

3.2.9 Academic Rank and Promotion

Structure

EMU faculty applying for promotion will be evaluated on whether they qualify as Competent, Very Good, or Outstanding in each of three areas: teaching, scholarship and service. Each faculty member is expected to meet the “competent” level of quality in each area. The overall weighting will be 3/6 teaching, 2/6 scholarship, and 1/6 service. For the scholarship and service areas, movement from Competent to Very Good to Outstanding generally follows the principle of “spheres of influence,” that is, the significance of one’s scholarship or service increases as it moves towards a global sphere of influence. Consistent with the importance of being *knowledge producers*, it is expected that most faculty will emphasize scholarship over service; however, faculty may apply to have the weighting for scholarship and service reversed so that service has a weight of 2/6 and scholarship has a weight of 1/6. Such requests must be granted **written** approval by the dean and department **faculty** prior to the faculty member's application for promotion. The period of review includes contributions made throughout one’s career but with emphasis on contributions since the last promotion.

In addition to quality of teaching, scholarship and service, the promotion criteria include specifications regarding highest degree held and years of teaching (or comparable) experience. When current faculty work toward an advanced degree, application for promotion will be considered only if the work toward the degree is completed by **May 15**.

3.2.9.1a Promotion Procedures

Promotion is at the initiative of the faculty member. The faculty member initiates the request for promotion by submitting a letter to his or her department chair, program director, or dean by **September 1**.

The following “Table of Contents” outlines the portfolio submission structure and requirements. It is recommended that the materials be inserted into a three ring binder with tabs and dividers separating each of the sections.

TABLE OF CONTENTS

- **EXECUTIVE SUMMARY**
This 1-2 page summary includes a clear statement of the level for which the candidate is applying and then summarizes the rationale for the request (including whether the competent, very good or outstanding criteria are met in each area).
- **PERSONAL DATA**
 - (a) Current curriculum vitae
 - (b) Statement of goals in areas of teaching, scholarship, and service (1 page maximum)
- **EVALUATIONS**
 - (a) Student evaluations summary data form (1-2 page tabular summary of course evaluation scores since the last promotion request; this is provided to the faculty member by the dean’s office)
 - (b) Colleague class visit evaluations (2); initiated by the faculty member
(Z:Provost/Forms/ContractReview/classvis.form.doc)
 - (c) Self-evaluation form (Z:Provost/Forms/ContractReview/faceval.selfform.doc)
- **EVIDENCE**
 - (a) One page summary of evidence for Teaching and two representative course syllabi
 - (b) One page summary of evidence for Scholarship
 - (c) One page summary of evidence for Service
 - (d) Annual Personal Data Sheets (include all since last promotion)

The faculty member submits the portfolio to the department chair, program director or dean by October 1.

The faculty member's direct supervisor reviews the materials with the department and submits a promotion recommendation to the appropriate dean **by October 31** (recognizing that in some cases the direct supervisor is the dean), indicating the departmental level of support/nonsupport with rationale, and meets with the faculty member to review the recommendation.

The dean reviews the departmental recommendation and applicant's portfolio and submits a memorandum, along with the portfolio and related materials, to the Faculty Status Committee indicating his or her level of support/nonsupport for the promotion request. All promotion requests, **both among and within ranks**, and whether supported or not by the dean, go to the Faculty Status Committee.

The Faculty Status Committee meets (**January**) and, using the promotion criteria, indicates support or denial of the request. **The chair of the Faculty Status Committee notifies the faculty member of approval, pending the final decision of the Board of Trustees (March).** If the promotion is denied, the chair of the committee reports the action of the committee, including the rationale, to the faculty member and department chair in a letter after the meeting. If the promotion request is denied, the faculty member may appeal the decision as per Section 3.2.9.3

Recommendations for promotion and the minutes are forwarded by the chair of the Faculty Status Committee to the Board of Trustees. The Academic and Seminary committees recommend action to the full Board for approval. The full Board approves all promotions.

The President reports the action of the Board, including the rationale in case of denial, to the faculty member and department chair in a letter after the meeting.

Promotions become effective with the salary period beginning in the following academic year.

