying for promotion to professor, are required to simultaneously apply for tenure.</li> </ol>
<p><b>Teaching Associate Professor to Teaching Professor, and Advanced Instructor to Senior Instructor</b> <b><u>Qualitative Criteria</u></b> 1. Should meet criteria for Senior Instructor or Teaching Professor in teaching and service. a. <b>Teaching:</b> Teaching performance should be supported by:</p>	<p><b>Clinical Associate Professor to Clinical Professor</b> <b><u>Qualitative Criteria</u></b> 1. Should meet criteria for Clinical Professor in teaching, practice/scholarship/ professional activity, and service. a. <b>Teaching:</b> Teaching performance should be supported by:</p>	<p><b>Associate Professor to Professor</b> <b><u>Qualitative Criteria</u></b> 1. Should meet criteria for Professor in teaching, scholarship/ professional activity, and service. a. <b>Teaching:</b> Teaching performance should be supported by:</p>

<ul style="list-style-type: none"> <li>• evidence of continuing development and implementation of effective pedagogical techniques in classroom and/or clinical, industrial, or professional teaching,</li> <li>• evidence of student learning, and</li> <li>• significant collaboration with students or colleagues in course and curricular development/revision and evaluation to improve student learning.</li> </ul> <p>For some promotion-eligible Instructor and Teaching faculty, advising performance may be considered by evidence of engagement and understanding of departmental and university advising/mentoring programs, processes, and goals, as applicable.</p>	<ul style="list-style-type: none"> <li>• evidence of continuing development and implementation of effective pedagogical techniques in classroom and/or clinical, industrial, or professional teaching,</li> <li>• evidence of student learning, and</li> <li>• significant collaboration with students or colleagues in course and curricular development/revision and evaluation to improve student learning.</li> </ul> <p>Advising performance should be supported by evidence of engagement and understanding of departmental and university advising/mentoring programs, processes, and goals. Faculty should be peer mentors in teaching and/or advising.</p>	<ul style="list-style-type: none"> <li>• evidence of continuing development and implementation of effective pedagogical techniques in classroom or professional teaching,</li> <li>• evidence of student learning, including continuing scholarly inquiry and knowledge generation on course and curricular revision to improve student learning, and</li> <li>• significant collaboration with students or colleagues in course and curricular development/revision and evaluation to improve student learning.</li> </ul> <p>Advising performance should be supported by demonstrable evidence of engagement and understanding of departmental and university advising/mentoring programs, processes, and goals. Faculty should be mentors for early career faculty.</p>
<p>b. <b>Professional Activity</b> (as applicable) In some cases, Instructor track and Rank-eligible Teaching track faculty members may have involvement in advancing knowledge through participation in professional organizations and other professional activity at the local, state, or regional level.</p>	<p>b. <b>Practice, Scholarship, and Professional Activity:</b> The performance of practice and production of scholarly or creative works should be of sufficient merit to gain regional, national, or international recognition as an expert in clinical, industrial, or professional disciplines. Leadership in advancing knowledge through participation in professional organizations and other professional activity at the local, state, regional, national, or international level should be clear.</p>	<p>b. <b>Scholarship and Professional Activity:</b> The production of scholarly or creative works should be of sufficient merit to gain regional, national, or international recognition. Leadership in advancing knowledge through participation in professional organizations and other professional activity at the local, state, regional, or national level should be clear.</p>
<p>c. <b>Service:</b> Sustained University and/or Community service should be apparent and impactful.</p>	<p>c. <b>Service:</b> Leadership in and contribution to various levels (program, department, college, university) of University service should be</p>	<p>c. <b>Service:</b> Effective leadership in University service at various levels should be apparent.</p>

	apparent. Leadership in and contribution to community service should be demonstrated.	Leadership within local and regional groups should be apparent.
