

Academic Handbook

Personnel Policies Section

V. Criteria for Decisions on Faculty Status

Article mutually agreed to by administration and faculty. Amended April 5, 2021. This change will take effect on July 1, 2021

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 adequate 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 adequate 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.

1. 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:

a. 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. Demonstrated awareness and engagement with trends and practices in pedagogy that promote a diverse and inclusive classroom climate appropriate for teaching in areas of responsibility (Note: This requirement described in the previous sentence will take effect in the fall of 2017 for those faculty members hired to begin teaching in the 2017-18 academic year; for current faculty members and those hired

during the 2015-16 academic year, it will take effect after their next satisfactory promotion review). 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.

b. Content and Rigor

- i. 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.
- ii. 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.

c. 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.

d. 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.

2. **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:

- a. 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 b and similar activities.

- b. Between the following areas (b (1) and b (2)), more activity in one category may compensate for less in another, but not to the exclusion of activity in either category.
 - 1. 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 3.C. below.)
 - 2. Intellectual liveliness within the university community. Evidence might include workshops, participation at university, school, or departmental forums, panel discussions and presentations, on-campus recitals.

3. Service

Part-time faculty positions and faculty positions with special responsibilities (e.g., pre-doctoral scholars, post-doctoral scholars) have service obligations as defined in the appointment letter. The faculty service obligation is fulfilled through service that is not afforded extra compensation by stipend or reassigned time. Effective July 1, 2020 the service expectations for all other faculty members are those described here. Any review of service after this date uses these criteria; any review of service prior to this date uses the criteria listed below.

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), university or profession. The three areas of service to be considered are Departmental (School), University, and Professional. More activity in Professional service can compensate for less activity in categories Departmental (School) and University, but not to the exclusion of departmental and university service.

a. Departmental Service

All members of a department or program, during semesters in which they teach, must engage in the following service contributions: attend departmental meetings, work on curricular development, participate in advising, engage in course observations and other mentoring of junior colleagues, represent the department as needed, manage commercial cards and budget processes as needed, and serve on personnel committees and search committees following membership rules specified in Article IV. A. 5 in the By-Laws and Standing Rules of the Faculty section of the Academic Handbook. The following service contributions are to be distributed among departmental or program members in accordance with a distribution agreed upon by the department or program: subcommittee work, admissions liaisons, programming, mentor associated student organizations, mentor individual or informal groups of students, instrument or equipment maintenance,

student testing or juries at all levels, student awards, advising on or supervising internships, advising independent research projects, and any other projects that further the community and academic experience of the department.

b. University Service

Service within the University is distributed across faculty committees and other engagements that advance curricular and co-curricular experiences for students. Faculty without a leave in a given academic year are expected to fulfill University service obligations. Faculty members engaging in the following activities will fulfill their University service through one of these activities: Faculty Personnel Policy and Review Committee, Curricular Policy and Planning Committee, Faculty Priorities and Governance Committee, University Strategic Planning Committee, Student Academic Life Committee, Faculty Development Committee, Institutional Review Board (IRB), and other single committee work that the Review Committee assesses to fulfill University service, and substantive leadership work that addresses institutional racism and supports anti-racist practices at DePauw (i.e. mentoring student groups, advising faculty committees and administration, supporting faculty colleagues in developing and refining anti-racist pedagogy, and/or work with historically marginalized communities on campus, etc.). Faculty members not serving in one of those roles will instead fulfill their University service through any combination of two or more of the following activities: all other faculty committees, interdisciplinary program committees, Q, W, S competency committees, Honors and Fellows program steering committees and mentoring of student work in these programs, any ad hoc committee, participation in community outreach programs affiliated with the university; and similar activities that show a commitment to the good of the university.

c. Professional Service

Beyond scholarly activities directly related to participation in learned societies, a candidate could fulfill their professional service by participation in professional societies, journals, institutes, governmental agencies, and the like. This might include organizing 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.

For time preceding July 1, 2020, the following standards should be used in the evaluation of service:

a. 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.

b. 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 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.

c. 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.

Librarians Serving as Renewable Term Faculty

Librarians serving as renewable term faculty are evaluated in areas of teaching, scholarly and artistic work, and service, with the following difference: in the evaluation of teaching, the evaluation has a primary focus on library effectiveness. Therefore, professional competence in teaching is defined parallel to [Article V.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 librarianship in areas of responsibility. Demonstrated awareness and engagement with trends and practices in librarianship that promote a diverse and inclusive climate appropriate for areas of responsibility. Evidence may include: professional activities to stay current in the field combined with evidence of use of such current materials in practice; attendance at meetings or workshops on content or methodologies, combined with evidence of use of that material and experience.

Librarians may also show evidence related to teaching ([Article V.1.](#)), but they must show evidence in at least two of the following areas of library effectiveness:

- a. reference services for the university community;
- b. development of library collections and information resources;
- c. provision of bibliographic organization and control over library collections;
- d. instruction in the use of information resources and services including workshops, library and information instruction sessions, and research consultations;
- e. creation of instructional materials and tools on the use of information resources and services including catalogs, bibliographies, and indexes.