



Supplement to the Standards for Promotion and Tenure Required by Section 7.12 of Regulations Concerning Faculty Tenure

(Adopted by vote of the regular faculty on November 2, 2017)

I. Introductory Statement

This document describes with greater specificity the indices and standards which will be used to evaluate adjunct faculty for promotion.

II. Eligibility

Adjunct **Assistant** Professors with a minimum of 4 academic years, with one or more teaching appointments in each year, may request consideration for promotion to Adjunct **Associate** Professor. A minimum of 8 academic years, with one or more teaching appointments in each year, is required for consideration of promotion to Adjunct Professor. Teaching experience elsewhere may be counted towards the required years of service.

Employees seek consideration for promotion on a voluntary basis. Promotions affect rank and salary only, and do not affect future employment prospects. Individuals denied promotion will not face termination or jeopardy of future employment prospects based on the outcome of the promotion review, and may ask to be considered for promotion again in the future.

III. Compensation

The department's adjunct faculty base pay rates were developed from a 9-month, 100% time annual base of a Teaching Specialist or Lecturer and converted to a semester-only base pay rate prorated by percent (%) appointment. There is a 10% pay difference (increase) between the promotional series base pay rates. Base pay rates are reviewed on an annual basis.

IV. Promotion Criteria

The criteria for adjunct faculty promotion are primarily a record of increasing responsibility, distinction, and continued contributions to the field in teaching and

learning. Although no specific form of teaching or number of scholarly or creative work is mandated, the clear expectation is that adjunct faculty members show qualitative distinction in their achievements and evidence of continuous and active contributions to the Department's mission. Unless specified otherwise in this document, the 7.12 document for regular faculty establishes guidelines for the presentation of evidence and its evaluation in the promotion of adjunct faculty.

The final review of an adjunct faculty member for promotion is made by the Dean of the College.

A. To Adjunct Associate Professor

Promotion to Adjunct Associate Professor can be made after at least 4 years of teaching if there is a body of evidence demonstrating achievements in the following areas: effectiveness in teaching; professional distinction in scholarship and research, artistic creation, or professional achievement; and contributions in service. The criteria used in adjunct faculty promotion differs from those used for regular faculty. The primary criteria are effectiveness in teaching and integration of professional expertise in teaching. Those criteria related to scholarship and research, artistic creation, professional achievement, or service (as defined in the 7.12 document) may also be considered. It is assumed that a candidate's distinction and pattern of activity in these areas promise to continue into the future.

C. To Adjunct Professor

For adjunct faculty, promotion to Adjunct Professor normally comes after at least 8 years of teaching if the candidate has demonstrated continuous and significant contributions to the mission of the Department. The decision is based on continued distinction and productivity in the three criteria for promotion. The criteria used in adjunct faculty promotion differs from those used for regular faculty. The primary criteria are effectiveness in teaching and integration of professional expertise in teaching. Those criteria related to scholarship and research, artistic creation, professional achievement, or service (as defined in the 7.12 document) may also be considered. Promotion to the rank of Adjunct Professor also assumes qualitative and quantitative achievements beyond those justifying the promotion to Adjunct Associate Professor. The expectation for promotion is that a candidate's pattern of activity in these areas promises to continue well into the future.

V. Procedures

For the promotion to Adjunct Associate Professor or Adjunct Professor, all regular and adjunct faculty at a rank higher than that of the candidate are eligible to vote on decisions.

By November 1st an individual requesting consideration for promotion notifies their department head/director in writing that they would like to be considered as a candidate for promotion.

By January 31st an individual submits their promotion dossier to the department head/director, who then makes the dossier available to the Promotion Review Committee.

By March 31st the Head convenes a meeting of the eligible voting faculty to review the dossier relative to the promotional criteria. The voting faculty submit a committee recommendation to the Head.

By approximately May 1st the Dean reviews the committee recommendation and sends a letter to the candidate and department head/director indicating whether they concur with the recommendations. This letter also includes the basis for concurrence or disagreement. Final consideration of promotion rests with the Dean.

Successful promotions are effective at the beginning of the next appointment year.

VI. Documentation

The minimum requirements for the promotion dossier of adjunct faculty are A) a candidate's personal statement, B) an abbreviated portfolio containing personal work (scholarly, creative, or professional practice as applicable to the candidate), C) three reference letters (solicited by the Department Head/regular faculty), D) student evaluations for all courses taught in the previous five years, and E) student work (as applicable to the courses taught by the candidate). Refer to the 7.12 document for a list of what may be considered.

- A. Candidate's Personal Statement: The candidate should address their philosophy in each area of assigned faculty workload: teaching, research, or outreach (3-6 pages). Do not repeat the vitae.
 - i. Teaching. Personal statement regarding resident instruction should reference self-assessment/reflection on teaching activities, career direction, personal mission, and major professional and personal development representative of the quality and level of contributions to teaching and learning and integration of landscape architecture practice into the classroom. Where the candidate has responsibility for advising, serving on graduate programs, program administration, etc., this should be referenced.
 - ii. Continued Contributions to the Field and/or Contributions to the Academy: 1) Personal statement should reference professional contributions to the field or discipline; i.e., professional history and trajectory, and professional achievements representative of the quality and level of contributions to the field or discipline. 2) Personal statement should reference personal mission, service record, and major professional and personal development efforts. This statement summarizes service to the department, College and University

- community and professional service contributions. 3) Where the candidate has engaged in research and outreach, information regarding these contributions and accomplishments may be included.
- B. Abbreviated Professional Portfolio: Teaching. 1) Table summarizing graduate and undergraduate courses taught and when (for past four years). 2) Course syllabi. If instruction occurred at both undergraduate and graduate levels, representative syllabi for each level should be included. 3) Samples of student work. Other unique and outstanding teaching/learning materials may also be included. 4) Service documentation may reference the following: a) University, college or departmental task forces and committees; b) service as a committee member, board member, or officer of a professional organization or society. Provide a perspective about the nature and significance of the candidate's contribution when it is beyond the ordinary 5) Optional documentation for contributions to the field beyond teaching responsibilities may include the following: publications, disciplinary peer evaluation, outside funding, examples of juried creative work, participation in professional development, and a personal statement.
- C. Reference Letters. The department head, in consultation with the candidate, will identify a list of five (minimum) evaluators. The department head will identify two individuals from the list, solicit review letters, and provide them to the candidate for inclusion in the dossier. The goal is to include three letters of evaluation from respected peers in the dossier. The letters should be analytical in nature, rather than letters of recommendation. Individuals to be solicited are those who: a) worked with the candidate as a colleague; i.e., faculty or Teaching Assistant; b) can speak to the candidate's participation in or contributions to professional development activities, and/or c) are expert in ways which allow for skilled assessment of work-related outcomes.
- D. Teaching Evaluations. The head will provide summary statistical data from the student evaluations (SRT) for inclusion in the dossier. Qualitative comments offered by students and teaching evaluations for courses taught outside of the department may be included.