The Promotions Committee is charged with crafting specific proposed changes to the Faculty Handbook related to the issues listed in the attached report titled "Promotions Committee Handbook Charge 050323". The committee will report its proposed changes by the second-to-last Faculty Senate meeting of the Fall 2023 term. If the committee believes some of the issues presented should not be addressed, they should still propose associated language, but they may include an explanation on why they believe that change should not be made. If the committee finds other issues in the handbook that need to be corrected, they may add new proposed changes as needed, with a written justification for each.

# Promotions Committee Handbook Charge 050323

2.  **Chapter 2, "Faculty Ranks and Criteria"**

    **Regarding Section B1, last line: Should the relative weight of the criteria be listed here or at least have a link to a different section of the handbook where it is located?**

    *Charge: Investigate whether a clear statement of the relative weight of the criteria exists. If such a statement exists, provide a draft of how to incorporate that into this section (a textual statement and/or a link) if deemed desirable. If no such statement exists, make a recommendation on whether such a statement should be formulated.*
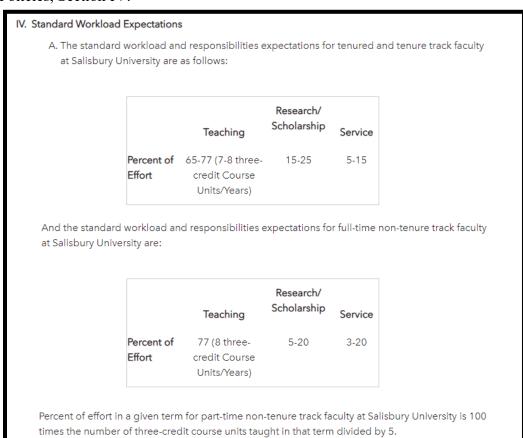
    The committee found a clear statement of faculty "workload" in Chapter 4 section IV. However, no formal statement was identified in the handbook that directly correlates "relative workload" to weighting of categories used to determine promotion and tenure for faculty.

    The committee recommends that a clear statement regarding the relative weight of the categories for promotion and tenure for the faculty ranks should be formulated. We further recommend that the statement be updated to reflect the USM Bylaws, Policies and Procedures referenced in Chapter 4 (provided below) which is different than Chapter 4, Section IV Standard Workload Expectations (provided below) table for relative weights.

    - Chapter 4, Faculty Workload and Responsibilities Section I provides a link to USM Policy on Faculty Workload and Responsibilities (last update June 21, 2019):

**USM Bylaws, Policies and Procedures of the Board of Regents**

| INSTITUTION TYPE | TEACHING | RESEARCH/SCHOLARSHIP/ CREATIVE ACTIVITY | SERVICE |
|---|---|---|---|
| COMPREHENSIVE % of Total Effort | 60-75 | 15-30 | 5-20 |
| RESEARCH % of Total Effort | 45-55 | 35-45 | 5-20 |
| DEGREE-GRANTING RESEARCH CENTER % of Total Effort | 5-15 | 75-85 | 15-25 |

- Chapter 4: Faculty Compensation, Workload, Benefits, Awards and Personnel and Other Policies, Section IV:

## IV. Standard Workload Expectations

A. The standard workload and responsibilities expectations for tenured and tenure track faculty at Salisbury University are as follows:

| | Teaching | Research/ Scholarship | Service |
|---|---|---|---|
| Percent of Effort | 65-77 (7-8 three-credit Course Units/Years) | 15-25 | 5-15 |

And the standard workload and responsibilities expectations for full-time non-tenure track faculty at Salisbury University are:

| | Teaching | Research/ Scholarship | Service |
|---|---|---|---|
| Percent of Effort | 77 (8 three-credit Course Units/Years) | 5-20 | 3-20 |

Percent of effort in a given term for part-time non-tenure track faculty at Salisbury University is 100 times the number of three-credit course units taught in that term divided by 5.

Additional information reviewed regarding relative weight(s) included:

- Chapter 4: Section IV E. further states:
  - "The balance among teaching, research/scholarship and service for a faculty member may change over the faculty member's career. This balance may be adjusted annually when faculty and department chairs set workload and responsibilities expectations for the year.  In all cases, the addition of the percentage of effort in each area equals 100% of the faculty member's effort."

