

Faculty Senate Special Meeting

2 June 2023

Senators present: Kim Delaney, Kyle Mara, Jason Hardgrave,
Brandon Field, Erin Reynolds, Nicholas Rhew, Rob Dickes,

Stephanie Young, Shane White, Matt Hanka, Jessica Mason, Amy Wilson, Ashley Carter

Additional attendees: Amy Chan Hilton, Julie McCullough, Chuck Conaway, Peter Whiting, Carrie Anderson

Held on Zoom

- Called to order: 10:31 am
- Report from *ad hoc* committee was accepted and discussed:
 - Biggest overarching change seems to be the suggestion of the additional categories under the “Teaching Faculty Eligible for Promotion” classification.
 - There is also a proposal to change the organization of the Faculty handbook in regard to the discussion of how people are evaluated, because the
 - One of the recommendations (the third one, on page 7), was to remove the requirement of Academic Advising from the Teaching evaluation area and placing it under the University Service category. Some colleges/departments do not require the teaching faculty to have formal academic advising, and they are not able to provide evidence of the advising work. This currently an *ad hoc* committee looking at the academic advising portion of the clinical track. There was a fundamental disagreement about whether Academic Advising falls under Teaching or under Service in terms of faculty activity, and this disagreement was discussed in detail.
 - The motion was made to remove any mention of a requirement of academic advising from the University Handbook and therefore allowing the College Promotions Committees to define and categorize the advising activities of the faculty. This motion was defeated unanimously.
 - The motion was made to remove the third recommendation entirely. This motion was subsequently withdrawn.
 - A straw poll was taken regarding the third recommendation, and the majority (by a vote of 7-4) were in support of the idea of moving academic advising to the Service category. An addition to the report was made saying that further input should be solicited. This addition was approved unanimously.
 - In the Procedures of Promotion, a question was raised with regard of putting a Teaching Faculty Eligible for Promotion onto the Promotions committee that the Teaching Faculty were only being placed on the Promotions Committee to evaluate



the Teaching Faculty member who is going up for promotion. The proposal was modified to indicate this, and this modification was approved unanimously.

- The proposed reorganization of the Handbook (that was included as Appendix A) was prefaced with a sentence to clarify that it is included as a potential reorganization of the structure of the handbook section, and not as our final and complete proposal. The additional sentence was approved unanimously.
- The final report, as modified in the previous meeting, was approved unanimously.
- Next meeting: Fall kickoff meeting/retreat. Have a great summer!.
- Meeting adjourned: 12:06 pm.

Minutes submitted by Brandon Field, Senate Secretary.

Ad Hoc Committee on Instructor Promotion
Initial Recommendations

Submitted to Faculty Senate
University of Southern Indiana

Committee Members

Carrie Andersen

Instructor in Mathematics, Pott College of Science, Engineering, and Education

Chuck Conaway, Chair

Professor of English, College of Liberal Arts

Amy Pierce

Instructor in Nursing, College of Nursing and Health Professions

Nicholas Rhew

Assistant Professor of Management, Romain College of Business

Darrin Sorrells

Contract Assistant Professor of Kinesiology and Sport, Pott College of Science, Engineering, and Education

Peter Whiting

Professor of Library Sciences, Rice Library

Stephanie Young

Associate Professor of Communication Studies, College of Liberal Arts

Scope:

Currently, USI's Handbook identifies three types of faculty appointment: Rank-Eligible Full Time Teaching Faculty, Contract Full-Time Teaching Faculty, and Temporary Contract Teaching Faculty.

Contract Full-Time Teaching Faculty include Instructors, Contract Assistant Professors, Contract Associate Professors, Contract Professors, and Affiliate Faculty.

This report proposes guidelines for a process of promotion for the Instructors, Contract Assistant Professors, Contract Associate Professors, and Contract Professors included in the current ranks of Contract Full-Time Teaching Faculty, and it will use the term "non-tenure track teaching faculty" to refer to them collectively.

This proposal does not address a process of promotion for Affiliate Faculty and Temporary Contract Teaching Faculty, nor does it modify the existing processes of tenure and promotion for faculty currently defined as Rank-Eligible Full-Time Teaching Faculty.

Rationale:

The university's non-tenure track teaching faculty play a vital role in ensuring that students succeed and that important academic processes—from curriculum development to accreditation—function smoothly. This is evidenced by their sheer numbers. In fall 2021, faculty holding "instructor" rank at USI accounted for 22% of the faculty. Moreover, non-tenure-track faculty members serve in key positions, such as HLC Liaison, program/discipline coordinators, and CAP liaisons.

The University of Southern Indiana is not alone in its dependence on non-tenure-track faculty (American Association of University Professors, 2003; Haviland et al., 2020); however, it is the lone public comprehensive university in the region without a promotion path for instructors or positions equivalent to Contract Assistant Professor, Contract Associate Professor, and Contract Professor (see Faculty Handbooks for [Indiana State University](#), [Western Kentucky University](#), [Ball State University](#), [Indiana University](#), [University of Missouri, St. Louis](#), and [Murray State University](#)). This lack of promotion opportunities presents a significant obstacle to the University's efforts to accomplish its goals of maintaining accreditation, improving student success measures relevant to the strategic plan and state allocation formulas, and improving faculty recruitment and retention.

Accreditation: In Criterion 3.C., the Higher Learning Commission requires that "Instructors are evaluated regularly in accordance with established institutional policies and procedures." Additionally, the criterion requires that "The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development." HLC's focus on faculty evaluation and professional development is echoed by specialized accreditors such as Association to Advance Collegiate Schools of Business (AACSB) and the American Association of Colleges of Nurses. However, that focus is undercut by the University's lack of promotion process for instructors and other contract faculty.

Student Success: Accelerating Impact: USI's Strategic Plan, 2021-2025 prioritizes student success. More specifically, the plan includes objectives to increase first-, second-, and third-year retention, to increase four- and six-year graduation rates, and to promote high-impact experiences. These objectives align well with the performance funding model used by the Indiana Commission for Higher Education, which reinforces the importance of striving for student success by explicitly allocating funding based on a school's performance on outcomes like persistence to graduation and on-time degree completion. However, the lack of a promotion path for instructors and other contract faculty presents an unnecessary barrier to accomplishing these student success objectives.

Non-tenure track faculty disproportionately teach developmental, 100- and 200-level courses at USI – especially in the College of Liberal Arts and the Pott College of Science, Engineering, and Education – which places those faculty on the front lines of the University's retention efforts. While data for all faculty who teach at these levels is not yet available, nearly 60% of the courses in the English Composition sequence, including ENG 100, ENG 101, and ENG 201, were taught by full-time non-tenure track faculty in Spring 2023 and over 80% of Math courses in the 000-, 100-, and 200-level were taught by full-time non-tenure track faculty in the same semester. However, the lack of a promotion path presents unnecessary challenges for recruiting and retaining the best qualified instructors and other contract faculty and for fostering their professional development. With nearby competitors offering promotional opportunities for non-tenure-track faculty, the University's appeal as an employer for non-tenure-track faculty is diminished.

The quality of teaching and learning is significantly dependent on the professional knowledge of the non-tenure track faculty, their engagement with students and the campus community, and the administration's ability to retain and support outstanding non-tenure track faculty (Kezar & Sam, 2010). If the university fully invests in our non-tenure track teaching faculty by offering them a path to promotion, we can better leverage their professional knowledge and experience to enhance student success.

Faculty Recruitment and Retention:

A system of sequential ranks for full-time non-tenure track faculty can assist in recruiting and retaining high quality faculty as it acknowledges their continuing long-term service to the institution, incentivizes high-quality performance, and incorporates them as central faculty members in program planning, curriculum development, and other professional activities (Baldwin & Chronister, 2001; Hollenshead et al., 2007).

If our recommendations are implemented, including opportunities for promotion and longer contract terms, we believe this will foster long-term job security for our non-tenure track teaching faculty, improving our ability to recruit and retain faculty.

References

American Association of University Professors. (2003). *Contingent appointments and the academic profession*. American Association of University Professors.

Baldwin, R. G., & Chronister, J. L. (2001). *Teaching without tenure*. Johns Hopkins University Press.

Haviland, D., Jacobs, J., Alleman, N. F., Cliburn Allen, C. (2020). *Inclusive collegiality and nontenure track faculty: Engaging all faculty as colleagues to promote healthy departments and institutions*. Stylus Publishing.

Hollenshead, C., Waltman, J., August, L., Miller, J., Smith, G., & Bell, A. (2007). *Making the best of both worlds: Findings from a national institution-level survey of non-tenure track faculty*. University of Michigan, Center for the Education of Women.

Kezar, A., & Sam, C. (Eds). (2010). Understanding the new majority of non-tenure track faculty in higher education: Demographics, experiences and plans of action. *ASHE Higher Education Report*, 36(1), 1-1333. <https://doi.org/10.1002/aehe.3604>

Proposed Changes:

These challenges require action. Building on the work of the Faculty and Academic Affairs Committee, discussions in Faculty Senate, and its own research and discussion, **the Ad Hoc Committee on Instructor Promotion requests the Faculty Senate to 1) approve in principle the following recommendations and 2) instruct the committee to produce the specific changes to the Faculty Handbook and other affected documents needed to implement all approved recommendations.**

Academic Ranks

We recommend the adoption of the following titles and academic ranks.

