

Faculty Policies and Guidelines and Criteria for the Evaluation and Promotion of Faculty, Faculty of Practice, and Lecturers and Tenure of Faculty



University of Dayton

**School of
Engineering**

**May 2021
with minor revisions in May 2022**

Policy for faculty of practice and tenure-track faculty
adopted on March 30, 2021

Policy for lecturers adopted on September 9, 2020

Policies & Procedures last approved on March 30, 2021

Approved by the University of Dayton Promotion & Tenure
Committee on March 30, 2021

Approved by the University Clinical
Committee on February 15, 2021

Approved by the University Lecturer Promotion
Committee on September 9, 2020



Table of Contents

Preface	3
Executive Summary of Changes Made and Rationale for Changes	4
Section 1. General Information and Overview	7
Part 1.1. Introduction	7
Part 1.2. Career Planning Tool for Faculty Development and Evaluation	24
Section 2. Procedures and Policies for Lecturers	35
Part 2.1. Annual Performance Review for Lecturers	35
Part 2.2. First Comprehensive Periodic Review of Lecturers	36
Part 2.3. General Promotion Policies for Lecturers	37
Part 2.4. Professional Strategic Plan for Lecturers	43
Section 3. Procedures and Policies for Faculty of Practice	46
Part 3.1. Annual Performance Review for Faculty of Practice	46
Part 3.2. First Comprehensive Periodic Review of Faculty of Practice	47
Part 3.3. General Promotion Policies for Faculty of Practice	48
Part 3.4. Professional Strategic Plan for Faculty of Practice	55
Section 4. Procedures and Policies for Tenure-Track/Tenured Faculty	58
Part 4.1. Annual Performance Review for Tenure-Track/Tenured Faculty	58
Part 4.2. First Comprehensive Periodic Review of Tenure-Track Faculty	60
Part 4.3. General Tenure and/or Promotion Policies for Tenure-Track/Tenured Faculty	61
Part 4.4. Professional Strategic Plan for Tenure-track/Tenured Faculty	68
Part 4.5. Sabbatical Application Process for Tenured Faculty	72
Section 5. Procedures and Policies for Faculty in Administrative Positions	73
References	75
Appendix A	79
Appendix B	80
Appendix C	81
Appendix D	82

Preface

This policy was adopted on September 9, 2020, for lecturers and on March 30, 2021, for faculty of practice and tenure-track faculty members. In May of 2022, minor revisions were made to the School of Engineering policy to ensure compliance with the University policy ([Senate Document DOC 2021-05 Revisions to DOC 2006-10 University Promotion and Tenure Policy](#)) that was approved by the faculty in the fall of 2021 and by the Board of Trustees in January, 2022.

Untenured, tenure-track faculty members with an official start date prior to the adoption date of this policy may choose to be evaluated for the purpose of promotion and/or tenure under the guidelines stated in the previous document (*School of Engineering Criteria and Procedures Policy for Faculty Evaluation and Promotion and Tenure* adopted September 25, 2001) or the current policy outlined in this document (*Faculty Policies and Guidelines and Criteria for the Evaluation and Promotion of Faculty, Faculty of Practice, and Lecturers and Tenure of Faculty*).

Untenured, tenure-track faculty are required to make a decision regarding which policy they would like to be evaluated against by their first Annual Performance Review following the approval of this policy. This choice must be documented using the [Policy Adoption Form \(Form 1, Appendix B\)](#) and signed by the faculty member, department chair, and associate dean for faculty and staff development. This form will be placed in the faculty member's personnel files.

Faculty of practice and lecturers will be evaluated for promotion under the guidelines of the current policy outlined in this document (*Faculty Policies and Guidelines and Criteria for the Evaluation and Promotion of Faculty, Faculty of Practice, and Lecturers and Tenure of Faculty*) as there is no prior policy for professional track faculty. Additionally, tenured faculty will be evaluated for promotion under the guidelines of the current policy outlined in this document starting July 1, 2022.

Executive Summary of Changes Made and Rationale for Changes

In their 2011 article in the *EDUCAUSE Review*, David Staley and Dennis Trinkle (2011) point out, “The landscape of higher education – the growing variety of higher education institutions, the cultural environment, the competitive ecosystem – is changing rapidly and disruptively.” In reading these signs of the times, the School of Engineering at the University of Dayton developed a tenure and/or promotion policy that is used to evaluate tenure-track faculty for the purpose of tenure and/or promotion and for the purpose of professional growth and achievement. Likewise, the School of Engineering developed a process for the promotion of lecturers and faculty of practice. The processes and criteria outlined in this document were developed to be mission-centered, formative, inclusive, equitable, transparent, consistent and robust.

Why a new promotion and tenure document: There are several key reasons why a new promotion and tenure document was developed. In 2015, the School of Engineering underwent a strategic planning process, and in 2016, the University of Dayton underwent a strategic visioning process. Emerging from both of these processes was a clear need for modifications to the promotion and tenure criteria, as well as procedural clarity, in order to better align the promotion and tenure process with the University’s and the School’s mission, vision and strategic goals. In addition to promoting the School’s and the University’s enduring commitments to excellence in research and teaching, it was specifically identified that the promotion and tenure criteria should promote and reward faculty involvement in community-engaged learning and scholarship, novel approaches to teaching and learning, venture creation and commercialization, excellence in innovation, and the promotion of inclusive excellence and servant leadership (Spina, 2017; School of Engineering Strategic Plan). Additionally, the University Academic Senate passed two policies ([DOC 2017-01 University Promotion Policy for Clinical Faculty/Faculty of Practice](#) and [DOC 2018-03 University Promotion Policy for Lecturers](#)), which required the School of Engineering to develop criteria and procedures for the promotion of both faculty of practice and lecturers. Recently, many universities are taking a closer look at their promotion and tenure policies and are considering changes to these policies to reflect the changing landscape of higher education (O’Meara, Eatman, & Petersen, 2015).

What changes were made: Many of the foundational aspects of the previous policy (*School of Engineering Criteria and Procedures Policy for Faculty Evaluation and Promotion and Tenure*, adopted September 25, 2001, last approved on December 7, 2011) were upheld in the policy outlined in this document. For example, tenure-track faculty are evaluated for their accomplishments in scholarship, teaching and service; faculty can choose to be evaluated under different models; and traditional technical scholarship is highly valued and reflected in the promotion and tenure policies and criteria. Some key changes that were made to the previous policy and are reflected in this document include the following:

- The policies and procedures described in this document have been developed to incorporate research-based, best practices in faculty evaluation, tenure, and promotion including the development of tools to provide clarity in expectations of faculty and consistency in evaluations; procedures that will better ensure that a faculty member receives candid, constructive, and frequent feedback at different levels; and inclusion of practices that recognize a variety of different faculty contributions (Collaborative on Academic Careers in Higher Education, 2014;

American Council on Education, American Association of University Professors, and United Educators, 2000).

- The document is comprehensive and includes tenure and/or promotion policies for lecturers, faculty of practice, and tenure-track faculty (collectively referred to as faculty members). The policies and procedures outlined in this document are new for lecturers and faculty of practice as there is no prior policy for these faculty members.
- The criteria and policies have been developed to recognize the unique talents, skills, and contributions of faculty and to empower faculty to use and develop these to support the mission of the department, School, and University.
- The document is intended to be formative as well as evaluative, where faculty members can use the various tools provided in the appendices for career planning, self-assessment, and reflection.
- The document spans the entire career of the faculty member.
- The roles of various people and committees involved in mentoring, guiding, and/or evaluating the faculty member have been clearly defined.

How this document was developed: This document was developed as the direct result of the School of Engineering Strategic Planning Process. After release of the initial School of Engineering Strategic Plan in 2015, implementation teams were formed. One of these implementation teams (Tactic 1.1 C Support personal strategic planning and align rewards – including promotion and tenure – to incentivize innovation, creativity, entrepreneurial thinking and outstanding performance) made up of three faculty and two staff members, under the direction of the Associate Dean for Faculty and Staff Development and Goal 1 coordinator, Margaret Pinnell, initiated the process of examining current evaluation procedures, including promotion and tenure. Starting in the fall of 2016, three faculty members on this implementation team: Aaron Altman, Kenya Crosson and Beth Hart, formed a subgroup to lead the effort on the tenure and/or promotion “re-visioning” process. This subgroup worked with the Associate Dean for Faculty and Staff Development, Margaret Pinnell, to identify a diverse group of faculty members to serve on the Promotion and Tenure Re-Visioning Committee. The goal of this committee was to ideate and draft a new policy. This diverse group of faculty members included representatives from all of the departments, lecturers, faculty of practice, tenure-track faculty, and tenured faculty at the associate and professor level.

As part of the re-visioning process, the committee conducted a literature review, examined promotion and tenure policies from other engineering schools including small, teaching-focused schools, R2 and R1 schools (~ 25 total), and consulted various offices on campus including the Women’s Center, Office of the Provost, Office of Diversity and Inclusion, and the Ryan C. Harris Learning Teaching Center. The committee examined evidence used at other schools for the purpose of promotion and tenure, determined what faculty activities were relevant and important to supporting and enhancing the mission of the School and the University and what activities that we value were missing, defined levels of achievement and criteria used to assess this, and developed a first draft of the Career Planning Tool (CPT).

In December of 2017, the Promotion and Tenure Re-Visioning Committee leadership used the information obtained from the literature review, relevant Academic Senate documents, existing School of Engineering policies, and the CPT, to write a draft of the *Faculty Policies and Guidelines and Criteria for the Evaluation and Promotion of Faculty, Faculty of Practice, and Lecturers and Tenure of Faculty*. The initial draft was reviewed by the dean of the School of Engineering and representatives from the Office of Diversity and Inclusion and the Women’s Center. Feedback provided by these groups was used to make modifications to the draft. The draft was then released to the entire Re-Visioning Committee. Feedback from the committee was incorporated into the draft. The Re-Visioning Committee then identified

representatives from their departments as well as other internal and external reviewers to provide a review. This review occurred over the summer of 2018. This feedback was incorporated into the draft that was released to all faculty in the School of Engineering in the fall of 2018.

In the spring of 2018, and again in the fall of 2019, validation testing was done on the CPT. In the spring of 2018, the associate dean for faculty and staff development used internal case studies to assess the efficacy of the CPT and to determine if the CPT would provide similar outcomes to the 2011 policy. For the ten cases reviewed using the CPT, the faculty members had evidence to support activity for a range of 17 to 29 elements in the CPT with an average of 22 elements each. Additionally, very similar outcomes with regard to tenure and promotion were achieved using the CPT and the 2011 policy. Since significant changes were made to the CPT during the summer of 2019 based on faculty feedback, the validation testing was repeated in the late fall of 2019. The CPT was also reviewed in the fall of 2019 by a University of Dayton faculty member who has expertise in creating and evaluating assessment tools.

Input from all faculty members in the School of Engineering was sought through faculty forums and electronic feedback forms during the 2018/2019 academic year. A working group of all department chairs and associate chairs was established during the spring semester of 2019. This working group carefully reviewed the proposed document and provided additional recommendations and feedback. Additionally, during the summer and fall of 2019, feedback was sought from key individuals outside of the School of Engineering, as well as from collaborators external to the University of Dayton. Information obtained from the feedback forums, electronic feedback forms, chairs working group, and representatives outside of the School of Engineering and the University of Dayton was incorporated into this document.

It is estimated that well over 50 faculty members and academic leaders within the School of Engineering and external to the School of Engineering and the University of Dayton provided substantive feedback and input in the creation of this document.

Re-Visioning Committee Members: Aaron Altman, Becky Blust, Vamsy Chodavarapu, Amy Ciric, Kristen Krupa, Emily Fehrman Cory, Kenya Crosson, Malcolm Daniels, Mike Elsass, Deo Eustace, Joe Haus, Kevin Hallinan, Vinod Jain, Ed Mykytko, Margaret Pinnell, Andrew Sarangan, Beth Hart. Administrative Support: Mary Ann Dodaro, Jill Morgan. Editorial Support: Kelly Mofield, Karen Updyke.

Section 1. General Information and Overview

Part 1.1. Introduction

The University of Dayton School of Engineering is committed to creating a community that promotes inclusive excellence and empowers faculty to reach their full potential while advancing the vision, mission, and values of the School of Engineering and supporting the vision of the University to be “The University for the Common Good.” The essence of inclusive excellence at the University of Dayton was captured in a statement by President Eric F. Spina (2017):

The University of Dayton affirms that diversity, equity, and inclusion are inextricably linked with excellence. We aggressively pursue these core values, which align with our mission of building community in the world and working for justice for all people.

Diversity at all levels of the University – from the board of trustees to the student body – enriches our learning environment and expands our institutional ability, intelligence and creativity. (“Why Diversity Matters,” para. 3 & 4)

The Vision, Mission and Values of the School of Engineering:

Vision

Igniting passion. Engineering the future. Making a difference.

Mission

Rooted in the Catholic, Marianist tradition of educating the whole person, we guide the transformation of students into engineering professionals who excel technically, embrace innovation and collaboration, possess an entrepreneurial spirit, demonstrate social and global awareness, and lead the communities for the betterment of all.

Values

Community: We cultivate a learning community founded in teamwork, trust, collaboration, diversity, equity, inclusion, respect and accountability.

Innovation: We foster innovation by providing real-world, hands-on educational research and service opportunities that shape dynamic, agile, and inquisitive problem solvers.

Excellence: We advance engineering excellence through responsible scholarship, knowledge creation and lifelong learning.

Engagement: We embrace a culture of servant leadership and stewardship that instills engagement in our students, faculty, staff, University partners, and external stakeholders.

Service: We embrace our Marianist heritage through character building, a commitment to service for the common good and guardianship for the Earth as our common home.

1.1.1. Scope

The School of Engineering *Faculty Policies and Guidelines and Criteria for the Evaluation and Promotion of Faculty, Faculty of Practice, and Lecturers and Tenure of Faculty* applies to all tenure-track/tenured faculty, faculty of practice, and lecturers with primary appointment in the School of Engineering. This document has been prepared in accordance with Senate Documents DOC 2021-05 Revisions to DOC 2006-10 University Promotion and Tenure Policy, DOC 2017-01 University Promotion Policy for Clinical Faculty/Faculty of Practice, DOC 2006-08 Evaluating Faculty Teaching for the Purpose of Tenure, and DOC 2006-11 Review of Tenured Faculty; the University of Dayton Faculty Policy and Governance Handbook, Aug 2018; and with DOC 2018-03 University Promotion Policy for Lecturers (Appendix D). Additionally, RES 2019-01 Adoption of the University Promotion and Tenure Policy Task Force Report were used in the development and assessment of this document.

The criteria and procedures presented in this document are meant to elaborate on and augment the policies and procedures stated in the University documents listed above. No content in this document is to be interpreted as superseding any of the University documents or any revision thereof. This document is an interpretation of the general provisions outlined in the University documents as they relate to the specific needs and requirements of the School of Engineering. The School of Engineering does not have department-level criteria and procedures, only the unit-level criteria and procedures described in this document. The School of Engineering does not discriminate against faculty members on the basis of age, race, color, creed, religion, ancestry, national or ethnic origin, sex/gender, sexual orientation, gender identity, gender expression, disability, genetic information, military status, veteran status, familial status, or any other protected category consistent with the requirements of applicable local, state or federal law, ordinance, or regulation. The School of Engineering strongly believes that a diverse and inclusive community is essential to achieving true excellence. As such, it is committed to making tenure and/or promotion recommendations that promote inclusive excellence and acknowledge the diverse contributions of the individual faculty member.

This document discusses criteria used for the evaluation of lecturers, tenure-track/tenured faculty, and faculty of practice (referred to collectively as faculty members), and the promotion and post tenure/post promotion review of faculty members. This document may be used as an aid during the hiring process to help create position descriptions and to help develop letters of appointment with clearly stated responsibilities and expectations. Additionally, this document will be used as a Career Planning Tool (CPT) throughout the faculty member's career to create a Professional Strategic Plan (PSP) in close consultation with the faculty member's department chair. This document has been created for the purpose of providing iterative, constructive, and thorough feedback and recommendations to the faculty throughout their career trajectory.

The policy and procedures, including the CPT and forms provided in the attached appendices, will be reviewed and updated at least every five years by the School of Engineering. An initial review of this document will be conducted three years after implementation of the policies and procedures described in this document (fall 2024). Additionally, since the CPT and forms are living documents, they can be modified at any time. Modification of the CPT, including adding elements, requires approval from the School of Engineering Faculty Development Committee. The evaluation criteria in this document will be reviewed, updated and approved by all full-time faculty members (tenure-track, faculty of practice and lecturers) at least every ten years. When a review is needed, a special task force made up of seven to ten faculty (minimally one tenure-track faculty member from each department and, where applicable, one lecturer and/or faculty of practice from each department) will review and update these policies and

procedures as indicated above. In accordance with the University Promotion and Tenure Policy (Senate Document 2021-05), the University Promotion and Tenure Committee will review the unit's policy every three years or whenever substantive changes are made to the document. If the University Promotion and Tenure Committee does not approve the document, or proposes changes to the document, then this may result in a more thorough review and vote by the School of Engineering faculty sooner than the five- or ten-year timeframe described above. The associate dean for faculty and staff development will review the document annually and update as needed due to any changes made at the University level (e.g., new Senate documents). If the associate dean finds that substantial changes are required, this will trigger a review by the School of Engineering.

The associate dean for faculty and staff development will provide all faculty members with an electronic copy of this document within 30 days of the faculty member's start of their initial full-time contract. Additionally, the associate dean for faculty and staff development will meet with all new faculty members to review this document and to answer questions about the tenure and/or promotion process.

1.1.2. Guiding Principles

The processes and criteria outlined in this School of Engineering *Faculty Policies and Guidelines and Criteria for the Evaluation and Promotion of Faculty, Faculty of Practice, and Lecturers and Tenure of Faculty* document are instrumental in the recruitment, retention, and advancement of diverse faculty who contribute effectively to the vision, mission, and values of the School of Engineering and the mission and vision of the University of Dayton. As such, the guiding principles of the processes and criteria outlined in this document are mission-centered, formative, inclusive, equitable, transparent, consistent and robust. Numerous scholars (Menges & Exum, 1983; Verdugo, 1995; Long & Fox, 1995; Fox, 1991; Fox, 1983; Fox & Colatrella, 2006) suggest that the lack of transparency of the tenure and promotion process and the lack of clear and consistent standards can lead to subjective assessments of scientific merit and provide an environment in which gender bias and bias of other historically marginalized identities thrive. Furthermore, practical realization of these guiding principles includes several key ideals that are outlined in this section.

Impact of Faculty Activities

The University of Dayton School of Engineering recognizes that there are many activities in which the University and its faculty must engage in order to achieve individual and collective excellence as a Marianist community. These activities include facilitation of student learning (teaching); generation, synthesis, or application of knowledge through research, scholarship, professional practice, and/or creative works (scholarship or professional practice); and service to our students, our University, our local and extended communities, and our respective professions (service). The value of teaching, scholarship or professional practice, and service does not lie in the activities alone but the impact that these activities have on our stakeholders, and more broadly, on our community and on our world. Although School of Engineering faculty will be evaluated on their accomplishments in scholarship (tenure-track faculty) and/or professional practice (faculty of practice), teaching, and service, they will be asked to reflect on the impact of their work in their narratives of scholarship (tenure-track faculty) and/or professional practice (faculty of practice), teaching, and service as an integral component of the School of Engineering tenure and/or promotion process.

The Value of Diverse Contributions and Expertise

The School of Engineering values the diverse gifts, aptitudes, expertise, and contributions of its faculty and staff. It also understands the need for holistic departments. As described in the American Association of Colleges and Universities (2016) article about Valparaíso University's new approach to organizing its academic departments:

... a holistic department emphasizes a more team-oriented approach to departmental organization rather than the traditional hierarchical approach and supports and rewards faculty for contributing to goals at the level of both the institution and the department in ways other than teaching and scholarship. (para. 2)

Although tenure-track faculty and faculty of practice are expected to make an impact through their teaching, scholarship/professional practice, and service activities and lecturers primarily through their teaching, the School of Engineering embraces the need for a mix of abilities and responsibilities within each of its departments. As such, the School of Engineering seeks this diversity when hiring faculty members and recognizes these diverse abilities and contributions when evaluating faculty members for the purpose of tenure and/or promotion.

Each individual has a set of unique talents and skills that they bring to the table. When making promotion and tenure decisions, the School seeks to align the faculty's unique talents and skills within a framework of professional development and growth that is consistent with the faculty's career trajectory that also aligns with the missions of the department, the School, and the University. The end goals will be a faculty member who realizes strong professional growth and a School whose reputation and exposure are enhanced through excellent scholarship/professional practice, teaching, service, and simultaneously, a positive impact made to broader society.

Inclusive Excellence

A core belief of the Catholic Marianist tradition is that each person is created in the image and likeness of God. Furthermore, our tradition calls us to denounce all that degrades or oppresses the human person. It is our belief in the dignity of all people that requires all members of the University of Dayton community to embrace and value the unique gifts that come from our diverse faculty, staff and students (*Characteristics of Marianist Universities*, 2006). Further, we believe that we cannot achieve true excellence unless we value and embrace a diverse community that welcomes, supports, and encourages all members to contribute their voice and achieve their personal best. Research has identified diversity as essential to enhancing creativity, research, innovation, problem solving, strengthening teamwork and institutional culture, and promoting student learning (Milem, Chang, & Antonio, 2005; Paige, 2007; Thomas, 2004; Bagchi-Sen, 2001; Platt, 2013; Wulf, 2001). Inclusive excellence at The University of Dayton is defined by the Office of Diversity and Inclusion:

... the recognition that a college or university's ability to successfully advance its mission is dependent on how fully it values, engages, and includes the rich diversity of students, staff, faculty, administrators, trustees, alumni, institutional partners, and guests. Operationalizing Inclusive Excellence leads to infusing diversity into the institution's recruiting, admissions, hiring and promotion processes, curriculum and co-curriculum, and administrative structures and practices. Informed by and responsive to the University of Dayton's Catholic and Marianist mission, Inclusive Excellence requires a fundamental transformation of the institution calling for it to embrace and implement means for the comprehensive, cohesive,

coherent, and collaborative amalgamation of diversity and inclusion into the university's understanding and pursuit of excellence. (Inclusive Excellence: A Mission Imperative at the University of Dayton, para. 1).

