



DONNELLY COLLEGE

Rank and Promotion

Revisions made April 14, 2023, by Rank and Promotion Committee.
Reviewed and Approved by Faculty Senate

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Rank and Promotion

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

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

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

Committee

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

Confidentiality

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

Conflicts of Interest

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

Candidate Responsibilities

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

Terminal Degree

A **Terminal Degree** is the highest academic degree that can be achieved and awarded in a particular field. This can be a doctorate degree or a Master of Fine Arts degree after which a candidate does need further graduate or postgraduate work.

Application Process

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

The minimum qualifications for each rank are as follows:

Minimum Qualifications for Level I Assistant Professor

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

Minimum Qualifications for Level II Associate Professor

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

Minimum Qualifications for Level III Professor

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

Rubric for Evaluating Dossiers

The dossier is the main evidence of the candidate’s teaching and other academic endeavors. The Rank and Promotion Review Committee will evaluate the documentation provided in the dossier in terms of completeness and relevance of material in each category. The score may reflect the overall performance of the candidate and may have an impact on the probability of promotion for the candidate.

SECTION	1 Emerging	2 Developing	3 Highly Developed	Score
Section B. General Documentation	Components missing from dossier according to the guidelines.	Includes most materials according to the guidelines.	Includes fully developed dossier according to guidelines.	
Section C. Teaching	Missing components that effectively demonstrate teaching excellence or provide unclear, irrelevant, or vague documentation.	Includes most of the components for the section; documentation generally demonstrates teaching excellence.	Includes all the components for the section; documentation strongly demonstrates teaching excellence.	
Section D. Research / Scholarly Work	Missing components that effectively demonstrate research and/or scholarly work, or provide unclear, irrelevant, or vague documentation.	Includes most of the components for the section; documentation generally demonstrates research and/or scholarly work.	Includes all the components for the section; documentation strongly demonstrates research and/or scholarly work within the discipline.	
Section E. Service to the College and to the Community	Missing components that effectively demonstrate service to the college and community, or provides unclear, irrelevant, or vague documentation.	Includes most of the components for the section; documentation generally demonstrates service to the college and community.	Includes all the components for the section; documentation strongly demonstrates service to the college and community.	
Total Score (out of 12)				

Required Supporting Documentation

Each category must include all of the following documentation:

Section A. Rank and Promotion Cover Page

Section B. General Documentation

1. Curriculum Vitae
2. Statement of Purpose: short-term and long-term goals in your discipline and your journey into teaching.
3. Two letters of support from fellow faculty
4. Updated Individual Development Plan
5. Faculty Self-Evaluation, Director Evaluation & Dean Evaluation

Section C. Teaching*

1. Pedagogical Philosophy
2. Examples of Teaching Activities
3. Classroom Observations
4. Student Evaluations
5. Student Testimonies

Section D. Research / Scholarly Work**

1. Academic Research
2. Publications
3. Collaborations
4. Presentations
5. Fellowships
6. Professional Development

Section E. Service to the College and to the Community

1. Collaboration with local institutions
2. Service-learning activities
3. Committee and/or leadership roles

* Include *representative* examples of syllabi, class activities, student evaluations, and classroom observations.

** Candidates should demonstrate work in at least three of the Research subcategories.

Examples of Teaching Activities

Instructor

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

Assistant Professor

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

Associate Professor

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

14. Provides leadership in the adoption of or development of new instructional methods/approaches and materials.
15. Advises students to promote academic and professional growth; knowledgeable regarding Donnelly curriculum globally and recommends courses of action to help student reach her/his goals.
16. Mentors junior faculty in effective classroom instruction by modeling effective instruction through scheduled in-class observations.
17. Evaluates other faculty's teaching providing constructive feedback.

Professor

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

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

Instructor

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

Assistant Professor

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

Associate Professor

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

Professor

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

Process Timeline

RANK AND PROMOTION TIMELINE

Deadline	Action
May 1	Rank and Promotion Committee submits a list of potential candidates to the Dean of the College
May 15	The Dean of the College invites potential candidates to apply for rank and promotion.
August 15	Candidate replies to the Dean of the College with the intent to apply for rank and promotion.
October 15	Candidate submits application and supporting materials to Chairperson/Director.
October 31	Chairperson/Director submits application, supporting materials, and recommendation to the Chair of the Rank and Promotion Committee.
November 30	Recommendations are completed by the Rank and Promotion Committee and submitted to the Dean of the College.
December 15	Recommendations are completed by the Dean of the College and submitted to the President for review.
February Board of Directors Meeting	President announces application for Rank and Promotion to the Academic and Student Affairs Committee and then to the Board of Directors.
March 1	Candidates will be informed by the Dean of the College of their rank and promotion status. Changes take effect starting with the next academic year.

