



**Pott College of Science,
Engineering, and Education**

**Evaluation Criteria and Procedures
for
Reappointment, Tenure, and Promotion**

Spring 2025

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I. Evaluation Criteria for Reappointment, Tenure, and Promotion

The Pott College of Science, Engineering, and Education is committed to the highest standards of excellence and service to its varied stakeholders. This commitment dictates that the college maintains a dedicated faculty whose professional competencies, skills, and contributions meet high expectations. To this end, faculty members submit to an on-going process of performance review and evaluation. The evaluation process for faculty at the University of Southern Indiana and in the professoriate in general requires individuals to document their professional accomplishments in the areas of teaching, scholarship and professional activity/practice, and service to the institution and community.

Evaluation of college faculty by the dean must ultimately conform to policies and procedures specified in the USI *University Handbook* and will be implemented in a manner congruent with the college's mission statement.

Our mission is to: provide students with a rigorous and diverse undergraduate education by developing analytical, problem-solving, and communication skills that prepare students for careers and post-graduate pursuits. We promote student and faculty interactions in state-of-the-art facilities and provide opportunities for students to participate in undergraduate research, scientific discovery, and hands-on learning experiences.

With a faculty dedicated to teaching, scholarship, and service, we create a learning environment where students:

- interact closely with faculty members, encouraging achievement at the highest levels
- collaborate with faculty on research projects, inspiring scientific discovery
- become part of an academic community that values learning and accomplishments
- develop intellectual pride and appreciation for new ideas and opinions

Within each area evaluated, a variety of activities may be considered as worthwhile contributions. Faculty evaluations consider both the

quantity and quality of these contributions. The *University Handbook* sets general performance expectations that faculty must meet to achieve tenure and/or promotion in rank. This college-level document is intended to expand upon the general University expectations by compiling performance criteria to be used for faculty evaluations in the Pott College of Science, Engineering, and Education.

The following articulation of specific criteria is intended to help direct faculty efforts in ways supportive of the College's mission and expectations. Further, the criteria are intended to reduce ambiguity, for both faculty evaluatees and members of faculty evaluation committees, about the types of professional activities which the college deems worthwhile in the three major areas of faculty endeavor. While the lists of criteria that follow attempt to address the range of activities in which faculty in the College are normally engaged, the lists should not be considered exhaustive. At the same time, faculty members are not expected to address in their performance all the criteria listed under a specific category. Within each category, the criteria are not necessarily listed in order of importance. Further, the criteria listed do not necessarily carry equal weight for promotion and tenure purposes.

Individual faculty accomplishments can vary in regard to the scope and impact of the activity in question. As a general rule, the wider the scope, impact, and/or recognition of an activity, the greater its value and therefore its weight in faculty performance evaluations. Consequently, national or international level activities and accomplishments are given more weight than local or regional ones, and contributions that have impact or recognition both external and internal to the University deserve more weight than those with internal impact/recognition only.

Because the nature of faculty contributions varies widely among and within disciplines represented in the College, a set formula for determining a faculty member's worthiness for tenure or promotion is neither possible nor desirable. Rather, as overarching premises, College faculty are expected to work productively and cooperatively with colleagues toward achievement of Department, College, and University goals, and to demonstrate a sustained record of academic

competence, professional growth, and status achievement within their discipline in order to achieve tenure or promotion. To demonstrate this record, faculty must contribute quantitatively and qualitatively to their Departments, the College, the University, and their discipline as a whole through the kinds of activities outlined in the evaluation criteria.

II. Evaluation Criteria

A. Tenure Track Faculty

Teaching

Teaching is the primary mission of the University of Southern Indiana and the Pott College of Science, Engineering, and Education.

Therefore, striving for excellence in teaching is expected of all faculty. It is the policy of the college that no faculty member will be recommended for tenure or promotion in rank without documented evidence of effective teaching performance. Faculty are encouraged, though not required, to document their teaching performance via teaching portfolios prepared according to nationally accepted norms. Examples of the criteria upon which teaching performance may be evaluated include:

- Maintenance of high academic standards for student performance
- Involvement in faculty development activities to improve teaching (attendance at workshops, seminars, or conferences on teaching; acquiring new skills that can be brought to the classroom, etc.)
- Evidence of efforts to develop new courses or revise and improve existing courses (course revisions, development of teaching aids, updates in course currency, etc.)
- Development of teaching materials such as textbooks (see Appendix I), workbooks, laboratory manuals and/or exercises, etc.
- Quality and effectiveness of classroom teaching as perceived by students
- Quality and effectiveness of classroom teaching as demonstrated by peer evaluations

- Incorporation of modern technology into classroom teaching and student learning situations
- Authorship of proposals to obtain grants for teaching-related activities
- Successful direction of students in independent research projects or activities
- Evidence of student learning by students in classes taught by the faculty member (e.g., student success in subsequent, related courses; performance on standardized or normed tests)
- Evidence of effective academic advisement
- Professional involvement with students in out-of-class settings (clubs, organizations, etc.)
- Receipt of awards and honors for teaching
- Service as a master teacher or teaching mentor to colleagues (conducting teaching workshops, presenting teaching-related seminars, mentoring new faculty, etc.)

Scholarship and Professional Activity

Faculty in the Pott College of Science, Engineering, and Education are expected to be active scholars in their professional disciplines. Scholarly activities may be undertaken in any or all of the following forms:

Scholarship of Discovery

Scholarship of discovery is the most traditional form of scholarly work. It requires the pursuit of new knowledge in an academic field that culminates in theories, data, or models that are shared via scholarly publication.

- Documentation of scholarship of discovery includes original research published in recognized, peer-reviewed outlets. Only in rare circumstances, with sufficient and appropriate justification, will research publications in non-refereed outlets be recognized as acceptable evidence of scholarship of discovery for tenure and promotion purposes.

