

**College of Arts and Communication  
Tenure and Promotion Standards and Department Guidelines**

**Approved by Tenured Faculty of The College of Arts and Communication  
March 2015**

**Approved by Faculty Senate May 2015  
Approved by Chancellor May 2015**

The faculty of the College of Arts and Communication adopts the University Standards as the College Standards. Each of the constituent departments within the College of Arts and Communication will draft a set of departmental standards that put meaning to the language of these College/University standards. College of Arts and Communication departments will be guided in this process by the Constituency Standards Committee (CSC) *Guidelines*. The CSC is directed to review portfolios of faculty members who are applying for reappointment, promotion and tenure and to submit a report of recommended action pursuant to UW-W faculty personnel rules.

**General Expectations and Standards**

Each department will establish procedures for the review of faculty performance for purposes of reappointment, granting tenure, and promotions in rank. It is the responsibility of each department chair to communicate department tenure and promotion standards to faculty. According to UW-Whitewater Personnel Rules, (III, A, 2, a, 1, a), because probationary faculty are required “to demonstrate substantial progress toward meeting the standards for tenure and/or promotion, the committee may wish to write intermediate or formative standards for probationary faculty” While each of the departments within the college may use a different numerical scale for ranking personnel review decisions. The College encourages departments to adopt a four tiered evaluation system consisting of the following: 1). Meeting Standards. 2). Making progress toward Meeting Standards. 3). Insufficient Progress toward Meeting Standards. 4). Not meeting Standards with no expectation of Meeting Standards.

Review committees shall judge the candidate with respect to the proposed rank and duties, considering the record of the candidate’s performance in (1) teaching, (2) research, creative activity, and other professional activity, and (3) University, professional and public service. In evaluating the candidate’s qualifications within these areas, the department standards committee shall reflect the expected proportion of effort assigned to each area by the candidate and the candidate’s department as reflected in the face-to-face evaluation with the department chair. Within parameters outlined in the face-to-face evaluations, the department standards committee must judge whether the candidate is engaging in a program of work that is both sound and productive.

The criteria set forth below are intended to serve as guidelines for standards in judging the candidate, not to set boundaries to exclude other elements of performance that may be considered.

**Teaching**

Clearly demonstrated evidence of effective teaching is an essential criterion for reappointment, tenure and/or promotion. Under no circumstances will a tenure commitment be made unless there is clear documentation of ability and diligence in the teaching role. It is recognized that departments will develop appropriate measures which evaluate teaching effectiveness disciplinarily. In judging the effectiveness of a candidate's teaching, the committee may consider such points as the following. The candidate's:

- \* command of the subject
- \*continuous growth in the subject field
- \*ability to organize material and to present it with clarity and precision
- \*ability to relate the subject to other fields of knowledge
- \*fostering of student independence and capability to reason
- \*ability to work effectively with diverse student populations
- \*to develop students' technical and aesthetic abilities in their respective disciplines.
- \*extent and skill of the candidate's participation in the general guidance, mentoring and advising of students
- \*quality of student work reflected in portfolios, performance, research and other projects
- \*effectiveness in creating an academic environment that is open and encouraging to all

The department tenure and promotions committee should pay due attention to the variety of demands placed on instructors by the types of teaching called for in various disciplines and at various levels, and should judge the total performance of the candidate with proper reference to assigned teaching responsibilities. The department tenure and promotions committee should clearly indicate the criteria and sources of evidence on which its appraisal of teaching competence has been based.

While student course evaluations should play an important role in determining teaching effectiveness, they should not be seen as the only criterion by which meeting departmental standards is measured. A comprehensive assessment of teaching should include a consideration of the candidate's teaching philosophy, syllabi and materials, and peer evaluations, in addition to other types of evidence. More than one kind of evidence shall accompany each review file. Among significant types of evidence of teaching effectiveness are the following: (a) opinions of other faculty members knowledgeable in the candidate's field, particularly if based on class visitations, on attendance of lectures, performances, and exhibitions given before the public; (b) opinions of students; (c) opinions of graduates who have achieved notable professional success since leaving the University; (d) development of new and effective techniques of instruction.