Achieving Inclusive Excellence is the responsibility of every member of the University of Dayton community. In the School of Engineering, faculty members will not only be encouraged to contribute to a culture of inclusive excellence – but also will be held accountable for doing so (Milem, Chang & Antonio, 2005). As such, Inclusive Excellence must be embedded in each faculty member's PSP through specified activities. Inclusive Excellence is an integral part of the CPTs shown in Appendix A and, as indicated, a valued area of scholarship.

The Value of Traditional and Nontraditional Scholarship

One of the primary ways in which faculty members, particularly tenure-track and faculty of practice, make an impact is through scholarship or professional practice. Traditional engineering and scientific scholarship are critically important to advancing technology, addressing critical needs in the world, advancing the reputation of the School of Engineering, and providing experiential learning opportunities for our students. Therefore, traditional engineering and scientific research are highly valued by the School, as well as the University. Additionally, the School of Engineering highly values other, less traditional, forms of scholarship.

Traditional and nontraditional forms of scholarship are described in Boyer's Model of Scholarship (Boyer, 2016):

- scholarship of discovery (generation and dissemination of new knowledge, information, and models);
- scholarship of integration (synthesis of knowledge from different sources, transdisciplinary work that brings findings together to discover convergence; identifying trends that provide new interpretations of existing knowledge);
- scholarship of application or engagement (using knowledge to solve real-world problems, to address social, civic, humanitarian, and ethical problems or needs; identifying new problems through the process of application);
- scholarship of teaching (researching innovative pedagogical approaches such as community-engaged, active, collaborative, and project-based learning, and entrepreneurially-minded learning; identifying best-practices for teaching, learning, mentoring, and coaching).

Although implicit in Boyer's Model of Scholarship, the School of Engineering acknowledges and values community-engaged scholarship (including the scholarship of community-engaged learning). The University of Dayton, including the School of Engineering, has a long history of community engagement. Activities through the Fitz Center, Center for Social Concern and the Ethos Center are just a few examples. Community engagement is at the heart of the University of Dayton's Catholic and Marianist Identity (Mission and Identity Task Force, 2013; Spina, 2016). The Carnegie Foundation defines community engagement:

... a collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good. (Defining Community Engagement, para. 1 & 2)

In many cases, evidence used to assess the impact of nontraditional scholarship will be the same as that used to assess the impact of more traditional forms of scholarship such as publications in peer-reviewed book chapters, journals, or conference proceedings, and/or securing external funding. However, other less traditional evidence such as exhibits, multi-media products, services, community-engaged curriculum, programs, or events and installations may also be used to assess the impact of this work (Warren, et al., 2014). These less traditional forms of scholarship may also require input from a community partner or external expert outside of a faculty member's discipline to assess the impact of this work.

Similarly, the School of Engineering acknowledges and values the scholarship of diversity, equity and inclusion. This scholarship may fit in any one of the four categories of Boyer's model (discovery, integration, engagement and teaching). For example, a faculty member may engage in a research project aimed at removing some of the barriers for inclusion of underrepresented populations in their specific field of research or identifying best practices for creating an inclusive classroom or curriculum. Like the evidence used to assess the impact of community-engaged scholarship, evidence used to assess the impact of the scholarship of diversity, equity, and inclusion may include both traditional and nontraditional forms and may require input from an external expert when assessing this work.

Confidentiality, Candor and Caring

As described in the *Characteristics of Marianist Universities* (2006), Marianist universities are genuine communities:

To bring and hold these communities together, Chaminade held up the idea of 'family spirit' of religious and lay persons, faculty, and students, working together to achieve lasting relationships of friendship and trust, supporting and challenging each other in developing their mutual gifts. (p. 8)

Although it is critically important that a faculty member gets substantive feedback from a variety of entities, including the School and department faculty development committees, department chair, associate dean for faculty and staff development, and dean, all deliberations and documentation regarding a faculty member's performance or status are considered confidential. This is important for developing trust in our community and for respecting the privacy of the faculty. As such, departmental and School faculty development committees' meeting notes and deliberations, evaluation letters, and other items should be treated as confidential and shared only with the faculty member by those involved in the evaluation and/or promotion process.

As a community, we can achieve our full potential only when we are challenged to be our best selves. As such, it is in the best interest of the faculty member, the department, the School of Engineering, and the University that faculty members receive candid, thorough, and substantive feedback and recommendations from their department chair, mentor, departmental and School faculty development committees, associate dean for faculty and staff development, dean, and any other individuals involved in the professional development or evaluation of the faculty member (American Council on Education,

American Association of University Professors, and United Educators, 2000; Collaborative on Academic Careers in Higher Education, 2014). This candid feedback should include:

- clear explanations of the expectations and responsibilities of the faculty member for tenure and/or promotion, using a faculty member's PSP as a guide;
- candid, detailed and clearly articulated guidance on the faculty member's progress in meeting the expectations for tenure and/or promotion; and
- constructive criticism detailing areas for improvement and guidance on specific changes a faculty member should make to address any shortcomings and make it more likely that they will meet the expectations for tenure and/or promotion as detailed in the PSP and this document.

As a Catholic and Marianist university, it is critically important that we demonstrate compassion and care for faculty members throughout all stages of their career trajectories. Although the faculty member will have the opportunity to meet regularly with those who can help guide them in their career, when a faculty member is not progressing as expected or has experienced a negative performance review or corrective action, any required formal letters and documentation will be followed up with face-to-face meetings at the appropriate level (department chair, dean, etc.). Topics that should be addressed during these meetings include: reassuring the faculty of their strengths and alternate ways in which these can be applied, providing career guidance and networking opportunities, and discussing openly and honestly the faculty's needs and future goals. This is particularly true when a faculty member is unsuccessful in receiving tenure and/or being granted a promotion.

If a tenure-track faculty member is not successful in securing tenure, the faculty member should be provided with guidance and assistance in transitioning to a new career. This may include consultation, networking opportunities, and other assistance as determined reasonable by the department chair and associate dean for faculty and staff development (American Council on Education, American Association of University Professors, and United Educators, 2000). Furthermore, it is of critical importance that the faculty member be treated with respect and dignity during the remaining time in the department and at the University.

1.1.3. Definition of Faculty Appointment

Faculty Status

The School of Engineering has tenure-track and professional-track appointments. The professional-track appointments include faculty of practice and lecturer. Professional-track faculty are not eligible for tenure but are eligible for promotion. Tenure-track faculty are eligible for both tenure and promotion.

- **Lecturer:** A lecturer appointment is a full-time appointment on a nine-month contract with the possibility of renewal. A lecturer is not eligible for tenure but is eligible for promotion (senior lecturer and principal lecturer), typically on a six-year interval. As described in the *Faculty Handbook* and the University of Dayton [Senate Document DOC 2018-03 University Promotion Policy for Lecturers](#), "Lecturers fulfill critical teaching obligations." As such, a lecturer's primary responsibility is the facilitation of student learning (teaching) through classroom, individualized, field-based or experiential instruction, guidance, or mentorship. Lecturers typically teach four courses per semester and may also engage in some service such as academic advising or serving on a department, School or University committee. Lecturers engaging in more substantial service for the department, School, University, profession, or community, should be given the appropriate credit for doing so. This credit is at the discretion of the department chair, but may include a

course release, extra compensation, or other credit commensurate with the service obligation and in compliance with any University, School or department policies. Lecturers are not expected to engage in scholarship or professional practice beyond what is required for them to be effective in the classroom. However, if appropriately articulated in the appointment letter and/or if the lecturer desires and seeks approval to pursue other activities, and if the teaching workload of the lecturer is adjusted appropriately, a lecturer may engage in scholarly activities or in professional practice as part of their normal workload. They are also permitted to engage in paid or voluntary scholarship or professional practice outside of their normal workload provided they adhere to the policies outlined in the [Faculty Policy & Governance Handbook](#). In the School of Engineering, lecturers may fully participate on department, School, and University committees (as permitted by that committee). Additionally, a lecturer may vote on department and School related issues such as course approval, curriculum changes, policy changes; may serve on the departmental and School faculty development committees; and may vote on the promotion of lecturers below their rank. For example, a principal lecturer may vote on the promotion of a senior lecturer. A lecturer is not eligible to vote on the tenure and/or promotion of a tenure-track faculty member as indicated in [Senate Document DOC 2021-05 Revisions to DOC 2006-10 University Promotion and Tenure Policy](#). However, they are eligible to vote on the promotion of faculty of practice below their rank. For example, a principal lecturer may vote on the promotion of an associate or assistant faculty of practice.

- **Faculty of Practice:** A faculty of practice appointment is a full-time appointment on a nine-month contract with the possibility of renewal. A faculty of practice is not eligible for tenure but is eligible for promotion (associate, professor) typically on a six-year interval. As stated in University of Dayton Academic [Senate Documents DOC 2016-06 Clinical and Courtesy Appointment](#) and [DOC 2017-01 University Promotion Policy for Clinical Faculty/Faculty of Practice](#), a faculty of practice is defined as

Individuals with full-time appointments to the University faculty whose professional experience and competence as a practitioner is deemed beneficial and necessary to the educational mission of the unit (particularly professional schools but not limited to them) and departments. The status is reserved for a person who is engaged in campus-based instruction as well as the clinical/professional component of instruction. (para. 4)

A faculty of practice will typically have significant engineering experience outside of academia and can bring this experience into the classroom to provide practice-oriented instruction and develop or sustain extra-curricular experiential student opportunities derived from continued professional practice. A faculty of practice is a full-time faculty member who engages in activities that include teaching (classroom, individualized, field-based or experiential), professional practice, and service to the profession, department, University, and community. A typical workload for a faculty of practice includes three classes per semester, service and professional practice. Professional practice is defined as engaging in engineering work on behalf of the School of Engineering that yields significant experiential learning opportunities for students. Although not a comprehensive list, professional practice includes activities such as engineering consulting on behalf of the University, appointment as a program or center director, and entrepreneurship. In the School of Engineering, a faculty of practice may fully participate on department, School, and University committees (as permitted by that committee). Additionally, a faculty of practice may vote on department and School related issues such as course approval, curriculum changes, policy changes; may serve on the departmental and School faculty development committees; and

may vote on the promotion of faculty of practice and lecturers below their rank. For example, an associate faculty of practice may vote on the promotion of an assistant faculty of practice or lecturer. A faculty of practice is not eligible to vote on the tenure and/or promotion of a tenure-track faculty member as indicated in [Senate Document DOC 2021-05 Revisions to DOC 2006-10 University Promotion and Tenure Policy](#).

- Tenure-Track/Tenured Faculty:** A tenure-track faculty appointment is a full-time appointment on a nine-month contract. A tenure-track faculty member is eligible for tenure as indicated in their letter of hire. The AAUP (1940) defines academic tenure as: “After the expiration of a probationary period, teachers or investigators should have permanent or continuous tenure, and their service should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies.” Tenured faculty refers to a tenure-track faculty member who has successfully gone through the promotion and tenure review process and can only be terminated as described above. A tenured faculty member must be at the academic rank of associate or above. Tenure-track faculty members are also eligible for promotion (assistant, associate and professor) as indicated in their letter of hire. This is typically on a six-year interval. A tenure-track faculty member is expected to fully engage in the facilitation of student learning (teaching); generation, synthesis or application of knowledge through research, scholarship and/or creative works (scholarship); and service to our students, our University, our local and extended communities, and our respective professions (service). A tenure-track faculty member typically teaches three courses per semester, engages in service to the department, School, University, community and/or profession, and engages in research and scholarship. In the School of Engineering, tenure-track faculty may vote on departmental and School related issues such as course approval, curriculum changes and policy changes. Tenured faculty may serve on the departmental and School of Engineering faculty development committees and vote on the promotion of lecturers, faculty of practice and tenure-track faculty below their own rank. For example, an associate professor may vote on the promotion of an assistant professor, assistant faculty of practice or a lecturer.

Faculty Rank

- Lecturers:** Lecturers have three ranks: lecturer, senior lecturer and principal lecturer. The rank of lecturer is an entry level position where the faculty member demonstrates potential for success in their role, primarily in teaching. The rank of senior lecturer is a higher academic position where the faculty member has demonstrated and documented success in their roles. The rank of principal lecture is the highest academic position awarded to faculty members who have achieved outstanding success and recognition in their role. Promotion or appointment to the lecturer, senior or principal level will be determined by the School of Engineering upon hire or implementation of this policy.
- Faculty of Practice:** Faculty of practice have three ranks: assistant faculty of practice, associate faculty of practice and professor of practice. The rank of assistant is an entry level position where the faculty member demonstrates potential for success in their roles. The rank of associate is a higher academic position where the faculty member has demonstrated and documented success in their roles. The rank of professor of practice is the highest academic position awarded to faculty members who have achieved outstanding success and have established a reputation at the University of Dayton and in their field. Promotion or appointment to the assistant, associate or professor level will be determined by the School of Engineering upon hire or implementation of this policy.

- **Tenure-Track Faculty:** Tenure-track and tenured faculty have three ranks: assistant professor, associate professor and professor. The rank of assistant is an entry level position where the faculty member demonstrates potential for success in their roles. The rank of associate is a higher academic position where the faculty member has demonstrated and documented success in their roles. The rank of professor is the highest academic position awarded to faculty members who have achieved outstanding success and have established a reputation at the University of Dayton and in their field.

1.1.4. Roles of Various Stakeholders in the Development and Assessment of Faculty

All members of the School of Engineering community have a responsibility to work in a collaborative and supportive manner to help their colleagues, particularly their junior colleagues, achieve their highest potential through informal mentoring, support and guidance. Specific members of the School of Engineering community have a formal role in this effort. These members will be involved at different stages of a faculty member's career trajectory, which begins when the faculty member is recruited and hired. These specific community members and their roles and responsibilities are outlined below.

Department Chair

The department chair will play a critical role throughout a faculty member's career trajectory and has the primary responsibility for a faculty member's professional development. Specifically, the department chair will

- carefully assess and identify the needs of the department in developing a request for a faculty hire and will provide input to the search committee as they develop the position description, make recommendations regarding the appointment of the faculty, and develop a letter of appointment that clearly states the responsibilities and expectations of the new faculty member;
- serve as the primary supervisor of the faculty, which includes course assignments, allocation of resources, prioritization of faculty workload in alignment with the faculty member's PSP, regular faculty development and coaching, negotiation and modification of the faculty PSP, and regular Annual Performance Reviews and evaluations described in this document (mid-term, post-tenure and/or promotion, tenure and/or promotion); and
- although not mandatory, department chairs are also strongly encouraged to work with all new faculty members to help them identify a mentor, preferably from their own department.

Associate Dean for Faculty and Staff Development

The associate dean for faculty and staff development assists the departments with the hiring process and oversees the Annual Performance Review and tenure and/or promotion process at the School level. The associate dean for faculty and staff development will

- work with the department chair and search committee during the recruiting and hiring process;
- assist the department chair, department and School faculty development committees, and new faculty member as needed in the development of a faculty member's Professional Strategic Plan (PSP);
- meet with new faculty as a cohort on a regular basis during their first year of service;
- coordinate and oversee the tenure and/or promotion process at the School level to ensure that the process is followed in accordance with School and University policies;

- coordinate workshops required for the department and School faculty development committees and search committees, a dossier preparation workshop for faculty who will be applying for tenure and/or promotion, and other professional development opportunities; and
- provide the faculty member with information on various faculty development opportunities and resources.

Department Faculty Development Committee

Role of the Committee: The primary role of the Department Faculty Development Committee is to provide candid and constructive feedback and recommendations to the faculty member on the faculty member's PSP, and where applicable, their Annual Performance Reviews, comprehensive periodic reviews, tenure and/or promotion application and portfolio, post-tenure review, and sabbatical applications and reports. This committee will serve both a formative role (feedback and recommendations) and evaluative role (make recommendations to the department chair on tenure and/or promotion decisions, post-tenure review, sabbatical applications where applicable). The Department Faculty Development Committee is required to maintain confidential minutes and vote by secret ballot, whenever a vote is required for a decision. All members of the Department Faculty Development Committee are required to participate in a workshop related to equity in faculty evaluation and the promotion and tenure processes coordinated by the associate dean for faculty and staff development prior to serving on the committee.

Committee Makeup: The Department Faculty Development Committee will be made up of three to five full-time tenured faculty at the level of associate professor or above, faculty of practice at the level of associate professor of practice or above, and lecturers at the level of senior lecturer or above who have a primary appointment in the same department as the faculty member. In accordance with [Senate Document DOC 2021-05 Revisions to DOC 2006-10 University Promotion and Tenure Policy](#), only tenured faculty of a higher rank may vote on decisions of promotion or tenure for tenure-track faculty. Therefore, faculty of practice and lecturers serving on the Department Faculty Development Committee must recuse themselves from the evaluation of tenure-track or tenured faculty for cases of tenure and/or promotion. Tenured faculty are permitted to participate in the evaluation of faculty of practice and lecturers for the purpose of promotion ([Senate Documents DOC 2017-01 University Promotion Policy for Clinical faculty/ Faculty of Practice](#) and [DOC 2018-03 University Promotion Policy for Lecturers](#)). To avoid the formation of ad-hoc committees, departments are encouraged to have five full-time faculty on their committee with three of the members being tenured, full professors, where possible. Members of this committee may not hold an administrative appointment such as a chair, assistant or associate dean, or dean.

Selection of Committee Members: Representatives to the Department Faculty Development Committee are elected by their home department using policies and procedures established by that department. Members of this committee typically serve a term of two years. Members may not hold administrative appointments, including: chairs, assistant and associate deans, deans, and other full- or part-time administrators with line authority. In addition, members may not simultaneously serve on both the School Faculty Development Committee and the Department Faculty Development Committee. Although not required, it is a recommended best practice that the departments select the Department Faculty Development Committee members through a secret ballot, where the names of eligible faculty members in the department are placed on the ballot and all faculty members (tenure-track and professional-track) in that department, including those in administrative roles, vote for the faculty to serve on this committee. It is also recommended that the elections for this committee occur during the spring semester.

School of Engineering Faculty Development Committee

Role of the Committee: The primary role of the School of Engineering Faculty Development Committee is to provide fair, unbiased, and candid feedback and recommendations to the faculty member including candid and constructive feedback on the faculty member's PSP, and when required, First Comprehensive Periodic Review (if applicable), tenure and/or promotion application and portfolio (if applicable). This committee will serve both a formative role (feedback and recommendations) and an evaluative role (make recommendations to the dean on tenure and/or promotion decisions). A committee member who believes that a conflict of interest exists relative to any faculty must excuse himself or herself during deliberations concerning that specific faculty. The School of Engineering Faculty Development Committee is required to maintain confidential minutes and vote by secret ballot when a vote is required for a decision.

Committee Makeup: The School of Engineering Faculty Development Committee will be made up of one representative from each of the departments in the School of Engineering (chemical and materials engineering, civil and environmental engineering and engineering mechanics, electrical and computer engineering, electro-optics and photonics, engineering management, systems and technology, and mechanical and aerospace engineering) and two ad-hoc faculty members appointed by the dean's office as described below. Therefore, the School of Engineering Faculty Development Committee will be made up of nine faculty members including tenured faculty, faculty of practice and lecturers.

If the School Faculty Development Committee has a large number of faculty to evaluate in a given year, the dean has the authority to create two separate committees. Where possible, one of the committees will focus on evaluating tenure-track faculty members and should be made up of one tenure-track faculty member from each department in the School of Engineering and two ad-hoc faculty members appointed by the dean's office as described below. The second committee will focus on evaluating lecturers and faculty of practice and should be made up of one representative from each of the departments in the School of Engineering and two ad-hoc faculty members appointed by the dean's office as described below. To the greatest extent possible, faculty representatives serving on this committee should be lecturers and faculty of practice.

Evaluation of tenure-track faculty for the purpose of tenure and/or promotion must be made by tenured faculty at a rank higher than the faculty being evaluated. Therefore, faculty of practice and lecturers that are serving on this committee must recuse themselves from the evaluation of tenure-track or tenured faculty for cases of tenure and/or promotion. Tenured faculty are permitted to participate in the evaluation of faculty of practice and lecturers for the purpose of promotion ([Senate Documents DOC 2017-01 University Promotion Policy for Clinical faculty/Faculty of Practice](#) and [DOC 2018-03 University Promotion Policy for Lecturers](#)). If a department does not have any faculty members that meet the eligibility requirements for serving on this committee, they will, in consultation with the other department chairs, appoint a representative from another department to serve on the committee. Eligible faculty members include full-time tenured faculty and faculty of practice at the level of associate professor or above, and senior and principal lecturers that do not hold administrative appointments (department chairs, associate and assistant deans, dean, associate provost, provost).