- Additional artifacts of the scholarship of discovery may include:
 - Collaborative research with colleagues and/or students that results in peer reviewed publication and/or presentation
 - Authorship (or editorship, if applicable) of published scholarly books (including scholarly textbooks--see Appendix I), book chapters, patents, computer software, technical reports, or technical manuals
 - Presentation of research results at professional meetings or conferences
 - Authorship of proposals to obtain grants for research-related activities
 - Presentation of scholarly work at seminars or workshops related to research
 - Reviews of journal articles, books, manuscripts, or grant proposals for external agencies
 - Evidence of successful progress in long-range research projects and programs
- Maintenance of successful research collaborations with colleagues internal or external to the University
- Involvement in faculty development activities to improve research skills or competencies (attendance at workshops, seminars, or conferences on research; acquiring knowledge of new research techniques, etc.)
 - Receipt of awards and honors for scholarship

Scholarship of Engagement

Scholarship of engagement (Community-Engaged Scholarship) requires a purpose to pursue new knowledge through a process of collaborative partnership(s) between a faculty member and an outside community group (local, regional, national, or international).

The process should include the faculty member utilizing their expertise and collaboration to further their understanding for the field. The product of the collaborative process should be an outcome that includes, but is not limited to, a mutual benefit by the group and the faculty member.

- Collaborative partnerships require a work that may have been initiated by the scholar or the community, but the ways in which it

was conducted or disseminated required a collaborative, reciprocal, and agreed upon effort of both the scholar and community members with whom the scholarly project was completed.

- Documentation of scholarship of engagement may include:
 - Articles (scholarly and/or publicly accessible such as national or local newspapers as well as conference presentations)
 - Technical reports or white papers
 - Workshops with supporting evidence (surveys, narrative responses, or testimonials)
 - Curriculum used in classrooms or companies
 - Oral dissemination of knowledge where the scholar is an expert consultant (e.g., radio, television, or other media)
 - Evidence of role in the collaborative partnership (e.g. letters of support, collaboration agreements, etc.)

Scholarship of Teaching and Learning

The Scholarship of teaching and learning is a systematic and rigorous investigation of student learning, with the purpose of developing novel teaching methodologies and practices that can lead to the measurable enhancement of student learning.

- The results of this scholarship are made public through quality scholarly outlets and widely accepted conferences and general or discipline-specific journals.
- Examples of Scholarship of Teaching and Learning may include:
- Scholarly inquiry projects resulting in findings disseminated at professional conferences and/or in peer-reviewed publications
 - Development of new or substantially revised courses or curricula specifically designed for enhanced learning
 - Innovative teaching materials/strategies that lead to enhanced student learning
 - Projects funded by external or internal grants to support instructional activities
 - Technical, procedural, or practical innovations in teaching and learning made clinically or professionally
 - Publication of textbooks or teaching materials (see Appendix I)

Professional Activity

Professional activity involves the efforts of a faculty member in projects that specifically require their unique expertise in a given area.

- Documentation of professional activity will require evidence (external, whenever possible) of the faculty member's role in cited activity, as well as the artifacts generated in its completion.
- Examples of professional activity may include:
 - Consulting or similar professional work with businesses, industries, non-profit institutions, or governmental agencies that leads to identification and/or solution of real world problems
 - Active involvement in professional organizations and societies or the community related to the faculty member's area of expertise
 - Support or development of community activities in the field or industry that link with academic discipline
 - Formal development and /or oversight of practical/partnerships on behalf of the University that connect students with the field/industry
 - The application of theory in the field to real world problems
 - Development of centers for study or service
 - Media contributions relevant to faculty member's area of expertise (newspaper, magazine, etc.)
 - Receipt of awards and honors for professional activity

Service

Faculty in the Pott College of Science, Engineering, and Education are expected to be actively involved in service to the University and community. Service activities necessarily vary widely in scope and kind, and are therefore difficult to categorize specifically. However, the college recognizes that worthwhile service contributions are those in which the faculty member contributes their knowledge, interests, and skills in work that better the institution or the community at large. In general, the value of any service activity for promotion and tenure purposes depends upon the activity's scope and significance,

and the faculty member's level of involvement. Chairing, holding office, or otherwise directing or leading a committee, task force, organization, or activity group is more valuable than participation or membership alone. Examples of the criteria upon which performance in service will be evaluated include the following:

- Involvement with University, College, or Departmental committees or task forces
- Participation as a mentor in the College Mentoring Program
- Involvement with community organizations, boards, or activity groups as related to faculty members expertise
- Contributions to University or community betterment
- Assumption of leadership roles in service activities
- Receipt of awards and honors for service activities
- Service in administrative positions at the program, department, college, or University levels. Realizing that acceptance of a significant administrative assignment may diminish an individual's ability to make contributions in other areas, especially scholarship, the weight given administrative service in the overall evaluation should be proportional to the amount of load credit assigned for administrative work
- Service as a faculty advisor to student organizations

B. Clinical Faculty

Teaching

Teaching is the primary mission of the University of Southern Indiana and the Pott College of Science, Engineering, and Education. Therefore, striving for excellence in teaching is expected of all faculty. It is the policy of the college that no faculty member will be recommended for tenure or promotion in rank without documented evidence of effective teaching performance. Faculty are encouraged, though not required, to document their teaching performance via teaching portfolios prepared according to nationally accepted norms.

Examples of the criteria upon which teaching performance may be evaluated include:

- Maintenance of high academic standards for student performance
- Involvement in faculty development activities to improve teaching (attendance at workshops, seminars, or conferences on teaching; acquiring new skills that can be brought to the classroom, etc.)
- Evidence of efforts to develop new courses or revise and improve existing courses (course revisions, development of teaching aids, updates in course currency, etc.)
- Development of teaching materials such as textbooks (see Appendix I), workbooks, laboratory manuals and/or exercises, etc.
- Quality and effectiveness of classroom teaching as perceived by students
- Quality and effectiveness of classroom teaching as demonstrated by peer evaluations
- Incorporation of modern technology into classroom teaching and student learning situations
- Authorship of proposals to obtain grants for teaching-related activities
- Successful direction of students in independent research projects or activities
- Evidence of student learning by students in classes taught by the faculty member (e.g., student success in subsequent, related courses; performance on standardized or normed tests)
- Evidence of effective academic advisement
- Professional involvement with students in out-of-class settings (clubs, organizations, etc.)
- Receipt of awards and honors for teaching
- Service as a master teacher or teaching mentor to colleagues (conducting teaching workshops, presenting teaching-related seminars, mentoring new faculty, etc.)

