

**Promotion Guidelines
for
Career-Track Faculty in the Scholar Sub-Track
11 February 2020**

SBS faculty in the Scholar sub-track of the Career-track (hereafter = Scholarly Career-track) will hold working titles, as described in the faculty manual, of Assistant Professor, Career Track; Associate Professor, Career Track; or Professor, Career Track dependent upon career stage and promotions achieved.

Scholarly Career-track faculty in SBS have workloads assigned primarily to teaching, but will also have effort allocation dedicated to one or more of the following areas: student advising, research/scholarship, creative activity, outreach, educational leadership, administration, or academic service (see pages 4-5 for examples of activities in these areas). Promotion reviews for faculty in the Scholarly Professor-track will be informed by the specific workload expectations detailed in the candidate's contract(s). The needs of SBS, the College, the University, or the individual candidate's professional development may result in changes to workload assignments and effort allocations, especially in a candidate's secondary area(s).

Scholarly Career-track faculty do not have a set term prior to review for promotion from Assistant Professor to Associate Professor or from Associate Professor to Professor. Changes in secondary emphasis requested by a faculty member that alter workload apportionment and/or shift criteria for demonstrating emerging professional growth and achievement (as described on pages 3-5) may result in an extension of the time in rank in order to achieve the credentials necessary for promotion.

Mentoring for Scholarly Career-Track Faculty

Effective mentoring is an expectation of the unit to support progress of the Scholarly Career-track faculty member toward promotion. SBS will provide professional mentoring for Scholarly Assistant Professors and Scholarly Associate Professors to review accomplishments—teaching activities, approaches, and service—and offer advice to improve quality of performance and address needs for promotion. The mentoring committee will provide explicit comments on progress toward promotion. The committee will summarize annually in a memo to the SBS Director the progress toward promotion and recommendations for improvement for Scholarly Assistant Professors.

Promotion Eligibility

As indicated in the *Faculty Manual*, Scholarly Assistant Professors are eligible for promotion to Scholarly Associate Professor after six years of service in rank. Faculty may also remain at the rank of Scholarly Assistant Professor and be reappointed to subsequent terms at that rank after their sixth year of service provided satisfactory performance continues. Credit toward the six years as a Scholarly Assistant Professor may be given to individuals who transferred with years of service at WSU (or a comparable institution) in the lecturer-, research-, teaching- or tenure-track to the Scholarly Career-track. Following promotion to Scholarly Associate Professor, the faculty member will be eligible for

promotion to Scholarly Professor after six years of service, consistent with *Faculty Manual* guidelines.

Standard Teaching Load

The standard teaching load for Scholarly Career-track faculty will be 50-70% of total effort (e.g., from the 7.5-10.5 credits per semester or approximately one 3-credit and one 4-credit course per semester to two 3-credit and one 4-credit course per semester).¹

Because of variation in workload associated with different courses, actual teaching assignments may vary from 7.5-10.5 credits per semester. Factors such as the following are important in determining course load assignments:

- Class size (e.g., teaching large classes may reduce credit level expectations)
- Teaching Assistant supervision (supervision of teaching Assistants may reduce credit level expectations)
- Laboratory preparation (responsibility for preparing laboratories each week reduce credit level expectations)
- Teaching laboratory sections (teaching of laboratory sections each week may reduce credit level expectations)
- New course development (effort in developing a new course may reduce credit level expectations)
- Writing in the Major or UCORE teaching, including capstone courses (teaching courses that require evaluation of student papers may reduce credit level expectations)
- Teaching environments that require more effort per student than the traditional classroom setting, which may include teaching across multiple campuses or online.

These factors as well as number of credits/courses taught should be given consideration in promotion evaluations of Scholarly Career-track faculty.

Evaluation for promotion in the Scholarly Career-track

SBS values most highly for promotion a demonstrated record of achievement and growth in teaching. Measures of teaching excellence may include peer evaluations, participation or leadership in program assessment and development, selection and development of teaching material (both proprietary and open education resources), effective engagement with larger unit and discipline efforts to advance pedagogy and curricula, internal and external awards, and presentation or publication of material regarding teaching in appropriate professional outlets. Two peer evaluations of recent teaching (within the prior three years of an application for promotion) must be included in the candidate's promotion materials.

Following CAS guidelines high scores based on student evaluation offer an accessible means of demonstrating excellence in teaching; however, such scores alone will not be

¹ 100% effort in teaching is considered to be equivalent to a 15-credit teaching load (e.g., five 3-credit courses).

sufficient to demonstrate effective teaching for promotion, and, likewise, instances of low teaching evaluations may not necessarily prevent promotion.

Evaluation of secondary areas should be focused around the characteristics of growth, coherence, and impact.

- **Growth:** within their secondary area candidates should demonstrate increasing levels of accomplishment, responsibility, engagement, and/or leadership.
- **Coherence:** activities within secondary area(s) should demonstrate a level of coherence that contributes to candidates developing a particular expertise and a recognizable professional profile.
- **Impact:** activities within secondary area(s) should contribute to the advancement of a scholarly field; curricula, programs, or departments; colleges, campuses, or the university as a whole; individual students or student groups; initiatives in research, scholarship, or creative activity; opportunities for public engagement and policy influence; or other defined areas of work beyond individual professional development. Activity that has not secured specific outputs or results, such as scholarship “in progress” or new programs still in development, will be recognized but thus accorded lesser significance.