- 1) Regular Full-Time Faculty
 - a) Teaching Faculty Eligible for Promotion and Tenure
 - i) Assistant Professor
 - ii) Associate Professor
 - iii) Professor
 - b) Library Faculty Eligible for Promotion and Tenure
 - i) Assistant Professor of Library Science
 - ii) Associate Professor of Library Science
 - iii) Professor of Library Science
 - c) Clinical Faculty Eligible for Promotion
 - i) Clinical Assistant Professor
 - ii) Clinical Associate Professor
 - iii) Clinical Professor
 - d) Teaching Faculty Eligible for Promotion

- i) Teaching Assistant Professor (formerly titled Contract Assistant Professor)
 - ii) Teaching Associate Professor (formerly titled Contract Associate Professor)
 - iii) Teaching Professor (formerly titled Contract Professor)
 - iv) Instructor (formerly titled Instructor)
 - v) Advanced Instructor (formerly titled Instructor)
 - vi) Senior Instructor (formerly titled Instructor)
- e) Other Regular Full-Time Faculty
 - i) Affiliate Faculty
 - ii) Lecturer (formerly titled Instructor)
- 2) Temporary Faculty
 - a) Adjunct Faculty
 - b) Visiting Faculty
 - c) Post-Doctoral Fellow
 - d) Dissertation Fellow

Explanation: The Faculty and Academic Affairs subcommittee of the Faculty Senate identified “over 277 titles for people who teach at USI and librarians.” Furthermore, the term “Instructor” is currently used in the Handbook both as a job title and as a catch-all term to refer to people who teach at the university. In order to bring clarity to the Handbook and the proposed process of promotion, we have recommended the above changes to rank job titles.

We recognize that changes to job titles can be distressing (even while a pathway to promotion is being created), and we therefore strove for consistency in the titles used by different kinds of faculty across the colleges and the library, and we attempted to minimize such changes, keeping in mind that Rank, Eligibility for Tenure, Eligibility for Promotion, and Full-Time vs Temporary status were the characteristics of employment that differentiated faculty appointments.

We thus made no changes to the ranks or titles of Faculty who are eligible for tenure and promotion. We also made no changes to Clinical Track Faculty who are already eligible for promotion.

As noted above, USI is the lone public comprehensive university in the region without a promotion path for non-tenure track teaching faculty. The majority of comparable institutions offer at least one opportunity for promotion for such instructors, typically advancing such faculty from positions titled Instructor or Lecturer to Senior Instructor or Senior Lecturer.

However, some institutions—Ball State University, Western Kentucky University, and the University of Missouri, St. Louis among them—offer three ranks for their non-tenure track teaching faculty, specifically, those of Teaching Assistant Professor, Teaching Associate Professor, and Teaching Professor.

Given that USI already follows a three-tiered structure for non-tenure track teaching faculty with terminal degrees, and given that the primary function of contract faculty involves teaching, we

follow the use of the job titles at comparable institutions that focus on the faculty's purpose rather than the condition of their employment and propose changing the titles of Contract Assistant, Associate, and (full) Professor to Teaching Assistant Professor, Teaching Associate Professor, and Teaching Professor for our full-time non-tenure track teaching faculty with an earned terminal degree as determined by the discipline.

Furthermore, for the sake of consistency and given that the three-tiered structure of non-tenure track teaching faculty with terminal degrees does not differ in terms of job description from non-tenure track teaching faculty who hold a master's degree, we recommend the titles Instructor, Advanced Instructor, and Senior Instructor for those contract teaching faculty with an earned master's degree as determined by the discipline.

We recommended the following definitions for appointment types or ranks be changed in or added to “B. Types of Appointment” in the Faculty Handbook section “Academic Appointment, Promotion, and Tenure.”

Instructor. Renewable annual appointment for persons who hold at least a master's degree with little or no full-time teaching experience at the university level.

Advanced Instructor. Renewable three-year appointment for persons who hold at least a master's degree and have had significant full-time teaching experience at the university level with demonstrated teaching effectiveness.

Senior Instructor. Renewable five-year appointment for persons who hold at least a master's degree and have had extensive full-time teaching experience at the university level with demonstrated teaching effectiveness.

Teaching Assistant Professor. Renewable annual appointment for persons who hold a terminal degree with little or no full-time teaching experience at the university level.

Teaching Associate Professor. Renewable three-year appointment for persons who hold a terminal degree and have had significant full-time teaching experience at the university level with demonstrated teaching effectiveness.

Teaching Professor. Renewable five-year appointment for persons who hold a terminal degree and have had extensive full-time teaching experience at the university level with demonstrated teaching effectiveness.

Lecturer. Persons hired into a tenure-track position who have not yet completed their terminal degree.

Visiting Faculty. The term “Visiting” may be added to any other existing academic rank for use in situations where one- or two-year, non-renewable contracts are offered in positions formerly

titled “Instructor” (now to be titled “Visiting Instructor”) and to faculty who hold rank at another institution but are offered a temporary appointment, either full- or part-time at USI.

Promotion Process

Recommendations

- 1. We recommend reorganizing subsection “D. Promotion, and Tenure” of the Faculty Handbook section “Academic Appointment, Promotion, and Tenure.” Currently, subsection D prioritizes Evaluation Areas – Teaching/Professional Performance, Scholarship and Professional Activity, and Service – and Criteria for Promotion and Tenure over faculty tanks. Because the Evaluation Areas and Criteria for Promotion and Tenure are not similar across the different faculty types, we feel that these priorities should be flipped, showing the Evaluation Areas and Criteria for Promotion and Tenure appropriate to each of the faculty types. This means collapsing the current subsections “E. Process for Promotion and Tenure for Rank-Eligible Teaching and Library Faculty” and “F. Process for Reappointment and Promotion for Clinical Faculty” into the subsections on the different faculty types. This will create greater redundancy in the Faculty Handbook but offers, we feel, considerably more clarity. See “Appendix A: Proposed Reorganization of Faculty Handbook Subsection D. Promotion and Tenure” for a draft version of what such a revised Handbook section would look like. Further explanation of this proposed reorganization appears below (pp. 8-10). Given that our current charge relates only to formulating a path for promotion for non-tenure track faculty, we present our recommendations for the Evaluation Areas, the Criteria for Promotion, and the Process for Promotion for Teaching Faculty Eligible for Promotion below (pp. 10-15). This material is excerpted from Appendix A.**
- 2. We recommend deleting the “Instructor to Assistant Professor” route in the existing section, D. Promotion and Tenure for Rank-Eligible Full-Time Teaching Faculty and for Clinical Track Faculty.**
- 3. In making these changes, care was taken to avoid changes to evaluation areas, criteria, and processes for tenure-track and clinical faculty. However, one small change was warranted. During the committee’s discussions, it became clear that different colleges follow different academic advising models, and some of those models do not require instructors to provide academic advising. Thus, modelling teaching performance evaluation for promotion for instructors on the existing language for other faculty types was problematic. Therefore, the committee recommends removing academic advising from the teaching evaluation area and placing it instead under service as part of a portfolio of university service activities. We recommend this change for all faculty types, and the proposed subsection “D. Evaluation Areas, Criteria, and Process for Promotion or Promotion and Tenure” reflects this minor change.**

4. **We recommend resolving a contradiction between the required time served in rank before promotion as described in the sections on “Criteria for Promotion” and described in the “Process for Promotion.” We recommend the consistent use of “at least six years of Full-Time teaching at USI” and “at least four years in the current rank” to be eligible for promotion, and we recommend the consistent use of such language across all ranks.**

Explanation of Recommended Reorganization of Subsection D of the Faculty Handbook

Currently, section D of the USI Faculty Handbook is organized in a format that prioritizes Evaluation Areas – Teaching/Professional Performance, Scholarship and Professional Activity, and Service – and Criteria for Promotion and Tenure over Faculty Ranks.

Briefly, section D of the Handbook is currently structured as follows:

D. Promotion and Tenure

1. Evaluation Areas

A. Teaching/Professional Performance

1. Rank Eligible Full-Time Faculty and Clinical Faculty
2. Library Faculty

B. Scholarship and Professional Activity

1. Rank Eligible Full Time Teaching Faculty
2. Clinical Faculty
3. Library Faculty

C. Service

1. Rank-Eligible Full-Time Teaching, Clinical, and Library Faculty

D. Criteria for Promotion and Tenure

Criteria for Rank-Eligible Teaching Faculty

Instructor to Assistant Professor
Assistant Professor to Associate Professor
Associate Professor to Professor

Criteria for Rank-Eligible Clinical Faculty

Instructor to Clinical Assistant Professor
Clinical Assistant Professor to Clinical Associate Professor
Clinical Associate Professor to Clinical Professor

Criteria for Library Faculty

Affiliate to Assistant Professor
Assistant Professor to Associate Professor
Associate Professor to Professor

E. Process for Promotion and Tenure for Rank-Eligible Teaching and Library Faculty

F. Process for Reappointment and Promotion for Clinical Track Faculty

Because the Evaluation Areas and Criteria for Promotion and Tenure are not similar across the Faculty Ranks, we feel that the priorities should be flipped, showing the Evaluation Areas and Criteria for Promotion and Tenure appropriate to each of the Faculty Ranks. This will create some redundancy in the Faculty Handbook but offers, we feel, considerably more clarity. We propose a new model of organization, drawing on our newly recommended job titles that would look as follows:

Briefly, a revised version of section D of the Handbook could be structured as follows:

D. Evaluation Areas, Criteria, and Process for Promotion or Promotion and Tenure

Members of the regular, full-time faculty may be eligible for promotion or promotion and tenure. A strong faculty possesses a diversity of skills, academic preparation, and experience, and this diversity is reflected in different faculty types. Each faculty type has specific evaluation areas, criteria for promotion or promotion and tenure, and processes for promotion or promotion and tenure.