Practice and Scholarship

Faculty in the Pott College of Science, Engineering, and Education are expected to be active in their professional disciplines. Any combination of practice, scholarship, and professional activity, considered holistically, demonstrates intellectual engagement during the period of evaluation. Scholarly activities may be undertaken in **any or all** of the following forms:

Scholarship of Practice

Practice is a component of teaching and professional activity in clinical, industrial, or professional disciplines. Practice provides an invaluable resource to faculty and students by exposing them to relevant, real-world experiences. 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
- Being recognized for practice expertise at the geographic level defined for the rank.

Scholarship of Discovery

Scholarship of discovery is the most traditional form of scholarly work. It requires the pursuit of new knowledge in an academic field that culminates in theories, data, or models that are shared via scholarly publication.

- Documentation of scholarship of discovery includes original research published in recognized, peer-reviewed outlets. Only in rare circumstances, with sufficient and appropriate justification, will research publications in non-refereed outlets be recognized as acceptable evidence of scholarship of discovery for tenure and promotion purposes.
- Additional artifacts of the scholarship of discovery may include:

- Collaborative research with colleagues and/or students that results in peer reviewed publication and/or presentation
- Authorship (or editorship, if applicable) of published scholarly books (including scholarly textbooks--see Appendix I), book chapters, patents, computer software, technical reports, or technical manuals
- Presentation of research results at professional meetings or conferences
- Authorship of proposals to obtain grants for research-related activities
- Presentation of scholarly work at seminars or workshops related to research
- Reviews of journal articles, books, manuscripts, or grant proposals for external agencies
- Evidence of successful progress in long-range research projects and programs
- Maintenance of successful research collaborations with colleagues internal or external to the University
- Involvement in faculty development activities to improve research skills or competencies (attendance at workshops, seminars, or conferences on research; acquiring knowledge of new research techniques, etc.)
 - Receipt of awards and honors for scholarship

Scholarship of Engagement

Scholarship of engagement (Community-Engaged Scholarship) requires a purpose to pursue new knowledge through a process of collaborative partnership(s) between a faculty member and an outside community group (local, regional, national, or international). The process should include the faculty member utilizing their expertise and the collaboration to further their understanding for the field. The product of the collaborative process should be an outcome that includes, but is not limited to, a mutual benefit by the group and the faculty member.

- Collaborative partnerships require a work that may have been initiated by the scholar or the community, but the ways in which it

was conducted or disseminated required a collaborative, reciprocal, and agreed upon effort of both the scholar and community members with whom the scholarly project was completed.

- Documentation of scholarship of engagement may include:
 - Articles (scholarly and/or publicly accessible such as national or local newspapers as well as conference presentations)
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 - Workshops with supporting evidence (surveys, narrative responses, or testimonials)
 - Curriculum used in classrooms or companies
 - Oral dissemination of knowledge where the scholar is an expert consultant (e.g., radio, television, or other media)
 - Evidence of role in the collaborative partnership (e.g. letters of support, collaboration agreements, etc.)

Scholarship of Teaching and Learning

The Scholarship of teaching and learning is a systematic and rigorous investigation of student learning, with the purpose of developing novel teaching methodologies and practices that can lead to the measurable enhancement of student learning.

- The results of this scholarship are made public through quality scholarly outlets and widely accepted conferences and general or discipline-specific journals.
- Examples of scholarship of teaching and learning may include:
- Scholarly inquiry projects resulting in findings disseminated at professional conferences and/or in peer-reviewed publications
 - Development of new or substantially revised courses or curricula specifically designed for enhanced learning
 - Innovative teaching materials/strategies that lead to enhanced student learning
 - Projects funded by external or internal grants to support instructional activities
 - Technical, procedural, or practical innovations in teaching and learning made clinically or professionally
 - Publication of textbooks or teaching materials (see Appendix I)

Professional Activity

Professional activity involves the efforts of a faculty member in projects that specifically require their unique expertise in a given area.

- Documentation of professional activity will require evidence (external, whenever possible) of the faculty member's role in cited activity, as well as the artifacts generated in its completion.
- Examples of professional activity may include:
 - Consulting or similar professional work with businesses, industries, non-profit institutions, or governmental agencies that leads to identification and/or solution of real world problems
 - Active involvement in professional organizations and societies or the community related to the faculty member's area of expertise
 - Support or development of community activities in the field or industry that link with academic discipline
 - Formal development and /or oversight of practical/partnerships on behalf of the University that connect students with the field/industry
 - The application of theory in the field to real world problems
 - Development of centers for study or service
 - Media contributions relevant to faculty member's area of expertise (newspaper, magazine, etc.)
 - Receipt of awards and honors for professional activity

Service

Faculty in the Pott College of Science, Engineering, and Education are expected to be actively involved in service to the University and community. Service activities necessarily vary widely in scope and kind, and are therefore difficult to categorize specifically. However, the college recognizes that worthwhile service contributions are those in which the faculty member contributes his or her knowledge, interests, and skills in work that betters the institution or the community at large. In general, the value of any service activity for promotion and tenure purposes depends upon the activity's scope

and significance, and the faculty member's level of involvement. Chairing, holding office, or otherwise directing or leading a committee, task force, organization, or activity group is more valuable than participation or membership alone. Examples of the criteria upon which performance in service will be evaluated include the following:

- Involvement with University, College, or Departmental committees or task forces
- Participation as a mentor in the College Mentoring Program
- Involvement with community organizations, boards, or activity groups as related to faculty members expertise
- Contributions to University or community betterment
- Assumption of leadership roles in service activities
- Receipt of awards and honors for service activities
- Service in administrative positions at the program, department, college, or University levels. Realizing that acceptance of a significant administrative assignment may diminish an individual's ability to make contributions in other areas, especially scholarship, the weight given administrative service in the overall evaluation should be proportional to the amount of load credit assigned for administrative work
- Service as a faculty advisor to student organizations

C. Full-Time Instructor and Teaching Faculty

Instructor and Teaching Faculty will be evaluated for promotion based on teaching and service. Professional activity may be included as applicable but is not required. Scholarship activities will not be considered in the evaluation for promotion. Any presentation activities should be considered under either professional activity or service.

