

Guidelines for Promotion of Full-time Clinical and Lecturers Faculty Dyson, SOE, Lubin & CSIS

Introduction

Promotions are significant transitions for a clinical faculty member. As candidates compile records of achievement in their respective fields of work, their accomplishments and level of expertise deserve recognition through promotion at key intervals. A well-prepared dossier is very helpful to evaluators in order to make informed promotion recommendations to the Provost. These guidelines will help faculty, Chairs, program leads, and Deans understand their roles and responsibilities in the promotion process. While each school and department use different markers of excellence (check with your individual school/college for an electronic copy of the Markers), the process recognizes achievement to date.

Clinical faculty members are appointed to renewable contracts as determined by the department and school. They are considered full-time faculty members, fully participate in faculty governance processes, and are entitled to the infrastructure support available to regular full-time faculty members.

Promotion in rank is based upon the quality of a clinical professor's contribution to the mission of the department, school and University and must meet the minimum requirements specified by the candidate's school. While not a requirement for promotion in all Schools, evidence of being active in research will be positively considered when applying for promotion to the next rank.

Expectations for Promotion

- A high level of performance in the areas of teaching and service (administrative, professional and public) are the standard, minimum criteria for promotion decisions. In all cases, peer evaluation is the hallmark of assessing the candidate's record.
- Clinical faculty members are expected to have considerable practical experience in their fields of expertise and are normally responsible for teaching and providing service to the department, school, University and profession. The position may not normally require research and scholarship nor the expectation of prior research accomplishments. Professional productivity and service, however, may involve research and scholarship.
- Each school and department proscribe required time in rank for promotion.

- The work assessed as the basis for promotion is that completed since either the initial appointment or last promotion.

Evaluating Teaching

Providing high quality instruction is a key mission of any institution of higher education. Effective teaching involves many steps, including good subject content, effective delivery, student engagement, and ultimately excellent student learning outcomes. Many instructors develop new courses and programs, try innovative teaching techniques, use technological advances to improve pedagogy, conduct studies of student achievement, and publish their findings. Examples of items that demonstrate a high level of performance in teaching are as follows:

- Development of new courses and/or significant revision of existing courses
- Academic program development
- Teaching awards
- Peer reviews
- Student evaluations
- Documented student learning outcomes
- Publications about pedagogy and the scholarship of teaching
- Awards of external grants for teaching and laboratory equipment
- Instructional innovations
- Breadth and range of courses taught at all levels
- Mentoring and advising students
- Developing special class notes and other instructional material, e.g., study guides, laboratory manuals, laboratory equipment
- Teaching courses supportive of University objectives (e.g. learning communities, writing-enhanced courses and civic engagement courses)

Evaluating Service

All faculty are expected to be engaged in service. This includes administrative service, professional service and external outreach service.

Administrative service: These activities represent the essential participation of faculty in the administration of the university. This is internal university service, which helps the smooth running of the department, school and university. Each faculty member must carry a fair share of service. This will typically include participation in department, school, and university-wide committees, student advising and recruiting, administrative responsibility for a department program or special event, advising student organizations, participation in professional and educational accreditation reviews, etc. Adequate documentation of all these activities will be the basis for evaluating administrative service. Candidates' service dossiers should include a note regarding any service roles that carried released time compensation. Although committee memberships are important, membership in and of itself is not sufficient evidence of service. Documented outcomes are essential.

Professional service: In order to remain current and establish national recognition, candidates should engage in some professional association activity related to their discipline. This may include working in a major professional organization, being the member of an editorial board, editing, reviewing, or refereeing journal or academic press submissions, or organizing and participating in a conference/symposium, public talks on policy issues, etc.

External outreach service: This promotes the university's community engagement and public service goals, and often increases opportunities for student real-life experiences. Examples of such activities include professional work or consulting for government and industry that does not interfere with academic responsibilities, participation in economic development efforts, presentations to schools, industries and other community organizations, media interviews, participation in accreditation visits, developing or mentoring internships, and participating in service-learning projects.