1. Teaching Faculty Eligible for Promotion and Tenure
 - a. Evaluation Areas
 1. Teaching
 2. Scholarship and Professional Activity
 3. Service
 - b. Criteria for Promotion and/or Tenure
 1. Lecturer to Assistant Professor
 2. Assistant Professor to Associate Professor
 3. Associate Professor to Professor
 - c. Process for Promotion and/or Tenure
2. Library Faculty Eligible for Promotion and Tenure
 - a. Evaluation Areas
 1. Professional Performance
 2. Scholarship and Professional Activity
 3. Service
 - b. Criteria for Promotion and/or Tenure
 1. Affiliate Librarian to Assistant Professor of Library Science
 2. Assistant Professor of Library Science to Associate Professor of Library Science
 3. Associate Professor of Library Science to Professor of Library Science
 - c. Process for Promotion and/or Service
3. Clinical Faculty Eligible for Promotion
 - a. Evaluation Areas
 1. Teaching
 2. Scholarship, Professional Activity, and Practice
 3. Service
 - b. Criteria for Promotion

1. Lecturer to Clinical Assistant Professor
2. Clinical Assistant Professor to Clinical Associate Professor
3. Clinical Associate Professor to Clinical Professor
- c. Process for Promotion
4. Teaching Faculty Eligible for Promotion
 - a. Evaluation Areas
 1. Teaching
 2. Service
 - b. Criteria for Promotion
 1. Teaching Assistant Professor to Teaching Associate Professor AND Instructor to Advanced Instructor
 2. Teaching Associate Professor to Teaching Professor AND Advanced Instructor to Senior Instructor
 - c. Process for Promotion

In making these changes, care was taken to avoid changes to Evaluation Areas, Criteria for Promotion, and Processes for Promotion for tenure-track and clinical faculty.

An initial draft of a complete reorganization of section D of the Handbook can be found in Appendix A of this report.

Here, we present the portion of the Handbook documenting the evaluation areas, criteria, and processes of promotion for the Teaching Faculty Eligible for Promotion.

Recommended Evaluation Areas, Criteria for Promotion, and Process for Promotion for Teaching Faculty Eligible for Promotion.

D. Evaluation Areas, Criteria, and Process for Promotion or Promotion and Tenure

Members of the regular, full-time faculty may be eligible for promotion or promotion and tenure. A strong faculty possesses a diversity of skills, academic preparation, and experience, and this diversity is reflected in different faculty types. Each faculty type has specific evaluation areas, criteria for promotion or promotion and tenure, and processes for promotion or promotion tenure.

1. Teaching Faculty Eligible for Promotion

Teaching Faculty Eligible for Promotion may, but are not required to, apply for promotion. Additionally, Teaching Faculty Eligible for Promotion who apply for, but are denied promotion, maintain their current rank and appointment status. Moreover, decisions on promotions for Teaching Faculty Eligible for Promotion is a separate process from and has no bearing on the annual review of performance and appointment renewals.

a. Evaluation Areas

1. Teaching

For Teaching Faculty Eligible for Promotion, teaching occupies a central position among academic duties. Quality teaching, therefore, is the most

important element in evaluation of teaching faculty. In order for candidates to be considered for promotion, their teaching performance must be viewed as satisfactory by students, colleagues, and administrators with respect to preparation, relevance to subject matter, and organization of material. Moreover, effective teaching assumes intellectual competence and integrity, innovative and effective pedagogical techniques that stimulate and direct student learning, cooperation with students and colleagues, and scholarly inquiry which results in constant assessment and improvement of courses and curricula consistent with new knowledge.

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

2. **Service**

University Service. Faculty members are expected to be available for service to University faculty, students, and administration. They must show willingness to serve and to demonstrate efficient performance in such capacities as academic advising, faculty governance, department/college and University-level committees, administrative assignments, sponsorship of student organizations, and other University-related activities.

Community/Professional Service. Service to groups, organizations, agencies, and institutions external to the University is a legitimate responsibility of faculty and is consistent with the mission statement of the University. Community service may include involvement in professional and academic organizations; community affairs; and governmental, industrial, public, and private organizations and demonstrates competence in extending the university's specialized knowledge at the local, state, national, and global levels. In general, community and professional service should result from carefully developed plans of activity. Persons who desire recognition for their service must document their work's effectiveness stemming from their disciplinary and professional expertise and skills.

b. Criteria for Promotion

Criteria and requirements listed below should guide all concerned with the promotion of Teaching Faculty Eligible for Promotion. Mere attainment of these conditions does not, in itself, automatically justify promotion.

To be eligible for promotion to a higher rank at the time of application, one must ordinarily meet minimum requirements described below. Except under extraordinary circumstances, the following criteria should be fulfilled before eligibility for promotion is considered. (Eligibility is met when a candidate meets all requirements to be considered for promotion.)

Ordinarily faculty members serving a probationary period may not submit applications for promotion until the final year of probation, but application may be made earlier if eligible according to the quantitative and qualitative criteria.

1. Teaching Assistant Professor to Teaching Associate Professor, and Instructor to Advanced Instructor

a. Quantitative Criteria

- i.** Should have attained a master's degree (or terminal degree for Teaching Assistant Professor).
- ii.** Should have at least six years teaching experience at the University of Southern Indiana.
- iii.** Should have attained four years in rank.
- iv.** During the implementation year for promotions for Teaching Faculty Eligible for Promotion, faculty who have shown excellence with meritorious ratings and have been employed by the University of Southern Indiana in a full-time teaching role for a minimum of six years may apply for promotion to Advanced Instructor or Teaching Associate Professor.

b. Qualitative Criteria

- i.** Should meet criteria for Advanced Instructor or Teaching Associate Professor in teaching and service.
 - 1.** Teaching: Teaching performance should be supported by demonstrable evidence of continuing development and implementation of effective pedagogical techniques, evidence of student learning, cooperation with students and colleagues, and independent scholarly inquiry as reflected in the revision of course content to improve student learning.
 - 2.** Service: Engagement and participation in University and/or Community/Professional service should be apparent.
- ii.** Should have positive recommendations for promotion from the appropriate department and/or college committee(s), department chair, and dean.

2. Teaching Associate Professor to Teaching Professor, and Advanced Instructor to Senior Instructor

a. Quantitative Criteria

- i. Should have attained a master's degree (or terminal degree for Teaching Associate Professor).
- ii. Should have at least twelve years teaching experience at the University of Southern Indiana.
- iii. Should have attained four years in rank.
- iv. During the implementation year for promotions for Teaching Faculty Eligible for Promotion, faculty who have shown excellence with meritorious ratings and have been employed by the University of Southern Indiana in a full-time teaching role for a minimum of twelve years may apply for promotion to Senior Instructor or Teaching Professor.

b. Qualitative Criteria

- i. Should meet criteria for Senior Instructor or Teaching Professor in teaching and service.
 - 1. Teaching: Teaching performance should be supported by demonstrable evidence of continuing development of effective pedagogical techniques and significant cooperation with students and colleagues, evidence of student learning supported by continuing scholarly inquiry through which new knowledge affects course and curricular revision to improve student learning.
 - 2. Service: Sustained University and/or Community/Professional service should be apparent and impactful.
- ii. Should have positive recommendations for promotion from the appropriate department and/or college committees, department chair, and dean.

c. Process for Promotion

Teaching Faculty Eligible for Promotion are given appointments based on rank that are subject to satisfactory outcome of comprehensive reviews and needs by the program and college.

- 1. Faculty at the ranks of Instructor or Teaching Assistant Professor will hold renewable annual appointments with yearly annual review. Faculty at the ranks of Advanced Instructor or Teaching Associate Professor will hold renewable three-year appointments with yearly annual review. Faculty at the ranks of Senior Instructor or Teaching Professor will hold renewable five-year appointments with yearly annual review.
- 2. Faculty must have held the ranks of Instructor or Teaching Assistant Professor for six years to be eligible for promotion to Advanced Instructor or Teaching Associate Professor, respectively. Faculty at the ranks of Instructor or Teaching Assistant Professor are eligible to apply for promotion to Advanced Instructor or Teaching Associate Professor,

respectively, during the fall of their seventh 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. During the implementation year for promotions for Teaching Faculty Eligible for Promotion, faculty who have shown excellence with meritorious ratings and have been employed by the University of Southern Indiana in a full-time teaching role for a minimum of six years may apply for a promotion to Advanced Instructor or Teaching Associate Professor or for a minimum of twelve years may apply for promotion to Senior Instructor or Teaching Professor.