Selection of Committee Members: Departmental representatives to the School Faculty Development Committee (all members but the ad-hoc members) are elected by their home department in the spring term using policies and procedures established by that department. Members of this committee serve a term of two years. Consecutive terms are encouraged, but a faculty member's length of service on this committee cannot exceed four consecutive years. As indicated above, members of this committee

cannot hold an administrative appointment, including: department chairs, assistant and associate deans, and dean. In addition, members may not concurrently serve on either the University Promotion and Tenure Committee or their Department Faculty Development Committee. Although not required, it is a recommended best practice that the departments select their School Faculty Development Committee departmental representative through a secret ballot, where the names of all of the eligible faculty members in the department are placed on the ballot and all faculty members (tenure-track and professional-track) in that department, including those in administrative roles, vote for the faculty to serve on this committee. Regardless of how elected, representatives to this committee must be identified during the spring semester.

Selection of the two ad-hoc members of the School Faculty Development Committee will be coordinated by the associate dean for faculty and staff development. The associate dean for faculty and staff development, in consultation with the department chairs, dean and the Office for Diversity, Equity and Inclusion, will appoint two ad-hoc faculty members to this committee to ensure that the committee has diverse representation. This diversity includes, but is not limited to, gender diversity, racial and ethnic diversity, and professional path diversity. Additionally, appointment of ad-hoc faculty members to this committee will be done where possible to ensure that the committee has representation from faculty of practice and/or lecturers when a faculty of practice and/or lecturer is undergoing their first comprehensive periodic review or promotion (second comprehensive periodic review) review. All members of the School of Engineering Faculty Development Committee are required to participate in a workshop for equity in faculty evaluation and the promotion and tenure processes coordinated by the dean's office and/or Office of the Provost.

If a majority of the School of Engineering Faculty Development Committee finds any of its members to be unacceptable because of a conflict of interest with one of the candidate faculty, the chair of the committee must notify the associate dean for faculty and staff development. If determined to be appropriate, the associate dean for faculty and staff development will request the affected department to elect another faculty representative. The School of Engineering Faculty Development Committee will elect by secret ballot a committee member to serve as the chair of the committee. As indicated above, in the event that there are no eligible faculty members in one or more of the departments, the department chair of the affected department in consultation with the other department chairs will appoint a representative from another department to serve on the committee.

Equity Adviser

The School of Engineering equity adviser will serve as a resource to help ensure equity and inclusion in faculty searches and in tenure and/or promotion decisions. Additionally, the equity adviser will help identify and provide various professional development opportunities and information on best practices related to diversity, equity, and inclusion and help to proactively recruit diverse faculty and staff. Specifically, the equity adviser will

- work closely with the Office of Diversity and Inclusion to identify and provide professional development opportunities and information on best practices related to diversity, equity, and inclusion to faculty and staff in the School of Engineering;
- work closely with the associate dean for faculty and staff development to ensure that all hiring committees, department and School of Engineering faculty development committees, department chairs, supervisors, and managers receive information and training on unconscious bias and proactive best practices for recruiting and retaining diverse talent; and

- serve as a faculty advocate on issues related to equity, diversity, and inclusion by listening to faculty concerns and helping them to identify resources or, when required by law or requested by the faculty and staff member, bringing these concerns to the attention of the appropriate administrative representative.

Faculty Mentor

Department chairs are strongly encouraged to work with all new faculty members to help them identify a mentor, preferably from their own department. Although it is likely that the faculty member will need many informal mentors throughout their career, a formal faculty mentor can help the new faculty member better understand the culture of the department, School, and University; identify resources for teaching and research; provide career guidance; and serve as an additional resource for the faculty member. Department chairs should ensure that faculty mentors are given appropriate credit in their workload for serving in this capacity.

Typically, a faculty mentor will

- meet regularly with the new faculty member for both structured and unstructured conversations related to various departmental and School procedures;
- help identify opportunities for the faculty member to network and collaborate; navigate the processes for evaluation; better understand department, School, and University culture; provide advice and guidance as needed on a variety of topics; and
- advocate on behalf of the faculty when necessary.

1.1.5. Faculty Workload

In an effort to better ensure equitable assignment of faculty responsibilities in the areas of teaching, scholarship/professional practice, service, and administration, guidelines for allocating a percentage of a faculty members' time to various activities and responsibilities is described below. In accordance with [Academic Senate document DOC 2012-09 University Guidelines for the Allocation of Faculty Responsibilities and the School of Engineering Faculty Workload Policy](#) (July 1, 2013), the workload for each full-time faculty member in the School of Engineering will be determined by summing the workload values for the responsibilities assigned to that faculty member each semester to achieve 100 percent of a full-time faculty member's time based on a nine month contract. The information provided below are guidelines only. The specific workload percentage values assigned for the various activities of a faculty member are at the discretion of the faculty member's supervisor or department chair. Any deviation from the nominal workload percentage values described below should be discussed and agreed upon in writing between the department chair and the faculty member.

Teaching

- **Academic Courses:** Lecture and laboratory courses are assigned a workload value by adding the "course load" value to the "preparation" value. For example, the nominal course load value for a 3-cr. hr. lecture course is 20% (Range: 15% -25%). The nominal preparation value for each unique course taught is 5%, (Range: 0%-15%). Therefore, the total nominal workload value for a 3-cr. hr. lecture course would be 20% workload plus 5% preparation, for a total of 25%. Differences in scope, complexity, laboratory content, and class size should be considered when assigning workload values as well as if the course is co-taught, the availability of teaching assistants, etc.

- **Course Development and Revision:** The nominal preparation workload value for major revisions to an existing course, teaching a course for the first time or developing a new course is 20% (Range: 0% - 25%). Minor revisions are considered to be part of the normal preparation credit given to each course.
- **Special Course and Honors Thesis:** The nominal workload value for independent readings, projects, problems, honors thesis supervision, etc., is 3% for each student registered during a semester for these activities (Range: 1% - 5%).
- **Seminars:** The nominal workload value for a seminar course is 5% (Range: 2% - 10%).

Scholarship

- **Funded Scholarship:** When a faculty member charges their time to sponsored research projects, the workload credit received will be the average full-time equivalent that is charged to those projects during the semester. The cost incurred to the sponsored project will be the loaded cost, which typically includes direct costs (faculty member's salary and benefits) plus the institutional indirect costs.
- **Technical Advising of Graduate Students:** Workload attributable to advising and mentoring graduate students can vary greatly depending on the level of involvement of the faculty member in the students' research, students' funding sources and whether or not the faculty member is providing on-campus laboratory resources for the students' projects. As a guideline, faculty who provide funding support (stipend and tuition) and technical guidance for graduate research conducted in the faculty member's on-campus laboratory will be nominally assigned 8% workload per graduate student (range 6%-10%). Faculty who provide technical guidance and on-campus laboratory resources for unfunded (or self-funded) graduate students will receive a workload credit of 5% per graduate student (range 4%-6%). Faculty who provide the lead technical guidance for graduate students conducting their research at off-campus laboratories (e.g., WPAFB) will receive a workload credit of 4% per graduate student (range 3%-5%). In cases where the faculty member is providing academic advising only (with research guidance provided by someone else), the assigned workload will be 2% per graduate student (range 1%-3%).
- **Member of Thesis or Dissertation Committee:** The nominal workload value for serving on the advisory committee for a graduate thesis or dissertation under the primary direction of someone else is 1% per thesis or dissertation (Range: 0%-2%) during the semester of the thesis/ dissertation defense.
- **Unfunded Scholarship:** The nominal workload value for unfunded scholarship including conducting preliminary research, proposal writing and preparing publication is 10% (Range: 0%-20%).

Professional Practice

- **Funded Engineering Practice:** When a faculty member charges their time to funded projects, the workload credit received will be the average full-time equivalent that is charged to those projects during the semester. The cost incurred to the sponsored project will be the loaded cost, which typically includes direct costs (faculty member's salary and benefits) plus the institutional indirect costs.
- **Unfunded Engineering Practice:** The nominal workload value for unfunded engineering practice on behalf of the University that leads to student experiential learning opportunities is 10% (Range: 0%-20%). Differences in scope, complexity and number of students

provided significant experiential learning opportunities should be considered when assigning workload values.

- **Entrepreneurship:** Activities including, but not limited to, patenting, licensing, or starting commercial businesses with the products of School of Engineering research, mentoring, or collaborating with student-led technology startup companies or technology-based social enterprises, participation in Leonardo Enterprises, the Entrepreneurs Center, or other recognized business incubator programs are considered entrepreneurship. The nominal workload value for professional practice of entrepreneurship is 10% (Range: 0%-20%). Differences in scope, complexity and number of students provided significant experiential learning opportunities should be considered when assigning workload values.

Service

- **University Service:** University service is defined as meaningful service to the department, the School of Engineering, the University or student organizations. The nominal workload value for University service is 10% (Range: 0%-25%) depending on the time devoted to this activity.
- **Professional Service:** Professional service is defined as service to the engineering profession including service to professional societies, serving on editorial boards of academic journals and review panels of grant organizations, conference, symposium, and workshop organization, participating in external dissertation committees, etc. The nominal workload value for professional service is 0.50% per service activity depending on the time devoted to this service (Range: 0.25%-0.50%).
- **Community Service:** Community service is defined as meaningful service to the local, regional or global community on behalf of the University. The nominal workload value for community service is 10% (Range: 0%-25%) depending on the time devoted to this activity.
- **Academic Advising:** The nominal workload value for academic advising of both undergraduate and graduate (non-thesis) students is 0.25% per student (Range: 0.25%-0.50%).
- **Faculty Mentor:** The nominal workload value for serving as a formal mentor for another faculty member is 5% per mentee (Range: 0.50%-10%).

1.1.6. Working Definitions

This document contains numerous terms that faculty may not be familiar with and for which there can be many meanings. Therefore, working definitions of some of these terms are provided below:

- **Community Engagement:** Community engagement (also known as outreach scholarship, public scholarship, scholarship for the common good, community-based scholarship, and community-engaged scholarship) is a deep and meaningful collaboration between faculty or a group of faculty in the School of Engineering or at the University of Dayton and the local, regional, state, national, or global community for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. Faculty members involved in community engagement are involved in community-based scholarly work, professional practice, and/or teaching that is tied to the faculty member's expertise and where the community partner is a co-creator of the goals, design, methods, solution, and outcomes and has an equal voice to that of the faculty member(s). Community engagement is interdisciplinary in nature, involves a series of activities oriented toward system change, and demonstrates responsible action achieved by working with community partners to align University efforts with the community agenda and vision.

(Task Force Report, Carnegie Website, New England Resource Center for Higher Education, Imagining America).

- **Common Good:** From Gaudium et Spes, #26: The common good is, “the sum of those conditions of social life which allow social groups and their individual members relatively thorough and ready access to their own fulfillment more fully and easily.” The website, <https://www.thereligionteacher.com>, explains, “By common we mean all people. To pursue the common good is to work towards the greatest good for all persons, not the greatest good for the greatest number and certainly not the greatest good for only a specific group of people.”
- **Cultural Taxation:** Cultural taxation describes the unique burden placed on faculty from under-represented identities to engage in a disproportionate amount of service by being the ethnic or gender representation on committees or to demonstrate knowledge and/or a commitment to a culture group. Cultural taxation can have a negative impact on the career progress of faculty from under-represented identities. (Padilla, 1994)
- **Diversity:** The term “diversity” points to the presence, recognition, and engagement of people of social, political, and organizational identities from a wide range of human experiences and the complex ways those identities intersect and are expressed (President’s Diversity and Inclusion Assessment Task Force: Final Report, September 27, 2019).
- **Entrepreneurial Activities:** Entrepreneurial activities of faculty are innovative activities that contribute to the University in numerous ways such as financially, reputation building, experiential learning opportunities for students, etc. Examples of entrepreneurial activities of faculty include, but are not limited to, innovative course delivery such as off-site, online, and hybrid; workshop development and facilitation; venture creation; and product development that results in patents.
- **Entrepreneurial Mindset:** An entrepreneurial mindset is the set of attitudes, skills, and behaviors that our engineering students need to help them to recognize opportunity, take initiative, and innovate in the face of challenges. These include: curiosity, the ability to question with boldness and explore contrarian perspectives; connections, the ability to think outside the box and place old ideas into new context; and create value, the ability to persistently anticipate and meet the needs of the changing world, consider the impact of their decisions, and work on the various stakeholders (KEEN, Engineering Unleashed, Mindset Matters). Personal attributes including initiative and self-direction, risk-taking, flexibility and adaptability, creativity and innovation, critical thinking, and problem solving are critical in developing this mindset. An entrepreneurial mindset, along with technical skills and knowledge, will help our students succeed academically, personally, and professionally. (Network for Teaching Entrepreneurship, Entrepreneurial mindset).
- **Equity:** The term “equity” names a process of modifying structures and practices that have intentionally or unintentionally advantaged or disadvantaged groups of people; it is a process that responds to unjust structural outcomes to create laws, policies, practices, and traditions that support just outcomes for all (Diversity and Inclusion Assessment Task Force Report, September 27, 2019).
- **Inclusion:** A process and practice of active intentional and sustained engagement of each person in the community that values and respects their perspectives, multiple identities, experiences and contributions (Diversity and Inclusion Assessment Task Force Report, September 27, 2019).
- **Inclusive Excellence:** Recognizes that diversity, equity, and inclusion are fundamental to academic and institutional excellence. Inclusive excellence requires a comprehensive, cohesive,

and collaborative alignment of infrastructure, resources, and actions (Diversity and Inclusion Assessment Task Force Report, September 27, 2019). Inclusive excellence can be promoted in numerous ways such as through our everyday actions (how we interact with people, run meetings, organize our classrooms, engage in research, etc.), through a personal commitment to advancing and applying our knowledge about issues of diversity, equity, and inclusion, and through our engagement with our University, local, and/or global communities (Building an Inclusive and Diverse Department / Program / Profession; Making Excellence Inclusive; Williams, Berger, & McClendon, 2005).

- **Inclusive Scholarship:** A broader understanding of scholarly activity that was defined by Ernest L. Boyer (2016) that includes the scholarship of discovery, integration, application and teaching. It also includes areas of research and scholarship that are not typical for engineering faculty such as community-engaged learning, diversity, equity and inclusion, outreach, and other areas that advance the profession of engineering in nontraditional ways.
- **Transdisciplinary Research:** Transdisciplinary Research is defined as research efforts conducted by investigators from different disciplines working jointly to create new conceptual, theoretical, methodological and translational innovations that integrate and move beyond discipline-specific approaches to address a common problem . . . The research is based upon a conceptual model that links or integrates theoretical frameworks from those disciplines, uses study design and methodology that is not limited to any one field, and requires the use of perspectives and skills of the involved disciplines throughout multiple phases of the research process. (Harvard T.H. Chan School, para. 2)
- **Venture Creation:** Venture creation refers to the creation of start-ups, the development of new activities by existing firms, and spin-offs by universities and expansions.

Part 1.2. Career Planning Tool for Faculty Development and Evaluation

The Career Planning Tool (CPT) is a list of various faculty activities that are referred to as elements. These elements are broken into four categories: scholarship/professional practice, teaching, service and leadership. The elements listed on the CPT were developed through extensive research that included examining promotion and tenure documents from other units at the University of Dayton and from other universities and schools of engineering across the United States, through a comprehensive literature review, and from various University of Dayton and School of Engineering documents and policies. Additionally, numerous School of Engineering faculty and external consultants were involved in the development of the CPT. In addition to providing a list of various faculty activities, the CPT provides guidelines for each of these activities that define five different levels of achievement.

The five levels of achievement include: developing, proficient, accomplished, demonstrated leadership and distinguished leadership. The CPT can be used in different ways for faculty development and for evaluating faculty performance as described below. Additionally, the CPT is a living document. Activities, and the defined levels of achievement for these activities, can be added to this document as needed and as described below.

It is very important to note that the CPT is a tool that should be interpreted as providing general guidelines for faculty goal setting and for assessing a faculty member's level of accomplishment for a specific element. When used for evaluative purposes, the CPT is only intended to help with the evaluation process and should not be interpreted as the absolute criteria for determining a faculty member's level of accomplishment for a particular element. The professional opinion and expertise of the people evaluating

a faculty member is of critical importance in the evaluation process. Ultimately, any final assessment of a faculty member's level of achievement for a particular element, overall level of achievement, and tenure and/or promotion decisions are at the discretion of those involved in the evaluation process using their best professional judgment after carefully examining all of the evidence provided by a faculty member. The CPTs for the various faculty appointments are provided in [Appendix A](#).

1.2.1. Use of CPT in Recruiting and Hiring

The School of Engineering highly values the diverse gifts, aptitudes, expertise and contributions of its faculty. Creating a holistic department requires that departments identify the technical expertise, as well as specific personal and professional strengths that complement the existing strengths of the department when developing the minimum and preferred qualifications for a position description. The strengths-based hiring practices will allow faculty members to thrive in their roles, find deep meaning and fulfillment in their work, and better advance the mission of the School and the University. In this strengths-based approach to hiring, a faculty member's career trajectory begins to be defined during the recruiting and hiring process.

When the call for hiring requests is received, the department chair will carefully assess the needs of the department. This assessment will include, but is not limited to, determining the specific areas of technical expertise needed and identifying the professional and personal qualities that would help create a well-rounded and highly productive department. The department chair and search committee may find it useful to use the CPT in [Appendix A](#) as a tool in making this assessment, creating the position description and in evaluating candidates for the position.

1.2.2. Development of a Professional Strategic Plan

Each faculty member will use the CPT to develop and maintain a Professional Strategic Plan (PSP). A faculty member's PSP will serve as both a developmental and evaluative tool that they will develop and refine over the course of their career trajectory.

The purpose of the PSP is to help faculty members

- leverage their strengths in defining a career trajectory while also meeting the needs of the department and School;
- make informed decisions that will have positive impacts on their careers;
- focus their energies on what is most important to them professionally while meeting the goals of the department and the School;
- reduce anxiety, doubt, and uncertainty regarding evaluation, tenure, and/or promotion;
- engage in a process of robust self-evaluation and reflection;
- achieve their highest potential through clear direction; and
- regard a career at UD as a vocation through the discovery of meaning and purpose in their daily work.

A faculty member's PSP is made up of three distinct categories of elements: core, elected, and broader impacts that fall under the areas of scholarship/professional practice, teaching, service, and leadership. The core elements are activities that are a required part of the faculty member's position and must, therefore, be part of a faculty member's PSP. The core elements will vary depending on the faculty member's specific academic appointment (lecturer, faculty of practice or tenure-track faculty). The core elements reflect the expectation that tenure-track faculty and faculty of practice typically make an impact

through their teaching, scholarship/professional practice, and service activities and lecturers primarily through their teaching and service activities. The core elements for lecturers are defined in [Section 2](#), for faculty of practice in [Section 3](#), and for tenure-track/tenured faculty in [Section 4](#). In addition to the core elements, each faculty member must choose at least three elected elements for their PSP. The elected elements can come from any of the four areas of scholarship/professional practice, teaching, service, and leadership. Faculty, in consultation with their department chair, will choose elected elements based on their strengths, professional goals and interests, and the needs of the department, School, and University. In addition to the elected elements, each faculty member must select a minimum of one element from the broader impacts category. Broader impacts are those activities “that have the potential to benefit society or advance desired societal outcomes” (Harvard University FAS Research Administration Services). The broader impact elected elements are those elements that are closely aligned with the University’s vision to be “The University for the Common Good.” The broader impact elected element can come from any of the four areas of scholarship/professional practice, teaching, service, and leadership.

A faculty member’s PSP will be developed in stages. New faculty members will work closely with their department chair to develop a preliminary PSP using the CPT in [Appendix A](#). The preliminary PSP will be made up of only the core elements for the faculty member’s specific academic appointment (lecturer, faculty of practice, or tenure-track/tenured). The preliminary PSP must be developed within the first semester of the faculty member’s appointment. Additionally, a faculty member’s preliminary PSP will include actions that a faculty member will take to achieve a certain level of achievement for each element, a timeline for completing these actions, and resources such as professional development opportunities, networking opportunities, etc. that will be helpful to the faculty member in accomplishing the target level of achievement for each element.

Working closely with the department chair, a faculty member will add at least three elected elements and one element from the broader impact category during the first two years of their academic appointment to complete their finalized PSP. The finalized PSP must be approved by the department chair and Department Faculty Development Committee prior to the faculty member’s First Comprehensive Periodic Review, which typically occurs during the third year of employment. The finalized PSP will include a customization of the CPT provided in [Appendix A](#) that contains: core, broader impact, and elected elements; actions that a faculty member will take to achieve a certain level of performance for each element; a timeline for completing these actions; and identification of resources that will be helpful to the faculty member in achieving these goals. If a faculty member is engaged in activities that are not outlined in the CPT, they may propose a new elected element to be considered for addition into the CPT and subsequently into their PSP. If a new elected element is added into the CPT, qualifiers for the various levels of achievement for that element must be defined. This may be done by the faculty member or in consultation with their department chair or other School leadership. The element and the qualifiers must be approved by the School of Engineering Faculty Development Committee.

Departments are strongly encouraged to embrace a “coaching” model where a faculty member meets on a regular basis (such as once or twice a semester) with the department chair, their faculty mentor (if applicable) and/or Department Faculty Development Committee to get feedback, ideas, and assistance to ensure progress on their PSP (Stowell & Starcevich, 2013). However, minimally a faculty member’s PSP will be reviewed annually as part of the Annual Performance Review. It is understood that a faculty member’s PSP will evolve over time. Any modifications to the PSP prior to promotion to the highest rank must include a detailed explanation and justification for these changes and be approved by the department chair and Department Faculty Development Committee. A faculty member’s PSP and any amendments

made to this plan will be included in all evaluations, including applications for tenure and/or promotion. These items will serve as a key component in all tenure and/or promotion decisions.

The use of the CPT and PSP for faculty development and evaluation is shown in *Figure 1*.

