

## ***Candidate's Responsibilities***

When non-tenure line faculty members intend to apply for promotion, they are encouraged to review the materials available at: <https://facultyaffairs.psu.edu/promotion-and-tenure/>, notably:

- Promotion and Tenure Procedures and Regulations,
- The University policy University Policy AC21 (formerly HR21), and
- The Definition of Academic Ranks, and the Non-Tenure-Line Administrative Guidelines.

The candidates should also check the “Academic Affairs” section of the AC-14 at the College of Information Sciences and Technology (IST) posted at: <https://ist.psu.edu/about/offices/dean/guidelines>.

The College of IST AC-14 document contains the latest procedural steps the candidates must take. For example, AC-14 (College of IST) explains the timelines the candidates must consider when applying for promotion.

It is important to note that University Policies, particularly AC-21, take precedence over the College's AC-14 policy. AC-14 takes precedence over this document. While this document aims to clarify various aspects of Policy AC-14, the College of IST AC-14 policy is subject to further interpretations by the college's NTL promotion committees. This document is subject to change, as more information become known.

The NTL promotion committees may receive and review items that are not required per university and college policies. The NTL promotion committees are cautioned to not penalize the candidate for not presenting elements that are optional or not required. The NTL promotion committees should make their decisions based on the required elements and presented optional elements by the candidate.

The NTL faculty members are strongly encouraged to attend the “Non-Tenure Line Promotion Workshop” prior to applying for promotion.

Per AC-14 at IST, the candidates will collect initial feedback and guidance before applying for promotion at the College level. Candidates will provide a statement, a set of evidence, supplementary documents and/or appendices in their promotion application package in at least two of the three areas of scholarship noted above. The documents should be descriptive and detailed: i.e., the candidates should not leave their achievements to the imagination of the promotion committee. In doing so, the candidates should consider the following criteria:

- 1) Non-tenure line faculty members have specific duties and responsibilities assigned to them in one or more of the areas noted above. These responsibilities and duties may change based on administrative appointments by the College Dean. Promotion decisions are based on the performance of each candidate

relative to their specific duties and responsibilities since the date of hire or the date of last promotion.

- 2) There should be consistency in performance for such faculty members, as there is for those on tenure-track appointments. Candidates should have consistently met or exceeded expectations. If not, they should provide a convincing statement as to what remedial steps have been taken to meet the metrics.
- 3) The candidates should meet or exceed expectations in each of their assigned duties. However, meeting expectations is not an automatic trigger for promotion.
- 4) Candidates are strongly encouraged to include statements that they want the committee to consider. Such statements could include candidates' responses to their Faculty Annual Reports (FAR), SRTEs or SEEQs, or issues and inconsistencies that may have affected their performance in a given semester or year.
- 5) As the world of technology and education is changing rapidly, the onus is on the candidates to provide a statement and evidence that they have remained up-to-date with today's challenges and opportunities in their respective field of responsibilities: i.e., in at least two of the above areas of scholarships. Examples are: innovative pedagogical techniques that have been introduced in courses they are teaching, a document itemizing progressive changes to effective teaching technique, curriculum development, or course revisions is encouraged.

## ***The Scholarship of Teaching and Learning***

The candidates will review links provided in this document, especially <https://policy.psu.edu/policies/ac21>. Expectation of promotion to the higher ranks for terminal and non-terminal degrees are explained in <https://policy.psu.edu/policies/ac21/#E>. This document clarifies aspects that are not explained elsewhere.

The Scholarship of Teaching and Learning includes effective communication with students and measured steps to innovate and enhance teaching materials. SRTEs and SEEQs are primary sources of evaluations that will be included in the candidate's application to measure the effectiveness of teaching and learning. "Thank You" emails and letters from students (Current and Alumni) are considered, with more weight given to those when the student was enrolled since the candidate's last promotion. Direct peer reviews of teaching as outlined in College and University Policy will be the primary information source for assessing teaching excellence. The candidate may choose to solicit and submit additional letters of support from the faculty members at other academic ranks that address the candidate's pedagogical excellence. Inputs from direct-rank and junior peers are allowed to foster a collaborative community. However, the candidate's self-assessment has significant value in the evaluation process. The candidate should outline the development of new courses, curriculum development, major revisions of existing courses, and steps taken on each term to advance teaching and learning, and explain the impacts of such steps in SEEQ/SRTEs.