3. The notification of reappointment or non-reappointment for faculty at the ranks of Instructor or Teaching Assistant Professor at the University of Southern Indiana shall be dated not later than December 15 of their year of appointment. The notification of reappointment or non-reappointment for faculty at the rank of Advanced Instructor or Teaching Associate Professor at the University of Southern Indiana shall be dated not later than December 15 of the third year of the three-year appointment. The notification of reappointment or non-reappointment for faculty at the rank of Senior Instructor or Teaching Professor at the University of Southern Indiana shall be dated not later than December 15 of the fifth year of the five-year appointment. (The notification shall be by first-class mail at the current address maintained by the Human Resources Office.)
4. 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.
5. 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.
6. Teaching Faculty Eligible for Promotion shall have the same academic freedom enjoyed by all other members of the faculty.
7. At all levels of evaluation during the appointment period, faculty members will be notified of weaknesses or evidence of unsatisfactory performance or of any condition that might serve as a basis for non-renewal of their appointment.
8. Service under a part-time or adjunct appointment shall not be counted as part of the required appointment period of service.
9. Faculty members on term appointment may submit their resignation prior to the official notification of non-renewal of their appointment.
10. A leave of absence without pay granted during the appointment period will delay promotion eligibility.

Procedures for Promotion

Recommendations

- 1. We recommend adding at least one member of the Teaching Faculty Eligible for Promotion to the evaluation committees at the Department and/or College level. The exact language recommended for the Handbook change appears below (pp. 15-16). We understand that such a change necessitates an additional Faculty Senate charge that we will prepare if this initial proposal is approved.**

Procedures for Promotion

- I. Teaching Faculty Eligible for Promotion and Tenure,
Library Faculty Eligible for Promotion and Tenure,
Clinical Track Faculty Eligible for Promotion, and
Teaching Faculty Eligible for Promotion

Procedures may vary among the colleges and academic units with respect to promotion evaluations. However, all colleges are to utilize at least one evaluation of each applicant by a committee of faculty peers at the department or college level plus an evaluation by the dean.

The committee of faculty peers should include at least one representative from the Teaching Faculty Eligible for Promotion (Instructors, Advanced Instructors, Senior Instructors, Teaching Assistant Professors, Teaching Associate Professors, and Teaching Professors) in situations where a member of the Teaching Faculty Eligible for Promotion is applying for promotion. We recommend that the representatives come from the Advanced Instructors, Senior Instructors, Teaching Associate Professors, and Teaching Professors when possible.

Evaluations at both the departmental and college levels may be appropriate and necessary in some areas. Evaluation procedures shall be written and distributed to all faculty within the college or academic unit. The procedures and deadline dates listed in this section of the University Handbook apply to all colleges regardless of additional evaluations that may be performed.

Applications for promotion are available in the Provost's Office and can be initiated as follows:

1. An individual member of the teaching faculty who meets the minimum criteria and requirements for promotion may submit an application to the department chair or dean as appropriate for evaluation and action.
2. Faculty members who are not under the direct jurisdiction of a dean may submit promotion applications to their immediate supervisor or director, who should follow the procedures outlined for deans.

3. A faculty member's completed application for promotion must be transmitted to the appropriate dean or director by the first Monday in November.

Responsibilities of Personnel Involved in the Promotions Process

Recommendations

1. **We recommend adding an at-large representative of the Teaching Faculty Eligible for Promotion to the University Promotions Committee. We understand that such a change necessitates an additional Faculty Senate charge redefining the constitution of the committee in Faculty Handbook Section II Article: Standing Committees. We will prepare such a charge if this initial proposal is approved.**
2. **If it has not already been done so, we recommend changing the description of the function of the University Promotions Committee in the Handbook subsection on the “Responsibilities of Personnel Involved in the Promotions Process.” We understand that such a change, if required, necessitates an additional Faculty Senate charge that we will prepare if this proposal is approved. Language indicating how the functions of the University Promotions Committee should be defined appears below (p. 17) in section E.**

Responsibilities of Personnel Involved in the Promotions Process

To avoid the appearance of a potential conflict of interest, any individual who is a candidate for promotion and/or tenure may not participate in the formal review process at any level during the year of their candidacy.

- A. **Applicant** An applicant for promotion must assume the following responsibilities:
 1. To prepare a completed promotion application which provides well-organized evidence to document his/ her achievements in the area of evaluation specified in the **University Handbook**.
 2. To transmit the completed application to the dean or director by the first Monday in November or to transmit it to the department chair at an earlier prescribed date if a departmental evaluation is to be used.
 3. An applicant may withdraw the promotion application by written request to the Provost at any time prior to its being transmitted to the Board of Trustees.
- B. **Chair of Academic Unit (may not be applicable to all academic units)** The Chair will assume these responsibilities:
 1. To receive the applicant's promotion application.
 2. To evaluate pertinent information concerning an applicant's qualifications for promotion in the areas of evaluation specified in the University Handbook.
 3. To provide the dean or director with a written evaluation of the applicant's strengths and weaknesses.

4. To forward the applicant's promotion application and any other pertinent information to the dean or director.

C. College or Academic Unit Promotions Committee This Committee will assume these responsibilities:

1. To receive the applicant's promotion application from the dean or director.
2. To evaluate pertinent information concerning an applicant's qualifications for promotion in the areas of evaluation specified in the University Handbook.
3. To grant or request an interview with the applicant prior to making the committee's recommendation.
4. To inform the dean or director in writing of the committee's recommendation by the first Monday in December.
5. To provide the dean or director with a written evaluation of the applicant's strengths and weaknesses.

D. Dean or Director The dean or director will assume these responsibilities:

1. To evaluate and observe those faculty members who are eligible for promotion.
2. To suggest that any faculty members in the college or academic unit deemed worthy of consideration submit an application for promotion; such suggestions must be made by an announced cut-off date each year.
3. To create annually a College or Academic Unit Promotions Committee(s) whose membership(s) is (are) established in agreement with the college faculty.
4. To complete a recommendation form for each faculty member applying for promotion.
5. To inform the applicant of the dean's or director's recommendation.
6. To forward the applicant's promotion form and any other pertinent information to the provost by the first Monday of classes of the spring semester.
7. Upon request, to confer with an applicant regarding his/her strengths and weaknesses for promotion in the areas of evaluation specified in the University Handbook.

E. The University Promotions Committee The University Promotions Committee will assume these responsibilities:

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

- F. **Provost** The provost will assume these responsibilities:
1. To make applications for promotion available to any faculty member upon request.
 2. To suggest to any faculty member whom the provost deems worthy of consideration that they submit an application for promotion to the dean or director.
 3. To receive recommendation for promotion transmitted by the chair of the University Promotions Committee. DATE: 1/17
 4. To analyze such recommendations and to seek additional data deemed necessary.
 5. To make a written recommendation on each applicant.
 6. To confer, upon request, with any faculty member whose application for promotion did not receive final favorable action.
 7. To provide, upon the applicant's request, a written evaluation of the applicant's strengths and weaknesses in the areas of evaluation specified in the University Handbook.
- G. **President for the University** The president for the University will assume these responsibilities:
1. To suggest to any faculty member whom the president deems worthy of consideration submit an application for promotion to the college dean or appropriate administrator.
 2. To receive from the provost all completed promotion applications, all promotion recommendations, and all evaluations.
 3. To submit to the Board of Trustees in time for consideration at its May meeting the names of those faculty members the president recommends for promotion.
 4. To confer, upon request, regarding strengths and weaknesses in the areas of evaluation specified in the University Handbook with applicants who received conflicting recommendations from the provost and the University Promotions Committee.
- H. **University Board of Trustees** The University Board of Trustees will assume these responsibilities:
1. To receive from the president all recommendations for promotion and/or tenure.
 2. To approve or deny said recommendations for promotion and tenure.

Associated Changes

A checklist of additional work that will be required if this proposal is approved includes but is not limited to:

1. Add one non-tenure-track representative to University Promotions Committee and instruct colleges/library to ensure similar non-tenure-track representation on their

college/library review committees for discussions and votes on all non-tenure-track promotions.

2. Modify the Faculty Handbook and USI Employee Handbook where necessary.
3. Modify the CETL checklist for promotion or create new checklist for Teaching Faculty Eligible for Promotion.
4. Modify other documents regarding application for promotion and promotion processes posted on the Provost's website.
5. Make any necessary changes to the USI Faculty Annual Report.
6. "Instructor" will be changed to "people who teach," "faculty," or other non-job-title-related terms in the handbook when not referring to a person who holds the job title of instructor.

Appendix A: Proposed reorganization of Faculty Handbook subsection D. Promotion and Tenure

D. Evaluation Areas, Criteria, and Process for Promotion or Promotion and Tenure

Members of the regular, full-time faculty may be eligible for promotion or promotion and tenure. A strong faculty possesses a diversity of skills, academic preparation, and experience, and this diversity is reflected in different faculty types. Each faculty type has specific evaluation areas, criteria for promotion or promotion and tenure, and processes for promotion or promotion tenure.

1. Teaching Faculty Eligible for Promotion and Tenure

a. Evaluation Areas

In general, when making judgments about initial appointments, promotion recommendations, and tenure, members of the teaching faculty, chairs, and administrators should consider achievements in the following basic areas: 1) teaching, 2) scholarship and professional activity, and 3) service.

1. Teaching

For teaching faculty, teaching occupies a central position among academic duties. Quality teaching, therefore, is the most important element in evaluation of teaching faculty. In order for candidates to be considered for promotion, their teaching performance must be viewed as satisfactory by students, colleagues, and administrators with respect to preparation, relevance to subject matter, and organization of material. Applicants for promotion to associate professor and professor must provide evidence that efforts beyond caretaker administration occur in those courses for which the faculty member has primary responsibility. Moreover, effective teaching assumes intellectual competence and integrity, innovative and effective pedagogical techniques that stimulate and direct student learning, cooperation with students and colleagues, and scholarly inquiry which results in constant assessment and improvement of courses and curricula consistent with new knowledge.