1.2.3. Typical Six-Year Promotion Interval

Unless otherwise noted in the faculty member's letter of hire, faculty will generally be eligible to apply for promotion on six-year intervals. The typical review cycle is shown in *Figure 2*. Factors that might affect this six-year cycle include, but are not limited to, time devoted to leaves of absence or other interruptions and credit for prior service or exemplary work. Specific information regarding this cycle for the different faculty appointments is outlined in the relevant sections of this document (for lecturers in Section 2, for faculty of practice in Section 3, for tenure-track/tenured faculty in Section 4).

1.2.4. Annual Performance Review

The department chair is required to facilitate an Annual Performance Review of every faculty member in their department during the spring semester each year. As part of the Annual Performance Review process, the faculty member is responsible for providing five key pieces of information to the department chair electronically by **Oct. 15**. These pieces of information are: (1) the PSP, (2) updated curriculum vitae, (3) summary of evidence from the past calendar year to support attainment of goals as defined by the PSP, (4) Faculty Reflection on Student Evaluations of Teaching, and (5) outline of activities that the faculty member will do for the next calendar year to support attainment of goals as defined by the PSP. Specific guidelines for the different faculty appointments are provided in the relevant sections of this document. During the Annual Performance Review, the faculty members will work closely with their department chair and others involved in the Annual Performance Review process as indicated below to review and update their PSP, be evaluated on their developmental progress for the elements identified in their PSP, and discuss the type of support and guidance they may need to accomplish their professional goals.

1.2.5. First Comprehensive Periodic Review

Unless a faculty member is hired with credit towards tenure and/or promotion, they will receive two comprehensive reviews. Their First Comprehensive Periodic Review occurs near the midpoint of their advancement towards promotion to the level of associate professor/faculty of practice, or senior lecturer, and/or their final tenure review. The Second Comprehensive Periodic Review is the review that is done as part of the promotion and/or tenure review process. The First Comprehensive Periodic Review will occur in lieu of the faculty member's Annual Performance Review during the year that they are evaluated (typically their third year of employment). Materials considered during the First Comprehensive Periodic Review process will be cumulative from the time of hire. For example, Annual Performance Reviews, peer teaching evaluation reports, and letters from the department chair and faculty development committees and all responses will become part of a faculty member's comprehensive periodic review portfolio. The timeline used for the First Comprehensive Periodic Review is provided in *Table 1*.

Table 1. Timeline for First Comprehensive Periodic Review

Date	Action	Responsible Parties
Dec. 15	Faculty submits first comprehensive periodic review portfolio.	Faculty member
Jan. 5	Department chair submits portfolio to Department Faculty Development Committee for review.	Department chair
Jan. 20	Department Faculty Development Committee submits review and recommendations.	Department Faculty Development Committee
Jan. 25	Department chair provides independent evaluation of faculty member.	Department chair
Feb. 1	Faculty member can review portfolio, including all evaluations, and provide written comments.	Faculty member
Feb. 5	Portfolios are submitted to the associate dean for faculty and staff development.	Department chair
Feb. 10	Portfolios are submitted to School Faculty Development Committee.	Associate dean for faculty and staff development
April 1	School Faculty Development Committee submits written review to the associate dean for faculty and staff development.	School of Engineering Faculty Development Committee
April 20	Dean, with input from associate dean for faculty and staff development, provides written review.	Associate dean for faculty and staff development
May 1	Faculty member may provide a written response if desired.	Faculty

1.2.6. Post Tenure Review of Tenured Faculty and Post Promotion Review of Faculty of Practice and Lecturers

The University of Dayton School of Engineering faculty members acknowledge that they are accountable for the quality of both the undergraduate and graduate academic experience of its students. They also acknowledge that they are accountable for the quality of their work as scholars, as members of a profession, and as members of both the academic community and of society. Therefore, the School of Engineering faculty members acknowledge and accept the rationale and philosophy for the review of tenured faculty as described in [Senate Document I-06-11](#) and are committed to fully implementing all University policies related to the review of tenured faculty.

The current University of Dayton policy governing the review of tenured faculty as prescribed in the University of Dayton [Faculty Member Policy & Governance Handbook](#) (2018), [Senate Document 2004-08](#), and [Senate Document I-06-11](#) states that faculty must be evaluated by their peers at least once during each six-year interval. While the University policy does not apply to faculty of practice or lecturers, it has been adopted by the School of Engineering for this purpose. If a faculty member has not been evaluated by their peers as a result of an application for promotion during this six-year interval, they would be required to be evaluated through the post tenure and/or promotion review process. These policies do not apply to faculty members who are currently serving in administrative roles at the University of Dayton; however, these faculty members must be evaluated at least biennially as indicated in the [Faculty Member Policy & Governance Handbook](#) (2018) (Appendix D).

The six-year review cycle begins when a faculty member is tenured, is hired with tenure, or is promoted, whichever comes last. The faculty members to be evaluated must be notified by their department chair at

least one academic term before the evaluation is to take place. Post-tenure and post-promotion reviews will occur during the spring semester.

Faculty members that are being evaluated through the post tenure/post promotion review process must prepare a summary report of their activities since the beginning of their most recent post-tenure or post-promotion review cycle or since their last promotion. The post tenure/post promotion review package should include: (1) [the faculty member's PSP \(Form 4, Appendix B\)](#), (2) Annual Performance Reviews since last promotion or post tenure/post promotion review, and (3) [Peer Review of Teaching \(Form 7, Appendix B\)](#). Additional information may be requested as determined appropriate by the faculty member's department.

During the evaluation term, confidential copies of the summary reports and other supporting documentation will be made available to the Department Faculty Development Committee. The Department Faculty Development Committee will examine the post tenure or post promotion review information submitted by the faculty member and provide written feedback to the department chair based upon their assessment of the faculty member(s) under review. This feedback must include, but is not limited to, assessment of the faculty member's level of achievement (developing, proficient, accomplished, demonstrated leadership or distinguished leadership) for each of the elements on the faculty member's PSP. If the faculty member is at an associate professor, associate faculty of practice, or senior lecturer position, then this feedback should also include a candid and thorough evaluation of their progress towards promotion and constructive feedback and recommendations to help the faculty member achieve the goals laid out in their PSP and make adequate progress towards promotion. If the peer evaluators do not reach consensus, the collective report should include the evaluation provided by the reviewer with the dissenting opinion. In all cases, strict confidentiality must be preserved by the faculty members assigned to perform the review.

A summary report of the evaluation will be prepared by the department chair. The department chair is responsible for discussing the results with the faculty member being reviewed. The faculty member has the opportunity to respond in writing to the evaluation report prepared by both their peers and the department chair, after which, a final evaluation report will be submitted to the associate dean for faculty and staff development of the School of Engineering. The post tenure/post promotion report will be included in the faculty member's personnel file maintained at the dean's office. The associate dean for faculty and staff development will notify the provost's office that the review was completed.

1.2.7. Evaluation of Teaching of Tenure-track/Tenured Faculty, Faculty of Practice and Lecturers

The School of Engineering is committed to complying with the University Policy [Senate Document 2006-08, Evaluating Faculty Teaching for the Purposes of Tenure](#) (hereafter referred to as the University Teaching Evaluation Policy). This policy will be applied to all faculty members, including faculty of practice and lecturers, seeking promotion and for the purpose of post tenure review of tenure-track faculty and post promotion review of faculty of practice and lecturers. All faculty members seeking tenure and/or promotion, their department chairs, potential peer reviewers and department and School of Engineering faculty development committee members should familiarize themselves with the provisions of this policy (see [Appendix D](#)). The guidelines provided in this section serve to clarify and specify the application of the University Teaching Evaluation Policy within the School of Engineering. Departments can use these procedures verbatim or can develop their own procedures providing they meet the minimum University requirements.

The University currently requires that the Student Evaluation of Teaching (SET) are included in the tenure and/or promotion portfolios. Within the School of Engineering, faculty will be required to reflect on these evaluations annually as part of their Annual Performance Review and to create an action plan for how they will improve their teaching as a result of these scores. Therefore, the SETs will be used as a formative tool. Additionally, since the [University Policy \(DOC 2006-08 *Evaluating Faculty Teaching for the Purposes of Tenure*\)](#) requires that the SET scores be included as part of the evaluation of a faculty member's teaching, the faculty reflections and SET scores will also be used for evaluative purposes. The various individuals and committees that are involved in the evaluation of a faculty member's teaching should consider the faculty member's reflections on their teaching more strongly than the scores provided on the SETs. It is understood that a student's assessment of their professor's teaching is critical feedback. However, there is sufficient evidence to support that these scores can be problematic if the numerical responses are used for the purpose of determining if a faculty member receives tenure and/or a promotion. Among some of the issues is low participation rate by students, potential for low scores associated with high impact, innovative teaching, team teaching, and biases reflected in the scores (Laube, et al., 2007).

Selection of Peer Reviewers

Departments should establish their own procedures for selecting peer reviewers within the following guidelines:

- Peer reviewers evaluating faculty member's teaching for the purpose of tenure should be tenured faculty members.
- Peer reviewers evaluating faculty member's teaching for the purpose of promotion should be one rank above the faculty member being evaluated (e.g., if the faculty member being evaluated is an assistant professor or assistant faculty of practice, then the evaluator should be at the level of associate).
- Peer reviewers evaluating faculty member's teaching for the purpose of post tenure/post promotion review should be at or above the same academic rank as the faculty member being evaluated.
- When possible, at least one of the peer reviewers should have experience teaching in the same or related area(s) of study as the faculty being evaluated.
- For purposes of evaluating teaching, department chairs, assistant and associate deans, dean, and other full- or part-time administrators with line authority will not be considered peers.

Selection of Courses for Evaluation

Prior to tenure and/or promotion review, comprehensive reviews of classroom teaching skills and of supporting course materials must be conducted for at least two (where applicable) different courses. Departments may require, and faculty may request, that additional courses be reviewed. Furthermore, the required comprehensive reviews must be conducted in two separate semesters. At least one comprehensive review should be completed prior to the faculty member's First Comprehensive Periodic Review. Courses selected for review should be chosen by faculty being evaluated in collaboration with their department chair.

Evaluation Process

At least two peer reviewers must evaluate each course selected for review. The peer review of teaching should primarily focus on assessing student learning in the courses selected for peer review. Therefore,

the faculty member is required to provide evidence of student learning, which could include, but is not limited to, completed projects, assignments, papers, in-class discussions, etc. Additionally, the peer review must include a review of the faculty member's in-class teaching skills and their supporting course material. Peer reviews of a faculty member's in-class teaching skills must include at least one classroom visit by each reviewer.

The specific timing of the peer review process should be clearly indicated and agreed upon by the faculty member, department chair, and Department Faculty Development Committee and documented in the faculty member's PSP. During the semester of the peer evaluation of teaching, the specific date of in-class visits should be agreed upon by the faculty member and peer reviewers. The faculty member and peer reviewers should meet prior to the in-class review to discuss course goals and the faculty member's class plans for the day(s) that they will be observed. Course materials and student work should generally be reviewed at or near the end of the semester. Peer evaluations of a faculty member's course materials must minimally include a review of the course syllabus, assignments and exams.

Documentation of Teaching Evaluation

To help ensure a uniform, fair and consistent evaluation for all faculty, reviewers must use the standard peer evaluation report template [Peer Review of Teaching \(Form 7, Appendix B\)](#). A single report must be completed for each course evaluated regardless of the number of classroom visits, reviewers or courses being evaluated in any semester. Peer reviewers must complete and submit this report to the department chair within two weeks following the date of the last in-class review. Within one week after submission of this report, the peer reviewers must then meet with the department chair to discuss the report. Within one week after meeting with the peer reviewers, the department chair must share the report and then meet with the faculty member to discuss this report. Following that meeting, the faculty member has one week to respond in writing regarding the contents of the report if they so desire. Prior to inclusion in the documentation submitted for their first comprehensive periodic and/or final reviews for tenure and/or promotion, peer evaluation reports are to be kept confidential among, and discussed only by the faculty member, the peer reviewers, and the department chair, and the dean's office and/or other University administration if needed.

Additional Peer Evaluations of Teaching

If the results of any peer course evaluation are considered non-representative or unfair, the faculty member may request that the course be re-evaluated in a later term and/or request different peer reviewers. However, all peer teaching evaluation reports will become part of the faculty member's permanent record and will be submitted to their department or program faculty development committee and the School of Engineering Faculty Development Committee.

Comprehensive Evaluation of Teaching

Following the second peer evaluation of classroom teaching, but no later than the submission of a completed application for tenure and/or promotion, the faculty member will prepare a comprehensive self-evaluation of teaching. This self-evaluation will include the faculty member's annual reflection on their SETs along with at least two reports of peer evaluation of classroom teaching. Faculty members must also include evidence of student achievement of learning objectives and are encouraged to include a summary of written comments of student course evaluations and comments on their contribution to the teaching mission of their department. The self-evaluation of teaching must be submitted to the appropriate

department chair charged with providing a written evaluation of the faculty member's teaching. The department chair is required to meet with and discuss the evaluation with the faculty member, and the faculty member is provided the opportunity to respond in writing. Prior to inclusion in the documentation submitted for final reviews for tenure or review for promotion or post tenure review, self-evaluation of teaching reports is to be kept confidential among and discussed only by the faculty member and the department chair.

PROMOTION AND TENURE POLICY

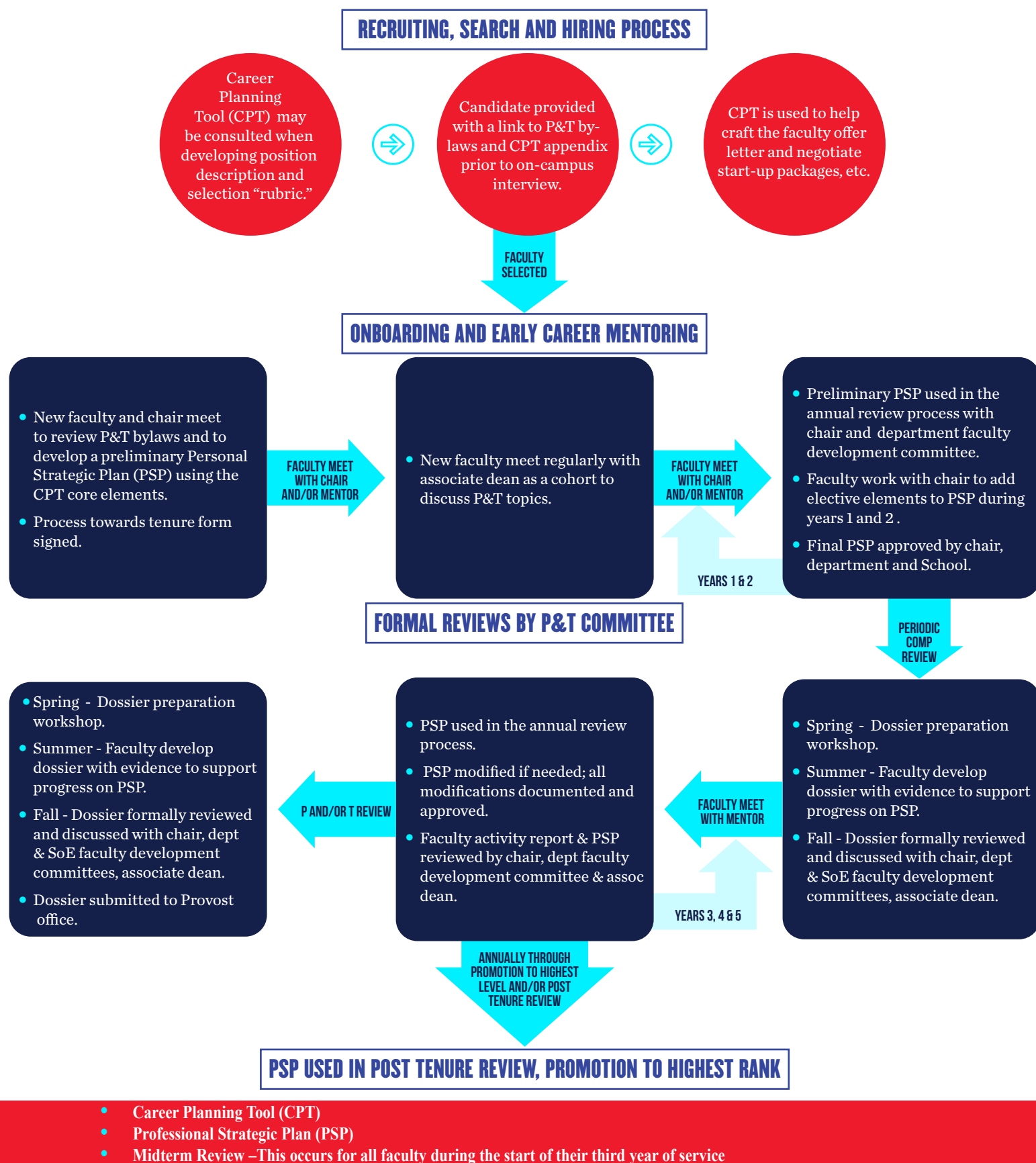


Figure 1. Use of CPT and PSP in a faculty member's career trajectory

SIX-YEAR CYCLE

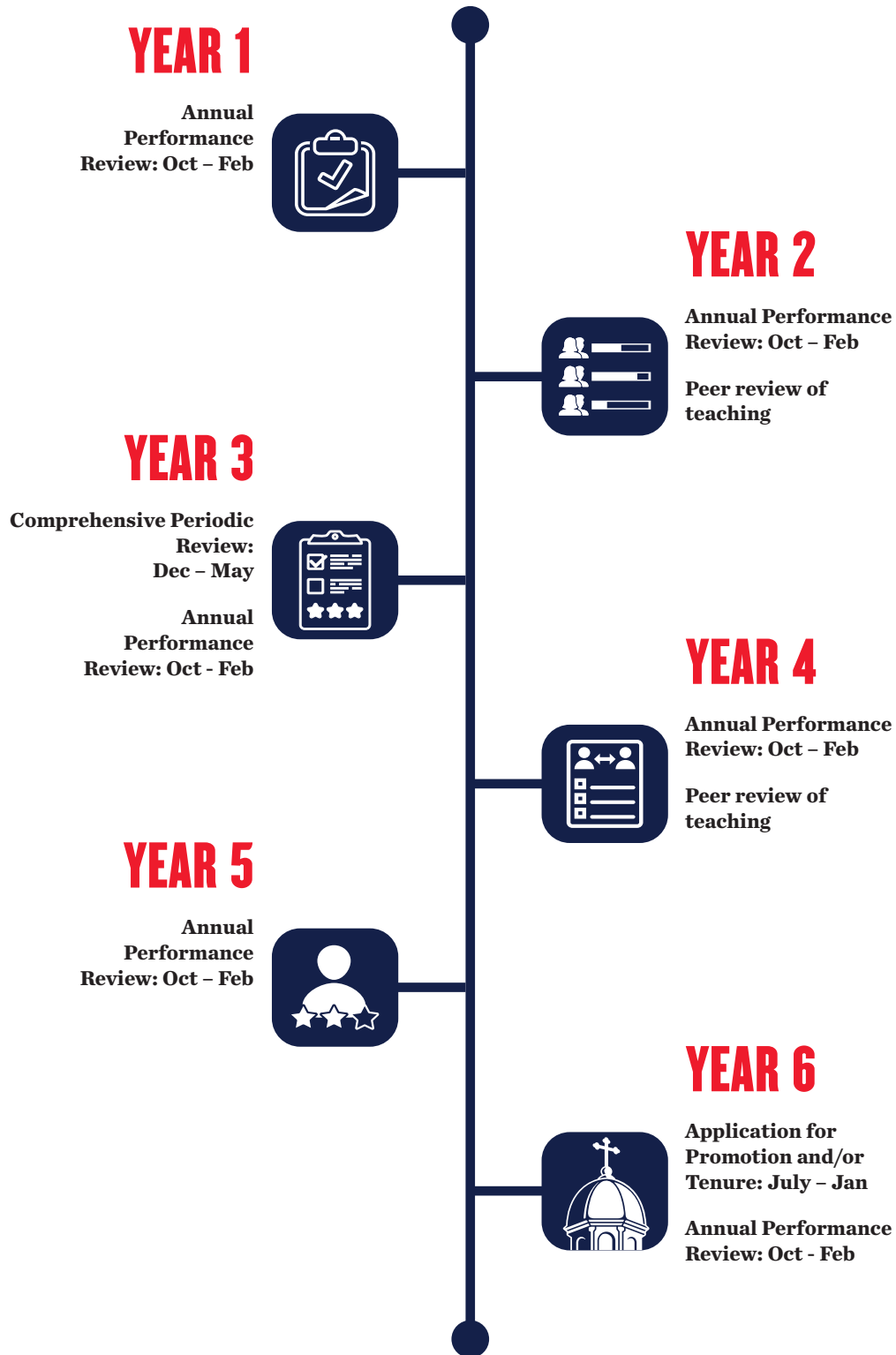


Figure 2. Typical six-year cycle for application for promotion

Section 2. Procedures and Policies for Lecturers

Part 2.1. Annual Performance Review for Lecturers

The department chair is required to facilitate an Annual Performance Review of every faculty member in their department during the spring semester each year. As part of the Annual Performance Review process, the lecturer is responsible for providing five key pieces of information to the department chair electronically by **Oct. 15**. These pieces of information are: (1) the lecturer's PSP, (2) updated curriculum vitae, (3) summary of evidence from the past calendar year to support attainment of goals as defined by the [PSP \(Form 4, Appendix B\)](#), (4) Faculty Reflections on Student Evaluations of Teaching ([Form 6, Appendix B](#)), and (5) outline of activities the lecturer will do for the next calendar year to support attainment of goals as defined by the PSP.

