

College of Arts & Sciences

Guiding Principles for Reappointment, Promotion, and Tenure

(Approved by CAS RPT Policy Committee 11-17-2015)

(Approved by CAS 12-4-15)

The College of Arts & Sciences will follow the reappointment, promotion, and tenure (RPT) policies and procedures articulated in the *NKU Faculty Handbook*. In addition, this document presents the guiding principles that align with the values of the College of Arts and Sciences and provides further guidance for candidates and evaluators in the RPT process. While the College of Arts and Sciences approaches our work with a spirit of collaboration, because of our disciplinary breadth, the College looks to each department or unit for specific application of these guiding principles to individual disciplines and faculty.

All College units will publish their own sets of guidelines and discipline-specific standards; articulate clear expectations for reappointment, tenure and promotion; and facilitate progress over time through mentoring. Not only will these guidelines enable the candidates to understand departmental expectations for tenure and promotion, but they should also help evaluators at all levels assess the candidate's work and progress. All unit guidelines will require narrative summaries of the candidate's performance in each of the three areas of professional responsibility.

The three major categories of professional responsibility used to evaluate reappointment, promotion, and tenure at NKU are teaching effectiveness, scholarship and creative activity, and service. The College of Arts and Sciences embraces the core values of NKU, and as such, faculty members are expected to work constructively with all members of the university community, share responsibilities, and engage in open and respectful communication.

Above all, a candidate for reappointment, promotion and tenure to Associate Professor should demonstrate effective long-term performance and growth in his/her role(s) and work at NKU. A candidate for promotion to Professor should demonstrate significant and sustained accomplishments in the three areas of evaluation. It is the intention of the College of Arts and Sciences to encourage creative and innovative teaching, scholarship, and service. While achievement is of primary importance, the College also values experimentation. The College expects each individual to reflect on her/his progress through self-assessment and a focus on continuous improvement:

The Path to Tenure and Promotion to Associate Professor

Teaching: A faculty member who is applying for reappointment, tenure, and promotion is expected to have a record of effective teaching.

The faculty member must show progress toward becoming an excellent teacher through well-selected types of evidence, which may include peer evaluations, chair evaluations,

analysis of student evaluations, student achievements, descriptions of course revisions and development, self-assessments, etc.

Other evidence may be included in the required narrative such as descriptions of the implementation of teaching strategies in response to research on best practices in pedagogy, experience teaching a variety of courses, uses of different teaching formats, the active mentoring of students through advising and/or student research and creative activities, etc.

Scholarship: A candidate for RPT is expected to meet the standards of the discipline for scholarship. The term “scholarship” is used broadly to include creative activity, scholarship of discovery, scholarship of integration/application, scholarship of teaching, scholarship of service/engagement.

A candidate will support a case for progress toward RPT with evidence of continual advancement of a focused scholarship agenda. The record of scholarship should demonstrate how the work contributes to the field of inquiry, is valued by the discipline, and makes an impact on the discipline and its intended audience.

Candidates should provide self-assessments of what they have accomplished in scholarship. This reflection will take different forms depending on the discipline and the faculty member. It may include references to such areas as the type of publishing or performance venues, audience impact, involvement of students or other scholars, or even the process of responding to a denied grant submission or manuscript submission. This component of the scholarly process acknowledges substantive effort and activity, in addition to accomplishment.

Service: A candidate should clearly document development toward sustained and effective service to his or her department, discipline, the college, university, and/or community. Effective service includes such work as active and constructive participation on committees; fulfilling administrative and management responsibilities; and participation in activities that promote the department and its programs, the college and university, discipline, and the greater community. Reporting on service should include evidence of the candidate’s own contributions to accomplishing the goals of the activity.

The Path to Promotion to Professor

Professors within the College of Arts and Sciences should serve as models, mentors, and leaders within the college and university. This section outlines the standards of promotion to Professor from the perspective of the NKU College of Arts & Sciences in order to clarify expectations for both faculty and evaluators.

A successful candidate for promotion to Professor will be able to demonstrate a record of sustained high-quality activity across the three areas of faculty performance: teaching effectiveness, scholarship, and service. Consistent with the Faculty Handbook, a level of distinction in performance is necessary to achieve this rank, which goes beyond that of promotion to Associate Professor. These expectations will be articulated by each unit based on

the value of the unit's delineation of qualitative assessment of each area.

Work completed prior to promotion to Associate Professor can be considered a foundation for a maturing body of work that supports the candidate's application for promotion to Professor. The entirety of the candidate's history of performance is taken into consideration, but work that was accomplished since the candidate attained tenure and promotion to Associate Professor is prioritized in the evaluation process.

Teaching: A candidate for Professor is expected to have a record of very effective teaching that demonstrates sustained excellence through well-selected evidence. This evidence may include peer evaluations, chair evaluations, analysis of course evaluations over time, assessment of student learning over time, significant student achievements, descriptions of curricular development and implementation, course authorship, self-assessments, awards, etc.

Other evidence may be included in the narrative and should demonstrate clear pedagogical leadership. Candidates should provide examples of sharing their pedagogical expertise to a broad audience, such as program and curriculum development, chairing teaching-related committees at the department, college, and/or university level, organizing/leading workshops on pedagogy, etc.

Scholarship: Candidates for Professor are expected to demonstrate sustained high-quality performance in their areas of expertise as defined by the disciplinary standards for scholarship. A candidate will support a case for the ongoing production of high-quality scholarship that is recognized broadly by appropriate external groups. The individual needs to provide evidence of the contributions or impact of the work on the discipline and/or its intended audience. This evidence may include details such as number of citations, impact factors, quality of venues, editorial or external peer reviews, etc.

Candidates should provide self-assessments of what they have accomplished in scholarship. This reflection will take different forms depending on the discipline and the faculty member. It may include references to such areas as the type of publishing or performance venues, audience impact, involvement of students or other scholars, etc.

Service: Candidates for Professor are expected to have made a significant positive impact in service activities. Very effective service for promotion to Professor includes sustained, active leadership roles in and significant contributions to the department, college, university, discipline, and/or community. Examples of very effective service that make a positive impact include, but are not limited to, leadership on committees; shaping and executing administrative and management responsibilities; and initiating activities that promote and/or improve the department and its programs, college, university, discipline, and/or greater community, etc. Reporting on service should include evidence of the candidate's own contributions to accomplishing the goals of the activity.