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

2. Scholarship and Professional Activity

Scholarship. Scholarship is the foundation for teaching and professional activity. Applied and basic research, and creative works, contribute to faculty members' knowledge within their teaching fields, permit them to become productive scholars among peers in learned and professional societies and establish them as citizen-scholars who contribute to local and regional communities. Therefore, the pursuit of a definite, continuous program of studies, investigations, or creative works is essential.

Remembering that quality of scholarly production is considered more important than mere quantity, candidates should demonstrate evidence such as completed post-doctoral programs; research activities leading to participation in and papers presented to professional meetings and the publication of articles and books; creative works of literature, art or invention which result in publications, exhibits, and patents; peer-reviewed documentation of applied research projects and their impact; and the receipt of professional honors, grants, and awards.

Professional Activity. Active participation in organizations that stimulate and propagate knowledge in professional disciplines is an essential ingredient to professional growth and development. Therefore, evidence of membership; committee service; offices held in professional organizations; and experience in organizing and assisting in conferences, workshops, and seminars are principal criteria to be considered for faculty promotion. Professional consultation; travel related to teaching and research; and recognition by one's peers through professional honors, grants, and awards should also be given serious consideration. Voluntary and philanthropic activities related to the faculty member's discipline or area of expertise should be considered where appropriate.

Professional activity includes the application of knowledge to address practical, social, political, or economic issues or challenges.

3. Service

University Service. Faculty members are expected to be available for service to University faculty, students, and administration. They must show willingness to serve and to demonstrate efficient performance in such capacities as academic advising, faculty governance, department/college and University-level committees, administrative assignments, sponsorship of student organizations, and other University-related activities.

Community/Professional Service. Service to groups, organizations, agencies, and institutions external to the University is a legitimate responsibility of faculty and is consistent with the mission statement of the University. Community service may include involvement in professional and academic organizations; community affairs; and governmental,

industrial, public, and private organizations and demonstrates competence in extending the university's specialized knowledge at the local, state, national, and global levels. In general, community and professional service should result from carefully developed plans of activity. Persons who desire recognition for their service must document their work's effectiveness stemming from their disciplinary and professional expertise and skills.

b. Criteria for Promotion and/or Tenure

Criteria and requirements listed below should guide all concerned with academic promotions and/or tenure decisions. Mere attainment of these conditions does not, in itself, automatically justify promotion.

To be eligible for promotion to a higher rank at the time of application, one must ordinarily meet minimum requirements described below. Except under extraordinary circumstances, the following criteria should be fulfilled before eligibility for promotion is considered. (Eligibility is met when a candidate meets all requirements to be considered for promotion.)

Ordinarily faculty members serving a probationary period may not submit applications for promotion until the final year of probation, but application may be made earlier if eligible according to the quantitative and qualitative criteria.

Tenure can only be granted to those individuals who apply for and meet the criteria for promotion to the rank of associate professor, or who have already attained that rank at the University of Southern Indiana. After satisfactory service during a probationary period and upon meeting the conditions below, a faculty member who holds the rank of assistant professor or higher shall be considered for academic tenure.

Once tenure is granted, an individual shall be terminated from employment only for adequate cause, except under extraordinary circumstances, like, but not limited to, financial exigencies, decrease in enrollments, or discontinuance of instructional programs.

Academic tenure status at the University of Southern Indiana is a privilege earned through service; it is not transferable from another institution.

The privilege of tenure depends on the individual's meeting these conditions:

1. On appointment to the rank of assistant professor or higher rank, and after having completed the probationary period of full-time service in accredited educational institutions, three years of which must have been served at the University of Southern Indiana, faculty members who meet criteria for promotion to associate professor or higher rank shall become eligible for tenure. Appointment to tenure will be by action of the

University of Southern Indiana Board of Trustees upon the recommendation of the president.

2. Tenure is not given in administrative assignments.
3. Tenure is effective only with the beginning of the academic year (fall semester).
4. Tenure is ordinarily granted at the close of the probationary period, simultaneous with the consideration for promotion to associate professor. Faculty members who are unsuccessful in their application for promotion at the end of their probationary period shall not be granted tenure and their notification of non-reappointment will be dated not later than twelve months before the expiration of the appointment.
5. Probationary faculty members holding the rank of associate professor are not required to apply for promotion and tenure simultaneously. Untenured associate professors shall apply for tenure at the end of their probationary period, the length of which shall be mutually agreed upon at the time of hire.

1. Assistant Professor to Associate Professor

1. Quantitative Criteria

- a. Should have attained an earned doctorate or terminal degree.
- b. Should have attained four years in rank.
- c. Should have attained ten years in rank and completed 60 semester hours of graduate work beyond the master's degree, or equivalent, in areas relevant to the teaching field if the doctorate or terminal degree has not yet been earned.
- d. Should have at least five years of teaching experience or equivalent professional experience.
- e. Should have taught at the University of Southern Indiana at least three years.
- f. Should have received or be eligible to receive tenure.

Individuals not currently tenured, who are applying for promotion to associate professor, are required to simultaneously apply for tenure.

2. Qualitative Criteria

- a. Should meet criteria for Associate Professor in teaching, scholarship/professional activity, and service.
 - i. Teaching: Teaching performance should be supported by demonstrable evidence of continuing development and implementation of effective pedagogical techniques, evidence of student learning, cooperation with students and colleagues, and independent scholarly inquiry as reflected in the

revision of course content to improve student learning.

- ii. **Scholarship and Professional Activity:** The production of scholarly or creative works should be of sufficient merit to gain local, state, or regional recognition. Significant involvement in advancing knowledge through participation in professional organizations and other professional activity at the local, state, or regional level should be apparent.
- iii. **Service:** Effective University service at various levels should be apparent. The candidate should demonstrate effective community service at various levels.

b. Should have positive recommendations for promotion from the appropriate department and/or college committees, department chair, and dean.

2. Associate Professor to Professor

1. Quantitative Criteria

- a. Should have attained an earned doctorate or terminal degree.
- b. Should have attained four years in rank.
- c. Should have at least ten years of teaching experience or equivalent professional experience.
- d. Should have taught at the University of Southern Indiana at least three years.
- e. Should have held the doctorate or other terminal degree at least six years.
- f. Should have received or be eligible to receive tenure. Individuals not currently tenured who are applying for promotion to professor, are required to simultaneously apply for tenure.

2. Qualitative Criteria

- a. Should meet criteria for Professor in teaching, scholarship/professional activity, and service.
 - i. **Teaching:** Teaching performance should be supported by demonstrable evidence of continuing development of effective pedagogical techniques and significant cooperation with students and colleagues, evidence of student learning supported by continuing scholarly inquiry through which new knowledge affects course and curricular revision to improve student learning. Faculty should be mentors for early career faculty.
 - ii. **Scholarship and Professional Activity:** The production of scholarly or creative works should be

of sufficient merit to gain regional, national, or international recognition. Leadership in advancing knowledge through participation in professional organizations and other professional activity at the local, state, regional, or national level should be clear.

- iii. Service: Effective leadership in University service at various levels should be apparent. Leadership within local and regional groups should be apparent.
- b. Should have positive recommendations for promotion from the appropriate department and/or college committees, department chair, and dean.

c. Process for Promotion and/or Tenure

During the probationary period, the appointee is given sequential term appointments of two two-year terms and a final appointment of three years.

1. The notification of reappointment or non-reappointment during the first two-year probationary appointment at the University of Southern Indiana shall be dated not later than December 15 of the second year of the first two-year appointment. The notification of reappointment or non-reappointment during the third or later year of 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.)
2. If unusual circumstances exist, faculty members may submit a written request to break the sequence of the probationary period to the dean and the provost for approval.
3. Any interruption of the probationary 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 tenure eligibility until the entire probationary period has been completed.
4. During the probationary period, the faculty member shall have the same academic freedom enjoyed by all other members of the faculty.
5. At all levels of evaluation during the probationary period, faculty members will be notified of weaknesses or evidence of unsatisfactory performance or of any condition that might serve as a basis for non-renewal of their appointment.
6. Service under a part-time or adjunct appointment shall not be counted as part of the required probationary period of service.
7. Faculty members on term appointment may submit their resignation prior to the official notification of non-renewal of their appointment.
8. A leave of absence without pay granted during the probationary period will delay tenure eligibility.
9. If an appointee is granted one year of credit for service at another regionally accredited institution of higher education, the initial appointment shall be for one year. The appointee will receive notice of

reappointment or non-reappointment by March 1 during the first year for a subsequent probationary two-year appointment. Assuming satisfactory performance during the two-year contract, the appointee will be eligible for a final probationary three-year appointment.

10. 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 probationary three-year appointment by December 15 of the second year of the initial two-year appointment.
11. If an appointee is granted three years of credit for service at another regionally accredited institution of higher education, the initial appointment shall be for one year. Before the end of the first year, the appointee will receive notice of reappointment or non-reappointment by March 1 for a final probationary three-year appointment.

