



**Rhode Island College
Office of the Provost & Vice President for Academic Affairs**

Tenure and Promotion Information Academic Year 2018-19

Process and Timeline (steps completed on or before):

September	Informational meetings with Provost, Deans, Department Chairs and faculty regarding tenure and promotion processes. Candidates considering promotion and/or tenure should be preparing their portfolios for submission, in consultation with their Department Chairs.
October 16	Department Chairs provide Deans with a list of faculty planning to submit for tenure and/or promotion and confirm that the Departmental Advisory Committee has been duly constituted by the department faculty as specified in department by-laws.
November 3	Deans forward list of candidates to Provost.
December 1	Candidates submit portfolios to their Department Chairs and the chairs of their departmental promotion and tenure committee.
December 15	For joint appointments, the Department Chair in the primary appointment (budget line) department solicits evaluation information and recommendation from the Department Chair and Departmental Advisory Committee of the secondary joint appointment department, which will be appended to the annual evaluation form.
Before February 1	Departmental Advisory Committees conduct and complete their review of the portfolios, and submit a written summary of their evaluations to Department Chairs with recommendations. Department Chairs conduct independent evaluation of each portfolio, write a summary description of individual's contributions, a statement relating to the individual's status regarding tenure, and specific recommendations on promotion and tenure.
February 1	Department Chairs submit evaluations by Chair and DAC to faculty member prior to meeting with that individual. Faculty member signs evaluation and recommendation form (not implying agreement) and may append comments.
February 5	Chairs submit portfolio packages, forms and written Chair and DAC recommendations to Dean.

- Before February 15 Deans conduct independent evaluations of portfolios and recommendations, and write their recommendations on tenure and promotion.
- February 15 Deans provide letters and recommendations to candidates prior to offering to meet with each candidate to discuss reviews and recommendations. Faculty members may avail themselves of this opportunity as they choose, and may have a union representative attend if they wish and as warranted. Each candidate signs the evaluation and recommendation form (not implying agreement) and may append comments.
- February 19 Deans provide portfolios and all recommendations to Provost/VPAA and meet individually with the Provost/VPAA to discuss candidates of each school.
- March 16 Provost/VPAA submits all promotion and tenure recommendations to President.
- By April 7 President acts on tenure and promotion recommendations and notifies candidates, Deans and Department Chairs.
At least ten working days shall be allowed between the return of the form to the faculty member and final action of the President on recommendations, permitting reconsideration by the President of the portfolio upon the request of a faculty member. (Final presidential action on April 20).
- April-July Council on Postsecondary Education votes on tenure candidates.

If an administrator rejects or modifies a Chair's recommendation to the disadvantage of the candidate, he/she shall immediately notify the Chair and candidate in writing, stating the reasons.

Relevant Criteria (from AFT Contract)

Below are excerpts from the current contract that are most relevant to the process for and expectations of promotion and tenure. This is not an exhaustive list of contract items related to annual review, promotion and tenure (such as counting years of prior service, impact of accommodating leaves and other gaps, etc.). It is the obligation of the candidate faculty member, and his/her Department Chair and Dean to ensure that they are familiar with all aspects of the contract and all relevant Rhode Island College policies and procedures, that they have a shared understanding of the candidate's status, and that they are in compliance.

Please note any specialized contractual language for individual departments or divisions (such as Henry Barnard School and Library.)

From Article 8: Annual Review of Faculty:

- 8.10 Teaching effectiveness and professional competence are the main criteria in determining the contributions of a faculty member.