3.2.9.1b Promotion Timeline

MAY (the spring prior to promotion request)

The deans conduct a training workshop in which an overview of the process and all forms are given to faculty who wish to apply in the next year.

SEPTEMBER 1

The faculty member sends a letter to the department chair, program director, or dean's office indicating intent to submit a portfolio/application for promotion.

SEPTEMBER 1-30

The faculty member assembles the portfolio using the format of 3.2.9.2 and the criteria of 3.2.9.4.

OCTOBER 1

The portfolio is submitted to the department chair.

OCTOBER 1-30

The department chair or program director makes the portfolio available to all department members for their review and conducts a vote to assess the level of support of the faculty member's application for promotion. The department chair or program director submits a letter indicating the level of support/nonsupport of the department to the dean's office.

OCTOBER 31

The portfolio is submitted to the dean's office.

NOVEMBER 1-DECEMBER 30

The dean reviews the portfolio and makes a recommendation.

JANUARY

The Faculty Status Committee reviews the portfolio and meets to determine approval or denial of the application.

FEBRUARY

The faculty member is notified of the Faculty Status Committee decision, pending decision by the Board of Trustees.

MARCH

The Board of Trustees meets and accepts or denies the application.

The chair of the Faculty Status Committee notifies the applicant of the results.

3.2.9.1c Promotion Criteria

Degrees (must be completed by May 15 of the year of application for promotion)

- Degree requirements at all ranks and levels assume that the degree is from a regionally accredited educational institution.
- A master's degree is required for appointment to the instructor rank.
- Promotion to assistant professor requires completion of at least **12 SH** following completion of a master's degree. **An exception may be considered where related experience or specialized training is regarded as equivalent to such a degree.**
- Promotion to associate professor requires completion of the doctorate or the highest professional degree in the field. An exception may be considered where related experience or specialized training is regarded as equivalent to such a degree.
- Promotion to professor requires completion of the doctorate or the highest degree in the field.

Teaching Experience

- Teaching experience is required for promotion beyond the instructor level, except when a new faculty member has completed the doctorate or highest professional degree in the field in which case the person may be appointed as an assistant professor.
- Comparable experience may be considered toward years of experience on a case-by-case basis.
- Required years of teaching experience according to rank and level are outlined on the charts that follow later in this policy.

Quality of Teaching, Scholarship and Service

In each of the three areas identified below, the faculty member should write a one page summary documenting how he or she has met the criteria. In each case where there is a choice of criteria, faculty should identify the specific criteria they are choosing and document how they have met the criteria. For the scholarship area, the grid as shown in Exhibit 1 should also be included.

Area One: TEACHING

A **Competent** teacher:

- Demonstrates currency of knowledge in subject material,
- Demonstrates sound pedagogical and classroom techniques, as shown through class preparation and organization, appropriate use of relevant technology and respectful interactions with students,
- Generates student interest in the course content and constructs courses appropriate to the audience,
- Integrates a liberal arts approach and a global perspective in courses,
- Exhibits ability to assess his or her own effectiveness and make appropriate adaptations in the classroom,
- Demonstrates positive working relationships with other colleagues, and
- Models EMU vision, mission and values.

A **Very Good** teacher satisfies all of the Competent criteria and at least 3 of the following:

- Demonstrates strong preparation in the faculty member's appropriate subject area, manifested by an ability to connect his or her scholarship and professional experience to classroom and student projects
- Demonstrates innovative teaching that motivates and engages students' leading to a high level of student growth
- Works effectively with other colleagues by working on collaborative or interdisciplinary courses and projects
- Demonstrates success in teaching courses outside of subject area
- Demonstrates success in development and teaching of new courses, courses with a wide range of student abilities, or courses and projects reaching across disciplinary lines
- Successfully uses a variety of teaching methods, such as case studies, role playing, discussion, community learning, multimedia, projects, lectures, etc.
- Exhibits leadership in curriculum, program development, and assessment

An **Outstanding** teacher satisfies all of the Competent criteria and at least 5 of the Very Good criteria.

Area Two: SCHOLARSHIP

Scholarship is evaluated in all areas of the arts, humanities, professions, and sciences, and includes publications, presentations/workshops, and professional service and development.