All individuals to be considered for promotion are required to develop and maintain a teaching portfolio as specified in the CAS tenure and promotion document in which the record of achievement is summarized and includes evidence of effectiveness.

Accomplishments in secondary areas should be summarized in the resume portion of promotion documents for review, along with the teaching portfolio, by eligible faculty at the time of promotion review.

Candidates for promotion to Scholarly Associate Professor are expected to demonstrate emerging professional growth and achievement in the following:

1. Substantial and sustained contributions to SBS teaching needs, especially in terms of course coverage.
2. Teaching that meets course learning outcomes and relevant SBS learning outcomes.
3. Course content that reflects the current state of knowledge and pedagogy in the discipline.
4. A record that demonstrates evolution and innovation in the faculty member’s teaching over time.
5. Demonstrated support for student success and promotion of student engagement, such as active learning, through course and assignment designs and expectations.
6. Participation in course and unit learning assessment.

7. Development as a teacher, especially through growth in pedagogical skills, openness to innovation, and/or versatility shown by teaching a range of classes.
8. Documented evidence of teaching effectiveness demonstrated primarily through peer evaluation, assessment of student learning, internal or external awards, and/or other modes of assessment. Teaching accomplishments may be achieved in various environments, including the formal classroom as well as teaching laboratory, independent studies, individual or group lessons, mentoring, and informal education.
9. Engaging teaching assistants assigned to their supervision in developing as effective teachers that can guide student success, engage students in learning activities using contemporary pedagogical approaches, teach using current knowledge, and address course and SBS learning outcomes.
10. Accomplishments in a secondary area weighted according to the effort assignment in the candidate's contract(s). Typical areas for secondary emphasis include the following:
 - a. Academic advising, which might include accomplishments in the following:
 - i. Academic advising for undergraduates.
 - ii. Advising student organizations.
 - iii. Graduate student mentoring, including service on thesis/dissertation committees.
 - b. Research/scholarship or creative activity, which might include accomplishments in the following:
 - i. Disciplinary or pedagogical research or scholarship.
 - ii. Peer-reviewed or outreach publications on pedagogy or disciplinary research.
 - iii. Submission and receipt of grant funding for research or scholarship.
 - iv. Creation of original teaching materials or other pedagogical innovations.
 - v. Development or publication of textbooks or laboratory manuals.
 - vi. Development of education programs and workshops offered to others.
 - vii. Presentations at professional meetings on pedagogy or disciplinary research.
 - viii. Mentoring undergraduate research, including undergraduate Honors College theses.
 - c. Outreach:
 - i. Outreach on pedagogy or disciplinary research presentations to the public.
 - ii. Activities that benefit communities and industries external to the university, such as educational outreach to the general public.

- d. Educational leadership or administration, which may include accomplishments in SBS, CAS, WSU, or disciplinary leadership or administrative roles, such as the following:
 - i. Director or Associate Director of a unit, Assistant or Associate Dean, or similar responsible leadership assignments at the university level that involve decision-making or policy development.
 - ii. Program leadership that involves substantial organizational effort.
 - iii. Chairing a major committee.
 - iv. Peer evaluator or mentor for other faculty.
 - v. Faculty Senator.
 - vi. Leadership of professional associations or editor-in-chief of scholarly journal.
- e. Academic service, including efforts such as the following:
 - i. Member of an SBS, CAS, or WSU (system-wide or campus level) committee.
 - ii. Curriculum development and policies; serving as a peer evaluator or mentor for other faculty.
 - iii. Student or faculty recruitment.
 - iv. Organization or support of University events.
 - v. Facilitation of visiting scholars.
 - vi. Liaison to other university programs, such as Honors College, Science Education, First Year Focus, Interdisciplinary Team Teaching, Teaching Academy, etc.
 - vii. Peer review of scholarly manuscripts for professional journals or grant proposals for funding agencies.
 - viii. Participation in professional associations and/or conferences.

Candidates for promotion to Scholarly Professor are expected to demonstrate continued professional growth and achievement as well as leadership in the following:

1. The candidate will be evaluated using the same general criteria for promotion to Scholarly Associate Professor with sustained effectiveness and growth of teaching skills demonstrated in the classroom and other teaching environments, as well as continued growth and impactful leadership in the candidate's secondary area(s). Secondary area work that is internal to WSU should display a broad positive impact among colleagues, curricula, departments and programs, or the university. Research or scholarship should demonstrate an established regional, national, or international reputation in the candidate's area of expertise.
2. The Scholarly Associate Professor should have demonstrated accomplishment in teaching innovation and the exploration of alternative teaching opportunities that may have involved thoughtful risk-taking in terms of teaching style, course design, and/or assignments applied.

3. The Scholarly Associate Professor should play a notable role in supporting the development of colleagues, especially toward improving pedagogy and student success generally in the unit.
4. The Scholarly Associate Professor will have shown increased total contribution as compared to the period as Scholarly Assistant professor. The increase may include measures such as diversity of courses, a larger number of higher enrollment courses, a greater role in assessment or assessment innovation, assumption of leadership roles, and/or greater involvement in pedagogical improvements that support colleagues among others. The increased total contribution should also include accomplishments in relevant secondary areas.