- 8.11 The teaching effectiveness of the faculty member consists of his/her command of the subject, his/her skill in organizing and presenting his/her material with force and logic, his/her ability to motivate students to intellectual curiosity, and his/her actual teaching performance as determined by various techniques of measurement including class visits by the Department Chairperson, occasional visits by the appropriate Dean, and evaluations by students.
- 8.12 The following shall be used, not necessarily in priority order or limited to the following, in determining the professional competence and other value of a faculty member:
- a. Research, publication, grants in a special field, or creativity and performance in the fine arts;
 - b. Leadership and service to the College, including responsibility and creativity in the department affairs, service on College committees, and quality of student advisement;
 - c. Professional improvement, such as is shown by the completion of additional graduate courses; attendance at professional meetings, and holding office in professional organizations;
 - d. Leadership and service to the community, state, or nation where such service is clearly related to the faculty member's professional responsibilities at Rhode Island College.
- 8.13 Individual departments, divisions, schools or other college subdivisions may develop additional criteria for evaluation as well as standards for defining and implementing such criteria and other criteria... provided that any such criteria, standards and implementation procedures shall be approved by the Rhode Island College Administration and the RIC/AFT and must be provided to all affected faculty members at least one semester prior to implementation.
- 8.14 For faculty recommended for tenure and/or promotion, a comprehensive review covering the faculty member's entire professional career shall be submitted by the department Chairperson to the appropriate Dean in support of that recommendation. This review will include the following:
- a. A statement by the Chairperson of the specific duties and responsibilities of the individual faculty member for the tenure and/or promotion review period.
 - b. A broad assessment by the Chairperson of the teaching effectiveness and of the qualities and contributions of the faculty member, as related to the criteria outlined in Sections 8.11 and 8.12 of this Article.
 - c. A tabulation of accomplishments. This tabulation shall include but not be limited to the following:
 - (1) Contributions to the instructional program including new course designs, new or altered programs, or other efforts which have enhanced the instructional program.
 - (2) Journal articles or books published or accepted for publication, papers presented, workshops conducted at professional meetings, and research accomplishments.
 - (3) Offices held in, and services rendered to, professional societies and membership in professional and honor societies.
 - (4) Services to the College and professional services to the community.
 - (5) Student advising.

- d. The comprehensive evaluation shall include a list of teaching assignments for the relevant period of service at Rhode Island College.
 - e. An assessment of the department Chairperson's comprehensive review and a personal assessment of professional goals may be submitted by the faculty member himself/herself and will become part of the comprehensive review.
- 8.23 Process of Achieving Tenure. The institution during a stated number of years has the opportunity to observe and evaluate the capabilities and services of a faculty member. Upon this judgement must be based the decision to reappoint those who have made positive contributions to the College or to terminate those who have failed to adapt themselves to the standards of the institution. Tenure shall be granted only after a thorough review of the faculty member's total contribution to his/her department and to the College; it is granted only after these contributions are deemed significant enough to assure the faculty member of continuous appointment at Rhode Island College.
- 8.30 By June of his/her fifth year of tenure-credited service, an Assistant Professor shall either be recommended for tenure or be notified that he/she will not be reappointed beyond the next year. Assistant Professors approved for tenure by the Council on Postsecondary Education shall be awarded tenure on July 1 of that year.
- 8.31 Associate Professors and Professors who begin their service at Rhode Island College in that rank shall be considered for tenure during their third year of full-time service at this institution. Associate Professors and Professors approved for tenure by the Council on Postsecondary Education shall be awarded tenure after completing four (4) years of tenure-credited service.
- 8.32 By June 30 of his/her third year of service, an Associate Professor or Professor who does not have tenure shall either be recommended for tenure or be notified that he/she will not be reappointed beyond the fourth year.
- 8.33 A person who is recommended for promotion to the rank of Associate Professor or Professor to become effective after two (2) or more years of full-time service at Rhode Island College shall be simultaneously recommended for tenure. Promotion and tenure become effective on the same date (July 1 of appropriate year).

Guidelines for Candidates in Preparing and Submitting Their Portfolio

The Portfolio

The portfolio should reflect your professional career at RIC at accurately and comprehensively as possible. Talk to your Department Chair, Dean, and other senior faculty about how to construct this portfolio, what to include, and how to format the information. It is imperative to focus on the review period of relevance, i.e., either the period since you joined RIC at rank or the period since your last promotion at RIC. Prior work can be referenced for context but is not formally part of your review for promotion and tenure.

A suggested outline or table of contents is as follows:

Table of Contents – Paginate the portfolio, list the major sections of the portfolio with starting pages, and separate the sections in the portfolio with tabs to assist the reviewers.

Cover Letter – Provide an overview of your career at RIC and any related information that is not obvious in your Curriculum Vitae (CV) or other objective materials. This can be a separate document or the first section of a combined document that includes the narratives below.

Professional Narrative – Provide a narrative on your teaching, research or other scholarship, service at RIC, professional service, outreach, and other professional activities, either in separate sections of one narrative or separate narratives for each major area above.