The department chair will review the materials submitted by the lecturer and provide detailed feedback regarding the following: the alignment of the lecturer's activities (elements) with their PSP; assessment of the lecturer's developmental level of achievement ("Developing," "Proficient," "Accomplished," "Demonstrated Leadership," or "Distinguished Leadership") for each element in the lecturer's PSP; a candid and thorough evaluation of the lecturer's progress towards promotion (where applicable); and recommendations for achieving the goals laid out through the PSP. Additionally, the department chair is required to have a face-to-face meeting with the lecturer to discuss the comments and feedback provided on the lecturer's Annual Performance Review. These meetings must be completed by **Feb. 28**.

A lecturer disagreeing with any of the comments or feedback provided in the performance review has the right to provide comments, explanations, or a statement of written rebuttal prior to these materials being sent to the associate dean for faculty and staff development. All materials must be provided electronically to the associate dean for faculty and staff development by **March 15**. The associate dean for faculty and staff development will review these materials and provide any additional feedback, comments, or recommendations by **March 30**.

The lecturer will again be given the opportunity to provide a written rebuttal by **April 15**, if desired; after which, the Annual Performance Review materials will become part of the lecturer's personnel file maintained by the dean's office. This information will later become part of the lecturer's promotion application package(s), as applicable. The annual review cycle is summarized in *Table 2*.

Unless otherwise indicated in their letter of hire, lecturers who are granted two or fewer years of credit towards promotion at the time of hire must have a minimum of three reviews (Annual Performance Review and First Comprehensive Periodic Review) prior to applying for promotion. Lecturers who receive three years of credit towards promotion must have a minimum of two reviews (Annual Performance Review and First Comprehensive Periodic Review) with the final review conducted in the spring term of the academic year preceding the application for promotion. Any adjustments made to the timing of the review cycle indicated in the lecturer's letter of hire must be documented in a formal letter initiated by the appropriate party (typically the lecturer or chair) and approved by the lecturer, chair, dean and provost. In the case of interruptions due to a leave of absence or other event, this letter must be approved at the time that the interruption takes place or within six months of the initiation of the interruption.

Table 2. Annual Performance Review cycle for lecturers

Deadline	Action	Responsible Party
Oct. 15	Lecturer provides PSP, CV, Summary of Evidence (Form 8, Appendix B) , and Faculty Reflections on Student Evaluations of Teaching (Form 6, Appendix B).	Lecturer
Feb. 10	Reviews are completed by appropriate parties and returned to lecturer.	Department chair
Feb. 28	Department chair meets with lecturer.	Department chair
March 15	Completed reviews are submitted electronically to associate dean for faculty and staff development.	Department chair
March 30	Associate dean for faculty and staff development provides additional feedback to lecturer.	Associate dean for faculty and staff development
April 15	Lecturer may provide a written rebuttal to associate dean for faculty and staff development.	Faculty
April 15	Annual Performance Review is sent to lecturer's personnel file in the dean's office.	Associate dean for faculty and staff development

Part 2.2. First Comprehensive Periodic Review of Lecturers

Lecturers hired with one to three years of credit toward promotion will receive their formal First Comprehensive Periodic Review during their second year of full-time service (materials submitted by Dec. 15 of their second year). Lecturers hired with four or more years of credit toward promotion may or may not receive a First Comprehensive Periodic Review depending on when they plan to apply for promotion. For example, if a lecturer is hired with four years of credit towards promotion, and they plan on applying for promotion after two years of service, they would not receive a First Comprehensive Periodic Review. However, a lecturer hired with four years of credit toward promotion, who planned on applying for promotion after three years of service would receive a First Comprehensive Review during their second year of full-time service (materials submitted by Dec. 15 of their second year). Therefore, a lecturer hired with four or more years of credit should discuss their timeline for applying for promotion with their department chair to determine if a First Comprehensive Periodic Review will be facilitated. The timing of the First Comprehensive Periodic Review, if applicable will be indicated in the lecturer's letter of hire and on the lecturer's PSP. Although lecturers are generally eligible to apply for promotion in six-year intervals, they are not required to do so. There is no maximum timeline for a lecturer to apply for promotion, and they are able to apply at any time after the date indicated in their letter of hire. Furthermore, a lecturer may request consideration for early promotion. A lecturer who wishes to be considered for early promotion must request this prior to their fourth year of service. The details of the accelerated promotion timeline must be put in writing and agreed to by the lecturer, the department chair, the dean and the provost. Important dates for the First Comprehensive Periodic Review are provided in *Table 1*.

Preparation of the electronic comprehensive periodic review portfolio using the [Tenure and/or Promotion Application \(Form 14, Appendix B\)](#) and the format outlined in the [Promotion Portfolio for Lecturers in Appendix C](#), will be the responsibility of the lecturer. An electronic copy of the completed comprehensive periodic review portfolio must be forwarded to the lecturer's department chair by **Dec. 15**.

All parties involved in the evaluation of a lecturer's comprehensive periodic review portfolio are required to provide formative feedback that includes, but is not limited to, the following: alignment of the lecturer's activities (elements) with their PSP; assessment of the lecturer's level of achievement ("Developing," "Proficient," "Accomplished," "Demonstrated Leadership," or "Distinguished Leadership") in each element on the lecturer's PSP; a candid and thorough evaluation of the lecturer's progress towards promotion; and constructive feedback and recommendations to help the lecturer achieve or work towards the goals established in their PSP and to make adequate progress towards promotion.

All materials generated as part of a First Comprehensive Periodic Review, including written responses and/or rebuttals submitted by the lecturer and/or other concerned individuals, will become part of the lecturer's permanent personnel file maintained by the dean's office.

Part 2.3. General Promotion Policies for Lecturers

School of Engineering lecturers are entitled to the rights and privileges appropriate to their level of appointment. These rights and privileges include a salary increase commensurate with the level of appointment as established through University policies and other benefits as specified by University and School of Engineering policies. Lecturers are generally eligible to apply for promotion as indicated in their letter of hire or after six years of active, full-time service since their time of hire or after six years of active, full-time service since their last promotion. A lecturer may request consideration for early promotion. A lecturer who wishes to be considered for early promotion must request this prior to their fourth year of service. The details of the accelerated promotion timeline must be put in writing and agreed to by the lecturer, the department chair, the dean and the provost. If a lecturer receives credit towards promotion, this will affect the number and schedule of their Annual Performance Review and the timing of their First Comprehensive Periodic Review. Likewise, time devoted to leaves of absence or other interruptions in the work of the lecturer may affect the total period of evaluation and the timing of the First Comprehensive Periodic Review. The decision to seek promotion for lecturers is voluntary. Additionally, if the application for promotion for a lecturer is denied, the lecturer may seek promotion at a future time.

It is critical that faculty involved in the promotion evaluation of a colleague do not allow leaves of absence of that colleague to negatively impact their assessment. Although this is true for both male and female faculty members regardless of the reason for the leave of absence, it is important to note that there is strong research that shows that women can be disproportionately penalized. Research suggests that women who take family leave may be penalized during the promotion process, even if subconsciously (Rosser, 2007; Mason 2002). The Committee on Advancing Institutional Transformation for Minority Women in Academia (2013) found gender bias was triggered by motherhood, which provokes strong negative assumptions about an individual's competence and commitment, potentially affecting evaluation of one's promotion package.

Although objective measures will be used in the evaluation of lecturers for the purpose of promotion, matters of professional conduct may also be considered during each stage of the review process. For purposes of review for promotion according to this policy, appropriate professional conduct will be characterized by: (1) dedication to the missions of the University of Dayton, the School of Engineering and the lecturer's department or program; (2) cooperation with fellow faculty members in carrying out these missions; and (3) the congruence of the lecturer's personal and professional behavior with the Marianist character and heritage of the University of Dayton (reference *Characteristics of Marianist*

Universities, 2006). At its core, the Marianist character and heritage requires professional conduct that honors the intrinsic value and dignity of all people, no matter their race, religion, socio-economic status, gender, sexual orientation, country of origin, (dis)ability, ideology and other expressions of human difference. As such, discriminatory or hateful words and actions or behaviors that prohibit an inclusive and welcoming environment for learning, discovery and community engagement can result in a negative recommendation for promotion.

At the department or School level, if a lecturer receives a negative recommendation for promotion based upon matters of professional conduct, it will be incumbent upon the reporting party to clearly and convincingly document and provide evidence for the recommended action. The burden of demonstrating non-professional behavior rests with the School of Engineering and its departments. In all cases, appropriate professional conduct will be assumed of faculty for promotion unless there is documented evidence to the contrary.

It is University policy that a faculty who successfully completes the promotion process will be granted promotion with their next contract.

2.3.1. Promotion Application Materials for Lecturers

The review materials for promotion will be cumulative. For example, materials generated as a result of reviews at the department level, including Annual Performance Reviews, peer teaching evaluation reports, letters from the department chair and faculty development committees, and all responses, will become part of the application package forwarded to the School of Engineering Faculty Development Committee for review. This includes materials generated during the lecturer's First Comprehensive Periodic Review. Likewise, materials generated during the School of Engineering review, including letters and responses from the dean and the School of Engineering Faculty Development Committee, will be forwarded to the provost for review.

Materials of a substantive nature (e.g., teaching award, etc.) can be added to an already submitted application at any point in the promotion review process until the provost's recommendation is made.

Department chairs are responsible for maintaining and updating a [Procedural Form for Lecturer \(Form 15, Appendix B\)](#) for each faculty member under their supervision. This form itemizes the promotion application steps that must be followed. As steps are completed, each of the responsible persons (e.g., faculty, department chair, faculty development committee chair, School of Engineering Faculty Development Committee chair, and associate dean for faculty and staff development) must provide their signature or initials and date acknowledging the completed step. On several occasions (as indicated on the procedural form), faculty must be provided with the opportunity to acknowledge receipt of required written documentation by signing or initialing and dating the form. A lecturer's signature or initials does not indicate their agreement with feedback or recommendations at any given point. Rather, these will serve as an acknowledgement that the procedural steps were followed.

Detailed information on the stages are listed on the [Procedural Form for Lecturer \(Form 15, Appendix B\)](#)

2.3.2. Promotion Application Timeline for Lecturers

The promotion application process should begin no later than January preceding a fall semester review with the department chair and/or Department Faculty Development Committee meeting with the faculty to review the application process and timeline outlined in this document. Additionally, the faculty will be

invited to a workshop that will provide information regarding the promotion procedures and policies and best practices for preparing a highly effective portfolio.

The lecturer will be responsible for preparing their promotion portfolio using the Tenure and/or Promotion Application and the format outlined in the [Promotion Portfolio for Lecturer \(Appendix C\)](#). An electronic copy of the completed portfolio must be forwarded to the lecturer's department chair by **June 30**. This portfolio must include all of the items listed in Appendix C Promotion Portfolio for Lecturer including the lecturer's application for promotion, curriculum vitae, PSP, peer evaluation of teaching as provided by the department chair, annual performance evaluations, First Comprehensive Periodic Review provided by the associate dean for faculty and staff development, and narrative of teaching.

The due dates for the general steps of the promotion process are summarized in *Table 3*.

By **Aug. 19**, the department chair will transmit the lecturer's promotion portfolio to the Department Faculty Development Committee. The Department Faculty Development Committee will conduct a thorough review of the lecturer's performance, including validating the data contained in their portfolios. Additional information may be solicited from University of Dayton faculty, staff and students as appropriate. All additional materials obtained by the Department Faculty Development Committee must be documented and added to the official portfolio for that lecturer. At this point in the evaluation process, any additional information provided by the lecturer must come to the Department Faculty Development Committee through the department chair.

All internal discussions and deliberations of the Department Faculty Development Committee are to be confidential and kept within the committee. Written materials considered during the review process may be disclosed only to the lecturer being evaluated, the Department Faculty Development Committee members, other faculty members eligible to comment on the file, the department chair, the associate dean for faculty and staff development, the dean, and the provost.

Table 3. Timeline for the promotion process

Deadline	Action	Responsible Parties
Spring before application due	Lecturer meets with department chair to review process.	Lecturer and department chair
Spring before application due	Faculty attends workshop on portfolio preparation and other information related to the process.	Associate dean for faculty and staff development
May 15	Ensure the required number of Peer Review of Teaching (Form 7, Appendix B) have been completed.	Faculty and department chair
June 30	Lecturer submits application portfolio.	Lecturer
Aug. 19	Department and School faculty development committees attend workshop.	Associate dean for faculty and staff development
Aug. 19	Department chair submits portfolio to Department Faculty Development Committee for review.	Department chair
Sept. 1	Department Faculty Development Committee submits review and recommendations.	Department Faculty Development Committee
Sept. 9	Lecturer can review portfolio, including all evaluations and recommendations, and provide a written response.	Lecturer
Sept. 10	Eligible faculty vote by secret ballot on recommending the lecturer for promotion.	Department chair
Sept. 15	Department chair provides independent evaluation of lecturer.	Department chair
Sept. 23	Lecturer can review portfolio, including all evaluations and recommendations, and provide a written response.	Lecturer
Sept. 25	Portfolios are submitted to associate dean for faculty and staff development.	Department chair
Sept. 30	Portfolios are submitted to School of Engineering Faculty Development Committee.	Associate dean for faculty and staff development
Nov. 30	School Faculty Development Committee submits written review and recommendation to the associate dean for faculty and staff development.	School Faculty Development Committee
Dec. 5	Lecturer can review portfolio, including all evaluations and recommendations, and lecturer and/or concerned individual(s) may provide a written response if desired.	Lecturer and/or concerned individual(s)
Dec. 14	Dean, with input from associate dean for faculty and staff development, informs the lecturer in writing of the dean's recommendation regarding a decision on promotion (after confirming receipt, department chair and School and Department Faculty Development Committees will be notified of this decision).	Associate dean for faculty and staff development
Dec. 21	Lecturer and/or concerned individual(s) may provide a written response if desired.	Lecturer and/or concerned individual(s)
Jan. 1	Dean provides written recommendation to provost, and associate dean for faculty and staff development submits portfolio with letter to provost.	Associate dean for faculty and staff development
Jan. 15	Lecturer and/or concerned individual(s) may provide a written response if desired.	Lecturer and/or concerned individual(s)
Jan. 30*	Lecturer informed in writing of provost's decision	Provost
Feb. 15*	Lecturer and/or concerned individual(s) may provide a written response if desired.	Lecturer and/or concerned individual(s)
*First business day following		

By **Sept. 1**, the Department Faculty Development Committee will carefully review the lecturer's promotion portfolio and provide clearly justified written recommendations to the department chair regarding the lecturer's promotion. Promotion review materials must also be returned to the department chair at this time. The written recommendations of the Department Faculty Development Committee will also be shared with the lecturer being reviewed. The lecturer may respond in writing to the Department Faculty Development Committee recommendations if they so choose. Any written responses will become part of the lecturer's promotion portfolio forwarded to the associate dean for faculty and staff development. Written responses must be submitted to the department chair by **Sept.9**.

By **Sept. 10**, the department chair will facilitate a meeting of all non-administrative faculty who are at or above the highest rank to which the lecturer is being considered for promotion. These faculty members, excluding the department chair, will review the promotion portfolio, including the Department Faculty Development Committee recommendations, and vote by secret ballot on recommending the lecturer for promotion. The department chair will count the ballots and record the results of the vote in the lecturer's application packages. In the case that the Department Faculty Development Committee includes all of the faculty eligible to vote, this step of the process will be omitted.

By **Sept. 15**, the department chair will independently evaluate the lecturer's promotion portfolio and prepare a written evaluation and recommendation, which includes their summary of the lecturer's performance in teaching, scholarship (where applicable), and service. At this stage in the process, the lecturer will be permitted to view their promotion portfolio, including the Department Faculty Development Committee evaluations and department chair evaluations. The lecturer may respond in writing to any or all of these evaluations if they so choose. Any written responses will become part of the lecturer's promotion portfolio forwarded to the associate dean for faculty and staff development. Written responses must be submitted to the department chair by **Sept 23**.

The department chair is responsible for submitting the updated promotion portfolio to the associate dean for faculty and staff development by **Sept. 25**.

By **Sept. 30**, the associate dean for faculty and staff development will provide the School of Engineering Faculty Development Committee with access to an electronic copy of the lecturer's promotion portfolio. Once the portfolio has been delivered to the School of Engineering Faculty Development Committee, any additional information provided by the lecturer must come to the committee through the School of Engineering associate dean for faculty and staff development.

All internal discussions and deliberations of the School of Engineering Faculty Development Committee are confidential and must be kept within the committee. All written recommendations of the School of Engineering Faculty Development Committee will be given only to the associate dean for faculty and staff development or the dean who will then share this information with appropriate parties as described below. Moreover, all communications with parties outside the School of Engineering Faculty Development Committee and all requests by the School of Engineering Faculty Development Committee for additional information must go through the associate dean for faculty and staff development or the dean.

The School of Engineering Faculty Development Committee is responsible for examining materials provided in the promotion portfolio to determine if evaluation procedures were followed. If the School of Engineering Faculty Development Committee determines that proper policies and procedures were not followed, the submitted materials must be returned to the associate dean for faculty and staff development for appropriate action. Additionally, the lecturer and department chair must be informed.

The School of Engineering Faculty Development Committee is also responsible for carefully examining the lecturer's promotion portfolio to ensure that it is complete and compliant with the format required by the Office of the Provost.

After the procedural and portfolio format evaluation, the School of Engineering Faculty Development Committee will perform a thorough, thoughtful, fair and substantive review of the lecturer's promotion portfolio. After giving adequate consideration, the School of Engineering Faculty Development Committee will provide a written promotion recommendation for the lecturer to the associate dean for faculty and staff development by **Nov. 30**. Each committee member is required to sign the recommendation. As such, any dissenting evaluations should be carefully noted in the recommendation. The committee's recommendations will be based upon a professional and careful evaluation of the lecturer's performance with respect to the applicable evaluation criteria and in accordance with the lecturer's PSP. If this plan had been modified, the lecturer will be evaluated in accordance with the latest version of their PSP; however, all documentation of modifications made to the plan since the time of hire or last promotion (whichever comes last) must be included in the evaluation materials.

The lecturer will be permitted to view their own promotion portfolio, including the School of Engineering Faculty Development Committee evaluations and all prior evaluations at this stage of the review process. The lecturer may respond in writing to any or all of these evaluations if they so choose. Any written responses will become part of the promotion portfolio forwarded to the provost. Written responses must be submitted to the associate dean for faculty and staff development by **Dec. 5**.

The associate dean for faculty and staff development will review the promotion portfolio, the School of Engineering Faculty Development Committee's evaluations and recommendations, the department chair's evaluations, and the Department Faculty Development Committee reports. The associate dean for faculty and staff development will summarize these evaluations for the dean and meet with the dean to discuss the application materials. The dean will then make a recommendation regarding the lecturer's application for promotion. The associate dean for faculty and staff development and the dean will use their best professional judgments in assessing the performance of the lecturer with respect to the evaluation criteria outlined in the lecturer's latest version of their PSP.

After giving adequate consideration, the dean will inform the lecturer and their department chair, in writing, of the dean's recommendation regarding the promotion decision and supporting rationale by **Dec. 14**. Following the lecturer's and department chair's confirmed receipt of the dean's recommendation in writing, the associate dean for faculty and staff development will share the dean's recommendations with the School of Engineering and department faculty development committees and other voting faculty.

The lecturer and/or other concerned individuals (e.g., department chairs, colleagues, School of Engineering and department faculty development committee members) who wish to submit a written response to the dean have until **Dec. 21** to do so. Written responses should be submitted to the associate dean for faculty and staff development who will provide these to the dean.

The dean will then consider any additional evidence and responses prior to sending the final recommendations in writing to the provost, along with completed procedural forms, cumulative promotion portfolios, and the response(s) of any lecturers or concerned individuals. These materials must be submitted to the provost by **Jan. 1**. The lecturer, department chair and chair of the School of Engineering Faculty Development Committee will be copied on all written correspondence with the provost. After ensuring that the lecturer applying for promotion has been notified, the department chair

will share the dean's final recommendations with the Department Faculty Development Committee and other voting faculty as described in Section 2. For any instance(s) where the dean's recommendation differs from that of the School of Engineering Faculty Development Committee's, the dean will meet with the committee to explain the reasons and discuss the recommendation.

The lecturer or any other concerned individuals such as the department chair, or department or School faculty development committees have until **Jan. 15** to file a written response to the dean's recommendation with the provost.

The provost will review all materials and make recommendations to the president no later than the **first business day following Jan. 30**. The lecturer will be informed in writing of the provost's recommendation. Lecturers or any other concerned individuals such as the dean, department chair, or department or School faculty development committee members, who wish to submit a written response to the provost will have until **Feb. 15** to do so.

Final administrative authority rests with the president. The lecturer will be informed in writing of the president's decision. This decision will also be copied to the provost, the dean and the appropriate department chair.

If the lecturer chooses to appeal the president's decision, they may begin the mediation process as described in the *Faculty Handbook*. If mediation does not resolve the complaint, the lecturer may make use of the appeal processes also described in the *Faculty Handbook*. The board of trustees will serve as the court of last resort in the appeals process.

The president will provide the board of trustees with a report of all promotion and tenure actions at the spring meeting. The summary report will minimally include statistics regarding the gender and minority status of lecturers. The appropriate University committee will receive a copy of the president's summary report on promotion and tenure no later than two weeks prior to the spring board meeting.

The appropriate University committee will review the promotion process for adherence to appropriate procedures and will examine the president's summary report before compiling a report of its own to present to the Academic Affairs Committee of the board of trustees at the board's spring meeting. This report will also be provided to the president of the Academic Senate who will present it to the Executive Committee of the Academic Senate.