2. Library Faculty Eligible for Promotion and Tenure

a. Evaluation Areas

1. Professional Performance

For library faculty, professional performance occupies a central position among librarian duties. Indeed, professional responsibilities consume the greatest amount of librarian energies and provide the primary arena to display librarian scholarship. Quality professional performance, therefore, is the most important element in evaluation. To be considered for promotion, a candidate's professional performance must be considered as satisfactory by clientele, colleagues, and administrators with respect to professional and intellectual competence; creativity and initiative in the performance of responsibilities; collections; skill in pursuing user needs and in stimulating faculty and student utilization of services and resources through individual or formal instruction; and a willingness to consider, suggest, and apply new ideas and alternative approaches to services. Applicants for promotion to associate professor and professor must provide evidence that efforts beyond caretaker administration occur in those areas for which they have primary responsibility. Moreover, being an effective librarian assumes a positive professional image and integrity, creative techniques that stimulate and direct student learning, cooperation with students and colleagues, and scholarly inquiry which results in constant review of products and services consistent with new knowledge.

Librarians should present evidence of performance of duties and responsibilities; summaries of anonymous evaluations; letters of citation from colleagues or supervisors who benefited from or observed their work, or worked with their clients in subsequent encounters; and the record of success of the use their clients make of their services.

2. Scholarship and Professional Activity

Scholarship. Scholarship is integral to the professional growth and development of the librarian and to his/her educational function in the University. Awareness of and contributions to current developments in the profession and appropriate subject files, continuing scholarly growth as exemplified by formal or informal study, independent research, and creative works not only contribute to librarians' knowledge within their fields, but also permit them to become productive scholars among their peers in learned and professional societies. Each librarian, therefore, should pursue a definite, continuous program of studies, investigations, or creative works.

Remembering that quality of scholarly production is considered more important than mere quantity, candidates should demonstrate such evidence as continuing education courses, workshops, seminars, institutes, formal courses, or certificate programs; research activities leading to participation in and papers presented to professional meetings or publications of recognized merit; creative work which results in publications, exhibits, or demonstrable improvement of the profession; or the receipt of professional honors, grants, and awards.

Professional Activity. Active participation in organizations that stimulate and propagate knowledge in professional disciplines is an essential ingredient to professional growth and development. Therefore, evidence of membership; committee service; offices held in professional organizations; and experience in organizing and assisting in conferences, workshops, and seminars are principal criteria to be considered for promotion. Professional consultation; direction of a student's practice work; travel related to professional development and research; and recognition by one's peers through professional honors, grants, and awards should also be given serious consideration. Voluntary and philanthropic activities related to the librarian's discipline or area of expertise should be considered where appropriate.

3. Service

University Service. Faculty members are expected to be available for service to University faculty, students, and administration. They must show willingness to serve and to demonstrate efficient performance in such capacities as academic advising, faculty governance, department/college and University-level committees, administrative assignments, sponsorship of student organizations, and other University-related activities.

Community/Professional Service. Service to groups, organizations, agencies, and institutions external to the University is a legitimate responsibility of faculty and is consistent with the mission statement of the University. Community service may include involvement in professional and academic organizations; community affairs; and governmental,

industrial, public, and private organizations and demonstrates competence in extending the university's specialized knowledge at the local, state, national, and global levels. In general, community and professional service should result from carefully developed plans of activity. Persons who desire recognition for their service must document their work's effectiveness stemming from their disciplinary and professional expertise and skills.

b. Criteria for Promotion and/or Tenure

Criteria and requirements listed below should guide all concerned with academic promotions and/or tenure decisions. Mere attainment of these conditions does not, in itself, automatically justify promotion.

To be eligible for promotion to a higher rank at the time of application, one must ordinarily meet minimum requirements described below. Except under extraordinary circumstances, the following criteria should be fulfilled before eligibility for promotion is considered. (Eligibility is met when a candidate meets all requirements to be considered for promotion.)

Ordinarily faculty members serving a probationary period may not submit applications for promotion until the final year of probation, but application may be made earlier if eligible according to the quantitative and qualitative criteria.

Tenure can only be granted to those individuals who apply for and meet the criteria for promotion to the rank of associate professor, or who have already attained that rank at the University of Southern Indiana. After satisfactory service during a probationary period and upon meeting the conditions below, a faculty member who holds the rank of assistant professor or higher shall be considered for academic tenure.

Once tenure is granted, an individual shall be terminated from employment only for adequate cause, except under extraordinary circumstances, like, but not limited to, financial exigencies, decrease in enrollments, or discontinuance of instructional programs.

Academic tenure status at the University of Southern Indiana is a privilege earned through service; it is not transferable from another institution.

The privilege of tenure depends on the individual's meeting these conditions:

1. On appointment to the rank of assistant professor or higher rank, and after having completed the probationary period of full-time service in accredited educational institutions, three years of which must have been served at the University of Southern Indiana, faculty members who meet criteria for promotion to associate professor or higher rank shall become eligible for tenure. Appointment to tenure will be by action of the

University of Southern Indiana Board of Trustees upon the recommendation of the president.

2. Tenure is not given in administrative assignments.
3. Tenure is effective only with the beginning of the academic year (fall semester).
4. Tenure is ordinarily granted at the close of the probationary period, simultaneous with the consideration for promotion to associate professor. Faculty members who are unsuccessful in their application for promotion at the end of their probationary period shall not be granted tenure and their notification of non-reappointment will be dated not later than twelve months before the expiration of the appointment.
5. Probationary faculty members holding the rank of associate professor are not required to apply for promotion and tenure simultaneously. Untenured associate professors shall apply for tenure at the end of their probationary period, the length of which shall be mutually agreed upon at the time of hire.

1. Affiliate to Assistant Professor of Library Science

1. Quantitative Criteria

- a. Should attain three years of librarian experience in rank.
- b. Should have at least one year of librarian experience or equivalent professional experience.
- c. Should have at least three years of librarian or equivalent professional experience at the University of Southern Indiana.
- d. Attainment of master's degree

2. Qualitative Criteria

- a. Should meet criteria for assistant librarian in professional performance, scholarship/professional activity, and service.
 - i. Professional performance: Professional performance should be supported by demonstrable evidence of development of professional techniques, cooperation with students and colleagues, and scholarly inquiry.
 - ii. Scholarship and Professional Activity: Academic preparation should be sufficient for progress in professional performance, independent scholarship, and creative work.
 - iii. Service: University service should be apparent at least at the department level and may include committee work.
- b. Should have positive recommendations for promotion from the internal promotions committee and the director.

2. Assistant Professor of Library Science to Associate Professor of Library Science

1. Quantitative Criteria
 - a. Should have attained four years in rank.
 - b. Should have at least five years of librarian or equivalent professional experience.
 - c. Should have at least three years of librarian or equivalent professional experience at the University of Southern Indiana.
 - d. Should have received or be eligible to receive tenure. Individuals not currently tenured, who are applying for promotion to associate professor, are required to simultaneously apply for tenure.
2. Qualitative Criteria
 - a. Should meet criteria for associate professor in professional experience, scholarship/professional activity, and service.
 - i. Professional Performance: Professional performance should be supported by demonstrable evidence of continuing development of professional techniques, cooperation with students and colleagues, and independent scholarly inquiry as reflected in revision of services.
 - ii. Scholarship and Professional Activity: The production of scholarly or creative works should be of sufficient merit to gain local, state, or regional recognition. These scholarly or creative works may consist of bibliographies; catalogs; indexes; exhibits; book reviews; pamphlets; consulting activities; bibliographical research including the identification and evaluation of literature for collection development; codification of professional practices including interdepartmental and departmental procedures; manuals; charting of operations; preparation of scholarly exhibits; development of subject indexes and classification schemes; in-depth visits and analysis of other library operations for the purpose of gaining insights into technical procedures, services, buildings, or new technology; development of professionally related skills, including computer programs, statistics, subject specialties, editing data bases; and evaluative studies of processes, procedures, or products; journal articles; booklets; book chapters; and other similar activities and works. Significant involvement in advancing knowledge through participation in professional

organizations and other professional activity at the local, state, or regional level should be apparent.

iii. Service: Effective University service at various levels should be apparent. The candidate should demonstrate effective community service at various levels.

b. Should have positive recommendations for promotion from the internal promotions committee and the director.

3. Associate Professor of Library Science to Professor of Library Science

1. Quantitative Criteria

a. Should have attained four years in rank.

b. Should have a least ten years of librarian or equivalent professional experience.

c. Should have at least three years of librarian or equivalent professional experience at the University of Southern Indiana.

d. Should have held the terminal degree at least six years.

e. Should have received or be eligible to receive tenure. Individuals not currently tenured, who are applying for promotion to associate professor, are required to simultaneously apply for tenure.

2. Qualitative Criteria

a. Should meet criteria for professor in professional performance, scholarship/professional activity, and service.

i. Professional Performance: Professional performance should be supported by demonstrable evidence of continuing development of professional techniques and significant cooperation with students and colleagues supported by continuing scholarly inquiry through which new knowledge affects products and services.

ii. Scholarship and Professional Activity: The production of scholarly or creative works should be of sufficient merit to gain recognition by publication or by receipt of a grant, fellowship, regional or national award or other special honor. These scholarly or creative works may consist of grants, bibliographic essays, significant catalogs, bibliographies, indexes, pamphlets, book chapters, booklets, exhibits, extensive reviews, subject indexes and classification schemes, analysis of other library operations resulting in major internal changes, development of professional skills contributing to major departmental or university

improvement of services, books, journal articles, and other similar activities and works.