The faculty member will complete the grid shown in Exhibit 1 with numbers that reference footnotes in relevant cells, according to the applicant's self-assessment (see Exhibit 2 for an example of how to complete the grid). The following areas are used in assessing faculty scholarship at EMU.

1. Publications
 - Generates publications and other scholarly products (books, articles, reviews, media, art, CDs, patents, performances, exhibitions, on-line publications, commissioned works, invited papers, etc.)
 - Participates in scholarly projects organized by teams of scholars or professionals within or outside of EMU
2. Presentations/workshops
 - Presents at professional meetings
 - Participates in scholarly projects organized by teams of scholars or professionals within or outside of EMU
3. Professional service and development
 - Holds membership in appropriate professional societies or organizations
 - Attends academic conferences and other professional meetings

- Expands horizons (learns a new language, undertakes a systematic program of study) in such a way that benefits EMU and/or the broader society
- Participates in roles requiring the creative application of professional expertise (consulting, clinical practice, applied research, and other discipline related services)
- Plays a leadership role in appropriate professional societies or organizations
- Serves as referee/reviewer for publications or presentations

A **Competent** scholar demonstrates *Quality of Scholarship* (as defined below) in 1 of the 3 above areas.

A **Very Good** scholar demonstrates *Quality of Scholarship* in 2 of the 3 above areas.

An **Outstanding** scholar demonstrates *Quality of Scholarship* in all 3 of the above areas.

Quality of Scholarship is defined as having

- 1) both national/regional and local participation,
- 2) external validation, and
- 3) consistency of quality and quantity of output over time.

Questions about quality vs. quantity will be referenced for validation with internal or external peers in the discipline. In such cases, the faculty member will submit two or three names as possible peer reviewers.

While the three areas of scholarship are treated as having equal weight, faculty are encouraged to increase their scholarship in areas # 1 and 2 as they develop as teacher/scholars.

Area Three: SERVICE

Faculty are evaluated according to their engagement in a variety of service activities, ranging from continuous interaction with students and committee work on campus to involvement in activities at the local, national and global levels. Faculty members are expected to model a wholesome, active and responsible lifestyle rooted in Anabaptist/Mennonite ethics and theological understanding. EMU believes that fostering collegial relationships and demonstrating the ability to work productively with colleagues on shared tasks is important.

The faculty member applying for promotion will identify specific items of service at EMU, in his or her church, and the local or global community. The items listed below are not intended to be a checklist but rather examples of the kinds of service activities faculty may include. Note that professional service (service in which one uses or is recognized for his or her professional training) should not be duplicated here if it is included in the area of Professional Service and Development under Scholarship. Ratings are as follows:

A **Competent** faculty member enhances the *EMU community* through the following kinds of service activities:

- committee work
- advising/mentoring students
- student recruitment
- participation in a local church congregation

In addition to meeting Competent criteria, a **Very Good** faculty member enhances the EMU, church, *and local community* through the following kinds of service activities:

- elected EMU campus committees
- representing EMU off campus in speaking or other involvements
- involvement in church agency, conference or denominational committees or activities
- committing regular time to local community organizations such as free clinic, food pantry, PTA
- participating in on-going relationship building in the local church and community such as foster care, chamber of commerce, music groups, school boards, community organizations such as city/county commissions or committees
- significant involvements in special task forces

In addition to meeting Competent and selected Very Good criteria, an **Outstanding** faculty member enhances the EMU community, local church and local community, *and the broader church and community* through holding *significant positions* in the following kinds of service activities:

- regularly provides leadership, is acknowledged by her/his peers for service, **or** is sought out by others for on-going participation in campus, community, and national or global activities
- is sought out for involvement on significant committees or special assignments such as major search committees, special task forces, etc.
- is recognized as a part of the fabric of the church and community through holding leadership or other significant positions in church and community organizations
- is recognized for national or global service contributions
- holds leadership **or other significant** positions in national or regional church groups and community **or global** organizations

Weighted Scoring Instructions

A faculty member earns points in each of the areas of Teaching, Scholarship, and Service.