- Chapter 2, Faculty Engaged Exclusively or Primarily in Clinical Teaching, "Criteria for Clinical Faculty Promotion", no relative weight provided.
    - "Although no equations are offered to measure relative importance of the criteria for evaluation, it is clear that excellence in teaching, the primary consideration for promotion, derives from a dedication to clinical expertise, professional development and a concern for the integrity of the profession and the institution. Therefore, attention will be given to effective teaching and clinical expertise. The various departments, programs, schools, and colleges should provide guidance."
- Chapter 4, Faculty Workload and Responsibilities, Section II

"This policy does not apply to individuals.........nor does it apply to library faculty, *e.g.*, Librarians I, II, III, IV."

**<span style="color:red">The Promotions Committee proposes the following changes</span>**

<span style="color:red">At the very outset, we would like to state that the overriding principle is to be consistent with USM II-1.25 Policy on Faculty Workload and Responsibilities (amended June 21, 2019). For Salisbury University (a comprehensive university), USM II-1.25 provides the following table for percent of total effort for "standard workload" (see below for exceptions):</span>

| Teaching | Research/Scholarship | Service |
|----------|---------------------|---------|
| 60-75 | 15-30 | 5-20 |

<span style="color:red">A corollary of the principle delineated above is to **immediately and forthwith delete the Table from the Faculty Handbook in chapter 4, section IV which has incorrect statements like "65-77 (7-8 three credit courses/year)"**.</span>

<span style="color:red">We recommend that the correct USM II-1.25 policy above be included in the Faculty Handbook, along with the exceptions statement (see below) wherever references are made to the Faculty Workload. We also recommend that a clear statement be included that the criteria for promotions will be consistent with faculty workload expectations. According to USM II-1.25, the expectations for workload and criteria for promotions also apply to "clinical faculty".</span>

**<span style="color:red">Exceptions to the "standard workload"</span>**

<span style="color:red">The "standard workload" for the vast majority of faculty at Salisbury University is 12 credit hours of teaching per semester which translates to 75% of the faculty workload. 60% is not a minimum threshold of time spent teaching. The guidelines for faculty workload are just that – guidelines. On average and in a normal semester, we expect faculty to allocate their time as put forth in the FH. Many department chairs teach 6 credit hours per semester. Their teaching workload is 38% and their service component goes up. Note that the total of teaching, service,</span>

3. **Chapter 2, "Procedures and Policies for Granting of Tenure to Faculty"**
   **Additional recommendations for this section:**
   For transparency, the committee further recommends the addition of wording that provides justification to the applicant and prior level whenever a person or committee in the process makes a recommendation which is in opposition to the prior level. Also, if the departmental/school level committee decides not to recommend tenure, then they must provide a justification to the applicant.

   **Related question:**
   Library faculty are only allowed to provide a rebuttal if the recommendation is negative. This process is different than the one for other faculty; therefore, the committee asks if the inconsistency is intentional?

4. **Chapter 2, "Procedures for Promotion of Faculty"**
   **Additional recommendations for this section:**

   - Regarding Section (c). For transparency, the committee further recommends addition of wording that provides justification to the applicant and prior level whenever a person or committee in the process makes a recommendation which is the opposite of the prior level.  Also, if the departmental level committee decides to not recommend promotion, then they must provide a justification to the applicant.

**The Promotions Committee makes the following recommendations: (Changes in red)**

First, in **Tables 1-2** in **Section 6. Timeline for Faculty Tenure**, delete the **Faculty Response Note**, and simply make the deadline five days. The two-day schedule note merely complicates the process and could have unnecessary legal implications should a faculty member challenge a recommendation.

Procedures and Policies for Granting of Tenure to Faculty

e.

5. The Tenure Review Committee, the department chair/school director, and the dean will each independently and expressly make a recommendation in favor or opposed to the award of tenure for the candidate. A formal letter outlining the rationale for the recommendation is required at all levels of the process. A copy of the letters ~~recommendations~~ will be forwarded to the candidate on the dates prepared.

