

## PROMOTION POLICY FOR FULL-TIME, FIXED-TERM OR STANDING NON-TENURE-LINE FACULTY

### Division of Mathematics and Natural Sciences The Altoona College of The Pennsylvania State University

This document defines expectations and standards for promotion of full-time, fixed-term or standing non-tenure-line faculty in the Division of Mathematics and Natural Sciences at the Altoona College of The Pennsylvania State University. Policies stated hereafter are subject to change based on hiring changes and job expectations. It should be read in the context of the broader fixed-term procedures and standards of the Altoona College and the University (AC21). Policy AC21 states that “Colleges should have their own guidelines for distinguishing between lecturer/instructor, assistant/associate/full professor positions for designating a third rank beyond that of lecturer or for promoting from one rank to the other...”. The guidelines established as a ranking system for full-time, fixed-term or standing non-tenure-line faculty members of the Altoona College are as follows:

Promotion Level	Non-Terminal Degree Rank Title	Terminal Degree Rank Title
Promotion 2	Associate Teaching Professor	Teaching Professor
Promotion 1	Assistant Teaching Professor	Associate Teaching Professor
Entry Level	Instructor	Assistant Teaching Professor

#### Levels of Review

This policy applies specifically to full-time, fixed-term or standing non-tenure-line faculty holding or seeking promotion in the Division of Mathematics and Natural Sciences at the Altoona College. These faculty members will undergo two levels of review: 1) first-level promotion review within the Division based on Divisional procedures and policies and 2) final review in the Altoona College level. Thus, it is at the Division level that specific policies outlined herein are applied.

#### Criteria for Promotion of Fixed-Term Faculty to the Second and Third Ranks

Full-time, fixed-term or standing non-tenure-line faculty members of the Altoona College become eligible for promotion when they fulfil the criteria specified by the Altoona College Guidelines for the Promotion of Full-time, Fixed-Term, or Standing Non-Tenure-Line Faculty to the Second and Third Rank. The criteria for this evaluation encompass three distinct but interrelated areas: the scholarship of teaching, efforts to remain current in the discipline(s) being taught, and service to the College, University, public, and the profession. The Division of Mathematics and Natural Sciences of the Altoona College values continuing activities in each of these areas. However, full-time, fixed-term or standing non-tenure-line faculty undergoing review will only be evaluated based on the duties as specified in their contracts.

A candidate for promotion to the Second Rank – Assistant Teaching Professor (faculty without terminal degree) or to Associate Teaching Professor (faculty with terminal degree) – must meet the criteria described below in the areas of teaching, efforts to remain current in the discipline(s) being taught, and service. Based on a 4-point scale (**4** = excellent; **3** = very good; **2** = satisfactory; and **1** = unsatisfactory), the faculty member is expected to demonstrate **level-4** performance in teaching and at least **level-2**

performance in the remaining two categories; or, he or she must demonstrate **level-3** performance in teaching and in one additional category, and demonstrate no less than **level-2** performance in the remaining category.

A candidate for promotion to the Third Rank – Associate Teaching Professor (faculty without terminal degree) or Teaching Professor (faculty with terminal degree) is expected to demonstrate continued effectiveness as a teacher while in the second rank; and must show evidence of professional growth, scholarship, and/or mastery of subject matter at a level of distinction beyond the level presented at the time of promotion to the second rank. More specifically, the candidate must meet the criteria described below in the areas of teaching, efforts to remain current in the discipline(s) being taught, and service. Based on a **4-point** scale (**4** = excellent; **3** = very good; **2** = satisfactory; and **1** = unsatisfactory), the faculty member is expected to demonstrate level-4 performance in teaching and at least level-3 performance in both of the remaining categories.

### **Explanation of the Three Basic Criteria for Fixed-Term Promotion to Second and Third Ranks**

#### **Scholarship of Teaching**

The Division of Mathematics and Natural Sciences of the Altoona College values the scholarship of teaching in highest regard for full-time, fixed-term or standing non-tenure-line faculty. Faculty members must possess an ongoing commitment to teaching and, in particular, must demonstrate success in communicating their specialized knowledge to students. While most teaching occurs in the classroom in the form of inquiry, innovation, and knowledge-building, different forms of teaching, like academic advising and tutoring, extend beyond the classroom.