- iii. Service: Effective leadership in University service at various levels should be apparent. Leadership within local and regional groups should be apparent.
- b. Should have positive recommendations for promotion from the internal promotions committee and the director.

c. Process for Promotion and/or Tenure

During the probationary period, the appointee is given sequential term appointments of two two-year terms and a final appointment of three years.

1. The notification of reappointment or non-reappointment during the first two-year probationary appointment at the University of Southern Indiana shall be dated not later than December 15 of the second year of the first two-year appointment. The notification of reappointment or non-reappointment during the third or later year of 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.)
2. If unusual circumstances exist, faculty members may submit a written request to break the sequence of the probationary period to the dean and the provost for approval.
3. Any interruption of the probationary 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 tenure eligibility until the entire probationary period has been completed.
4. During the probationary period, the faculty member shall have the same academic freedom enjoyed by all other members of the faculty.
5. At all levels of evaluation during the probationary period, faculty members will be notified of weaknesses or evidence of unsatisfactory performance or of any condition that might serve as a basis for non-renewal of their appointment.
6. Service under a part-time or adjunct appointment shall not be counted as part of the required probationary period of service.
7. Faculty members on term appointment may submit their resignation prior to the official notification of non-renewal of their appointment.
8. A leave of absence without pay granted during the probationary period will delay tenure eligibility.
9. If an appointee is granted one year of credit for service at another regionally accredited institution of higher education, the initial appointment shall be for one year. The appointee will receive notice of reappointment or non-reappointment by March 1 during the first year for a subsequent probationary two-year appointment. Assuming satisfactory performance during the two-year contract, the appointee will be eligible for a final probationary three-year appointment.

10. 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 probationary three-year appointment by December 15 of the second year of the initial two-year appointment.
11. If an appointee is granted three years of credit for service at another regionally accredited institution of higher education, the initial appointment shall be for one year. Before the end of the first year, the appointee will receive notice of reappointment or non-reappointment by March 1 for a final probationary three-year appointment.

3. Clinical Faculty Eligible for Promotion

a. Evaluation Areas

1. Teaching

For teaching faculty, teaching occupies a central position among academic duties. Quality teaching, therefore, is the most important element in evaluation of teaching faculty. In order for candidates to be considered for promotion, their teaching performance must be viewed as satisfactory by students, colleagues, and administrators with respect to preparation, relevance to subject matter, and organization of material. Applicants for promotion to associate professor and professor must provide evidence that efforts beyond caretaker administration occur in those courses for which the faculty member has primary responsibility. Moreover, effective teaching assumes intellectual competence and integrity, innovative and effective pedagogical techniques that stimulate and direct student learning, cooperation with students and colleagues, and scholarly inquiry which results in constant assessment and improvement of courses and curricula consistent with new knowledge.

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

2. Scholarship, Professional Activity, and Practice

Scholarship. Scholarship is the foundation for teaching and professional activity. Applied and basic research, and creative works, contribute to faculty members' knowledge within their teaching fields, permit them to become productive scholars among peers in learned and professional societies and establish them as citizen-scholars who contribute to local and

regional communities. Therefore, the pursuit of a definite, continuous program of studies, investigations, or creative works is essential.

Remembering that quality of scholarly production is considered more important than mere quantity, candidates should demonstrate such evidence as collaborating with researchers or leading clinical research investigations; activities leading to participation in and papers presented to professional meetings and the publication of articles and books with a focus on clinical practice; establishing evidence-based practice protocol; peer-reviewed documentation of applied research projects and their impact; and the receipt of professional honors, grants, and awards.

Professional Activity. Active participation in organizations that stimulate and propagate knowledge in professional disciplines is an essential ingredient to professional growth and development. Therefore, evidence of membership; committee service; offices held in professional organizations; and experience in organizing and assisting in conferences, workshops, and seminars are principal criteria to be considered for faculty promotion. Professional consultation; travel related to teaching and research; and recognition by one's peers through professional honors, grants, and awards should also be given serious consideration. Voluntary and philanthropic activities related to the faculty member's discipline or area of expertise should be considered where appropriate. Professional activity includes the application of knowledge to address practical, social, political, or economic issues or challenges.

Practice. Practice is the foundation for teaching and professional activity in a practice, industrial, or professional discipline. Evidence in practice expertise include designing and implementing a clinical milieu for students' learning experiences; demonstrating leadership in practice through consultation and improvement of practice guidelines; and being recognized for practice expertise at the regional and national level.

3. Service

University Service. Faculty members are expected to be available for service to University faculty, students, and administration. They must show willingness to serve and to demonstrate efficient performance in such capacities as academic advising, faculty governance, department/college and University-level committees, administrative assignments, sponsorship of student organizations, and other University-related activities.

Community/Professional Service. Service to groups, organizations, agencies, and institutions external to the University is a legitimate responsibility of faculty and is consistent with the mission statement of the University. Community service may include involvement in professional

and academic organizations; community affairs; and governmental, industrial, public, and private organizations and demonstrates competence in extending the university's specialized knowledge at the local, state, national, and global levels. In general, community and professional service should result from carefully developed plans of activity. Persons who desire recognition for their service must document their work's effectiveness stemming from their disciplinary and professional expertise and skills.

b. Criteria for Promotion

Criteria and requirements listed below should guide all concerned with academic promotions. Mere attainment of these conditions does not, in itself, automatically justify promotion.

To be eligible for promotion to a higher rank at the time of application, one must ordinarily meet minimum requirements described below. Except under extraordinary circumstances, the following criteria should be fulfilled before eligibility for promotion is considered. (Eligibility is met when a candidate meets all requirements to be considered for promotion.)

Ordinarily faculty members serving a probationary period may not submit applications for promotion until the final year of probation, but application may be made earlier if eligible according to the quantitative and qualitative criteria.

1. Instructor to Clinical Assistant Professor

1. Quantitative Criteria

- a. Should hold a master's degree in discipline or related field.
- b. Hold valid and unrestricted state/national certification/licensure in area of expertise.

2. Qualitative Criteria

- a. Should meet criteria for Assistant Professor in teaching, scholarship/professional activity, practice, and service.
 - i. Teaching: Teaching performance should demonstrate competency in classroom and clinical, industrial, or professional teaching; evidence of depth in area of specialty; and responsible for curriculum implementation and evaluation..
 - ii. Scholarship and Professional Activity: Academic preparation should be sufficient for progress in teaching, demonstrating expertise in clinical, industrial, or professional practice, and contributing to the development of materials pertinent to practice. A foundation of professional activity should be in evidence.

- iii. Practice: Designs and implements clinical, industrial, or professional environment for students' experiences, facilitates collaborative relationships, and has advanced clinical, industrial, or professional experience.
 - iv. Service: University service should be in evidence at least at the college level. The candidate should demonstrate activity with the University's continuing education area or membership and activity in local community and public service agencies, groups, and other organizations.
 - b. Should have positive recommendations for promotion from the appropriate department and/or college committees, department chair/director, and dean.
- 2. Clinical Assistant Professor to Clinical Associate Professor
 - 1. Quantitative Criteria
 - a. Should hold a master's degree in discipline or related field.
 - b. Hold valid and unrestricted state/national certification/licensure in area of expertise.
 - 2. Qualitative Criteria
 - a. Should meet criteria for Assistant Professor in teaching, scholarship/professional activity, practice, and service.
 - i. Teaching: Teaching performance should demonstrate competency in classroom and clinical, industrial, or professional teaching; evidence of depth in area of specialty; and responsible for curriculum implementation and evaluation.
 - ii. Scholarship and Professional Activity: Academic preparation should be sufficient for progress in teaching, demonstrating expertise in clinical, industrial, or professional practice, and contributing to the development of materials pertinent to practice. A foundation of professional activity should be in evidence.
 - iii. Practice: Designs and implements clinical, industrial, or professional environment for students' experiences, facilitates collaborative relationships, and has advanced clinical, industrial, or professional experience.
 - iv. Service: University service should be in evidence at least at the college level. The candidate should demonstrate activity with the University's continuing education area or membership and activity in local community and public service agencies, groups, and other organizations.

- b. Should have positive recommendations for promotion from the appropriate department and/or college committees, department chair/director, and dean.
- 3. Clinical Associate Professor to Clinical Professor
 - 1. Quantitative Criteria
 - a. Should have attained an earned doctorate.
 - b. Should have attained four years in Clinical Associate Professor rank.
 - c. Hold valid and unrestricted state/national certification/licensure in area of expertise.
 - d. Should have taught at the University of Southern Indiana at least three years.
 - 2. Qualitative Criteria
 - a. Should meet criteria for Professor in teaching, scholarship/professional activity, practice, and service.
 - i. Teaching: Teaching performance should be supported by demonstrable evidence of continuing development of effective teaching in classroom and/or clinical setting. Assumes leadership role in program development and evaluation, and mentors faculty.
 - ii. Scholarship and Professional Activity: The production of scholarly works should be of sufficient merit to gain regional and national recognition. Hold national reputation as an expert in clinical, industrial, or professional specialty and mentors early career faculty with scholarly activities. Leadership in advancing knowledge through participation in professional organizations and other professional activity at the local, state, regional or national level should be clear.
 - iii. Practice: Demonstrates clinical, industrial, or professional expertise and leadership at regional and national levels and serves as a consultant to professional colleagues on practice at the regional or national level.
 - iv. Service: Effective University service at various levels should be apparent. Leadership within local and regional groups should be apparent.
 - b. Should have positive recommendations for promotion from the appropriate department and/or college committees, department chair/director, and dean.

c. Process for Promotion

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.