All cases for tenure and/or promotion normally will include:

- (a) student course evaluation summary data for courses taught in review period;
  - (b) comments solicited from students for courses taught since the candidate's last review;
  - (c) evaluation by other faculty members of teaching effectiveness;
  - (d) enumeration of the number and types of courses, level and tutorials taught since the candidate's last review;
  - (e) course enrollments;
  - (f) advising activities as delineated by the Department Standards Committee
  - (g) brief explanation for abnormal course loads;
  - (h) identification of any new courses taught or of old courses when there was substantial reorganization of approach or content;
  - (I) notice of any awards or formal mentions for distinguished teaching;
- When any of the information specified in this paragraph is not provided, the department chair will include an explanation for that omission in the candidate's materials.

### **Job Performance in Non-Teaching Assignments**

The candidate must achieve a record of effectiveness in professional effort and responsibility in the nonteaching assignment (such as department chair, program coordinator etc.) and must demonstrate skills and knowledge relevant to the job. This standard must be completed by all candidates who have received release time for one or more of the following activities: Department Chair, Program Coordinator, Advising or other similar activities. It does not apply to faculty who have received release time for sabbatical or research grants. Departments must define a "record of effectiveness" for these activities. In establishing this standard the departments may want to include a minimum number of faculty and/or administrator review letters that speak to significant aspects of the non-teaching assignment. Examples include: reports filed in timely manner, effective scheduling, effective budget management, Leadership in personnel and intra-department communication Effective promotion of department, college or university goals

### **Research and Creative Work**

Evidence of scholarly and productive professional achievement should be reflected in the candidate's research or recognized creative activity. Distinguished scholarship, performance or creative work should receive consideration equivalent to that accorded to distinction attained in traditional academic research. In evaluating artistic creativity, an attempt should be made to

define the candidate's merit in the light of such criteria as originality, scope, richness, and depth of creative expression.

### **University and Public Service**

The faculty plays an important role in the administration of the University and in the formulation of its policies through contributions to department, college, and University committees. Service by a faculty member to the community, state and nation, or profession, both in their special capacities as scholars and in areas beyond those special capacities when the work done is at a sufficiently high level and of sufficiently high quality, should likewise be recognized as evidence for promotion. Similarly, contributions to student welfare through service on student-faculty committees and as an adviser to students or to student organizations may be recognized as evidence.

### **Promotion to Associate Professor with Tenure, Promotion to Associate Professor for one who already has Tenure and Awarding of Tenure to one who already has the rank of Associate Professor**

Candidates will submit a portfolio according to faculty personnel rules with evidence showing minimum standards for tenure and promotion to associate professor and tenure. This includes:

- (1) A record of effectiveness in teaching, and other teaching and non-teaching related responsibilities.
- (2) A record of professional research, creative, and other professional activity at the state and regional or national or international level. This record should include evidence that the faculty member is in the process of achieving professional recognition through scholarly publications, papers, performances or presentations, exhibitions and performances before the public or presented at professional meetings, artistic achievement, or other scholarly and creative activities.
- (3) A demonstrated pattern of service to the University, the profession and public through various activities which take place outside of the classroom.

### **Promotion to Professor and Awarding of Tenure to one who already has the Rank of Professor.**

The College views promotion to the rank of Professor as a significant professional achievement, and an acknowledgement of substantial and sustained contributions to the department, college, university, and community. The candidate is responsible for submitting a portfolio that meets the following criteria to be considered for promotion to professor:

- (1) Evidence of an outstanding reputation in at least one of the following: teaching, non-teaching, research or creative activity, or in professional service to the University, profession and public.
- (2) A record of a sustained pattern of effectiveness in teaching and other teaching related responsibilities. The candidate must achieve a record of innovation in at least one of these teaching areas. Candidates anticipating applying for promotion to full professor

should conduct regular course evaluations prior to consideration, and should request a peer teaching evaluation in the year preceding the application

- (3) Job Performance in Non-Teaching Assignment The candidate must achieve a record of sustained effectiveness in professional effort and responsibility in the non-teaching assignment (such as department chair, program coordinator, etc.) and a sustained record of demonstrated skills and knowledge relevant to the job. This criterion is met as defined by the individually approved departmental standards with oversight from the Constituency Standards Committee.
- (4) A record of sustained research, creative and other professional activity at the regional level and at the national or international level. This record should include evidence that the faculty member has achieved significant professional recognition within the individual's discipline through scholarly publications, papers, performances or presentations, exhibitions and performances before the public or presented at professional meetings, artistic achievement or other forms of scholarly and creative activities.
- (5) A record of sustained service and leadership to the University, the profession and to the public through various activities such as, but not limited to: Leadership positions in regional, national, or international professional organizations; sustained editorial service on competitive peer reviewed journals in the candidate's discipline; sustained curatorial, directorial, or conducting activities.