Academic advising serves as a form of teaching by teaching skills like decision-making and critical thinking. Academic advisors serve to provide information regarding academic policies and procedures, assist in developing short-term/long-term academic planning, and refer students to campus resources.

An academic tutor gives students that struggle with course content the individualized attention they don't receive in the classroom. An academic tutor provides many benefits in the form of individual and unique learning experiences, one-on-one attention, improving academic performance, improving attitude towards learning and school, and improving work study habits. Thus, academic tutoring serves as a form of teaching by helping students acquire critical learning skills that help him/her become independent learners.

For promotion to the second rank, evidence of performance in this area should include, but is not limited to, SRTes, written student evaluations, peer evaluation, student interviews, letters from former students, evaluation of course syllabi, handouts, quizzes, exams, other course materials and advising evaluations. Other documentation that will attest to the candidate's performance in teaching includes record of supervision of internships, supervision of clinical experience, supervision of undergraduate research assistants, supervision of tutors, contributions to the development of curriculum, and pedagogical improvements.

For promotion to the third rank, evidence of continued effectiveness and excellence in this area should include, but is not limited to, SRTes, written student evaluations, peer evaluation, student interviews,

letters from former students, evaluation of course syllabi, handouts, quizzes, exams, other course materials and advising evaluations as applicable. The distinction in teaching necessary to attain the third rank may also be supported through documentation indicating exceptional performance in the following: supervision of internships; supervision of clinical experience; supervision of undergraduate research and creative activity; contributions to the development of curriculum as well as development and implementation of new courses; study abroad and study away courses; and making significant pedagogical improvements through unique collaborations; interdisciplinary course projects; multi-semester or linked courses; and/or program assessment activities. Distinction may also be characterized by contributions to the pedagogical improvements of other faculty members (especially junior faculty), providing mentoring or training new faculty advisors, creating programming aimed at tracking, evaluating or improving academic advising at Penn State Altoona, efforts aimed at student retention, or developing other unique programs associated with student engagement.

**Efforts to remain current in the discipline(s) being taught.**

An important element for full-time, fixed-term or standing non-tenure-line faculty to become an accomplished faculty member is to remain current to key issues and trends in the discipline(s) they teach. Evidence for remaining current may vary among disciplines but practically all involve dedicating extra time to consider, analyze and reflect upon the latest findings in their discipline(s).

For promotion to the **second rank**, evidence of performance in this area may include, but is not limited to:

- a. continuing education,
- b. creative accomplishments,
- c. professional publications,
- d. participation in professional meetings and symposia,
- e. obtaining grants, and
- f. outreach activities utilizing the candidate's expertise.

For promotion to the **third rank**, evidence of high-quality performance in this area required for promotion may include, but is not limited to:

- a. *significant* continuing education,
- b. *new or unique* creative accomplishments,
- c. professional publications *in one's discipline*,
- d. participation in professional meetings and symposia,
- e. *garnering individual research and/or institutional* grant proposals,
  - a. or participating collaboratively in the research or grant writing process with students, campus faculty members, or faculty members from another institution within or outside of Penn State.
- f. *relevant* outreach activities that utilize the candidate's professional expertise, and evidence of leadership roles in community, regional, state, or national organizations.

**Service to the College, University, public, and the profession.**

The Division views a record of service as evidence of the candidate's commitment to furthering the missions of the College and the University.

For promotion to the second rank, evidence of performance in this area may include, but is not limited to, service on division, college, and university committees, professional service to the local community, organizing workshops or programs for the College and local community, administrative support work, and service to student groups.

For promotion to the third rank, evidence of high-quality performance in this area shall reflect division-wide, College-wide, and/or University-wide reputation for meaningful activity aimed at improving the overall academic or professional experience of students, faculty colleagues, and/or staff. These activities may include, but are not limited to, leadership or significant active participation in service on division, college, and/or university committees, professional service to the local community, organizing workshops or programs for the College and local community, administrative support work, and service to student groups.