6. A candidate may, upon receipt of an evaluation by the Tenure Review Committee, the department chair/school director or the dean (or other communications per paragraph 5.e.3) prepare a letter of rebuttal and forward this letter to all evaluators.

f. The Provost will review the applicant's file, make a recommendation, include the recommendation in the applicant's file, and forward the recommendation to the President of the university. If there is no favorable rating of the candidate at the Tenure Review Committee, the department chair/school director, or the dean level, a letter outlining a rationale for the decision must accompany the provost's recommendation.

g. The President, in consultation with the Provost, makes final decisions as to whether or not to award tenure to applicant faculty and notifies faculty in writing of that decision. If there is no favorable rating of the candidate at the Tenure Review Committee, the department chair/school director, the dean or provost level, a letter outlining a rationale for the decision must accompany the President's recommendation.


5. **General policies and procedures for the final tenure review**

a. It is important that the five essential points to ensure the integrity of the tenure process noted in **Procedures and Policies for Granting Tenure** to Faculty be observed.

b. In the early summer of each academic year, the Provost's Office establishes a list of all faculty who are eligible for review of their service for the granting of tenure in the subsequent academic year.  The Provost notifies faculty in each academic department/school who should be reviewed for tenure so that reviews may be carried out in accordance with System and University policy for such reviews.

c. Upon receipt of names of faculty eligible for tenure, deans will notify the candidates and their respective department chair/school director. Deans will also forward to the candidate a copy of their contract and statement of certification of years of service for inclusion in their tenure application file.

d. The applicant is responsible for assembling the tenure application file (see instructions in the Faculty Success platform or **Appendix D** and forwarding it to the chair of the Departmental/CHHS School Tenure Review Committee. Faculty are highly encouraged to use Watermark Faculty Success (formerly Digital Measures (DM)) platform for their application for tenure. See the **DM Knowledge Base** for helpful information. At a minimum, the candidate's tenure review file should include the following:

- The tenure application described in the Faculty Success platform and **Appendix D**.
- A copy of the applicant's contract.
- Statement of certification of years of service (received from the Provost's Office).
- Evidence of teaching, professional development, and service. This information should be organized in accordance with the tenure committee's requirements as described in the Faculty Success platform and **Appendix D**.
- Evaluations made by the Tenure Review Committee, department chair/school director, and the dean for all previous years.

e. Review procedures for the Tenure Review Committee, the department chair/school director, and the dean are the same as described in the **annual review procedures** with the following additions:

1. Significant positive conduct by the candidate that occurs or becomes known after the tenure application has been submitted is to be considered. It is the responsibility of the applicant to forward evidence of the positive conduct to their department chair/school director. The department chair/school director will see that the tenure application is updated. Previous evaluators will also be expected to consider these events.

2. Significant negative conduct by the candidate that occurs or becomes known after the tenure process has begun is to be considered. The applicant will be notified of the allegation and given an opportunity to respond. Some allegations may be considered exclusively by the Tenure Review Committee. Other allegations may require channeling into other university dispute mechanisms and the suspension, upon agreement of the candidate and the University, of the tenure process until their conclusion.

3. Letters, e-mails, or other written documents created by faculty members or others that are not part of the formal process that come to the attention of evaluators (committee minority opinions, private letters, etc.) may be considered as part of the evaluation materials as long as they are forwarded to the chair of the Tenure Review Committee before that committee has completed its deliberations. Once the Tenure Review Committee has completed its deliberations, communications of this type are no longer allowed at any level unless approved by the Provost. In all cases, whether the communications are allowed or not, the evaluator receiving such communications and any other participant aware of such communication will make sure that the candidate and the chair of the Tenure Review Committee receives a copy. In addition, private meetings or extensive verbal communications that are not part of the formal process but intended to influence the process should not be entertained by evaluators. Knowledge of such material, however, must be immediately disclosed to the candidate.

4. While tenure recommendations are primarily the responsibility of the tenured faculty, the recommendation of the Tenure Review Committee shall carry greater weight than the recommendation of tenured department faculty not on the Committee.