Teaching

Teaching is the primary mission of the University of Southern Indiana and the Pott College of Science, Engineering, and Education. Therefore, striving for excellence in teaching is expected of all faculty. It is the policy of the college that no faculty member will be recommended for promotion in rank without documented evidence of effective teaching performance. Faculty are encouraged, though not required, to document their teaching performance via teaching portfolios prepared according to nationally accepted norms. Examples of the criteria upon which teaching performance may be evaluated include:

- Maintenance of high academic standards for student performance
- Involvement in faculty development activities to improve teaching (attendance at workshops, seminars, or conferences on teaching; acquiring new skills that can be brought to the classroom, etc.)
- Evidence of efforts to develop new courses or revise and improve existing courses (course revisions, development of teaching aids, updates in course currency, etc.)
- Development of teaching materials such as textbooks (see Appendix I), workbooks, laboratory manuals and/or exercises, etc.
- Quality and effectiveness of classroom teaching as perceived by students
- Quality and effectiveness of classroom teaching as demonstrated by peer evaluations
- Incorporation of modern technology into classroom teaching and student learning situations
- Authorship of proposals to obtain grants for teaching-related activities
- Successful direction of students in independent research projects or activities
- Evidence of student learning by students in classes taught by the faculty member (e.g., student success in subsequent, related courses; performance on standardized or normed tests)

- Evidence of effective academic advisement where applicable
- Professional involvement with students in out-of-class settings (clubs, organizations, etc.)
- Receipt of awards and honors for teaching
- Service as a master teacher or teaching mentor to colleagues (conducting teaching workshops, presenting teaching-related seminars, mentoring new faculty, etc.)

Scholarship and Professional Activity

Teaching/Instructor Faculty in the Pott College of Science, Engineering, and Education are not expected to be active scholars in their professional disciplines. As such, scholarship activities will not be considered in the evaluation for promotion. Any presentation activities should be considered under either professional activity or service.

Professional Activity

Professional activity involves the efforts of a faculty member in projects that specifically require their unique expertise in a given area. In some cases, Instructor and Teaching faculty members may be involved in advancing knowledge through participation in professional organizations and other professional activity at the local, state, or regional level. This professional activity may be considered, as applicable, but is not required.

Documentation of professional activity will require evidence (external, whenever possible) of the faculty member's role in cited activity, as well as the artifacts generated in its completion. Examples of professional activity may include:

- Consulting or similar professional work with businesses, industries, non-profit institutions, or governmental agencies that leads to identification and/or solution of real-world problems
- Active involvement in professional organizations and societies or the community related to the faculty member's area of expertise

- Experience in organizing, assisting, and/or presenting in conferences, workshops, and seminars
- Support or development of community activities in the field or industry that link with academic discipline
- Formal development and /or oversight of practical/partnerships on behalf of the University that connect students with the field/industry
- The application of theory in the field to real-world problems
- Development of centers for study or service
- Media contributions relevant to faculty member's area of expertise (newspaper, magazine, etc.)
- Receipt of awards and honors for professional activity

Service

Faculty in the Pott College of Science, Engineering, and Education are expected to be actively involved in service to the University and community. Service activities necessarily vary widely in scope and kind, and are therefore difficult to categorize specifically. However, the college recognizes that worthwhile service contributions are those in which the faculty member contributes his or her knowledge, interests, and skills in work that betters the institution or the community at large. In general, the value of any service activity for promotion purposes depends upon the activity's scope and significance, and the faculty member's level of involvement. Chairing, holding office, or otherwise directing or leading a committee, task force, organization, or activity group is more valuable than participation or membership alone. Examples of the criteria upon which performance in service may be evaluated include the following:

- Involvement with University, College, or Departmental committees or task forces
- Participation as a mentor in the College Mentoring Program
- Involvement with community organizations, boards, or activity groups as related to faculty members expertise
- Contributions to University or community betterment

- Assumption of leadership roles in service activities
- Receipt of awards and honors for service activities
- Service in administrative positions at the program, department, college, or University levels. Realizing that acceptance of a significant administrative assignment may diminish an individual's ability to make contributions in other areas, the weight given administrative service in the overall evaluation should be proportional to the amount of load credit assigned for administrative work.
- Service as a faculty advisor to student organizations

III. Evaluation Procedures

A. Tenure Track Faculty

Personnel Committee

A personnel committee consisting of at least three tenured faculty members will evaluate each probationary faculty member in the Pott College of Science, Engineering, and Education (see General University Probationary Period and Evaluation Timelines section below). The chair of the probationary faculty's home department will select this personnel committee. The three tenured faculty on the personnel committee will be selected from those within the home department, but under circumstances when the number of available tenured faculty is less than three, tenured faculty from other departments within the Pott College may be selected with approval from the dean. If there is an insufficient number of tenured faculty available within the Pott College, or the probationary faculty's discipline warrants, one or more committee members may be selected by the chair from outside the Pott College with dean approval. Should a tenured faculty member within the home department become available, the chair has the option to replace any committee member from outside the home department with this tenured faculty member.

Portfolio Review

Using the evaluation timeline below (see General University Probationary Period and Evaluation Timelines General evaluation timeline section below), the personnel committee will review the evaluatee's academic accomplishments in the areas of teaching, scholarship and professional activity, and service. Following this review, the committee will forward its written evaluation and recommendations to the department chair for consideration. The department chair will independently review the evaluatee in the areas of teaching, scholarship and professional activity, and service. Following this review, the department chair will forward their written evaluation and recommendations, along with the personnel committee evaluation and recommendation to the dean for consideration. The dean will independently review the evaluatee in the areas of teaching, scholarship and professional activity, and service. The dean will forward their written evaluation and recommendation, along with the chair and personnel committee reviews to the Provost for consideration.