Part 2.4. Professional Strategic Plan for Lecturers

As described in Section 1 - Parts 1 and 2, the School of Engineering values the diverse contributions of our faculty in the areas of scholarship/professional practice, teaching, and service and the impact that these contributions have on the experiential learning of our students, our organizational effectiveness and reputation, our society, and our culture of inclusive excellence. In an effort to recognize these diverse contributions, while also helping a lecturer plan out their career trajectory, each lecturer will be required to develop and maintain a PSP. The process used to develop the PSP is described in Section 1 – Part 2. [Modifications to a PSP \(Form 5, Appendix B\)](#) can be made at any point throughout the lecturer's career trajectory provided that these modifications are formally agreed upon by the department chair, lecturer and Department Faculty Development Committee.

A lecturer's finalized PSP will be made up of the two core elements, a minimum of three elected elements from any area (scholarship, teaching, service, and/or leadership), and one broader impact elected element from any area (scholarship, teaching, service, and/or leadership).

Lecturers have two core elements that align with their role. The core elements (those elements from the CPT that must be included in their PSP) for a lecturer are:

- **Teaching**
 - Teaching effectiveness including technical competence, student learning and motivation, classroom management and organization.
- **Service**
 - Supporting and promoting inclusive excellence in the School of Engineering.

2.4.1. Use of the PSP for the Purpose of Evaluation

In applying for promotion, it is the responsibility of the lecturer to provide documented evidence that they have achieved the agreed upon levels of achievement for the core, elected and broader impact elements that make up their PSP. For evaluation purposes, the PSP will serve as a tool for self-evaluation or for formal evaluation by those involved in the evaluation process. Like any evaluation tool, however, a faculty member's PSP is only intended to help with the evaluation process and should not be interpreted as the absolute criteria for determining a faculty member's level of accomplishment for a particular element. The professional opinion and expertise of the people evaluating a faculty member is of critical importance in the evaluation process. Ultimately, any final assessment of the faculty member's level of achievement for a particular element, overall level of achievement, and promotion decisions are at the discretion of those involved in the evaluation process using their best professional judgment after carefully examining all of the evidence provided by the faculty member.

As described below, faculty are required to achieve a specific overall level of achievement on their PSP in order to be eligible for promotion in rank. This does not mean that a lecturer must achieve the required level of achievement for *all* of the elements identified in their PSP. Indeed, a lecturer may have levels of achievement for the various elements in their PSP that span the full range from "Developing" to "Distinguished Leadership." However, provided that they maintain a minimum level of achievement of "Proficient" on all core elements, and that levels of achievement for elements that are lower than that required for promotion in rank, are balanced with levels of achievement in other elements that are higher than that required for promotion in rank, they could achieve the specific overall level of achievement required for promotion.

It is important to note that all of the elements in a lecturer's PSP are considered to be of equal importance and value regardless of them being a core, an elected, or a broader impact element and regardless of them being from the area of scholarship, teaching, service, or leadership. This is not meant, however, to imply that the workload associated with each element is the same. It would be difficult to capture workload in a person's PSP, and all issues related to workload should be discussed between the faculty member and their chair.

Since it can be difficult to assess the overall level of achievement, one approach that can be used by the lecturer for self-assessment or for those who are involved in the formal evaluation process, is to assign points of 1 through 5 for the various levels of achievement with "Developing" being a 1 and "Distinguished Leadership" being a 5. With all elements being equally weighted, an average value can

be calculated and used as a guide in assessing the overall level of achievement. It is critically important to note that this is only to be used as a guide for conversation between the lecturer and those evaluating them or a conversation among the members of the School or department faculty development committees during the formal evaluation process. Ultimately, any final assessment of the lecturer's overall level of achievement as well as promotion decisions will be at the discretion of the department chair, department and School faculty development committees, and the dean using their best professional judgment after carefully examining all of the evidence provided by the lecturer.

Furthermore, a faculty member may regress in their level of achievement overtime if they fail to sustain their activity for a particular element. For example, a faculty member may be evaluated as having achieved "Demonstrated Leadership" in an element related to teaching due to their significant contributions on a committee that had an impact beyond the University. If the faculty member fails to sustain this level of activity over a significant period of time or ceases activity overall for that element, they may later be evaluated as "Accomplished," "Proficient," or "Developing." A significant period of time may generally be interpreted as six years (the general timeline for promotions, and post promotion reviews), or as agreed upon by the faculty member, their chair, and the Department Faculty Development Committee.

2.4.2. Performance Expectations for Lecturers

Generally, the lecturer's level will be at the "Developing" or "Proficient" level of achievement for the core elements at their time of hire and will demonstrate excellent potential for growth. As described above, new lecturers will develop their PSP over the course of approximately two years and work with their department chair to identify appropriate elected and broader impact elements for their PSP, target levels of achievement for the elements, resources (professional development, etc.) that may be helpful to them to advance in their PSP and meet the target levels of achievement, and a timeline for progression in their PSP.

2.4.3. Performance Expectations for Senior Lecturers

In order to be promoted to the rank of senior lecturer, a lecturer must provide strong evidence to support the request for promotion with less emphasis placed on potential and more on documented performance. In general, faculty will be promoted to the level of senior lecturer when they have demonstrated an overall level of achievement in their PSP of "Accomplished." As described above, this does not mean that a lecturer must achieve a level of "Accomplished" for *all* of the elements identified in their PSP. However, they must balance any elements that have a level of achievement lower than "Accomplished" with higher than "Accomplished" levels of achievement in other elements. Additionally, the minimum level of performance of "Proficient" must be met for all of the core elements.

2.4.4. Performance Expectations for Principal Lecturers

In general, faculty will be promoted to the level of principal lecturer when they have demonstrated an overall level of achievement in their PSP of "Demonstrated Leadership." As described above, this does not mean that a lecturer must achieve a level of "Demonstrated Leadership" for *all* of the elements identified in their PSP. However, they must balance any elements that have a level of achievement lower than "Demonstrated Leadership" with a "Distinguished Leadership" level of achievement in other elements. Additionally, although the minimum level of performance of "Proficient" must be met for all of the core elements, it is generally expected that a lecturer seeking promotion to principal lecturer will achieve at least an "Accomplished" level of achievement for the core element associated with teaching.

Section 3. Procedures and Policies for Faculty of Practice

Part 3.1. Annual Performance Review for Faculty of Practice

The department chair is required to facilitate an Annual Performance Review of every faculty member in their department during the spring semester each year. As part of the Annual Performance Review process, the faculty of practice is responsible for providing five key pieces of information to the department chair electronically by **Oct. 15**. These pieces of information are: (1) the faculty of practice's [PSP \(Form 4, Appendix B\)](#), (2) updated curriculum vitae, (3) [summary of evidence \(Form 9, Appendix B\)](#) from the past calendar year to support attainment of goals as defined by the PSP, (4) Faculty Reflections on Student Evaluations of Teaching ([Form 6, Appendix B](#)), and (5) outline of activities the faculty of practice will do for the next calendar year to support attainment of goals as defined by the PSP.

The department chair will review the materials submitted by the faculty of practice and provide detailed feedback regarding the following: the alignment of the faculty of practice's activities (elements) with their PSP; assessment of the faculty of practice's developmental level of achievement ("Developing," "Proficient," "Accomplished," "Demonstrated Leadership," or "Distinguished Leadership") in the faculty of practice's PSP; a candid and thorough evaluation of the faculty of practice's progress towards promotion; and recommendations for achieving the goals laid out through the PSP. Additionally, the department chair is required to have a face-to-face meeting with the faculty of practice to discuss the comments and feedback provided on the Annual Performance Review. These meetings must be completed by **Feb. 28**.

A faculty of practice disagreeing with any of the comments or feedback provided in the performance review has the right to provide comments, explanations or a statement of written rebuttal prior to these materials being sent to the associate dean for faculty and staff development. All materials must be provided electronically to the associate dean for faculty and staff development by **March 15**. The associate dean for faculty and staff development will review these materials and provide any additional feedback, comments or recommendations by **March 30**.

The faculty of practice will again be given the opportunity to provide a written rebuttal by **April 15**, if desired; after which, the Annual Performance Review materials will become part of the faculty of practice's personnel file maintained in the dean's office. This information will later become part of the faculty of practice's promotion application package, as applicable. The annual review cycle is summarized in *Table 4*.

Unless otherwise indicated in their letter of hire, faculty of practice who are granted two or fewer years of credit towards promotion at the time of hire must have a minimum of three reviews (Annual Performance Review and First Comprehensive Periodic Review) prior to applying for promotion. Faculty of practice who receive three years of credit towards promotion must have a minimum of two reviews (Annual Performance Review and First Comprehensive Periodic Review), with the final review conducted in the spring term of the academic year preceding the application for promotion. Any adjustments made to the timing of the review cycle indicated in the faculty of practice's letter of hire must be documented in a formal letter initiated by the appropriate party (typically the faculty of practice or chair) and approved by the faculty of practice, chair, dean and provost. In the case of interruptions due to a leave of absence or

other event, this letter must be approved at the time that the interruption takes place or within six months of the initiation of the interruption.

Table 4. Annual Performance Review cycle for faculty of practice

Deadline	Action	Responsible Party
Oct. 15	Faculty of practice provides PSP, CV, Summary of Evidence (Form 8, Appendix B) , and Faculty Reflections on Student Evaluations of Teaching (Form 6, Appendix B).	Faculty of practice
Feb. 10	Reviews are completed by appropriate parties and returned to faculty of practice.	Department chair
Feb. 28	Department chair meets with faculty of practice.	Department chair
March 15	Completed reviews are submitted electronically to associate dean for faculty and staff development.	Department chair
March 30	Associate dean for faculty and staff development provides additional feedback to faculty of practice.	Associate dean for faculty and staff development
April 15	Faculty of practice may provide a written rebuttal to associate dean for faculty and staff development.	Faculty
April 15	Annual Performance Review is sent to faculty of practice's electronic personnel file.	Associate dean for faculty and staff development

Part 3.2. First Comprehensive Periodic Review of Faculty of Practice

Faculty of practice hired with one to three years of credit toward promotion will receive their formal First Comprehensive Periodic Review during their second year of full-time service (materials submitted by Dec. 15 of their second year). Faculty of practice hired with four or more years of credit toward promotion may or may not receive a First Comprehensive Periodic Review depending on when they plan to apply for promotion. For example, if a faculty of practice is hired with four years of credit towards promotion, and they plan on applying for promotion after two years of service, they would not receive a First Comprehensive Periodic Review. However, a faculty of practice hired with four years of credit toward promotion who planned on applying for promotion after three years of service would receive a First Comprehensive Review during their second year of full-time service (materials submitted by Dec. 15 of their second year). Therefore, faculty of practice hired with four or more years of credit should discuss their timeline for applying for promotion with their department chair to determine if a First Comprehensive Periodic Review will be facilitated. The timing of the First Comprehensive Periodic Review, if applicable, will be indicated in the faculty of practice's letter of hire and on the faculty of practice's PSP. Although faculty of practice are generally eligible to apply for promotion in six-year intervals, they are not required to do so. There is no maximum timeline for a faculty of practice to apply for promotion, and they are able to apply at any time after the date indicated in their letter of hire. Furthermore, a faculty of practice may request consideration for early promotion. A faculty of practice who wishes to be considered for early promotion must request this prior to their fourth year of service. The details of the accelerated promotion timeline must be put in writing and agreed to by the faculty of practice, the department chair, the dean and the provost. Important dates for the First Comprehensive Periodic Review are provided in *Table 1*.

Preparation of the electronic comprehensive periodic review portfolio, using the [Tenure and/or Promotion Application \(Form 14, Appendix B\)](#) and the format outlined in the [Promotion Portfolio for Faculty of Practice in Appendix C](#), will be the responsibility of the faculty of practice. An electronic copy of the completed First Comprehensive Periodic Review portfolio must be forwarded to the faculty of practice's department chair by **Dec. 15**.

All parties involved in the evaluation of a faculty of practice's First Comprehensive Periodic Review portfolio are required to provide formative feedback that includes, but is not limited to, the following: alignment of the faculty of practice's activities (elements) with their PSP, assessment of the faculty of practice's level of achievement ("Developing," "Proficient," "Accomplished," "Demonstrated Leadership," or "Distinguished Leadership") for each element of the faculty of practice's PSP, a candid and thorough evaluation of the faculty of practice's progress towards promotion, and constructive feedback and recommendations to help the faculty of practice achieve or work towards the goals established in the PSP and to make adequate progress towards promotion.

All materials generated as part of a First Comprehensive Periodic Review, including written responses and/or rebuttals submitted by the faculty of practice and/or other concerned individuals, will become part of the faculty of practice's permanent personnel file maintained by the dean's office.

Part 3.3. General Promotion Policies for Faculty of Practice

School of Engineering faculty of practice are entitled to the rights and privileges appropriate to their level of appointment. These rights and privileges include a salary increase commensurate with the level of appointment as established through University policies and other benefits as specified by University and School of Engineering policies. Faculty of practice are generally eligible to apply for promotion as indicated in the letter of hire or after six years of active, full-time service since their time of hire, or after six years of active, full-time service since their last promotion. A faculty of practice may request consideration for early promotion. A faculty of practice who wishes to be considered for early promotion must request this prior to their fourth year of service. The details of the accelerated promotion timeline must be put in writing and agreed to by the faculty of practice, the department chair, the dean and the provost. If a faculty of practice receives credit towards promotion, this will affect the number and schedule of their Annual Performance Review and the timing of their First Comprehensive Periodic Review. Likewise, time devoted to leaves of absence, or other interruptions in the work of the faculty of practice may affect the total period of evaluation and the timing of the First Comprehensive Periodic Review. The decision to seek promotion for faculty of practice is voluntary. Additionally, if the application for promotion for a faculty of practice is denied, the faculty of practice may seek promotion at a future time.

It is critical that faculty members involved in the promotion evaluation of a colleague do not allow leaves of absence of that colleague to negatively impact their assessment. Although this is true for both male and female faculty members regardless of the reason for the leave of absence, it is important to note that there is strong research that shows that women can be disproportionately penalized. Research suggests that women who take family leave may be penalized during the promotion process, even if subconsciously (Rosser, 2007; Mason 2002). The Committee on Advancing Institutional Transformation for Minority Women in Academia (2013) found gender bias was triggered by motherhood, which provokes strong negative assumptions about an individual's competence and commitment, potentially affecting evaluation of one's promotion package.

Although objective measures will be used in the evaluation of faculty of practice for the purpose of promotion, matters of professional conduct may also be considered during each stage of the review process. For purposes of review for promotion according to this policy, appropriate professional conduct will be characterized by: (1) dedication to the missions of the University of Dayton, the School of Engineering and the faculty of practice's department or program; (2) cooperation with fellow faculty members in carrying out these missions; and (3) the congruence of the faculty member's personal and professional behavior with the Marianist character and heritage of the University of Dayton (reference *Characteristics of Marianist Universities*, 2006). At its core, the Marianist character and heritage requires professional conduct that honors the intrinsic value and dignity of all people, no matter their race, religion, socio-economic status, gender, sexual orientation, country of origin, (dis)ability, ideology and other expressions of human difference. As such, discriminatory or hateful words and actions or behaviors that prohibit an inclusive and welcoming environment for learning, discovery and community engagement can result in a negative recommendation for promotion.

At the department or School level, if a faculty of practice receives a negative recommendation for promotion based upon matters of professional conduct, it will be incumbent upon the reporting party to clearly and convincingly document and provide evidence for the recommended action. The burden of demonstrating non-professional behavior rests with the School of Engineering and its departments. In all cases, appropriate professional conduct will be assumed of faculty of practice for promotion unless there is documented evidence to the contrary.

It is University policy that a faculty of practice who successfully completes the promotion process will be granted promotion with their next contract.

3.3.1. Promotion Application Materials for Faculty of Practice

The review materials for promotion will be cumulative. For example, materials generated as a result of reviews at the department or program level, including Annual Performance Reviews, peer teaching evaluation reports, letters from the department chair and faculty development committees, and all responses, will become part of the application package forwarded to the School of Engineering Faculty Development Committee for review. This includes material generated during the faculty of practice's First Comprehensive Periodic Review. Likewise, materials generated during the School of Engineering review, including letters and responses from the dean and the School of Engineering Faculty Development Committee, will be forwarded to the provost for review.

Materials of a substantive nature (e.g., award, contract, etc.) can be added to an already submitted application at any point in the promotion review process until the provost's recommendation is made.

Department chairs are responsible for maintaining and updating a [Procedural Form \(Form 15, Appendix B\)](#), for the faculty of practice under their supervision. This form itemizes the promotion application steps that must be followed. As steps are completed, each of the responsible persons (e.g., faculty, department chair, faculty development committee chair, School of Engineering Faculty Development Committee chair, and associate dean for faculty and staff development) must provide their signature or initials and date acknowledging the completed step. On several occasions (as indicated on the Procedural Form), faculty must be provided with the opportunity to acknowledge receipt of required written documentation by signing or initialing and dating the form. A faculty of practice's signature or initials does not indicate their agreement with feedback or recommendations at any given point. Rather, these will serve as an acknowledgement that the procedural steps were followed.

Detailed information on the stages are listed on the faculty of practice's [Procedural Form \(Form 15, Appendix B\)](#).

3.3.2. Promotion Application Timeline for Faculty of Practice

The application for promotion process should begin no later than January preceding a fall semester review with the department chair and/or Department Faculty Development Committee meeting with the faculty to review the application process and timeline outlined in this document. Additionally, the faculty will be invited to a workshop that will provide information regarding the promotion procedures, policies and best practices for preparing a highly effective portfolio.

The faculty of practice will be responsible for preparing their promotion portfolio using the [Tenure and/or Promotion Application \(Form 14, Appendix B\)](#) and the format outlined in the [Promotion Portfolio for Faculty of Practice in Appendix C](#). An electronic copy of the completed portfolio must be forwarded to the faculty of practice's department chair by **June 30**. This portfolio must include all of the items listed in Appendix C Promotion Portfolio for Faculty of Practice including the faculty of practice's application for promotion, curriculum vitae, PSP, peer evaluations of teaching as provided by the department chair, annual performance evaluations, First Comprehensive Periodic Review provided by the associate dean for faculty and staff development, and narratives of teaching, service, and professional practice.

The due dates for the general steps of the promotion process are summarized in *Table 5*.

By **Aug. 19**, the department chair will transmit the faculty of practice's promotion portfolio to the Department Faculty Development Committee. The Department Faculty Development Committee will conduct a thorough review of the faculty of practice's performance, including validating the data contained in their portfolios. Additional information may be solicited from University of Dayton faculty, staff and students as appropriate. All additional materials obtained by the Department Faculty Development Committee must be documented and added to the faculty of practice's official portfolio. At this point in the evaluation process, any additional information provided by the faculty of practice must come to the Department Faculty Development Committee through the department chair.

Table 5. Timeline for the promotion process

Deadline	Action	Responsible Parties
Spring before application due	Faculty of practice meets with department chair to review process.	Faculty of practice and department chair
Spring before application due	Faculty of practice attends workshop on portfolio preparation and other information related to the process.	Associate dean for faculty and staff development
May 15	Ensure the required number of Peer Review of Teaching (Form 7, Appendix B) have been completed.	Faculty of practice and department chair
June 30	Faculty of practice submits application portfolio.	Faculty of practice
Aug. 19	Department and School faculty development committees attend workshop.	Associate dean for faculty and staff development
Aug. 19	Department chair submits portfolio to Department Faculty Development Committee for review.	Department chair
Sept. 1	Department Faculty Development Committee submits review and recommendations.	Department Faculty Development Committee
Sept. 9	Faculty of practice can review portfolio, including all evaluations and recommendations, and provide a written response.	Faculty of practice
Sept. 10	Eligible faculty vote by secret ballot on recommending the faculty of practice for promotion.	Department chair
Sept. 15	Department chair provides independent evaluation of faculty of practice.	Department chair
Sept. 23	Faculty of practice can review portfolio, including all evaluations and recommendations, and provide a written response.	Faculty of practice
Sept. 25	Portfolios are submitted to associate dean for faculty and staff development.	Department chair
Sept. 30	Portfolios are submitted to School Faculty Development Committee.	Associate dean for faculty and staff development
Nov. 30	School Faculty Development Committee submits written review and recommendation to the associate dean for faculty and staff development.	School of Engineering Faculty Development Committee
Dec. 5	Faculty of practice can review portfolio, including all evaluations and recommendations, and faculty of practice and/or concerned individual(s) may provide a written response if desired.	Faculty of practice and/or concerned individual(s)
Dec. 14	Dean, with input from the associate dean for faculty and staff development, informs the faculty of practice in writing of the dean's recommendation regarding a decision on promotion (after confirming receipt, department chair and School and Department Faculty Development Committees will be notified of this decision).	Associate dean for faculty and staff development
Dec. 21	Faculty of practice and/or concerned individual(s) may provide a written response if desired.	Faculty of practice and/or concerned individual(s)
Jan. 1	Dean provides written recommendation to provost; associate dean for faculty and staff development submits portfolio with letter to provost.	Associate dean for faculty and staff development
Jan. 15	Faculty of practice and/or concerned individual(s) may provide a written response if desired.	Faculty of practice and/or concerned individual(s)
Jan. 30*	Faculty of practice informed in writing of provost's decision.	Provost
Feb. 15*	Faculty of practice and/or concerned individual(s) may provide a written response if desired.	Faculty of practice and/or concerned individual(s)
*First business day following		

All internal discussions and deliberations of the Department Faculty Development Committee are to be confidential and kept within the committee. Written materials considered during the review process may be disclosed only to the faculty of practice being evaluated, the Department Faculty Development Committee members, other faculty of practices eligible to comment on the file, the department chair, the associate dean for faculty and staff development, the dean, and the provost.