1. Faculty at the rank of Clinical Assistant Professor rank will hold two-year appointments that are renewable for two-year periods with yearly annual review. Faculty at the Clinical Associate Professor rank will hold three-year appointments that are renewable for three-year periods with yearly annual review. Faculty at the rank Clinical Professor will hold five-year appointments that are renewable for five year periods with yearly annual review.
2. Faculty must have held the rank of Clinical Assistant Professor for six years to be eligible for promotion to Clinical Associate Professor. Faculty at the rank of Clinical Assistant Professor are eligible to apply for promotion to Associate Clinical Professor during the fall of their seventh 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.
3. The notification of reappointment or non-reappointment for faculty at the rank of Clinical Assistant Professor at the University of Southern Indiana shall be dated not later than December 15 of the second year of the two-year appointment. The notification of reappointment or non-reappointment for faculty at the rank of Clinical Associate Professor at the University of Southern Indiana shall be dated not later than December 15 of the third year of the three-year appointment. The notification of reappointment or non-reappointment for faculty at the rank of Clinical Professor at the University of Southern Indiana shall be dated not later than December 15 of the fifth year of the five-year appointment. (The notification shall be by first-class mail at the current address maintained by the Human Resources Office.)
4. 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.
5. 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.
6. Clinical faculty members shall have the same academic freedom enjoyed by all other members of the faculty.
7. At all levels of evaluation during the appointment period, faculty members will be notified of weaknesses or evidence of unsatisfactory performance or of any condition that might serve as a basis for non-renewal of their appointment.
8. Service under a part-time or adjunct appointment shall not be counted as part of the required appointment period of service.

9. Faculty members on term appointment may submit their resignation prior to the official notification of non-renewal of their appointment.
10. A leave of absence without pay granted during the appointment period will delay promotion eligibility.

4. Teaching Faculty Eligible for Promotion

Teaching Faculty Eligible for Promotion may, but are not required to, apply for promotion. Additionally, Teaching Faculty Eligible for Promotion who apply for, but are denied promotion, maintain their current rank and appointment status. Moreover, decisions on promotions for Teaching Faculty Eligible for Promotion is a separate process from and has no bearing on the annual review of performance and appointment renewals.

a. Evaluation Areas

1. Teaching

For Teaching Faculty Eligible for Promotion, teaching occupies a central position among academic duties. Quality teaching, therefore, is the most important element in evaluation of teaching faculty. In order for candidates to be considered for promotion, their teaching performance must be viewed as satisfactory by students, colleagues, and administrators with respect to preparation, relevance to subject matter, and organization of material. Moreover, effective teaching assumes intellectual competence and integrity, innovative and effective pedagogical techniques that stimulate and direct student learning, cooperation with students and colleagues, and scholarly inquiry which results in constant assessment and improvement of courses and curricula consistent with new knowledge.

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

2. Service

University Service. Faculty members are expected to be available for service to University faculty, students, and administration. They must show willingness to serve and to demonstrate efficient performance in such capacities as academic advising, faculty governance, department/college and University-level committees, administrative assignments, sponsorship of student organizations, and other University-related activities.

Community/Professional Service. Service to groups, organizations, agencies, and institutions external to the University is a legitimate

responsibility of faculty and is consistent with the mission statement of the University. Community service may include involvement in professional and academic organizations; community affairs; and governmental, industrial, public, and private organizations and demonstrates competence in extending the university's specialized knowledge at the local, state, national, and global levels. In general, community and professional service should result from carefully developed plans of activity. Persons who desire recognition for their service must document their work's effectiveness stemming from their disciplinary and professional expertise and skills.

b. Criteria for Promotion

Criteria and requirements listed below should guide all concerned with the promotion of Teaching Faculty Eligible for Promotion. Mere attainment of these conditions does not, in itself, automatically justify promotion.

To be eligible for promotion to a higher rank at the time of application, one must ordinarily meet minimum requirements described below. Except under extraordinary circumstances, the following criteria should be fulfilled before eligibility for promotion is considered. (Eligibility is met when a candidate meets all requirements to be considered for promotion.)

Ordinarily faculty members serving a probationary period may not submit applications for promotion until the final year of probation, but application may be made earlier if eligible according to the quantitative and qualitative criteria.

1. Teaching Assistant Professor to Teaching Associate Professor, and Instructor to Advanced Instructor

1. Quantitative Criteria

- a. Should have attained a master's degree (or terminal degree for Teaching Assistant Professor).
- b. Should have at least six years teaching experience at the University of Southern Indiana.
- c. Should have attained four years in rank.
- d. During the implementation year for promotions for Teaching Faculty Eligible for Promotion, faculty who have shown excellence with meritorious ratings and have been employed by the University of Southern Indiana in a full-time teaching role for a minimum of six years may apply for promotion to Advanced Instructor or Teaching Associate Professor.

2. Qualitative Criteria

- a. Should meet criteria for Advanced Instructor or Teaching Associate Professor in teaching and service.

- i. Teaching: Teaching performance should be supported by demonstrable evidence of continuing development and implementation of effective pedagogical techniques, evidence of student learning, cooperation with students and colleagues, and independent scholarly inquiry as reflected in the revision of course content to improve student learning.
- ii. Service: Engagement and participation in University and/or Community/Professional service should be apparent.
- b. Should have positive recommendations for promotion from the appropriate department and/or college committee(s), department chair, and dean.

2. Teaching Associate Professor to Teaching Professor, and Advanced Instructor to Senior Instructor

1. Quantitative Criteria

- a. Should have attained a master's degree (or terminal degree for Teaching Associate Professor).
- b. Should have at least twelve years teaching experience at the University of Southern Indiana.
- c. Should have attained four years in rank.
- d. During the implementation year for promotions for Teaching Faculty Eligible for Promotion, faculty who have shown excellence with meritorious ratings and have been employed by the University of Southern Indiana in a full-time teaching role for a minimum of twelve years may apply for promotion to Senior Instructor or Teaching Professor.

2. Qualitative Criteria

- a. Should meet criteria for Senior Instructor or Teaching Professor in teaching and service.
 - i. Teaching: Teaching performance should be supported by demonstrable evidence of continuing development of effective pedagogical techniques and significant cooperation with students and colleagues, evidence of student learning supported by continuing scholarly inquiry through which new knowledge affects course and curricular revision to improve student learning.
 - ii. Service: Sustained University and/or Community/Professional service should be apparent and impactful.

- b. Should have positive recommendations for promotion from the appropriate department and/or college committees, department chair, and dean.

c. Process for Promotion

Teaching Faculty Eligible for Promotion are given appointments based on rank that are subject to satisfactory outcome of comprehensive reviews and needs by the program and college.

1. Faculty at the ranks of Instructor or Teaching Assistant Professor will hold renewable annual appointments with yearly annual review. Faculty at the ranks of Advanced Instructor or Teaching Associate Professor will hold renewable three-year appointments with yearly annual review. Faculty at the ranks of Senior Instructor or Teaching Professor will hold renewable five-year appointments with yearly annual review.
2. Faculty must have held the ranks of Instructor or Teaching Assistant Professor for six years to be eligible for promotion to Advanced Instructor or Teaching Associate Professor, respectively. Faculty at the ranks of Instructor or Teaching Assistant Professor are eligible to apply for promotion to Advanced Instructor or Teaching Associate Professor, respectively, during the fall of their seventh 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. During the implementation year for promotions for Teaching Faculty Eligible for Promotion, faculty who have shown excellence with meritorious ratings and have been employed by the University of Southern Indiana in a full-time teaching role for a minimum of six years may apply for a promotion to Advanced Instructor or Teaching Associate Professor or for a minimum of twelve years may apply for promotion to Senior Instructor or Teaching Professor.
3. The notification of reappointment or non-reappointment for faculty at the ranks of Instructor or Teaching Assistant Professor at the University of Southern Indiana shall be dated not later than December 15 of their year of appointment. The notification of reappointment or non-reappointment for faculty at the rank of Advanced Instructor or Teaching Associate Professor at the University of Southern Indiana shall be dated not later than December 15 of the third year of the three-year appointment. The notification of reappointment or non-reappointment for faculty at the rank of Senior Instructor or Teaching Professor at the University of Southern Indiana shall be dated not later than December 15 of the fifth year of the five-year appointment. (The notification shall be by first-class mail at the current address maintained by the Human Resources Office.)

4. 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.
5. 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.
6. Teaching Faculty Eligible for Promotion shall have the same academic freedom enjoyed by all other members of the faculty.
7. At all levels of evaluation during the appointment period, faculty members will be notified of weaknesses or evidence of unsatisfactory performance or of any condition that might serve as a basis for non-renewal of their appointment.
8. Service under a part-time or adjunct appointment shall not be counted as part of the required appointment period of service.
9. Faculty members on term appointment may submit their resignation prior to the official notification of non-renewal of their appointment.
10. A leave of absence without pay granted during the appointment period will delay promotion eligibility.