Feedback to Faculty Member

For each evaluation, the personnel committee and department chair will send a letter to the evaluatee to convey the evaluation results. Letters must provide feedback to the evaluatee on their progress to date in the areas of teaching, scholarship and professional activity, and service. Separate paragraphs must address each of these three areas of faculty endeavor and comment on strengths and/or weaknesses evident in each. Suggestions for addressing any deficiencies noted in any area should be included. Also, the letter should include a summary paragraph indicating the recommendation to the department chair regarding the candidate's reappointment or tenure, as appropriate. The committee and department chair will provide an opportunity to meet with the candidate to discuss the evaluation results; however, meetings may not substitute for the written evaluation letters. A copy of the committee and department chair letters to the evaluatee will be included in the candidate's personnel file. At the beginning of each academic year, the dean will

announce dates when committee and department chair evaluations and recommendations will be due.

The dean will review the evaluatee in the areas of teaching, scholarship and professional activity, and service. In addition, the dean will review the committee and department chair evaluations and recommendations and determine whether or not the evaluatee should be recommended to the Provost for reappointment and/or tenure. The dean will send a letter to the evaluatee to convey the results of their review and recommendations. A copy of the dean's letter will be sent to the appropriate department chair. In addition, the dean will meet individually with the evaluatee to discuss the overall evaluation and, if appropriate, the candidate's progress toward tenure.

B. Clinical Faculty

Personnel Committee

A personnel committee consisting of three faculty, which must include a combination of tenured faculty and at least one promoted clinical faculty member, will evaluate each clinical assistant faculty member in the Pott College of Science, Engineering, and Education (see General University Probationary Period and Evaluation Timelines section below). The chair of the clinical assistant faculty's home department will select this personnel committee. The three faculty on the personnel committee will be selected from those within the home department, but under circumstances when the number of available promoted clinical faculty is less than one, promoted clinical faculty from other departments within the Pott College may be selected with approval from the dean. If there is an insufficient number of promoted clinical faculty available within the Pott College, or the clinical assistant faculty's discipline warrants, one or more committee members may be selected by the chair from outside the Pott College with dean approval. Should a promoted clinical faculty member within the home department become available, the chair has the option to replace any committee member from outside the home department with this faculty member.

Portfolio Review

Using the evaluation timeline below (see General University Probationary Period and Evaluation Timelines General evaluation timeline section below), the personnel committee will review the evaluatee's academic accomplishments in the areas of teaching, practice and scholarship, and service. Following this review, the committee will forward its written evaluation and recommendations to the department chair for consideration. The department chair will independently review the evaluatee in the areas of teaching, practice and scholarship, and service. Following this review, the department chair will forward their written evaluation and recommendations, along with the personnel committee evaluation and recommendation to the dean for consideration. The dean will independently review the evaluatee in the areas of teaching, practice and scholarship, and service. The dean will forward their written evaluation and recommendation, along with the chair and personnel committee reviews to the Provost for consideration.

Feedback to Faculty Member

For each evaluation, the personnel committee and department chair will send a letter to the evaluatee to convey the evaluation results. Letters must provide feedback to the evaluatee on their progress to date in the areas of teaching, practice and scholarship, and service. Separate paragraphs must address each of these three areas of faculty endeavor and comment on strengths and/or weaknesses evident in each. Suggestions for addressing any deficiencies noted in any area should be included. Also, the letter should include a summary paragraph indicating the recommendation to the department chair regarding the candidate's promotion. The committee and department chair will provide an opportunity to meet with the candidate to discuss the evaluation results; however, meetings may not substitute for the written evaluation letters. A copy of the committee and department chair letters to the evaluatee will be included in the candidate's personnel file. At the beginning of each academic year, the dean will announce dates when committee and department chair evaluations and recommendations will be due.

The dean will review the evaluatee in the areas of teaching, practice and scholarship, and service. In addition, the dean will review the committee and department chair evaluations and recommendations, and determine whether or not the evaluatee should be recommended to the Provost for promotion. The dean will send a letter to the evaluatee to convey the results of their review and recommendations. A copy of the dean's letter will be sent to the appropriate department chair. In addition, the dean will meet individually with the evaluatee to discuss the overall evaluation and, if appropriate, the candidate's progress toward promotion.

C. Full-Time Instructor and Teaching Faculty

Personnel Committee

A personnel committee consisting of three faculty, which must include a combination of tenured faculty and at least two promoted instructor and teaching faculty members, will evaluate each candidate faculty member in the Pott College of Science, Engineering, and Education (see General University Probationary Period and Evaluation Timelines section below). The chair of the candidate faculty's home department will select this personnel committee. The three faculty on the personnel committee will be selected from those within the home department, but under circumstances when the number of available promoted instructor and teaching faculty is less than two, promoted instructor and teaching faculty from other departments within the Pott College may be selected with approval from the dean. If there is an insufficient number of promoted instructor and teaching faculty available within the Pott College, or the candidate's discipline warrants, one or more committee members may be selected by the chair from outside the Pott College with dean approval. Should a promoted instructor and teaching faculty member within the home department become available, the chair has the option to replace any committee member from outside the home department with this faculty member.

Portfolio Review

Should an instructor or teaching faculty member decide to apply for promotion, the personnel committee will review the evaluatee's academic accomplishments in the areas of teaching and service. Following this review, the committee will forward its written evaluation and recommendations to the department chair for consideration. The department chair will independently review the evaluatee in the areas of teaching and service. Following this review, the department chair will forward their written evaluation and recommendations, along with the personnel committee evaluation and recommendation to the dean for consideration. The dean will independently review the evaluatee in the areas of teaching and service. The dean will forward their written evaluation and recommendation, along with the chair and personnel committee reviews to the Provost for consideration.