5. The Tenure Review Committee, the department chair/school director, and the dean will each independently and expressly make a recommendation in favor or opposed to the award of tenure for the candidate. A formal letter outlining the reasons for the recommendation is required at all levels of the process. A copy of these letters ~~recommendations~~ will be forwarded to the candidate on the dates prepared.

6. A candidate may, upon receipt of an evaluation by the Tenure Review Committee, the department chair/school director, or the dean (or other communications per paragraph 5.e.3) prepare a letter of rebuttal and forward this letter to all evaluators.

f. The Provost will review the applicant's file, make a recommendation, and include the recommendation in the applicant's file, and forward the recommendation to the President of the university.

1. If there is no favorable rating of the candidate at the Tenure Review Committee, the Department Chair/School Director, or the Dean level, then a letter outlining a rationale for the decision *must* accompany the Provost's recommendation.

2. If there is a favorable rating of the candidate at the Tenure Review Committee, the Department Chair/School Director, and/or the Dean level, then a letter outlining a rationale for the decision *may* accompany the Provost's recommendation.

g. The President, in consultation with the Provost, makes final decisions as to whether or not to award tenure to applicant faculty and notifies faculty in writing of that decision. If there is no favorable rating of the candidate at the Tenure Review Committee, the Department Chair/School Director, the Dean or Provost level, a letter outlining a rationale for the decision must accompany the President's recommendation.

h. Participants in the tenure review process must regard their work to be of the utmost confidentiality. Any discussion of matters that come before the Tenure Review Committee to anyone not on the Committee or discussion of these matters in public areas or in unofficial meetings is inappropriate. Any and all such behavior shall be regarded as a serious breach of confidentiality and shall be subject to disciplinary action.

i. When procedural conflicts exist, the procedures documented in the Faculty Handbook for tenure take precedent over procedures documented elsewhere.

5. **Chapter 2, "Comprehensive Review of Tenured Faculty"**

**Additional recommendations related to this section:**
- Annual reviews and their requirements should be explicitly defined in the Faculty Handbook.

Additional post-meeting information from a committee member:
I realized the USM almost certainly has a policy on annual faculty evaluations so we probably could have included a link to it in our report where we recommended we add language on annual self-evaluations to the faculty handbook. Here is the link:

https://www.usmd.edu/regents/bylaws/SectionII/II120.html

It is an old policy and is pretty vague but it does require us to "establish and publish policies and procedures for a periodic evaluation of the performance of its faculty members."

Interestingly, the USM policy on comprehensive reviews ( https://www.usmd.edu/regents/bylaws/SectionII/II119.html ) references "annual reviews" but the POLICY ON EVALUATION OF PERFORMANCE OF FACULTY only requires "periodic" reviews.

In any case, I think the USM policy means we have to form a policy on annual reviews. Also, if a new handbook is written the writers should check on all the USM policies to make sure we are following all of them…

The PC recommends that the SU Faculty Handbook require faculty evaluations
1. Annually for untenured faculty with tenure-track positions,
2. Every five years for tenured faculty,
3. Annually for contractual and adjunct faculty.

Additionally, the Handbook should follow USM Regent guidelines by specifying

1. The entities allowed to lead the evaluation (such as the Department Chair or a Department Committee),
2. That the faculty member's Teaching, Scholarship, and Service are being evaluated,
3. The requirements for the faculty member being evaluated, or that these requirements should be determined by the department/unit/school
4. Examples of possible outcomes of an evaluation (such as Favorable/Unfavorable, Exceeds Standards/Meets Standards/Does Not Meet Standards),
5. The consequences of each outcome,
6. Procedures a faculty member can follow following a negative evaluation,
7. An explicit statement that each department/unit/school should codify its own specifics for items 1-6, which should be vague to allow for departmental discretion.