By **Sept. 1**, the Department Faculty Development Committee will carefully review the faculty of practice's promotion portfolio and provide a clearly justified written recommendation to the department chair regarding promotion of the faculty of practice candidate. All promotion review materials will also be returned to the department chair at this time. The written recommendations of the Department Faculty Development Committee will also be shared with the faculty of practice being reviewed. The faculty of practice may respond in writing to the Department Faculty Development Committee recommendations if they so choose. Any written responses will become part of the faculty of practice's promotion portfolio forwarded to the associate dean for faculty and staff development. Written responses must be submitted to the department chair by **Sept. 9**.

By **Sept. 10**, the department chair will facilitate a meeting of all non-administrative faculty who are at or above the highest rank to which the faculty of practice is being considered for promotion. These faculty members, excluding the department chair, will review the promotion portfolio, including the Department Faculty Development Committee recommendations, and vote by secret ballot on recommending the faculty of practice for promotion. The department chair will count the ballots and record the results of the vote in the faculty of practice's application package. In the case that the Department Faculty Development Committee includes all of the faculty eligible to vote, this step of the process will be omitted.

By **Sept. 15**, the department chair will independently evaluate the faculty of practice's promotion portfolio and prepare a written evaluation and recommendation, which includes their summary of the faculty of practice's performance in teaching, professional practice and service.

The faculty of practice will be permitted to view their own promotion portfolio, including the Department Faculty Development Committee evaluations, department chair evaluations and the faculty vote, at this stage of the review process. The faculty of practice may respond in writing to any or all of these evaluations if they so choose. Any written responses will become part of the promotion portfolio forwarded to the associate dean for faculty and staff development. Written responses must be submitted to the department chair by **Sept. 23**.

The department chair is responsible for submitting the updated promotion portfolio to the associate dean for faculty and staff development by **Sept. 25**.

By **Sept. 30**, the associate dean for faculty and staff development will provide the School of Engineering Faculty Development Committee with access to the electronic copy of the completed promotion portfolios. Once the portfolio has been delivered to the School of Engineering Faculty Development Committee, any additional information provided by the faculty of practice must come to the committee through the School of Engineering associate dean for faculty and staff development.

All internal discussions and deliberations of the School of Engineering Faculty Development Committee are confidential and must be kept within the committee. All written recommendations of the School of Engineering Faculty Development Committee will be given only to the associate dean for faculty and staff development or the dean who will then share this information with appropriate parties as described below.

Moreover, all communications with parties outside the School of Engineering Faculty Development Committee and all requests by the School of Engineering Faculty Development Committee for additional information must go through the associate dean for faculty and staff development or the dean.

The School of Engineering Faculty Development Committee is responsible for examining materials provided in the promotion portfolio to determine if evaluation procedures were followed. If the School of Engineering Faculty Development Committee determines that proper policies and procedures were not followed, the submitted materials must be returned to the associate dean for faculty and staff development for appropriate action. Additionally, the faculty of practice and department chair must be informed. The School of Engineering Faculty Development Committee is also responsible for carefully examining the faculty of practice's promotion portfolio to ensure that it is complete and compliant with the format required by the Office of the Provost (provided in Appendix C).

After the procedural and portfolio format evaluation, the School of Engineering Faculty Development Committee will perform a thorough, thoughtful, fair and substantive review of the faculty of practice's promotion portfolio. After giving adequate consideration, the School of Engineering Faculty Development Committee will provide written promotion recommendations for the faculty of practice to the associate dean for faculty and staff development by **Nov. 30**. Each committee member is required to sign the recommendations. As such, any dissenting evaluations should be carefully noted in the recommendation. The committee's recommendations will be based upon a professional and careful evaluation of the faculty of practice's performance with respect to the applicable evaluation criteria and in accordance with the faculty of practice's PSP. If this plan had been modified, the faculty of practice will be evaluated in accordance with the latest version of their PSP; however, all documentation of modifications made to the plan since the time of hire or last promotion (whichever comes last) must be included in the evaluation materials.

The faculty of practice will be permitted to view their own promotion portfolio, including the School of Engineering Faculty Development Committee evaluations and all prior evaluations, at this stage of the review process. The faculty of practice may respond in writing to any or all of these evaluations if they so choose. Any written responses will become part of the promotion portfolio forwarded to the provost. Written responses must be submitted to the associate dean for faculty and staff development by **Dec. 5**.

The associate dean for faculty and staff development will review the promotion portfolios and School of Engineering Faculty Development Committee's evaluations and recommendations, the department chair's evaluations, and the Department Faculty Development Committee's reports. The associate dean for faculty and staff development will summarize these evaluations for the dean and meet with the dean to discuss the application materials. The dean will then make a recommendation regarding the faculty of practice's application for promotion. The associate dean for faculty and staff development and the dean will use their best professional judgments in assessing the performance of the faculty of practice with respect to the evaluation criteria outlined in the faculty of practice's latest version of their PSP.

After giving adequate consideration to each application, the dean will inform each faculty of practice and their department chair, in writing, of the dean's recommendation regarding the promotion decision and supporting rationale by **Dec. 14**. Following the faculty of practice and department chair's confirmed receipt of the dean's recommendation in writing, the associate dean for faculty and staff development will share the dean's recommendations with the School of Engineering and department faculty development committees and other voting faculty.

The faculty of practice and/or other concerned individuals (e.g., department chairs, colleagues, School of Engineering and department faculty development committee members) who wish to submit a written response to the dean have until **Dec. 21** to do so. Written responses should be submitted to the associate dean for faculty and staff development who will provide these to the dean.

The dean will then consider any additional evidence and responses prior to sending the final recommendations in writing to the provost, along with completed procedural forms, cumulative promotion portfolios, and the response(s) of any faculty of practice or concerned individuals. These materials must be submitted to the provost by **Jan. 1**. The faculty of practice, department chair and chair of the School of Engineering Faculty Development Committee will be copied on all written correspondence with the provost. After ensuring that the faculty of practice applying for promotion has been notified, the department chair will share the dean's final recommendations with the Department Faculty Development Committee and other voting faculty as described in Section 3. For any instance(s) where the dean's recommendation differs from that of the School of Engineering Faculty Development Committee's, the dean will meet with the committee to explain the reasons and discuss the recommendation.

The faculty of practice or any other concerned individuals, such as the department chair, or department or School faculty development committees, have until **Jan. 15** to file a written response to the dean's recommendation with the provost.

The provost will review all materials and make recommendations to the president no later than the **first business day following Jan. 30**. The faculty of practice will be informed in writing of the provost's recommendation. Faculty of practice or any other concerned individuals such as the dean, the department chair, or the department or School faculty development committees, who wish to submit a written response to the provost will have until **Feb. 15** to do so.

Final administrative authority rests with the president. The faculty of practice will be informed in writing of the president's decision. This decision will also be copied to the provost, the dean and the appropriate department chair.

If the faculty of practice chooses to appeal the president's decision, they may begin the mediation process as described in the *Faculty Handbook*. If mediation does not resolve the complaint, the faculty of practice may make use of the appeal processes also described in the *Faculty Handbook*. The board of trustees will serve as the court of last resort in the appeals process.

The president will provide the board of trustees with a report of promotion and tenure actions at the spring meeting. The summary report will minimally include statistics regarding the gender and minority status of faculty of practice. The appropriate University committee will receive a copy of the president's summary report on promotion and tenure no later than two weeks prior to the spring board meeting.

The appropriate University committee will review the promotion process for adherence to appropriate procedures and will examine the president's summary report before compiling a report of its own to present to the Academic Affairs Committee of the board of trustees at the board's spring meeting. This report will also be provided to the president of the Academic Senate who will present it to the Executive Committee of the Academic Senate.

Part 3.4. Professional Strategic Plan for Faculty of Practice

As described in Section 1 – Parts 1 and 2, the School of Engineering values the diverse contributions in the areas of scholarship/professional practice, teaching, and service of our faculty and the impact that these contributions have on the experiential learning of our students, our organizational effectiveness and reputation, our society, and our culture of inclusive excellence. In an effort to recognize these diverse contributions, while also helping a faculty of practice plan their career trajectory, each faculty of practice will be required to develop and maintain a PSP. The process used to develop the PSP is described in Section 1 – Part 2. [Modifications to a PSP \(Form 5, Appendix B\)](#) can be made at any point throughout the faculty of practice's career trajectory provided that these modifications are formally agreed upon by the department chair, the faculty of practice and the Department Faculty Development Committee.

A faculty of practice's finalized PSP will be made up of the four core elements, a minimum of three elected elements from any area (scholarship, teaching, service, and/or leadership), and one elected broader impact element from any area (scholarship, teaching, service, and/or leadership).

Faculty of practice have four core elements that align with their role. The core elements (those elements from the CPT that must be included in their PSP) for a faculty of practice are:

- **Professional Practice**
 - Professional practice such as consulting activities that relate to intellectual or scholarly work of the faculty including technical or scientific work or work related to the scholarship of teaching and learning and other areas as determined acceptable by the department, School, and University.
- **Teaching**
 - Teaching effectiveness including technical competence, student learning and motivation, classroom management and organization.
- **Service**
 - Actively serving on departmental, School, or University committee, task force, or other formal groups.
 - Supporting and promoting inclusive excellence in the School of Engineering.

3.4.1. Use of the PSP for the Purpose of Evaluation

In applying for promotion, it is the responsibility of the faculty of practice to provide documented evidence that they have achieved the agreed upon levels of achievement for the core, elected and broader impact elements that make up their PSP. For evaluation purposes, the PSP will serve as a tool for self-evaluation or for formal evaluation by those involved in the evaluation process. Like any evaluation tool, however, a faculty member's PSP is only intended to help with the evaluation process and should not be interpreted as the absolute criteria for determining a faculty member's level of accomplishment for a particular element. The professional opinion and expertise of the people evaluating a faculty member is of critical importance in the evaluation process. Ultimately, any final assessment of the faculty member's level of achievement for a particular element, overall level of achievement, and promotion decisions are

at the discretion of those involved in the evaluation process using their best professional judgment after carefully examining all of the evidence provided by the faculty member.

As described below, faculty are required to achieve a specific overall level of achievement on their PSP in order to be eligible for promotion in rank. This does not mean that a faculty of practice must achieve the required level of “Achievement” for *all* of the elements identified in their PSP. Indeed, a faculty of practice may have levels of “Achievement” for the various elements in their PSP that span the full range from “Developing” to “Distinguished Leadership.” However, provided that they maintain a minimum level of “Proficient” on all core elements and that levels of “Achievement” for elements that are lower than that required for promotion in rank, are balanced with levels of “Achievement” in other elements that are higher than that required for promotion in rank, they could achieve the specific overall level of “Achievement” required for promotion.

It is important to note that all of the elements in a faculty of practice’s PSP are considered to be of equal importance and value regardless of them being a core, an elected, or a broader impact element and regardless of them being from the area of scholarship, teaching, service, or leadership. This is not meant, however, to imply that the workload associated with each element is the same. It would be difficult to capture workload in a person’s PSP, and all issues related to workload should be discussed between the faculty member and their chair.

Furthermore, a faculty member may regress in their level of achievement over time if they fail to sustain their activity for a particular element. For example, a faculty member may be evaluated as having achieved “Demonstrated Leadership” in an element related to teaching due to their significant contributions on a committee that had an impact beyond the University. If the faculty member fails to sustain this level of activity over a significant period of time or ceases activity overall for that element, they may later be evaluated as “Accomplished,” “Proficient,” or “Developing.” A significant period of time may generally be interpreted as six years (the general timeline for promotions and post promotion reviews), or as agreed upon by the faculty member, their chair, and the Department Faculty Development Committee.

Since it can be difficult to assess the overall level of achievement, one approach that can be used by the faculty of practice for self-assessment, or for those who are involved in the formal evaluation process, is to assign points of 1 through 5 for the various levels of achievement with “Developing” being a 1 and “Distinguished Leadership” being a 5. With all elements being equally weighted, an average value can be calculated and used as a guide in assessing the overall level of achievement. It is critically important to note that this is only to be used as a guide for conversation between the faculty of practice and those evaluating them or a conversation among the members of the School or department faculty development committees during the formal evaluation process. Ultimately, any final assessment of the faculty of practice’s overall level of achievement as well as promotion decisions will be at the discretion of the department chair, department and School faculty development committees, and the dean using their best professional judgment after carefully examining all of the evidence provided by the faculty of practice.

3.4.2. Performance Expectations for Assistant Faculty of Practice

Generally, faculty of practice at the assistant level will be at the “Developing” or “Proficient” level of achievement for the core elements at their time of hire and will demonstrate excellent potential for growth. As described above, the new faculty of practice will develop their PSP over the course of approximately two years and work with their department chair to identify appropriate elected and broader

impact elements for their PSP, target levels of achievement elements in their PSP, target resources (professional development, etc.) that might be helpful to them to advance in their PSP, and meet the target levels of achievement and a timeline for progression in their PSP.

3.4.3. Performance Expectations for Associate Professor of Practice

In order to be promoted to the rank of associate professor of practice, the candidate must provide strong evidence to support the request for promotion with less emphasis placed on potential and more on documented performance. In general, faculty will be promoted to the level of associate professor of practice when they have demonstrated an overall level of achievement in their PSP of “Accomplished.” As described above, this does not mean that a faculty of practice must achieve a level of “Accomplished” for *all* of the elements identified in their PSP. However, they must balance any elements that have a level of achievement lower than “Accomplished” with higher than “Accomplished” levels of achievement in other elements. Additionally, the minimum level of performance of “Proficient” must be met for all of the core elements.

3.4.4. Performance Expectations for Professor of Practice

In general, faculty will be promoted to the level of professor of practice when they have demonstrated an overall level of achievement in their PSP of “Demonstrated Leadership.” As described above, this does not mean that a faculty of practice must achieve a level of “Demonstrated Leadership” for *all* of the elements identified in their PSP. However, they must balance any elements that have a level of achievement lower than “Demonstrated Leadership,” with a “Distinguished Leadership” level of achievement in other elements. Additionally, although the minimum level of performance of “Proficient” must be met for all of the core elements, it is generally expected that a faculty of practice seeking promotion to professor of practice will achieve at least an “Accomplished” level of achievement for one or more of the core elements related to teaching or professional practice.

Section 4. Procedures and Policies for Tenure-Track/Tenured Faculty

Part 4.1. Annual Performance Review for Tenure-Track/Tenured Faculty

The department chair is required to facilitate an Annual Performance Review of every faculty member in their department during the spring semester each year. As part of the Annual Performance Review process, the tenure-track/tenured faculty member is responsible for providing five key pieces of information to the department chair electronically by **Oct. 15**. These pieces of information are: (1) the faculty member's PSP, (2) updated curriculum vitae, (3) [summary of evidence \(Form 10, Appendix B\)](#) from the past calendar year to support attainment of goals as defined by the PSP, (4) Faculty Reflections on Student Evaluations of Teaching ([Form 6, Appendix B](#)), (5) outline of activities the faculty member will do for the next calendar year to support attainment of goals as defined by the PSP.

For faculty who have not yet applied for promotion and/or tenure with primary appointment in the School of Engineering, the department chair must also share the Annual Performance Review materials with the Department Faculty Development Committee by **Jan. 10**. The Department Faculty Development Committee will conduct a separate review of the faculty member (independent of the department chair's review). The Department Faculty Development Committee will provide detailed feedback to the faculty member regarding: (1) the alignment of the faculty member's activities (elements) with their PSP; (2) assessment of the faculty member's developmental level of achievement ("Developing," "Proficient," "Accomplished," "Demonstrated Leadership," or "Distinguished Leadership") for each of the elements of the [CPT \(Appendix A\)](#) that make up that faculty member's PSP; (3) a candid and thorough evaluation of the faculty member's progress towards tenure and/or promotion; and (4) constructive feedback and recommendations related to the goals outlined in the faculty member's PSP. The Department Faculty Development Committee review must be completed and submitted to the faculty member and the department chair by **Feb. 10**.

The department chair will review the materials submitted by all tenure-track/tenured faculty and provide detailed feedback regarding the following: the alignment of the faculty member's activities (elements) with their PSP; assessment of the faculty member's developmental level of achievement ("Developing," "Proficient," "Accomplished," "Demonstrated Leadership," or "Distinguished Leadership") in the specific areas detailed in the CPT and in alignment with the faculty member's PSP; a candid and thorough evaluation of the faculty member's progress towards tenure and/or promotion; and recommendations for achieving the goals laid out through the PSP. Additionally, the department chair is required to have a face-to-face meeting with each faculty member to discuss the comments and feedback provided by the Department Faculty Development Committee (if applicable) and the department chair. These meetings must be completed by **Feb. 28**.

A faculty member disagreeing with any of the comments or feedback provided in the performance review has the right to provide comments, explanations or a statement of written rebuttal prior to these materials being sent to the associate dean for faculty and staff development. All materials must be provided electronically to the associate dean for faculty and staff development by **March 15**. The associate dean for faculty and staff development will review these materials and provide any additional feedback, comments or recommendations by **March 30**.

The faculty member will again be given the opportunity to provide a written rebuttal by **April 15**, if desired; after which, the Annual Performance Review materials will become part of the faculty member's permanent personnel file maintained in the dean's office. This information will later become part of the faculty member's tenure and/or promotion application package(s), as applicable. The annual review cycle is summarized in *Table 6*.

Faculty who are granted two or fewer years of credit towards tenure and/or promotion at the time of hire must have a minimum of three reviews (Annual Performance Review and First Comprehensive Periodic Review) prior to applying for promotion. Faculty who receive three years of credit towards promotion must have a minimum of two reviews (Annual Performance Review and First Comprehensive Periodic Review) with the final review conducted in the spring term of the academic year preceding the application for tenure and/or promotion.

For tenure-track faculty, the number and timing of the review(s) will be indicated in the faculty's letter of hire and [progress towards tenure document \(Form 3, Appendix B\)](#). Any changes to the tenure clock due to family or medical leave (Family and Medical Leave Act - FMLA) or other reason approved by the provost may require a change in the review cycle. As outlined in [DOC 2002-03 Suspending the "Tenure Clock" for Tenure-Track Faculty Members Eligible for Family or Medical Leave](#), when a faculty member takes family or medical leave, the date of their final tenure review will automatically be postponed, generally by one calendar year. If a faculty member who is taking family or medical leave does not wish to have the date of their final tenure review postponed, they must officially notify, in writing, the dean's and the provost's offices at the time the leave is taken that they wish to maintain the tenure review date indicated in their letter of hire. The effects of any approved "interruptions on the period of evaluation and timing of reviews must be agreed to in writing by the faculty member, department chair, dean and provost at the time that the interruption takes place or writing six months of the initiation of the interruption," DOC 2021-05 Revisions to DOC 2006-10 University Promotion and Tenure Policy.

Table 6. Annual Performance Review cycle

Deadline	Action	Responsible Party
Oct. 15	Faculty member provides PSP, CV, Summary of Evidence (Form 8, Appendix B) , and Faculty Reflections on Student Evaluations of Teaching (Form 6, Appendix B).	Faculty member
Jan. 10	Materials shared with Department Faculty Development Committee.	Department chair
Feb. 10	Reviews completed by appropriate parties and returned to faculty.	Department chair – all faculty Department Faculty Development Committee – tenure-track faculty
Feb. 28	Department chair meets with faculty.	Department chair
March 15	Completed reviews submitted electronically to associate dean for faculty and staff development.	Department chair
March 30	Associate dean for faculty and staff development provides additional feedback to faculty.	Associate dean for faculty and staff development
April 15	Faculty may provide a written rebuttal to associate dean for faculty and staff development.	Faculty
April 15	Annual Performance Review is sent to faculty member's electronic personnel file.	Associate dean for faculty and staff development

Part 4.2. First Comprehensive Periodic Review of Tenure-Track Faculty

Tenure-track faculty members hired with no credit toward promotion and/or tenure will receive their formal First Comprehensive Periodic Review during their third year of full-time service (materials submitted by **Dec. 15** of their third year). Tenure-track faculty members hired with one to three years of credit toward promotion and/or tenure will receive their First Comprehensive Periodic Review during their second year of full-time service (materials submitted by **Dec. 15** of their second year). Tenure-track faculty members hired with four or more years of credit toward promotion and tenure will not receive a First Comprehensive Periodic Review, though the Annual Performance Review procedures will still apply. The timing of the First Comprehensive Periodic Review, if applicable, will be indicated in the tenure-track faculty's letter of hire and progress towards tenure document. Any changes in the tenure clock due to leaves of absence or other interruptions or another reason approved by the provost may require a change in the timing of the First Comprehensive Periodic Review. Such changes must be agreed to in writing by the tenure-track faculty member, department chair, associate dean for faculty and staff development, and provost in accordance with University policies.

Preparation of the electronic First Comprehensive Periodic Review portfolio, using the [Tenure and/or Promotion Application \(Form 14, Appendix B\)](#) and the format outlined in the [Promotion and Tenure Portfolio for Tenure-Track Faculty in Appendix C](#), will be the responsibility of the faculty member. An electronic copy of the completed First Comprehensive Periodic Review portfolio must be forwarded to the tenure-track faculty member's department chair by **Dec. 15**.

With the exception of the dates that the materials are due, the First Comprehensive Periodic Review procedure will be identical to those used for tenure and/or promotion as described below. External reviews are not solicited as part of the First Comprehensive Periodic Review process. However, external

letters may be included in the portfolio if a faculty member's work is with an external partner and an external letter is needed to validate the impact of that work.

