

Guidelines for Promotion of Full-time Clinical Faculty

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 posted in Interfolio, the platform where the dossier will appear for review, is very helpful to evaluators in order to make informed promotion recommendations to the Provost. These guidelines will help faculty, program leads, and deans understand their roles and responsibilities in the promotion process. While each school and department uses different markers of excellence (check with your individual school/college for an electronic copy of the Markers), the process recognizes achievement to date.

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.
- 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 and Service

This section contains a description of how the areas of teaching and service are evaluated by various people and committees involved in the promotion process.

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.

Responsibilities of the Candidate, Program Lead,* Dean, and Clinical Faculty Promotion Committee

Candidate Responsibilities

All candidates for promotion should be aware of the process and prepare accordingly. Seek guidance from your program lead or dean if you have any questions about the process or qualifications for promotion as a clinical faculty member. The reviewing bodies will consider that the criteria for promotion be met at the time the promotion goes into effect.

Program Lead Responsibilities

Program leads provide letters of recommendation for candidates in their programs. Provide sufficiently detailed letters to the dean with a full picture of the performance and contributions of the candidate since their last promotion. The program leads (Associate Dean, Chair, Program Director) cannot be a reference.

Dean Responsibilities

After the review and recommendation by the school's CFPC and program lead, the dean will write a letter of evaluation and recommendation for action by the Provost.

Clinical Faculty Promotion Committee's Responsibilities

Members of the CFPC must fully participate in committee deliberations.

Faculty members and administrators who participate in the promotion evaluation process have full access to all materials in the candidate's dossier.

Committee members voting for a promotion must at least hold the rank being sought by the candidate and must not hold a lower rank than the candidate currently holds.

The CFPC report should be written with sufficient detail, including the reasons for the recommendation, such that each subsequent reviewing body, officer, or candidate is informed on the basis for their conclusions.

*Program Lead refers to any of the following as immediate "supervisor" of the faculty member: department chair, program director, associate dean.

Guidelines for Candidates Preparing their eDossiers and Posting on Interfolio

The purpose of the eDossier is to represent both your academic and professional qualifications and your performance as a faculty member. The dossier presents the evidence upon which the provost will make a promotion decision. Therefore, it is important that it be as representative, complete and clear as possible. A concise and relatively uniform presentation aids in the evaluation process. Carelessly presented dossiers can hinder effective evaluation.

You may find it helpful to ask colleagues who have recently been through the process to let you review their materials. Find a supportive colleague to discuss dossier preparation in general, to offer suggestions for your dossier, and to read it before you turn it in.

For assistance regarding Interfolio, contact the Faculty Center at interfolio@pace.edu. It is to your benefit to initiate contact early in the process of developing your eDossier.

- **Heading on each page:** Last name, First initial top right corner
- **Font:** Times New Roman
- **Font size:** 11 PT
- **Spacing:** 1.5 lines
- **Page margins:** 1 inch all around

Section 1: Curriculum Vitae – Length ≤ 12 pages

The curriculum vitae is a factual summary of your career.

Section 2: An Executive Summary – Length ≤ 2 pages

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

Section 3: Teaching Portfolio - Length ≤ 8 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.
- Teaching Evaluations
- Future Teaching Goals

Section 4: Professional/Practicum (if appropriate) – Length ≤ 5 pages

This section is optional and does not apply to the majority of disciplines. Faculty in the health professions and in some areas of business or the arts may find this section appropriate - your program lead or dean can guide you.

Section 5: 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. 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.

Section 6: Appendices – *There is no limit to the length; however, this section should not be overly lengthy to respect the time of the CFPC.*

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.
- Assignments and Exams: Examples include use of ePortfolios, projects, papers, summaries, abstracts, presentations, and exams.
- Student Evaluations. Include 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.
- 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.