There are other forms of service which need to be included, even if they do not fit in neatly in the three categories mentioned above. For instance, Pace is committed to providing, nurturing and enhancing a diverse community of learners and scholars in an environment of equity and inclusion. Faculty work that contributes towards this goal is highly valued and should be described in the dossier.

Evaluating Research (Optional section)

This section should include a summary of your professional experience and expertise prior to your teaching career at the school and in the period subsequent to your joining the faculty. You may wish to discuss its relevance to the courses you teach and to any extracurricular or co-curricular engagement that you have had with students.

The Joint Faculty Council Guidelines

The Joint Faculty Council approves the following recommendations regarding promotion guidelines for Full-time non-tenure track faculty:

1. We support a tiered promotion structure. We recommend a promotion path that goes through the following stages:

Clinical Faculty:

- Clinical Assistant Professor
- Clinical Associate Professor
- Clinical Professor

Acting Lecturer (for temporary assignments):

- Lecturer
- Senior Lecturer 1
- Senior Lecturer

The development of this policy may require the creation of new position titles.

2. As a general guideline, non-tenure track FT faculty should serve 7 years before promotion from Clinical Assistant Professor to Clinical Associate Professor, or from Lecturer to the next level up for Lecturers. Faculty should serve 4 more years before they would generally be eligible for promotion to Clinical Professor or the top rank for Lecturers. In other words, they would serve 6 years in the lower rank before applying in the 7th year for promotion to the Associate rank, and 3 years in the Associate rank before applying for the Full/Senior rank.

Colleges are free to hire FT non-tenure track faculty at any rank and title in this structure that seems appropriate to them, noting that hires at an elevated rank are expected to nominally meet the standards for promotion to that rank (no one has to start at the bottom if their qualifications are such that they deserve a higher rank). Colleges are also free to bring up very accomplished faculty for early promotion, just as they currently do with tenure-track or tenured faculty. However, just as hiring a FT faculty with an advanced title requires expedited consultation with various faculty governance bodies (such as CDFPT for hiring with a faculty member with tenure, or the Distinguished Professor committee for hiring Distinguished

Professors), the hiring of a non-tenure-track faculty at any level other than the primary level (i.e., Lecturer, or Clinical Assistant Professor) will require an expedited consultation as practicable with the appropriate college/school TAP committee.

3. Colleges/schools should determine the criteria for each rank within this promotion hierarchy. The CHP already has a detailed and robust table listing criteria for each rank, which should be shared with the other colleges. Each college/school can develop its own table of criteria for each rank, comparable to the CHP model.

The promotion criteria will consider teaching and service. However, some colleges/schools may require scholarship (this language was inserted to accommodate Lubin primarily, since all of their FT faculty must meet AACSB requirements for scholarly production) and the criteria developed by those colleges/schools will reflect these criteria. Thus, each college/school will develop its own criteria. If non-tenure-track faculty within a school are expected to actively engage in scholarship, additional budget lines above the existing internal grants, release time and summer stipend afforded for tenure stream/tenured faculty, must be provided. The support provided to non-tenure-track faculty shall be provided in addition to the support provided for tenure-track and tenured faculty.

4. The promotion process should be done through faculty review within each college or school. Thus, FT non-tenure track faculty should apply for promotion (using the criteria set in their college) first to their departments, and then to the college/school TAP committee. Such promotions need not be reviewed by the CDFPT. The College/school TAP committee recommendation (or non-recommendation) is forwarded to the Provost for final approval.
5. The dossier prepared by a non-tenure-track faculty for promotion will be a much-abridged version of the dossiers prepared by the F/T faculty.
6. A negative recommendation on promotion from the college/school TAP committee may be appealed to the Provost. A decision to promote notwithstanding a negative recommendation of the college/school TAP committee shall only be made under exceptional circumstances for reasons communicated in writing to the college/school TAP committee.
7. As described in the Faculty Handbook, committees that consider the promotion of non-tenure-track faculty are to be composed of only tenured faculty who are not themselves up for promotion.