- Competent designation -- 1 point
- Very Good designation -- 2 points
- Outstanding designation -- 3 points

In order to accommodate the weighting of Teaching (3/6), Scholarship (2/6) and Service (1/6), a faculty member's score will be calculated with the following formula:

$$\text{Score} = 3*T + 2*S + V \quad [T=\text{Teaching points, } S=\text{Scholarship points, } V=\text{Service points}]$$

For example, a faculty member who has been designated as a Very Good Teacher, a Competent Scholar, and Outstanding in the area of Service will receive a score of 11 points, since $3(2)+2(1)+(3) = 11$.

A faculty member may apply to have the weighting for Scholarship and Service reversed. Such requests must be granted written approval by the dean and department faculty prior to the faculty member's application for promotion. Regardless of the weighting for scholarship and service selected, faculty must meet at least the Competent level in each of the three areas.

The following table shows the requisite points, number of years of experience, and degree requirements necessary to achieve each rank and level. Each faculty member at the Assistant Professor level or higher is expected to meet the "competent" level of quality in each area.

Rank	Level	Points	Years	Degree
Instructor	Level 0	3	0	Master's Degree
Instructor	Level 1	4	3	Master's Degree
Assistant	Level 2	6	3	Master's + 12 credits
	Level 2 (alt.)	6	0	Terminal Degree
Assistant	Level 3	7	3-5	Terminal Degree
Associate	Level 4	8	6-8	Terminal Degree
Associate	Level 5	10	9-10	Terminal Degree
Professor	Level 7	12	11-12	Terminal Degree
Professor	Level 8	14	13-14	Terminal Degree
Professor	Level 9	16	15+	Terminal Degree

Note: See Exhibit 3 for a grid that lists the number of points and years necessary for promotion, using the ratings of Competent, Very Good, and Outstanding (without using the formula).

Exhibit 1: Evaluation of Scholarship

1. Publications and other scholarly products beyond normal contractual obligations			
	Global /National	Regional/State	Local/ Congregational
Blind Peer-Reviewed			
Peer-Reviewed			
Non-peer-reviewed			
Not Applicable			

2. Presentations/Workshops			
	Global/National	Regional/State	Local/ Congregational
Blind Peer-Reviewed/ Juried/ Research Conference			
Peer-Reviewed/ Juried/ Round-Table			
Non-peer-reviewed/ Nonjuried/ Poster Session			
Not Applicable			

3. Professional Development and Professional Service	
Global/National Service	
Regional/State Service	
Local/Community Service	
Professional Development (memberships, conference participation, coursework, skill-building workshops, etc.)	

Exhibit 2: Sample of completed grid of Exhibit 1

1. Publications and other scholarly products beyond contractual obligations			
	Global/National	Regional/State	Local/Congregational
Blind Peer-Reviewed			
Peer-Reviewed	¹ Research article - CMJ ² Research article - ARS Comb.		
Non-peer-reviewed	³ Pedagogy article - Math Teacher		⁴ Article in The Mennonite
Not Applicable			

2. Presentations/workshops			
	National/International	Regional/State	Local/Congregational
Blind Peer-Reviewed/ Juried/ Research Conference			
Peer-Reviewed/ Juried/ Round-Table	⁵ Presentation in San Diego	⁶ Presentation in DC	
Non-peer-reviewed/ Nonjuried/ Poster Session			⁷ Colloquium talk at JMU
Not Applicable			

3. Professional Development and Professional Service	
Global/National Service	⁸ Judge in undergraduate poster session ⁹ Proposal reviewer for CSEMS
Regional/State Service	¹⁰ Treasurer, VA-DC-MD section of MAA
Local/Community Service	¹¹ WVPT judge
Professional Development (memberships, conference participation, coursework, skill building workshops, etc.)	¹² attended professional meeting ¹³ graduate course ¹⁴ stay current in literature ¹⁵ memberships in professional organizations

References:

1. "Observations on the Indeterminacy of the Sample Correlation Coefficient," *College Mathematics Journal*, Volume 33 (September 2002), pp. 320-322.
2. "Maximum Number of 3-paths in a Graph," *ARS Combinatoria*, Volume 61 (2001), pp. 73-79.
3. "Mental Arithmetic, Finding Squares," *Mathematics Teacher*, Volume 6 (September 2002), p. 406.
4. "Why Mennonite Higher Education is essential for the survival of the Mennonite Church," *The Mennonite* (January 7, 2004), pp. 14-16.
5. "Using Linear Algebra to Determine Quarterback Passer Ratings," presentation at annual MAA/AMS conference in San Diego, CA, January 9, 2002.
6. "A Liberal Arts Approach to Teaching General Education Mathematics," presentation at MAA sectional meeting in Baltimore, MD, November 14, 2003.
7. "Counting Clubs in Oddtown, " presentation in Math Club Colloquium at James Madison University, April 12, 2003.
8. Judge for Undergraduate Mathematics Research Poster Session, Baltimore MD, January 2003.
9. Reviewer for proposals submitted to the National Science Foundation's Computer Science, Engineering, and Mathematics Scholarships (CSEMS) program, Arlington, Virginia, April 2003.
10. Elected to 5-year term (2002-2006) as treasurer of the Virginia-District of Columbia-Maryland section of the Mathematical Association of America.
11. Judge for WVPT Pop Quiz show for local high schools, February 2003.
12. Attended MAA sectional meeting at Johns Hopkins University, Baltimore, MD, November 13-14, 2003.
13. Completed the course "Quantitative Analysis" in the EMU MBA program.
14. Regularly read the journals "Math Magazine" and "College Math Journal," which are written for college math teachers who teach undergraduate mathematics.
15. Mathematical Association of America, National Council of Teachers of Mathematics, Association of Christians in the Mathematical Sciences

Exhibit 3:

Ratings and Minimum Number of Years of Experience Necessary for Promotion Levels

The first column represents Teaching, which is weighted 3/6, the second column represents Scholarship, which is weighted 2/6, and the third column represents Service, which is weighted 1/6. **As noted in the “weighted scoring instructions” section** a faculty member may apply to have the weighting for Scholarship and Service reversed. In this case, Service will be represented in the second column and Scholarship in the third column. Such requests must be granted **written** approval by the dean and department **faculty** prior to the faculty member's application for promotion.

<u>Wt. = 3/6</u> <u>Teaching</u>	<u>Wt. = 2/6</u> <u>Scholarship</u>	<u>Wt. = 1/6</u> <u>Service</u>	<u>Degree</u>	<u>Pts</u>	<u>Years</u>	<u>Eligibility Level</u>
C	---	---	Master's	3	0	Instructor, Level 0
C	---	C	Master's	4	3	Instructor, Level 1
C	C	C	Master's + 12	6	3	Assistant, Level 2
C	C	C	Terminal	6	0	Assistant, Level 2
C	C	V	Terminal	7	3	Assistant, Level 3
C	C	O	Terminal	8	6	Associate, Level 4
C	V	C	Terminal	8	6	
C	V	V	Terminal	9	6	
V	C	C	Terminal	9	6	
C	O	C	Terminal	10	9	Associate, Level 5
C	V	O	Terminal	10	9	
V	C	V	Terminal	10	9	
C	O	V	Terminal	11	9	
V	C	O	Terminal	11	9	
V	V	C	Terminal	11	9	
C	O	O	Terminal	12	11	Professor, Level 7
O	C	C	Terminal	12	11	
V	V	V	Terminal	12	11	
O	C	V	Terminal	13	11	
V	O	C	Terminal	13	11	
V	V	O	Terminal	13	11	
O	C	O	Terminal	14	13	Professor, Level 8
O	V	C	Terminal	14	13	
V	O	V	Terminal	14	13	
O	V	V	Terminal	15	13	
V	O	O	Terminal	15	13	
O	O	C	Terminal	16	15	Professor, Level 9
O	V	O	Terminal	16	15	
O	O	V	Terminal	17	15	

3.2.9.2 Appeal procedures

- If a faculty member wishes to appeal the decision of the committee, it must be done in writing to the chair of the Faculty Status Committee within ten working days of notification of the committee's decision. The committee shall then meet to hear the appeal. If the appeal to the committee is denied, the faculty member may make a second appeal to the Academics Committee or the Seminary Committee of the Board of Trustees. The second appeal must be done in writing to the chair of the trustee committee within ten working days of notification of the Faculty Status Committee's decision.
- All appeal procedures shall provide a fair hearing for all interested parties.