Feedback to Faculty Member

For each evaluation, the personnel committee and department chair will send a letter to the evaluatee to convey the evaluation results. Letters must provide feedback to the evaluatee on their progress to date in the areas of teaching and service. Separate paragraphs must address these two areas of faculty endeavor and comment on strengths and/or weaknesses evident in each. Suggestions for addressing any deficiencies noted in any area should be included. Also, the letter should include a summary paragraph indicating the recommendation to the department chair regarding the candidate's promotion. The committee and department chair will provide an opportunity to meet with the candidate to discuss the evaluation results; however, meetings may not substitute for the written evaluation letters. A copy of the committee and department chair letters to the evaluatee will be included in the candidate's personnel file. At the beginning of each academic year, the dean will announce dates when committee and department chair evaluations and recommendations will be due.

The dean will review the evaluatee in the areas of teaching and service. In addition, the dean will review the committee and department chair evaluations and recommendations, and determine whether or not the

evaluee should be recommended to the Provost for promotion. The dean will send a letter to the evaluatee to convey the results of their review and recommendations. A copy of the dean's letter will be sent to the appropriate department chair. In addition, the dean will meet individually with the evaluatee to discuss the overall evaluation and, if appropriate, the candidate's progress toward promotion.

IV. General University Probationary Period and Evaluation Timelines

A. Tenure Track Faculty

During the pre-tenure 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.

- a. The notification of reappointment or non-reappointment during the first two-year pre-tenure appointment at the University of Southern Indiana shall occur on the timeline dictated in the University Handbook. The notification of reappointment or non-reappointment during the third or later year of pre-tenure period probation 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.)
- b. If unusual circumstances exist, faculty members may submit a written request to break the sequence of the probationary pre-tenure period to the dean and the provost for approval.
- c. Any interruption of the pre-tenure period that reduces the time spent working during the academic year to less than a full-time service period will result in a delay of tenure eligibility until the entire pre-tenure probationary period has been completed.

- d. During the pre-tenure period, the faculty member shall have the same academic freedom enjoyed by all other members of the faculty.
- e. Should have evaluation for promotion from chair, committee(s), dean/director, and provost. The faculty member must submit portfolio/evaluation materials, according to guidelines, for review.
- f. At all levels of evaluation during the pre-tenure 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.
- g. Service under a part-time or adjunct appointment shall not be counted as part of the required pre-tenure period of service.
- h. Faculty members on term appointment may submit their resignation prior to the official notification of non-renewal of their appointment.
- i. A leave of absence without pay granted during the pre-tenure period will delay tenure eligibility.
- j. 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 the timeline dictated in the University Handbook. Assuming satisfactory performance during the two-year appointment, the appointee will be eligible for a final pre-tenure three-year appointment.
- k. 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 the timeline dictated in the University Handbook.

- I. 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 the timeline dictated in the University Handbook.

For tenured faculty:

- a. Faculty must have held rank for the duration specified in the quantitative criteria for promotion.
- b. 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.
- c. Should have evaluation for tenure from chair, committee(s), dean/director, and Provost. The faculty member must submit portfolio/evaluation materials for review.
- d. 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.
- e. A leave of absence without pay granted during the pre-tenure period will delay promotion eligibility.

B. Clinical Faculty

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.

- a. 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.

- b. Faculty must have held the rank of Clinical Assistant Professor for five 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 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.
- c. Should have evaluation for reappointment and promotion from chair, committee(s), dean/director, and provost. The faculty member must submit portfolio/evaluation materials for reappointment and promotion review, according to guidelines.
- d. The notification of reappointment or non-reappointment for faculty at the rank of Clinical Assistant Professor at the University of Southern Indiana by the timeline dictated in the University Handbook. The notification of reappointment or non-reappointment for faculty at the rank of Clinical Associate Professor at the University of Southern Indiana by the timeline dictated in the University Handbook. The notification of reappointment or non-reappointment for faculty at the rank of Clinical Professor at the University of Southern Indiana by the timeline dictated in the University Handbook. (The notification shall be by first-class mail at the current address maintained by the Human Resources Office.)
- e. 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.
- f. 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.

- g. Clinical faculty members shall have the same academic freedom enjoyed by all other members of the faculty.
- h. 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.
- i. Service under a part-time or adjunct appointment shall not be counted as part of the required appointment period of service.
- j. Faculty members on term appointment may submit their resignation prior to the official notification of non-renewal of their appointment.
- k. A leave of absence without pay granted during the appointment period will delay promotion eligibility.

C. Full-Time Instructor and Teaching Faculty

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.

- a. 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.
- b. Faculty must have held the ranks of Instructor or Teaching Assistant Professor for five 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 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 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.

- c. Should have evaluation for reappointment and promotion from chair, committee(s), dean/director, and Provost. The faculty member must submit portfolio/evaluation materials, according to guidelines, for reappointment and promotion review.
- d. The notification of reappointment or non-reappointment for faculty at the ranks of Instructor or Teaching Assistant Professor at the University of Southern Indiana by the timeline dictated in the University Handbook. 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 by the timeline dictated in the University Handbook. The notification of reappointment or non-reappointment for faculty at the rank of Senior Instructor or Teaching Professor at the University of Southern Indiana by the timeline dictated in the University Handbook. (The notification shall be by first-class mail at the current address maintained by the Human Resources Office.)
- e. 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.
- f. 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.

- g. Teaching Faculty Eligible for Promotion shall have the same academic freedom enjoyed by all other members of the faculty.
- h. 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.
- i. Service under a part-time or adjunct appointment shall not be counted as part of the required appointment period of service.
- j. Faculty members on term appointment may submit their resignation prior to the official notification of non-renewal of their appointment.
- k. A leave of absence without pay granted during the appointment period will delay promotion eligibility.