9. **Chapter 2 Reorganization**

   **Chapter 2 should be reorganized to make the topics clearer. In addition, the discussions of all positions should have a somewhat parallel structure within the handbook. A single example of how it could be organized is provided on pages 5-7.**

   **In Section C. "Faculty Ranks", both clinical faculty and library faculty are not listed; they are found later in the document in a section called fulltime non-tenure track faculty. It seems that separating the clinical and library faculty ranks separately suggests a lack of equity. There has got to be a better way to lay out this section, so it**

**doesn't look like clinical faculty and library faculty are different and almost an afterthought.**

*Charge: Make a recommendation on whether or not Chapter 2 should be reorganized. Take into consideration your recommendation on revising the full Faculty Handbook. If recommending reorganization, provide the recommended new organization. The committee agrees the proposed organization of Chapter 2 of the Faculty Handbook is reasonable but did not and could not address the equity and organization issues mentioned in the charge for this committee. We believe that reordering the content will not provide a sufficiently parallel structure and that rewriting large sections is required to accomplish this goal.*

The committee agrees that listing all faculty ranks in one place is ideal, and listing the types of rank in alphabetical order would reduce the appearance of inequity. For example, Clinical Faculty and their associated ranks would be listed first, then Faculty, and then Library Faculty; though other organization methods could be more useful.

**The Promotions Committee believes Chapter 2 should be reorganized and proposes the following changes:**

1. Change the section "Faculty Ranks and Criteria" to "Faculty, **Clinical Faculty, and Library Faculty** Ranks and Criteria," and include Clinical and Library Faculty ranks in alphabetical order with Faculty.
2. Write the requirements for Clinical and Library Faculty in bullet points as is done with Faculty positions Instructor, Assistant Professor, Associate Professor, and Professor.
3. Move the Tenure/Promotion section for Clinical Faculty to after "Procedures for Promotion of Faculty" and before "Procedures for Faculty Appeals…"
4. Move the Tenure/Promotion section for Library Faculty to after T/P section for Clinical Faculty and before "Procedures for Faculty Appeals…"
5. Remove the section "Full-Time, non-Tenure-Track Faculty" and instead list those faculty under the new "Faculty…Ranks and Criteria" section.
6. Have a single Part-Time Faculty/Clinical Faculty/Library Faculty section instead of two. (We also wondered why there is not a Part-Time section for Clinical Faculty.)
7. Make the "Comprehensive Review of Tenured Faculty" section include Clinical and Library Faculty (if applicable; if not, then state that such a review is not applicable).
8. Clinical Faculty are defined in the Handbook as being only in CHHS; however, Clinical Faculty also exist in Seidel and possibly other schools. As a result, the subsection "Criteria and Procedures for Promotion of Clinical Faculty within the CHHS" either should have the CHHS reference removed, or additional subsections should be included for Clinical Faculty in other schools. We also recommend consulting with each department/school with Clinical Faculty to receive their input on the precise language and requirements.
9. An analogous problem and solution exist for Professors of Practice.
10. Include a sentence for Lecturers indicating that *only* teaching is expected. For example, "While Lecturers are free to engage in Scholarship and Service, the only requirement of

Lecturers is Teaching the appropriate load as decided by the department/school." Other schools and departments may disagree with these requirements, so it may be appropriate to consult with the Dean of each school/college on the precise language.

11. For Section Employment of Full-Time, Non-Tenure-Track, Instructional Faculty, include a link to USM BOR Policy II-1.05.

## 10. Language Consistency

**Additional recommendation for this section:**

It may be appropriate to review the types of service that contribute meaningfully to promotion and tenure as it is possible the current faculty may want to give more weight to service to the community.

Chapter 2, Procedures for Promotion of Faculty, item 6 includes a section on service to the community:

Participation in external community activities.

a. Voluntarily contributing time and resources outside one's area of specialization in cases where service is not specifically discipline-related, the candidate should describe the service and address how it could be of professional benefit to the candidate and/or to Salisbury University's role in the community since the faculty member is representing the University positively. Volunteerism related to one's family, hobbies, or special interests may be laudable but may not be weighted heavily if it appears to be more personal than professional.

b. Voluntarily contributing time and resources within one's area of specialization.

Since the Handbook states that "there is no order to the categories and no order within the categories," the Promotions Committee sees no reason to adjust the wording of Service requirements for promotion.