<b>Procedures for Promotion</b>		
<b>Instructor Track – Fac Senate Recommended</b>	<b>Clinical Track – Committee Recommended</b>	<b>Tenure Track/Tenured - Current</b>
<p>Instructor and Teaching Faculty appointees are given appointments based on rank that are subject to satisfactory outcome of comprehensive reviews and needs by the program and college.</p> <ol style="list-style-type: none"> <li>1. Faculty at the ranks of Instructor or Teaching Assistant Professor will hold renewable annual appointments with annual review. Faculty at the ranks of Advanced Instructor or Teaching Associate Professor will hold renewable three-year appointments with annual review. Faculty at the ranks of Senior Instructor or Teaching Professor will hold renewable five-year appointments with annual review.</li> <li>2. Faculty must have held the ranks of Instructor or Teaching Assistant Professor for six years to be eligible for promotion to Advanced Instructor or Teaching Associate Professor, respectively. Faculty at the ranks of Instructor or Teaching Assistant Professor are eligible to apply for promotion to Advanced Instructor or Teaching Associate Professor, respectively, during the fall of their sixth <del>seventh</del> year of service. Faculty must hold the ranks of Advanced Instructor or Teaching Associate Professor for four years to be eligible to apply for promotion to Senior Instructor or</li> </ol>	<p>The appointee is given appointments for multi-year periods based on rank that are subject to satisfactory outcome of comprehensive reviews and needs by the program and college.</p> <ol style="list-style-type: none"> <li>1. Faculty at the rank of Clinical Assistant Professor rank will hold two-year appointments that are renewable for two-year periods with annual review. Faculty at the Clinical Associate Professor rank will hold three-year appointments that are renewable for three-year periods with annual review. Faculty at the rank Clinical Professor will hold five-year appointments that are renewable for five-year periods with annual review.</li> <li>2. Faculty must have held the rank of Clinical Assistant Professor for six years to be eligible for promotion to Clinical Associate Professor. Faculty at the rank of Clinical Assistant Professor are eligible to apply for promotion to Associate Clinical Professor during the fall of their <del>seventh</del> sixth year of service. Faculty must hold the rank of Clinical Associate Professor for four years to be eligible for promotion to Clinical Professor. Faculty at the rank of Clinical Associate Professor are eligible to apply for promotion to Clinical Professor during the fall of their fifth year of service.</li> </ol>	<p>During the pre-tenure contract period, the faculty member may be reappointed for sequential term appointments of two two-year terms and a final appointment of three years subject to satisfactory outcome of comprehensive reviews and needs by the program and college.</p> <ol style="list-style-type: none"> <li>1. The notification of reappointment or non-reappointment during the first two-year pre-tenure appointment at the University of Southern Indiana shall be dated not later than December 15 of the second year of the first two-year appointment. The notification of reappointment or non-reappointment during the third or later year of pre-tenure period <del>probation</del> at the University of Southern Indiana shall be dated not later than twelve months before the expiration of the appointment. (The notification shall be by first-class mail at the current address maintained by the Human Resources Office.)</li> <li>2. If unusual circumstances exist, faculty members may submit a written request to break the sequence of the <del>probationary</del> pre-tenure period to the dean and the provost for approval.</li> <li>3. Any interruption of the pre-tenure contract period that reduces the time spent actually working during the</li> </ol>

<p>Teaching Professor. Faculty at the ranks of Advanced Instructor or Teaching Associate Professor are eligible to apply for promotion to Senior Instructor or Teaching Professor, respectively, during the fall of their fifth year in rank.</p> <p>[Note: Separate document for transition period with considerations for existing faculty].</p> <ol style="list-style-type: none"> <li>3. Should have evaluation for promotion from chair, committee(s), dean/director, and Provost. The faculty member must submit portfolio/evaluation materials for review.</li> <li>4. The notification of reappointment or non-reappointment for faculty at the ranks of Instructor or Teaching Assistant Professor at the University of Southern Indiana shall be dated not later than December 15 of their year of appointment. The notification of reappointment or non-reappointment for faculty at the rank of Advanced Instructor or Teaching Associate Professor at the University of Southern Indiana shall be dated not later than December 15 of the third year of the three-year appointment. The notification of reappointment or non-reappointment for faculty at the rank of Senior Instructor or Teaching Professor at the University of Southern Indiana shall be dated not later than December 15 of the fifth year of the five-year appointment. (The notification shall be by first-class mail at the current</li> </ol>	<ol style="list-style-type: none"> <li>3. Should have evaluation for promotion from chair, committee(s), dean/director, and Provost. The faculty member must submit portfolio/evaluation materials for review.</li> <li>4. The notification of reappointment or non-reappointment for faculty at the rank of Clinical Assistant Professor at the University of Southern Indiana shall be dated not later than December 15 of the second year of the two-year appointment. The notification of reappointment or non-reappointment for faculty at the rank of Clinical Associate Professor at the University of Southern Indiana shall be dated not later than December 15 of the third year of the three-year appointment. The notification of reappointment or non-reappointment for faculty at the rank of Clinical Professor at the University of Southern Indiana shall be dated not later than December 15 of the fifth year of the five-year appointment. (The notification shall be by first-class mail at the current address maintained by the Human Resources Office.)</li> <li>5. If unusual circumstances exist, faculty members may submit a written request to break the sequence of the appointment period to the dean and the provost for approval.