V. Evaluation Procedures for Promotion

A. General Guidelines

- General policies, procedures, criteria, and deadlines governing faculty promotions are outlined in the *University Handbook*. In addition, specific dates and deadlines pertaining to the promotions process are listed in the University's Calendar for Personnel Decisions developed annually by the Provost.
- According to University and College guidelines, faculty under consideration for promotion must document their professional accomplishments. Therefore, each promotion applicant must prepare a comprehensive promotion application dossier to indicate how they meet the University's promotion criteria for the academic rank sought. The specific format of the promotion dossier is left to the discretion of the applicant. However, to document the scope and quality of their performance in teaching, college faculty are encouraged to develop a teaching portfolio prepared according to commonly accepted standards. Information on the preparation of teaching portfolios may be found on the Provost's website.
- Each faculty member wishing to be considered for promotion in rank in a particular academic year should notify the dean and their department chair of that intention as early as possible. Notification should take place no later than the time the faculty member procures the official promotion application form from the Office of the Provost.
- College Promotions Committees will be formed under the following guidelines.

1. Tenure Track and Clinical Faculty

- a. The College Promotions Committee for Tenured and Clinical Faculty will consist of one member from each of the seven departments within the Pott College of Science, Engineering, and Education.

- b. Members of the College Promotions Committee for Tenured and Clinical Faculty must be tenured and hold the rank of associate professor or professor. Normal term lengths will be two academic years with members limited to two consecutive terms. Members who have served two consecutive terms may seek re-election after sitting out one election cycle. Elections will normally be held in August for those departments who have representatives with expired terms. Departmental elections will be staggered with the goal of replacing no more than four committee members in any given year.
- c. The College Promotions Committee For Tenured and Clinical Faculty shall exclude department chairs.
- d. If a member of the College Promotions Committee For Tenured and Clinical Faculty serves on an evaluatee's personnel committee, they must abstain from voting on that evaluatee.
- e. At their first meeting, the College Promotions Committee For Tenured and Clinical Faculty will elect a chair from amongst the seven departmental representatives.
- f. The college representative to the University Promotions Committee and the associate dean will serve as ex-officio members of the College Promotions Committee For Tenured and Clinical Faculty.

2. Instructor and Teaching Faculty

- a. The College Promotions Committee for Instructor and Teaching Faculty will consist of one instructor or teaching faculty from each of the seven departments within the Pott College of Science, Engineering, and Education and the chair of the College promotions Committee for tenured faculty. In the event that a department does not have an elected instructor or teaching faculty, the elected tenured faculty from the College Promotions Committee for tenure/clinical faculty from the department will also serve on this committee.
- b. Members of College Promotions Committee for Instructor and Teaching Faculty must be promoted and hold the rank of

Advanced Instructor, Senior instructor, Teaching Associate Professor, or Teaching Professor. Normal term lengths will be two academic years with members limited to two consecutive terms. Members who have served two consecutive terms may seek re-election after sitting out one election cycle. Elections will normally be held in August for those departments who have representatives with expired terms. Departmental elections will be staggered with the goal of replacing no more than four committee members in any given year.

- c. The College Promotions Committee for Instructor and Teaching Faculty shall exclude department chairs.
- d. If a member of the College Promotions Committee for Instructor and Teaching Faculty serves on an evaluatee's personnel committee, they must abstain from voting on that evaluatee.
- e. The college representative to the University Promotions Committee for Instructor and Teaching Faculty and the associate dean will serve as ex-officio members of the College Promotions Committee for Instructor and Teaching Faculty.

B. Specific Guidelines

1. Tenure Track

a. Promotion to Associate Professor

- 1. Since promotion from assistant to associate professor is generally considered at or near the time the candidate is considered for tenure, the same personnel committee that performs reviews and the tenure evaluation will also evaluate the candidate for consideration of promotion (*See Faculty Evaluation Procedures for Reappointment and Tenure*). If a candidate seeks promotion from assistant to associate professor at a time after consideration for tenure, the personnel committee will not be reconstituted. In this case, the College Promotions Committee For Tenured and Clinical

Faculty will evaluate the candidate in the role of the personnel committee. These evaluations and the candidate dossier will be forwarded to the University Promotions Committee and the provost.

2. The personnel committee will examine the candidate's application dossier and will review the evaluatee's academic accomplishments in the areas of teaching, scholarship and professional activity, and service. Following this review, the personnel committee will forward its written evaluation and recommendation to the department chair who will provide an independent evaluation and recommendation. The department chair will forward all evaluations and recommendations to the dean for consideration.
3. The dean will review the evaluatee in the areas of teaching, scholarship professional activity, and service. In addition, the dean will review all associated evaluations and recommendations, and determine whether or not the evaluatee should be recommended to the Provost for promotion. The dean will send a letter to the evaluatee to convey the results of their review and recommendations. A copy of the dean's letter will be sent to the appropriate department chair. The dean will meet individually with the evaluatee to discuss the overall evaluation.

b. Promotion to Professor

1. The department chair, College Promotions Committee For Tenured and Clinical Faculty, and dean will evaluate faculty members wishing to be considered for promotion to the rank of professor.
2. The department chair will examine the candidate's application dossier and will review the evaluatee's academic accomplishments in the areas of teaching, scholarship and professional activity, and service. Following this review, the department chair will send a written evaluation and recommendation to the dean for inclusion in the evaluatee's dossier.

3. The College Promotions Committee For Tenured and Clinical Faculty will examine the candidate's application dossier and will review the evaluatee's academic accomplishments in the areas of teaching, scholarship and professional activity, and service. Following this review, the committee will forward its written evaluation and recommendation to the dean for consideration.
4. The College Promotions Committee For Tenured and Clinical Faculty and department chair will send a letter to the evaluatee to convey the evaluation results and the recommendations it has made to the dean. The committee will provide an opportunity for the candidate to discuss the evaluation results; however, meetings may not substitute for the written evaluation letter. A copy of the committee's letter to the evaluatee should be sent to the dean for inclusion in the candidate's personnel file.
5. The dean will review the committee's evaluation and recommendations, and determine whether or not the evaluatee should be recommended to the Provost for promotion. The dean will also send a letter to the evaluatee to convey the results of their review and recommendations. A copy of the dean's letter will be sent to the appropriate department chair. In addition, the dean will meet individually with the evaluatee to discuss the overall evaluation.