## **Non-Tenure Line Promotion Materials Clarification**

### ***The Scholarship of Service to the University, Society and the Profession***

If the candidate includes services to the university, society and profession in the promotion application, the onus is on the candidate to state the amount of work that is involved using metrics. Examples of metrics are: the number of hours involved, the frequency of meetings, approximate percentage of time to serve on the committee, and the percentage of contributions by the candidate if a team is involved.

The candidate should also elaborate on the nature of the work or how meticulous or intense the involvement was. For example, the candidate may explain the preparatory work that was needed before the meeting took place, and if any follow-up task completion were required. The candidates may include the outcomes if any.

The following examples are provided for further clarification.

- 1) A course committee chair needs to describe the tasks they perform as the course committee chair. Activities may include, but are not limited to, coaching colleagues who are teaching the same course or the end of term meetings with those who teach the same course to brainstorm teaching activities and roadmaps, and activities to improve the course.
- 2) For committee members or committee chairs, the candidate should elaborate on the contributions, including the committee's deliverables.
- 3) Some activities happen irregularly. The candidate should explain the nature of the tasks and duties involved. For example, an ombudsperson meets the students, staff, and faculty on an as needed basis.
- 4) If the candidate is referring to application reviews in their field of profession, such as grant applications, promotion applications, then, the candidate should explain the number of applications reviewed or the extent involved.

Assessment of service work will focus on impact of service to the college, the university, and the academy. Reports of significant volume of items like letters of recommendation written by the candidate for others, i.e., students who are applying for jobs or higher educations, or colleagues in the profession, will also be considered.

### ***The Scholarship of Research and Creative Accomplishment***

The prime duty of teaching faculty is the Scholarship of Teaching and Learning. If the candidate is reporting research activities as part of their promotion dossier, the candidate should consider the following criteria in their descriptive documents.

- 1) The candidate should report, using metrics, the numbers of papers, book chapters, or grants submitted, rejected, accepted, or published for each year of consideration.
- 2) The candidate should state the nature of these research activities. Primarily, are these articles **peer-reviewed** or not?
- 3) The candidate should clearly state the amount of contribution in the form of percentage if it was group work, and the nature of contributions.

The committee recognizes the amount of effort put into any of the activities above, even if the research manuscripts have not been accepted for publication.

## ***Letters of Recommendations***

Candidates seeking promotion to Full Professorship must include letters of recommendations from members of different educational domains: within the college, external to the college but within PSU, and other universities in which they were a member previously. They include but are not limited to:

- 1) Letters of recommendations from students (Current or Alumni) that span the years under review.
- 2) Letter of recommendations from peers who may or may not have visited candidate's classrooms spanning the years of review for promotion. While not necessary, candidates are encouraged to have letters from peers who are above their ranks.

While not required, Candidates at all other levels are encouraged to include Letters of Recommendations. External support letters will be reviewed if provided, but they are not required except in cases of promotion to full teaching professor.

## **Reviewer**

Reviewer for promotion to Teaching Professor, internal or external, should come from those who hold the rank of full teaching professor or equivalent.

- 1) Academic evaluator could be full time non-tenure line, tenure-track or tenured professors.
- 2) Non-Academic evaluator could be an individual who has qualifications equivalent to the ranks of teaching professor. If a candidate for promotion suggests such reviewer(s), the candidate should provide a narrative to support such qualifications. The College Dean, the PIC, or the chair of Review committee may ask the candidate to substitute such candidates if the narrative is not strong enough.

Relatives, former teachers, students (Current and Alumni) of the candidate and anyone else who is not in a position to provide a fair and impartial assessment (such as co-workers, co-authors/ investigators) should not be considered as referees. However, the

candidate may wish to include letter(s) of reference from the individuals in this paragraph in their promotion dossier at the time of submission.