</li> <li>6. Any interruption of the appointment period that reduces the time spent actually working during the academic year to less than a full-time service period will</li> </ol>	<p>academic year to less than a full-time service period will result in a delay of tenure eligibility until the entire pre-tenure <del>probationary</del> period has been completed.</p> <ol style="list-style-type: none"> <li>4. During the pre-tenure contract period, the faculty member shall have the same academic freedom enjoyed by all other members of the faculty.</li> <li>5. Should have evaluation for promotion from chair, committee(s), dean/director, and Provost. The faculty member must submit portfolio/evaluation materials for review.</li> <li>6. At all levels of evaluation during the pre-tenure contract period, faculty members will be notified of their specific achievements, strengths, and weaknesses in the applicable evaluation areas, including comments on progress towards reappointment or promotion based on the criteria, or of any condition that serve as a basis for non-renewal of their appointment.</li> <li>7. Service under a part-time or adjunct appointment shall not be counted as part of the required pre-tenure period of service.</li> <li>8. Faculty members on term appointment may submit their resignation prior to the official notification of non-renewal of their appointment.</li> </ol>
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<p>address maintained by the Human Resources Office.)</p> <ol style="list-style-type: none"> <li>5. If unusual circumstances exist, faculty members may submit a written request to break the sequence of the appointment period to the dean and the provost for approval.</li> <li>6. Any interruption of the appointment period that reduces the time spent actually working during the academic year to less than a full-time service period will result in a delay of promotion eligibility until the entire appointment period has been completed.</li> <li>7. Teaching Faculty Eligible for Promotion shall have the same academic freedom enjoyed by all other members of the faculty.</li> <li>8. At all levels of evaluation during the appointment period, faculty members will be notified of their specific achievements, strengths, and weaknesses in the applicable evaluation areas, including comments on progress towards reappointment or promotion based on the criteria or of any condition that serve as a basis for non-renewal of their appointment.</li> <li>9. Service under a part-time or adjunct appointment shall not be counted as part of the required appointment period of service.</li> <li>10. Faculty members on term appointment may submit their resignation prior to the</li> </ol>	<p>result in a delay of promotion eligibility until the entire appointment period has been completed.</p> <ol style="list-style-type: none"> <li>7. Clinical faculty members shall have the same academic freedom enjoyed by all other members of the faculty.</li> <li>8. At all levels of evaluation during the appointment period, faculty members will be notified of their specific achievements, strengths, and weaknesses in the applicable evaluation areas, including comments on progress towards reappointment or promotion based on the criteria, or of any condition that serve as a basis for non-renewal of their appointment.</li> <li>9. Service under a part-time or adjunct appointment shall not be counted as part of the required appointment period of service.</li> <li>10. Faculty members on term appointment may submit their resignation prior to the official notification of non-renewal of their appointment.</li> <li>11. A leave of absence without pay granted during the appointment period will delay promotion eligibility.</li> </ol>	<ol style="list-style-type: none"> <li>9. A leave of absence without pay granted during the pre-tenure period will delay tenure eligibility.</li> <li>10. If an appointee is granted one year of credit for service at another regionally accredited institution of higher education, the initial appointment shall be for one year. The appointee will receive notice of reappointment or non-reappointment by March 1 during the first year for a subsequent pre-tenure two-year appointment. Assuming satisfactory performance during the two-year contract, the appointee will be eligible for a final pre-tenure three-year appointment.</li> <li>11. If an appointee is granted two years of credit for service at another regionally accredited institution of higher education, the initial appointment shall be for two years. The appointee will receive notice of reappointment or non-reappointment to the final pre-tenure three-year appointment by December 15 of the second year of the initial two-year appointment.</li> <li>12. If an appointee is granted three years of credit for service at another regionally accredited institution of higher education, the initial appointment shall be for one year. Before the end of the first year, the appointee will receive notice of reappointment or non-reappointment by March 1 for a final pre-tenure three-year appointment.</li> </ol> <p>For tenured faculty:</p>
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<p>official notification of non-renewal of their appointment.</p> <p>11. A leave of absence without pay granted during the appointment period will delay promotion eligibility.</p>		<ol style="list-style-type: none"> <li>1. Faculty must have held rank for the duration specified in the quantitative criteria for promotion.</li> <li>2. Faculty must meet all the quantitative criteria for promotion to be eligible to apply for promotion. Faculty are eligible to apply for tenure during the fall semester that follows the academic year in which the years in rank criterion are met.</li> <li>3. Should have evaluation for tenure from chair, committee(s), dean/director, and Provost. The faculty member must submit portfolio/evaluation materials for review.</li> <li>4. At all levels of evaluation, faculty members will be notified of their specific achievements, strengths, and weaknesses in the applicable evaluation areas, including-comments on progress towards reappointment or promotion based on the criteria, or of any condition that might serve as a basis for non-recommendation of promotion.</li> <li>5. A leave of absence without pay granted during the pre-tenure period will delay promotion eligibility.</li> </ol>
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