CV – Provide a comprehensive and up-to-date CV that lists all of your professional activities for your entire professional career. It is strongly recommended that you annotate your CV; that is, provide guidance on key elements that may not be apparent from the factual information. For example, in a list of publications you might annotate each publication (particularly if it is multi-authored) as to your role, how the publication reflects your core scholarship, and the overall importance of that publication in your compendium of total scholarly output. You should also indicate which publications resulted from your scholarship while at RIC (as opposed to a publication that resulted from work prior to joining RIC). Likewise annotate any grant funding with information about the funding, what project it relates to, and the products that resulted from that funding.

Supporting Documentation – Include materials that demonstrate your Teaching Effectiveness and Professional Competence:

Teaching-related Materials – Include a comprehensive list of courses taught, and distinguish those in your department/program versus courses outside your department, school or program; include student evaluations and peer evaluations of your teaching; workshops and courses taken, and/or additional earned credentials related to developing your teaching expertise. See below for other examples of documentation.

Professional Competence-related Materials – This section should include evidence of both research, publication, grants or creativity and performance in the fine arts; leadership and service to the College; professional improvement; and leadership and service to community, state and nation. Include copies of relevant publications reflecting your research, conference proceedings, URLs for web sites reflecting scholarly output, book chapters and books or monographs, examples or images of performance or visual arts, etc. that reflect the output of your scholarly activities. Include evidence of any coursework, workshops, certificate credentials and degrees, and other evidence of professional development. Include relevant materials that demonstrate outreach, service to professional organizations, and other professional activities. See below for other examples of documentation.

Candidates are cautioned against compiling large appendices of materials or including extraneous materials (thank-you notes, meeting minutes, correspondence, newspaper articles, etc.) that do not directly document your professional activities.

Below is a table providing examples of ways to document your professional activities. This list of examples is neither comprehensive nor mandatory.

TEACHING EFFECTIVENESS	
Command of Subject	Course syllabi, incorporation of new developments in field, instructional innovation, activities to expand your knowledge or explore what others are doing, new-course development
Skill in Organizing and Presenting Material with Force and Logic	Course materials, course syllabi, organization of course resources (e.g. Blackboard), statement of personal assessment, changes made in response to student achievement or feedback, instructional innovation, exploration of new pedagogy
Intellectual Integrity	Approach to rigor, documentation of your expectations of students, methods of assessing student learning in your classes
Enthusiasm for Learning Within and Outside of Classroom	Statement of personal assessment, instructional innovation, evidence that students are responding to subject matter (e.g. student feedback), examples of student work, community engagement, student mentorship experiences
Ability to Motivate Students to Intellectual Curiosity	Statement of personal assessment; approaches to pedagogy; instructional activities; student feedback; examples of student work; experimentation with service learning, online learning, or other pedagogies; undergraduate research
<i>Measures of Actual Teaching Performance, including:</i>	
Chair	Feedback from chair
Faculty peers	Feedback from faculty peers in classroom observations – very important
Dean	Feedback from dean, if any
Student evaluations	Sample data from student evaluations (not every course every semester); sample of written comments, if any
PROFESSIONAL COMPETENCE	
Research, Publication, Grants or Creativity and Performance in the Fine Arts	Anti-chronological listing in CV; copies or representations of products; explanation of your role in collaborative projects; engaged scholarship; awards; feedback from reviewers; letters from colleagues and external partners; co-authored products with students
<i>Leadership and Service to College, including:</i>	
Responsibility and creativity in departmental affairs	Committees, terms of appointment, your role; samples of creative contributions; learning-outcomes assessment, accreditation, faculty development; contributions to and innovations in instructional program;
Service on college committees	Committees, terms of appointment, your role; samples of creative contributions; contributions to learning-outcomes assessment, accreditation, faculty development; FCTL sessions or workshops led
Quality of student advising	Advising load, statement of approach to advising in personal assessment, activities undertaken to prepare for advising; include informal and student-group advising and research mentorship
<i>Professional Improvement, such as:</i>	
Faculty development programs	Listing of activities including FCTL programs, conferences, workshops
Graduate courses	Listing on CV
Attendance at professional meetings	Listing on CV; indicate role
Offices in professional organizations	Listing on CV; indicate role
Leadership and Service to Community, State, or Nation	Listing of activities in CV, statement of contributions, community or industry partnerships, media contacts made (if any)