The candidate may suggest names of reviewers, but per AC-14, the Dean or the Dean's designee is responsible for finalizing the list of reviewers and for communicating with them. The candidate should not provide a name of a reviewer from whom the candidate has already obtained a letter of recommendation as part of the promotion package. The reviewers must have a demonstrated record of scholarly accomplishments on precisely those themes and topics that the candidate has described as the primary areas of work in which he or she aspires to have an impact.

Faculty members shall provide the following materials to be sent to the reviewers:

- An up-dated curriculum vitae (CV);
- A teaching statement summarizing the context of their program of teaching. The statement should not be evaluative; rather it should provide the context, goals and progress for the person's teaching program.

The candidate may assemble a file including supplementary materials that relate to their contributions in teaching, research, or service, e.g., books, additional reprints, a teaching portfolio (if not required above), the one-page statement prepared for the reviewers, etc., to be made available upon request to all levels reviewing the dossier.

## ***Length of Scholarly Years***

For terms of appointment, the candidates should review AC-14 at the College of IST. Customarily, a candidate should consider applying for promotion in their fifth year from the date of hiring or the date of the last promotion. As part of negotiation with the College Dean, the candidate offer letter may stipulate applying for the promotion sooner than five (5) years of scholarly work at the college. In such cases, the candidate should include scholarly achievements prior to joining the college, whether they are from another college or university, or from a non-academic organization. As an example, a candidate may apply for promotion in one, two -, or three years after the hiring date, but complement the remaining scholarly years from years prior to joining the college to allow a 5-year assessment.

## ***Cover Letter***

The onus is on the applicant to include any and all pieces of evidence that help with the promotion process some of which have been noted above. The applicant is strongly encouraged to organize the dossier using page dividers, section headers and subsection titles. While the dossier should include a comprehensive CV, the dossier should be accompanied by a one- or two-page cover letter that summarizes key points and includes significant items some of which are listed below:

- Current title

- Courses, number of sections taught, and the total # of students in each section, if impressive.
- Brief descriptions of appropriate specific duties such as **major course revision, or new course development**
- Years of service for the review period
- FAR % contract details
- Separating College vs University (less common) service like the FAR and the roles of the applicant such as being Chair, or Member of the committees.

## Appendix A Teaching-related Materials

- List of courses taught in resident instruction at Penn State for each semester with enrollments for each course
- List of online courses taught in distance education programs at Penn State for each semester with enrollments
- List of new courses authored, or courses re-designed for offering either in resident or online instruction
- List of non-credit courses and workshops taught in support of outreach-based instruction, including continuing in distance education, service learning courses, international programs, cooperative extension programs, and clinical assignments at Penn State
- Faculty input concerning evaluation of teaching effectiveness, including any statements from colleagues who have visited the candidate's classroom and evaluated his or her teaching, or who are in a good position to evaluate outreach-based instructional advising
- Peer review shall consider a range of teaching activities including, but not limited to, the development of materials such as case studies, class assignments, coursework teaching portfolios, advising, research collaboration, and graduate student mentoring. Internal letters about teaching effectiveness should be included in this section
- Any statements from administrators that attest to the candidate's teaching and advising effectiveness

### Student/Mentor-Related:

- Involvement in faculty development experiences related to teaching and learning, i.e., mentoring, seminars taught or internships led

### Materials-Related:

- Teaching materials available as supplementary materials, including such items as case studies and teaching portfolios
- List of materials, animations, tools, assessments, videos, podcasts or other instruction materials developed for courses, seminars or other educational experiences offered at Penn State

Other Evidence:

- Other evidence of resident and/or outreach-based teaching and advising effectiveness (e.g., performance of students and subsequent courses; tangible results and benefits derived by clientele; recipient of teaching awards)
- Research in teaching and learning related to program, courses, concepts or skills taught
- List of courses and workshops taken in supporting professional development efforts to stay up to date with best practices founded in current research