Criteria for Decisions on Faculty Status (from AY 2004-05)
Academic Handbook (updated October 2009)
Personnel Policies, Article V.

(Article mutually agreed to by administration and faculty. Amended September 13, 2004. This change will take effect in the fall of 2004 for those faculty members hired to begin teaching in the 2004-05 academic year; for current faculty members it will take effect after their next satisfactory promotion review. See "Criteria for Decisions on Faculty Status (prior to 2004-05).")

Decisions should express judgments about a candidate's merit using the principles of equity, which considers each individual faculty member in terms of his or her unique talents, abilities, and accomplishments in relation to the criteria for personnel decisions, and quality. A large amount of activity per se does not necessarily contribute to a superior academic environment. Criteria for possible dismissal (Article VI. B. below) are also applicable to decisions on faculty status.

- **Term review.** Required: Strong teaching during the period under review, promise of accomplishment in the scholarly and artistic work category, and service. Candidates who have not yet completed the terminal degree must show clear progress toward completion of the terminal degree for a satisfactory review as noted in Appendix 2 of the Personnel Policies.
- **Interim review.** Required: Strong teaching during the probationary period, promise of accomplishment in the scholarly and artistic work category, and service. Candidates who have not yet completed the terminal degree must show clear progress toward completion of the terminal degree for a satisfactory review as noted in Appendix 2 of the Personnel Policies.
- **Tenure decision.** Required: Strong teaching, including teaching in the school or department in which tenure will be granted, demonstrable achievement or unquestioned promise of accomplishment in the scholarly and artistic work category; and adequate contributions in service.
- **Promotion to associate or full professor.** Required: continued strong teaching; significant achievement or contribution in either scholarly and artistic work or service and at least adequate performance in the other category.

**A. Teaching**

Strong teaching is essential for a positive personnel decision. Candidates are required to provide broad-based and representative evidence of strong teaching.

Candidates are required to show evidence in all of the following:

1. **Professional Competence**
   Completion of a terminal degree in the field (see Appendix 2: Terminal Degrees). Continued professional mastery of content, critical scholarship, and methodologies of teaching in areas of responsibility. Evidence may include: professional activities to stay current in the field combined with evidence of use of such current materials in courses; attendance at meetings or workshops on content or teaching methodologies, combined with evidence of use of that material and experience.

2. **Content and rigor**
   a. Content: evidence to be drawn from course goals, syllabi, examinations and assignments, course materials, such as handouts, primary and secondary textual sources, textbooks and other course materials. Such evidence can also include meetings/workshops attended relative to the content of the courses taught. The evidence should demonstrate that courses meet standards appropriate to the level of the course.
b. Rigor: evidence to be drawn from quizzes, tests, examinations, paper assignments, marked and graded material, distribution of grades as submitted to department chairs by the Office of Institutional Research, etc. The evidence should demonstrate that the course requirements are sufficiently challenging for the level of the course.

3. Teaching methods
Evidence to be drawn from teaching philosophy, course goals, syllabi, examinations and assignments, other course materials, etc.; evidence should demonstrate that teaching methods are appropriate, given the contexts of the discipline, topic, and specific characteristics of a given class. Such evidence can also include meetings/workshops attended related to teaching methods.

4. Effectiveness
Evidence to be drawn from student opinion surveys, peer observations, annual reports, etc.; evidence should demonstrate that the candidate has been successful in implementing her or his teaching methods, has treated students with professional fairness and integrity, and has established relations with students that are conducive to the learning process.

B. Scholarly and Artistic Work

Scholarly and artistic work shall be given full consideration in personnel decisions. In scholarship we recognize all categories identified by the Carnegie Foundation for the Advancement of Teaching: the scholarship of discovery, the scholarship of integration, the scholarship of application, and the scholarship of teaching. [Boyer, Ernest L. 1990. Scholarship Reconsidered: Priorities of the Professoriate, Chapter 2. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.]

Candidates are required to show:

1. Continued development as a scholar or artist in one's broadly defined field(s) or discipline(s). The evidence might include participation in learned societies, professional organizations, and attendance at conferences, as well as supporting documents in area 2 and similar activities.

2. Between the following areas (2.a. and 2.b.), more activity in one category may compensate for less in another, but not to the exclusion of activity in either category.

   a. Intellectual liveliness outside the university:

      i. Scholarly outreach. Evidence might include publications, presentations at conferences, public performances and exhibits outside of DePauw, writing grant proposals for external funding, scholarship related to teaching and other activities of a similar nature.

      ii. Professional contributions. Evidence might include organizing conferences or competitions, reviewing manuscripts and grant proposals, giving master classes outside of DePauw, and scholarly work for publication houses, institutes, and governmental agencies, etc. Evidence related to professional service should not be included in this area (See C.3. below.)

   b. Intellectual liveliness within the university community. Evidence might include workshops, participation at university, school, or departmental forums, panel discussions and presentations, on-campus recitals.

C. Service

Adequate service to both the department (or school) and the university is necessary for positive personnel decisions. In establishing a record that goes beyond adequate service the candidate is free to provide
further evidence of service to the department (or school) or to the university or to provide evidence for service to the profession. The three areas of service are defined below. More activity in category 3 can compensate for less activity in categories 1 and 2, but not to the exclusion of departmental and university service.

1. **Departmental Service.** Evidence might include effective participation in departmental governance, including committee assignments; effective advising of majors and minors; participation in curriculum and course development; resource acquisition, laboratory supervision, maintenance of office and lab equipment or musical instruments; and similar activities.

2. **University Service.** Evidence might include effective participation in university governance, including committee assignments; effective advising of first year students and/or student organizations related to the academic life; effective work in developing interdisciplinary or general education programs; administrative assignments and appointments; participation in community outreach programs affiliated with the university; and similar activities that show a commitment to the good of the university.

3. **Professional Service.** Beyond scholarly activities directly related to participation in learned societies, a candidate could supply evidence of service to professional societies, journals, institutes, governmental agencies, and the like. Evidence might include chairing conference sessions, being a juror at competitions, visiting schools for accreditation reviews, holding office in professional societies or foundations, and similar service activities which are related to the individual's fields as either a scholar or teacher.

**D. Librarians serving as renewable term faculty** are evaluated in the areas of teaching, professional development, and service, with the following difference: in the evaluation of teaching, the evaluation has a primary focus on library effectiveness. Librarians may also show evidence related to teaching (Article V. A), but they must show evidence in at least two of the following areas of library effectiveness:

1. reference services for the university community;
2. development of library collections and information resources;
3. provision of bibliographic organization and control over library collections;
4. instruction in the use of information resources and services including workshops, library and information instruction sessions, and research consultations;
5. creation of instructional materials and tools on the use of information resources and services including catalogs, bibliographies, and indexes.

**Appendices to Personnel Policies**

**Appendix 2: Terminal Degrees**

The terminal degree in a field is usually a doctorate in the field with the following exceptions: Studio Music – Masters in Music; Studio Art – Master in Fine Arts; Creative Writing – Master in Fine Arts; Theater Practice or Professional Theater – Master in Fine Arts; Accounting – Masters in Accounting or Masters in Business Administration; Library - a master's degree from a program accredited by the American Library Association; and other special cases specified at the time of initial appointment. Prior completion of the terminal degree is not required for an initial full-time faculty appointment; however, completion of the terminal degree is required for the granting of tenure. Completion of the terminal degree or satisfactory progress towards completion of the degree in advance of the tenure decision is required for a satisfactory interim review.