2. Clinical

a. Promotion to Clinical Associate Professor

1. The personnel committee will examine the candidate's application dossier and will review the evaluatee's academic accomplishments in the areas of teaching, practice and scholarship, and service. Following this review, the personnel committee will forward its written evaluation and recommendation to the department chair who will provide an independent evaluation and recommendation. The

department chair will forward all evaluations and recommendations to the dean for consideration.

2. The personnel committee and the department chair will each send a letter to the evaluatee to convey the evaluation results and the recommendations made to the dean. The personnel committee and department chair will provide an opportunity for the candidate to discuss the evaluation results; however, meetings may not substitute for written evaluation letters. A copy of all letters to the evaluatee should be sent to the dean for inclusion in the candidate's college personnel file. At the beginning of each academic year, the dean will announce dates when committee and department chair evaluations and recommendations will be due.
3. The dean will review the evaluatee in the areas of teaching, practice and scholarship, and service. In addition, the dean will review all associated evaluations and recommendations, and determine whether or not the evaluatee should be recommended to the Provost for promotion. The dean will send a letter to the evaluatee to convey the results of their review and recommendations. A copy of the dean's letter will be sent to the appropriate department chair. The dean will meet individually with the evaluatee to discuss the overall evaluation.

b. Promotion to Clinical Professor

1. The department chair, College Promotions Committee For Tenured and Clinical Faculty, and dean will evaluate faculty members wishing to be considered for promotion to the rank of clinical professor.
2. The department chair will examine the candidate's application dossier and will review the evaluatee's academic accomplishments in the areas of teaching, practice and scholarship, and service. Following this review, the department chair will send a written evaluation and recommendation to the dean for inclusion in the evaluatee's dossier.

3. The College Promotions Committee For Tenured and Clinical Faculty will examine the candidate's application dossier will review the evaluatee's academic accomplishments in the areas of teaching, practice and scholarship, and service. Following this review, the committee will forward its written evaluation and recommendation to the dean for consideration.
4. The College Promotions Committee For Tenured and Clinical Faculty and department chair will send a letter to the evaluatee to convey the evaluation results and the recommendations it has made to the dean. The committee will provide an opportunity for the candidate to discuss the evaluation results; however, meetings may not substitute for the written evaluation letter. A copy of the committee's letter to the evaluatee should be sent to the dean for inclusion in the candidate's personnel file.
5. The dean will review the committee's evaluation and recommendations, and determine whether or not the evaluatee should be recommended to the Provost for promotion. The dean will also send a letter to the evaluatee to convey the results of their review and recommendations. A copy of the dean's letter will be sent to the appropriate department chair. In addition, the dean will meet individually with the evaluatee to discuss the overall evaluation.

3. Instructor and Teaching Faculty

- a. Promotion to Advanced Instructor/Associate Teaching Professor
 1. The personnel committee will examine the candidate's application dossier and will review the evaluatee's academic accomplishments in the areas of teaching and service. Following this review, the personnel committee will forward its written evaluation and recommendation to the department chair who will provide an independent evaluation and recommendation. The department chair will forward all evaluations and recommendations to the dean for consideration.

2. The personnel committee and the department chair will each send a letter to the evaluatee to convey the evaluation results and the recommendations made to the dean. The personnel committee and department chair will provide an opportunity for the candidate to discuss the evaluation results; however, meetings may not substitute for written evaluation letters. A copy of all letters to the evaluatee should be sent to the dean for inclusion in the candidate's college personnel file. At the beginning of each academic year, the dean will announce dates when committee and department chair evaluations and recommendations will be due.
3. The dean will review the evaluatee in the areas of teaching and service. In addition, the dean will review all associated evaluations and recommendations, and determine whether or not the evaluatee should be recommended to the Provost for promotion. The dean will send a letter to the evaluatee to convey the results of their review and recommendations. A copy of the dean's letter will be sent to the appropriate department chair. The dean will meet individually with the evaluatee to discuss the overall evaluation.

b. Promotion to Senior Instructor or Teaching Professor

1. The department chair, College Promotions Committee For Instructor and Teaching Faculty, and dean will evaluate faculty members wishing to be considered for promotion to the rank of Senior Instructor/Teaching Professor.
2. The department chair will examine the candidate's application dossier and will review the evaluatee's academic accomplishments in the areas of teaching and service. Following this review, the department chair will send a written evaluation and recommendation to the dean for inclusion in the evaluatee's dossier.
3. The College Promotions Committee For Instructor and Teaching Faculty will examine the candidate's application dossier and will review the evaluatee's academic accomplishments in the areas of teaching and service.

Following this review, the committee will forward its written evaluation and recommendation to the dean for consideration.

4. The College Promotions Committee For Instructor and Teaching Faculty and department chair will send a letter to the evaluatee to convey the evaluation results and the recommendations it has made to the dean. The committee will provide an opportunity for the candidate to discuss the evaluation results; however, meetings may not substitute for the written evaluation letter. A copy of the committee's letter to the evaluatee should be sent to the dean for inclusion in the candidate's personnel file.
5. The dean will review the committee's evaluation and recommendations, and determine whether or not the evaluatee should be recommended to the Provost for promotion. The dean will also send a letter to the evaluatee to convey the results of their review and recommendations. A copy of the dean's letter will be sent to the appropriate department chair. In addition, the dean will meet individually with the evaluatee to discuss the overall evaluation.

Appendix I: Policy Statement on Textbooks

Because the nature and scope of textbooks can vary, the Pott College of Science, Engineering, and Education recognizes that the authorship of textbooks might be considered, for performance evaluation purposes, as a contribution in either teaching or scholarship. The college's policy is that a textbook may be categorized under either teaching or scholarship, but not both. Textbooks to be categorized under teaching usually will be those that advance the pedagogy and instructional practices in a given subject area. Textbooks to be classified under scholarship usually will be those that significantly advance knowledge or create new knowledge in a subject matter area. It is the responsibility of the individual faculty member to indicate whether his or her authored textbook should be categorized under teaching or scholarship, and to justify that categorization.