Formatting Guidelines for Clinical/Lecturer Faculty

The following formatting guidelines apply only to the following documents in your dossier: Executive Summary; Teaching Statement; Research/Scholarship Statement; Service Statement; Professional Practicum Statement.

- **Heading on first page:** (Center on top of page) Full name, Department, Rank
- **Heading on pages two and on:** Last name, First initial top right corner
- **Font:** Times New Roman or similar
- **Font size:** 11 PT or larger
- **Spacing:** 1.5 lines
- **Page margins:** 1 inch all around

Curriculum Vitae – Length ≤ 10 pages

The curriculum vitae is a factual summary of your career. Please note that your eDossier is a public, rather than confidential record of your accomplishments.

Executive Summary – Length ≤ 2 pages

The executive summary highlights your accomplishments and expertise in the areas of teaching, scholarship/research (if any), professional/practicum (if appropriate), and service.

Teaching Portfolio - Length ≤ 5 pages

This section should include objective and subjective evidence of your abilities and effectiveness as a teacher. Some suggested sub-headings for this section include:

- Teaching Philosophy
- Teaching Responsibilities - Include any courses you developed.
- Peer Teaching Evaluations
- Student Evaluations
- Collaborations with Students
- Future Teaching Goals

Scholarship/Research (optional)- Length ≤ 5 pages

If you have experience as a scholar/researcher, this section should include evidence of your abilities and effectiveness in this area. You may wish to describe your area(s) of research and its impact and importance. Without duplicating any scholarship list on your CV, you may wish to discuss any work in progress; grants applied for and received; presentations at academic or professional meetings or in seminars or forums for students, peers, or the public; and future plans for scholarship/research.

Service - Length ≤ 5 pages

This section highlights your contributions to your department, school, and the university (internal service) and at the community level (external service). Specify the organizations, groups, and events in

which you have actively participated, citing particular accomplishments. You may also wish to submit letters from knowledgeable and qualified individuals attesting to your involvement in any service activities. Some suggested sub-headings for this section include:

- Internal Service – A list of your internal service at the department, school, and/or university levels; this list can be bulleted.
- External Service – A list of your external service that is relevant at the community, local, national, and/or international, professional levels; this list can be bulleted.
- Professional Development – A list of conferences, courses, symposiums, continuing education courses that you participated and/or attended; this list can be bulleted.

Professional (required for Lubin, optional for other schools) – Length ≤ 5 pages

This section should include a summary of your professional experience and expertise prior to your teaching career at Pace University. You may wish to discuss its relevance to the courses you teach and to any extracurricular or co-curricular engagement that you have had with students.

Appendices – There is no limit to the length; however, this section should not be overly lengthy to respect the time of the committee. Organize supporting documents with a cover page, table of contents, and bookmarks. Contact Ally Kimmel for assistance. Suggested subheadings for appendices include:

- Course Syllabi. Rather than providing a syllabus for each class you may want to provide two from the same course; one early in your teaching and one later to show growth or change.
- Examples of Assessments and Evaluations. Some examples include rubrics and assessment matrices, assignments, projects, review guides and exams.
- Sample Assignments and Exams: Examples include use of ePortfolios, projects, papers, summaries, abstracts, presentations, and exams.
- Student Evaluations. Include all evaluations and a summary of ratings and comments.
- Teaching Evaluations by Peers. These evaluations are conducted by faculty colleagues at Pace and may be formal classroom evaluations or letters attesting to effective teaching (including any teaching in non-academic settings).
- Letters attesting to your effective teaching.
- Include professional colleague evaluations of teaching performance in non-academic settings, e.g., professional groups or public seminars if you feel these may be helpful.
- Presentations, Exhibitions, Performances. Provide a list that includes the date of the presentation/exhibition/performance, the title of your work or role you played, name of conference or organization, and location.
- Letters of Support from colleagues, students, or outside professionals.
- Optional - publications, citation of your work by other authors or speakers, any impact factors, and the acceptance rate of journals in which your work appears.