Promotion Bonus

Rank and Promotion (ONE time bonus)		
Instructor to Assistant	Assistant to Associate	Associate to Professor
\$1,000	\$1,500	\$2,000

Appeals Procedure for Promotion

The Dean will invite an ad-hoc committee at Donnelly College to be made up of the Dean and two full time faculty members. The committee shall serve as the Appeals Committee and shall consider appeals by faculty candidates related to Rank and Promotion. The Committee shall consider the following grounds for appeal:

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

Initiation of Appeals

The Dean of the College shall notify the candidate if a negative recommendation regarding her/his application has been submitted. A faculty candidate who wishes to have the ad-hoc committee review a negative recommendation must file a written request with the Dean of the College within 5 working days of being notified of a negative decision. The request for review must specifically identify the ground(s) for appeal and briefly describe the circumstances supporting the grounds. Upon receipt of an appeal, the Dean of the College shall forward the request that the record be reviewed by the Rank and Promotion Committee.

Scope

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

Procedure

Within two weeks of consideration of the appeal, but no later than one week prior to the established date for promotions, the Dean shall provide the Rank and Promotion with a written recommendation based on its conclusions. A copy shall be concurrently provided to the candidate and included in the record of review.

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

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

Notification

The Dean of the College shall officially notify the candidate in writing of the ad-hoc committee's decision.

Section A – Rank and Promotion Cover Page

Name: _____ (Last) (First) (MI)		
_____ (Signature of Candidate)		____/____/____ (Date)
Present Rank	<input type="checkbox"/> Instructor <input type="checkbox"/> Assistant Professor <input type="checkbox"/> Associate Professor <input type="checkbox"/> Professor	Proposed Rank <input type="checkbox"/> Assistant Professor <input type="checkbox"/> Associate Professor <input type="checkbox"/> Professor
Chairperson/Director Recommendation		
<input type="checkbox"/> Recommended <input type="checkbox"/> Not recommended (attach justification)		
_____ (Chairperson/Director's Signature)		____/____/____ (Date)
Rank and Promotion Committee Recommendation		
<input type="checkbox"/> Recommended <input type="checkbox"/> Not recommended (attach justification)		
_____ (Committee Chairperson's Signature)		____/____/____ (Date)
Dean of the College Recommendation		
<input type="checkbox"/> Recommended (attach justification) <input type="checkbox"/> Not recommended (attach justification)		
_____ (Dean's Signature)		____/____/____ (Date)
President's Recommendation		
<input type="checkbox"/> Recommended <input type="checkbox"/> Not recommended (attach justification)		
_____ (President's Signature)		____/____/____ (Date)
Board of Directors' Recommendation		
<input type="checkbox"/> Recommended <input type="checkbox"/> Not recommended		
_____ (Board President's Signature)		____/____/____ (Date)

Section B.4 – Individual Development Plan

Faculty Member: _____

Rank: _____

Department: _____

Objectives	Target Completion Date	Funding Request (if any)	Updates	Comments
Objective #1 – Teaching and Learning (Support Student Success)				
Objective #2 Strengthen Catholic Identity (Transformative Education)				
Objective #3 –Service to the Teaching Profession (Academic Excellence)				
Objective #4 – Service to the College (Institutional Effectiveness)				
Objective #5 – Service to the Community (Living Mission)				

Faculty Member (signature): _____

Date: ___/___/___

Department Director (signature): _____

Date: ___/___/___

Dean of the College (signature): _____

Date: ___/___/___

Section B.5 – Evaluations

PART I. FACULTY SELF-EVALUATION

Name: _____

Academic Program: _____

Please indicate your contributions to Donnelly College in the following categories: Teaching, Research, and Service. (Fields will expand as you type.)

A. Teaching

Accomplishments in instruction, curricular development, program development, new instructional techniques and/or materials.

B. Research

Professional accomplishments and development (performances, exhibits, other creative work, publications, research, additional study, professional organizations, organizing or participating in panels or workshops, etc.).

C. Service

Recruitment activities, special projects, advising, administrative duties, committee work, community service related to the field.

Faculty Signature

Date

PART II: DIRECTOR'S EVALUATION:

Name of Faculty Member: _____

Academic Program: _____

Director's Comments: Please make commendations and recommendations for teaching, research, and service. (Field will expand as you type.)

A. Teaching

Accomplishments in instruction, curricular development, program development, new instructional techniques and/or materials.

B. Research

Professional accomplishments and development (performances, exhibits, other creative work, publications, research, additional study, professional organizations, organizing or participating in panels or workshops, etc.).

C. Service

Recruitment activities, special projects, advising, administrative duties, committee work, community service related to the field.

D. Recommended Areas for Growth

Director Signature

Date

PART III: DEAN'S EVALUATION:

Name of Faculty Member: _____

Academic Program: _____

Dean's Comments: Please make commendations and recommendations for teaching, research, and service. (Field will expand as you type.)

A. Teaching

Accomplishments in instruction, curricular development, program development, new instructional techniques and/or materials.

B. Research

Professional accomplishments and development (performances, exhibits, other creative work, publications, research, additional study, professional organizations, organizing or participating in panels or workshops, etc.).

C. Service

Recruitment activities, special projects, advising, administrative duties, committee work, community service related to the field.

D. Recommended Areas for Growth

Dean Signature Date

Section C.3 – Classroom Observation

Instructor: _____

Semester: _____

Course: _____

Date: ____/____/____

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

Classroom Observation Ratings

Exemplary (E)

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

Proficient (P)

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

Marginal (M)

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

Unsatisfactory (U)

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

Section C.4 – Student Evaluations

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