All parties involved in the evaluation of a tenure-track faculty member's First Comprehensive Periodic Review portfolio are required to provide formative feedback that includes, but is not limited to, the following: alignment of the faculty member's activities (elements) with their PSP, assessment of the faculty member's level of achievement ("Developing," "Proficient," "Accomplished," "Demonstrated Leadership," or "Distinguished Leadership") in each element of the tenure-track faculty member's PSP, a candid and thorough evaluation of the tenure-track faculty member's progress towards tenure, and constructive feedback and recommendations to help the tenure-track faculty member achieve or work towards the goals established in the PSP and to make adequate progress towards tenure.

All materials generated as part of a comprehensive periodic review, including written responses and/or rebuttals submitted by the faculty member and/or other concerned individuals, will become part of the tenure-track faculty member's permanent personnel file maintained by the dean's office.

Part 4.3. General Tenure and/or Promotion Policies for Tenure-Track/Tenured Faculty

Tenure will not be granted to a tenure-track faculty member whose rank is below the level of associate professor. For an assistant professor, awarding of tenure is coupled to promotion to associate professor. Individuals hired in at the rank of associate professors may apply for tenure without applying for promotion to the rank of professor. In this case, the tenure-track faculty member will be evaluated according to their PSP at the level corresponding to their rank as associate professor.

Unless otherwise documented and approved by the faculty member, department chair, dean, and provost, faculty members may apply for tenure only on the date agreed upon in their letter of hire and progress towards tenure document. A tenure-track faculty member may request consideration for early promotion and/or tenure. A tenure-track faculty member who would like to be considered for early promotion and/or tenure must request an accelerated promotion and/or tenure timeline no later than the start of their fourth year of service. Once an accelerated promotion and/or tenure timeline is granted, the decision for early consideration is irrevocable. The details of the accelerated promotion and/or tenure timeline must be put in writing and agreed to by the tenure-track faculty member, the department chair, dean, and the provost. A tenure-track faculty member can only be considered for tenure once.

It is critical that all faculty members have sufficient time to get substantive feedback and guidance on their progress towards tenure and/or promotion. Therefore, a new faculty member who does not already hold tenure in an accredited department or program at another university will be given no more than three years credit toward tenure and/or promotion for prior academic service. Credit towards tenure and promotion will affect the minimum required number and schedule of Annual Performance Reviews and First Comprehensive Periodic Review.

Tenure-track faculty members with no prior service credit will be considered for tenure no later than during their sixth year of active, full-time service. Time devoted to leaves of absence or other interruptions in the work of the faculty member may affect the total period of evaluation and the timing of the annual performance and comprehensive periodic reviews. The effects of such interruptions on the period of evaluation and timing of reviews must be agreed to in writing by the faculty member, department chair, dean and provost.

It is critical that faculty members involved in the tenure and/or promotion evaluation of a colleague do not allow leaves of absence of that colleague to negatively impact their assessment. Although this is true for both male and female faculty members regardless of the reason for the leave of absence, it is important to note that there is strong research that shows that women can be disproportionately penalized. Research suggests that women who take family leave may be penalized during the tenure and promotion process, even if subconsciously (Rosser, 2007; Mason, 2002). Sue Rosser (2007) found that tenure and promotion committee members – despite knowing a candidate has opted for ‘stop-the-clock’ – may “unconsciously increase their expectations and add another year(s) to the denominator when calculating the quantity of publications since the Ph.D. or post-doc” (p. 193). The Committee on Advancing Institutional Transformation for Minority Women in Academia (2013) found gender bias was triggered by motherhood, which provokes strong negative assumptions about an individual’s competence and commitment, potentially affecting evaluation of one’s tenure and promotion package.

Although objective measures will be used in the evaluation of faculty members for the purpose of tenure and/or promotion as outlined in Section 4, matters of professional conduct may also be considered during each stage of the review process. For purposes of a final review for tenure and/or promotion according to this policy, appropriate professional conduct will be characterized by: (1) dedication to the missions of the University of Dayton, the School of Engineering, and the faculty member’s department or program; (2) cooperation with fellow faculty members in carrying out these missions; and (3) the congruence of the faculty member’s personal and professional behavior with the Marianist character and heritage of the University of Dayton (reference *Characteristics of Marianist Universities*, 2006). At its core, the Marianist character and heritage requires professional conduct that honors the intrinsic value and dignity of all people, no matter their race, religion, socio-economic status, gender, sexual orientation, country of origin, (dis)ability, ideology and other expressions of human difference. As such, discriminatory or hateful words and actions or behaviors that prohibit an inclusive and welcoming environment for learning, discovery, and community engagement can result in a negative recommendation for tenure and/or promotion.

At the department or School level, if a faculty member receives a negative recommendation for tenure and/or promotion based upon matters of professional conduct, it will be incumbent upon the reporting party to clearly and convincingly document and provide evidence for the recommended action. The burden of demonstrating non-professional behavior rests with the School of Engineering and its departments. In all cases, appropriate professional conduct will be assumed of faculty for tenure and/or promotion unless there is documented evidence to the contrary.

It is University policy that a faculty who successfully completes the tenure and/or promotion process will be granted tenure and/or promotion with their next contract.

4.3.1. Tenure and/or Promotion Application Materials for Tenure-track/Tenured Faculty

The review materials for tenure and/or promotion will be cumulative. For example, materials generated as a result of reviews at the department level, including Annual Performance Reviews, peer teaching evaluation reports, letters from the department chair and faculty development committees, and all responses, will become part of the application package forwarded to the School of Engineering Faculty Development Committee for review. This includes material generated during the faculty member’s First Comprehensive Periodic Review. Likewise, materials generated during the School of Engineering review, including letters from the dean, the School of Engineering Faculty Development Committee, and responses will be forwarded to the provost for review.

Materials of a substantive nature (e.g., acceptance or publication of a manuscript) can be added to an already submitted application package by the faculty at any point in the tenure and/or promotion review process until the provost's recommendation is made.

Each department chair has the responsibility for maintaining and updating a [Procedural Form \(Form 16, Appendix B\)](#) for each faculty member under their supervision. This form itemizes the final tenure and/or promotion steps that must be followed other than for annual performance reviews and peer evaluations of teaching. As steps are completed, each of the responsible persons (e.g., faculty, department chair, faculty development committee chair, School of Engineering Faculty Development Committee chair, and associate dean for faculty and staff development) must provide their signature/initials acknowledging the steps and their respective dates. On several occasions (as indicated on the procedural form), faculty must be provided with the opportunity to acknowledge receipt of required written documentation by signing or initialing and dating the form. A faculty member's signature or initials will not be taken to indicate agreement with feedback or recommendations at any given point; rather, these will serve as an acknowledgement that the procedural steps were followed.

4.3.2. Tenure and/or Promotion Application Timeline for Tenure-track/Tenured Faculty

The tenure and/or promotion application process should begin no later than January preceding a fall semester review with the department chair and/or Department Faculty Development Committee meeting with the faculty to review the application process and timeline outlined in this document. Additionally, the faculty will be invited to a workshop that will provide information regarding the tenure and/or promotion procedures, policies, and best practices for preparing a highly effective portfolio.

In the spring, the faculty will complete the [Request for Reference form \(Form 12, Appendix B\)](#). On this form, the faculty will provide a list of three to six potential reviewers that are external to the University of Dayton. The faculty member is not permitted to solicit recommendations or contact these people except for the purpose of determining their willingness to serve as external reviewers. The faculty will also indicate on this form either a waiver or non-waiver of their right to see the completed external reviews.

The faculty member is responsible for preparing their promotion portfolio, using the [Tenure and/or Promotion Application \(Form 14, Appendix B\)](#) and the format outlined in the [Promotion and Tenure Portfolio for Tenure-track Faculty \(Appendix C\)](#). An electronic copy of the completed portfolio must be forwarded to the department chair by **June 30**. This portfolio must include all of the items listed, including the faculty member's PSP, peer evaluations of teaching as provided by the department chair, annual performance evaluations, First Comprehensive Periodic Review as provided by the associate dean for faculty and staff development, and narratives of teaching, scholarship, and service.

The due dates for the general steps of the tenure and/or promotion process are summarized in *Table 7*. Detailed information on the stages are listed on the tenure-track faculty member's [Progress Towards Tenure Form \(Form 3, Appendix B\)](#) and [Procedural Form \(Form 16, Appendix B\)](#).

The Department Faculty Development Committee will select no more than three external referees from the list supplied by each faculty member and no more than three additional external referees. This selection must be completed by **May 15**. By **July 14**, the department chair will contact the external reviewers requesting a written evaluation. The external reviewers will be informed whether the faculty member being evaluated has waived their rights to see the completed evaluations. The department chair will provide the external reviewers with the faculty member's PSP, curriculum vitae, the instructions to [external reviewers \(Form 13, Appendix B\)](#) and this document. External reviewers will be asked to

complete their evaluations by **Aug. 15**. Upon receipt, all external letters will be added to the faculty member's tenure and/or promotion portfolio by the department chair. If the faculty member waived their rights to see the completed external recommendations, it is the department chair's responsibility to ensure that the external recommendations are removed from the faculty member's portfolio at the various times throughout the process when the faculty member has the right to review their portfolio.

By **Aug. 19**, the department chair will transmit the tenure and/or promotion portfolios to the Department Faculty Development Committee. The Department Faculty Development Committee will conduct a thorough review of the faculty member's performance, including validating the data contained in their portfolios and examining the external evaluations. Additional information may be solicited from University of Dayton faculty, staff and students as appropriate. All additional materials obtained by the Department Faculty Development Committee must be documented and added to the official portfolios. At this point in the evaluation process, any additional information provided by the faculty member must come to the Department Faculty Development Committee through the department chair.

All internal discussions and deliberations of the Department Faculty Development Committee are to be confidential and kept within the committee. Written materials considered during the review process may be disclosed only to the faculty being evaluated, the Department Faculty Development Committee members, other faculty members eligible to comment on the file, the department chair, the associate dean for faculty and staff development, the dean, and the provost.

By **Sept. 1**, the Department Faculty Development Committee will carefully review the faculty member's promotion and/or tenure portfolio and provide clearly justified written recommendations to the department chair regarding tenure and/or promotion for the faculty member candidate. All tenure and/or promotion review materials will also be returned to the department chair at this time. The written recommendations of the Department Faculty Development Committee will also be shared with the faculty member being reviewed. The faculty member may also respond in writing to the Department Faculty Development Committee recommendations if they so choose. Any written responses will become part of the faculty member's promotion portfolio forwarded to the associate dean for faculty and staff development. Written responses must be submitted to the department chair by **Sept. 9**.

By **Sept. 10**, the department chair will facilitate a meeting of all non-administrative, tenured faculty, in the case of reviews for tenure only, or all non-administrative faculty who are tenured at or above the highest rank to which the faculty member is being considered for promotion and tenure, or all non-administrative faculty who are at or above the highest rank to which the faculty is being considered for promotion only. These faculty members, excluding the department chair, will review the tenure and/or promotion portfolio, including the Department Faculty Development Committee recommendations, and vote by secret ballot on recommending the faculty member for tenure or promotion. In cases where the faculty member is applying for both promotion in rank and tenure, a separate vote regarding promotion of the candidate and granting the faculty member tenure must be conducted. The department chair will count the ballots and record the results of the vote(s) in the faculty member's application packages. In the case that the Department Faculty Development Committee includes all of the faculty eligible to vote, this step of the process will be omitted.

By **Sept. 15**, the department chair will independently evaluate the faculty member's tenure and/or promotion portfolio and prepare a written evaluation and recommendation, which includes their summary of the faculty member's performance in teaching, scholarship, and service. Each faculty member will be permitted to view their own tenure and/or promotion portfolio, including the Department Faculty Development Committee evaluations, department chair evaluations and the faculty vote at this stage of

the review process. If the faculty member waived their rights to see the external review recommendations, these letters should be removed from their portfolio at this time. The faculty member may respond in writing to any or all of these evaluations if they so choose. Any written responses will become part of the tenure and/or promotion portfolio forwarded to the associate dean for faculty and staff development. Written responses must be submitted to the department chair by **Sept. 23**.

The department chair is responsible for submitting the updated tenure and/or promotion portfolio to the associate dean for faculty and staff development by **Sept. 25**.

By **Sept. 30**, the associate dean for faculty and staff development will provide the School of Engineering Faculty Development Committee with access to the electronic copy of the completed tenure and/or promotion portfolios. Once the portfolio has been delivered to the School of Engineering Faculty Development Committee, any additional information provided by the faculty member must come to the committee through the School of Engineering associate dean for faculty and staff development.

All internal discussions and deliberations of the School of Engineering Faculty Development Committee are confidential and must be kept within the committee. All written recommendations of the School of Engineering Faculty Development Committee will be given only to the associate dean for faculty and staff development or the dean who will then share this information with appropriate parties as described below. Moreover, all communications with parties outside the School of Engineering Faculty Development Committee and all requests by the School of Engineering Faculty Development Committee for additional information must go through the associate dean for faculty and staff development or the dean.

Table 7. Timeline for the tenure and/or promotion process

Deadline	Action	Responsible Parties
Spring before application due	Faculty meets with department chair to review process.	Faculty and department chair
Spring before application due	Faculty attends workshop on portfolio preparation and other information related to the process.	Associate dean for faculty and staff development
May 15	Ensure the required number of Peer Review of Teaching (Form 7, Appendix B) have been completed.	Faculty and department chair
May 15	Selection of external reviewers.	Department Faculty Development Committee
June 30	Faculty submits application portfolio.	Faculty
July 14	Department chair contacts external reviewers and provides them with required materials: CV, PSP, and this document.	Department chair
Aug. 15	External reviews due to department chair	External reviewers
Aug. 19	Department and School faculty development committees attend workshop.	Associate dean for faculty and staff development
Aug. 19	Department chair submits portfolio to the Department Faculty Development Committee for review.	Department chair
Sept. 1	Department Faculty Development Committee submits review and recommendations.	Department Faculty Development Committee
Sept. 9	Faculty member can review portfolio, including all evaluations and recommendations, and provide a written response.	Faculty member
Sept. 10	Eligible faculty vote by secret ballot on recommending the faculty member for tenure and/or promotion.	Department chair
Sept. 15	Department chair provides independent evaluation of faculty member.	Department chair
Sept. 23	Faculty member can review portfolio, including all evaluations and recommendations, and provide a written response.	Faculty member
Sept. 25	Portfolios submitted to the associate dean for faculty & staff development.	Department chair
Sept. 30	Portfolios submitted to School of Engineering Faculty Development Committee.	Associate dean for faculty and staff development
Nov. 30	School of Engineering Faculty Development Committee submits written review and recommendation to the associate dean for faculty and staff development.	School of Engineering Faculty Development Committee
Dec. 5	Faculty member can review portfolio, including all evaluations and recommendations, and provide a written response, and faculty member and/or concerned individual(s) may provide a written response if desired.	Faculty member and/or concerned individual(s)
Dec. 14	Dean, with input from associate dean for faculty and staff development, informs faculty member in writing dean's recommendation about decision on tenure and/or promotion (after confirming receipt, department chair and School and Department Faculty Development Committees will be notified of this decision).	Associate dean for faculty and staff development
Dec. 21	Faculty member and/or other individual(s) may provide a written response if desired.	Faculty member and/or concerned individual(s)
Jan. 1	Dean provides written recommendation to provost; the associate dean for faculty and staff development submits portfolio with letter to provost.	Associate dean for faculty and staff development
Jan. 15	Faculty and/or concerned individual(s) may provide a written response if desired	Faculty member and/or concerned individual(s)
Jan. 30*	Faculty informed in writing of provost's decision	Provost
Feb. 15*	Faculty and/or concerned individual(s) may provide a written response if desired.	Faculty member and/or concerned individual(s)
<i>*First business day following</i>		

The School of Engineering Faculty Development Committee is responsible for examining materials provided in the promotion portfolio to determine if evaluation procedures were followed. If the School of Engineering Faculty Development Committee determines that proper policies and procedures were not followed, the submitted materials must be returned to the associate dean for faculty and staff development for appropriate action. Additionally, the faculty member and the department chair must be informed. The School of Engineering Faculty Development Committee is also responsible for carefully examining the faculty member's [promotion portfolio \(Appendix C\)](#) to ensure that it is complete and compliant with the format required by the Office of the Provost.

After the procedural and portfolio format evaluation, the School of Engineering Faculty Development Committee will perform a thorough, thoughtful, fair and substantive review of each promotion portfolio. After giving adequate consideration to each application, the School of Engineering Faculty Development Committee will provide written tenure and/or promotion recommendations for the faculty member to the associate dean for faculty and staff development by **Nov. 30**. Each committee member is required to sign the recommendations. As such, any dissenting evaluations should be carefully noted in the recommendation. The committee's recommendations will be based upon a professional and careful evaluation of each faculty member's performance with respect to the applicable evaluation criteria and in accordance with the faculty member's PSP. If this plan had been modified, the faculty member will be evaluated in accordance with the latest version of their PSP; however, all documentation of modifications made to the plan since the time of hire or last promotion (whichever comes last) must be included in the evaluation materials.

The faculty member will be permitted to view their own tenure and/or promotion portfolio, including the School of Engineering Faculty Development Committee evaluations and all prior evaluations at this stage of the review process. The faculty member may respond in writing to any or all of these evaluations if they so choose. Any written responses will become part of the tenure and/or promotion portfolio forwarded to the provost. Written responses must be submitted to the associate dean for faculty and staff development by **Dec. 5**.

The associate dean for faculty and staff development will review the faculty member's tenure and/or promotion portfolio and School of Engineering Faculty Development Committee's evaluations and recommendations, the department chair's evaluations, and the Department Faculty Development Committee reports. The associate dean for faculty and staff development will summarize these evaluations for the dean and meet with the dean to discuss the application materials. The dean will then make a recommendation regarding the faculty member's application for tenure and/or promotion. The associate dean for faculty and staff development and the dean will use their best professional judgments in assessing the performance of each faculty member with respect to the evaluation criteria outlined in the faculty member's latest version of their PSP.

After giving adequate consideration, the dean will inform each faculty member and their department chair, in writing, of the dean's recommendation regarding the tenure and/or promotion decision and supporting rationale by **Dec. 14**. Following the faculty and department chair's confirmed receipt of the dean's recommendation in writing, the associate dean for faculty and staff development will share the dean's recommendations with the School of Engineering and department faculty development committees and other voting faculty.

The faculty member and/or other concerned individuals (e.g., department chairs, colleagues, School of Engineering and department faculty development committee members) who wish to submit a written

response to the dean have until **Dec. 21** to do so. Written responses should be submitted to the associate dean for faculty and staff development, who will provide these to the dean.

The dean will then consider any additional evidence and responses prior to sending the final recommendations in writing to the provost, along with completed procedural forms, cumulative promotion portfolios, and the response(s) of any faculty members or concerned individuals. These materials must be submitted to the provost by **Jan. 1**. The faculty member, department chair and the chair of the School of Engineering Faculty Development Committee will be copied on all written correspondence with the provost. After ensuring that the faculty member applying for promotion has been notified, the department chair will share the dean's final recommendations with the Department Faculty Development Committee and other voting faculty as described in Section 4. For any instance(s) where the dean's recommendation differs from that of the School of Engineering Faculty Development Committee's, the dean will meet with the committee to explain the reasons and discuss the recommendation.

The faculty member or any other concerned individuals, such as the department chair or department or School faculty development committee members, have until **Jan. 15** to file a written response to the dean's recommendation with the provost.

The provost will review all materials and make recommendations to the president no later than the **first business day following Jan. 30**. Each faculty member will be informed in writing of the provost's recommendation. Faculty members or any other concerned individuals such as the dean, the department chair, or the department or School faculty development committee members, who wish to submit a written response to the provost will have until **Feb. 15** to do so.

Final administrative authority rests with the president. Each faculty member will be informed in writing of the president's decision. This decision will also be copied to the provost, the dean and the appropriate department chair.

If the faculty member chooses to appeal the president's decision, they may begin the mediation process as described in the *Faculty Handbook*. If mediation does not resolve the complaint, the faculty member may make use of the appeal processes also described in the *Faculty Handbook*. The board of trustees will serve as the court of last resort in the appeals process.

The president will provide the board of trustees with a report of promotion and tenure actions at the spring meeting. The summary report will minimally include statistics regarding the gender and minority status of faculty members. The appropriate University committee will receive a copy of the president's summary report on promotion and tenure no later than two weeks prior to the spring board meeting.

The appropriate University committee will review the tenure and/or promotion process for adherence to appropriate procedures and will examine the president's summary report before compiling a report of its own to present to the Academic Affairs Committee of the board of trustees at the board's spring meeting. This report will also be provided to the president of the Academic Senate who will present it to the Executive Committee of the Academic Senate.

Part 4.4. Professional Strategic Plan for Tenure-track/Tenured Faculty

As described in 1.1.1 and 1.1.2., the School of Engineering values the diverse contributions in the areas of scholarship, teaching, and service of our faculty and the impact that these contributions have on the

experiential learning of our students, our organizational effectiveness and reputation, our society, and our culture of inclusive excellence. In an effort to recognize these diverse contributions, while also helping a faculty member plan out their career trajectory, each faculty member will be required to develop and maintain a PSP. The process used to develop the PSP is described in Section 1 - Part 2. [Modifications to a PSP \(Form 5, Appendix B\)](#) can be made at various points throughout the faculty member's career trajectory provided that these modifications are formally agreed upon by the department chair, faculty member, and department and School faculty development committees.

A tenure-track faculty member's finalized PSP will be made up of the six core elements, a minimum of three elected elements from any area (scholarship, teaching, service, and/or leadership), and one elected broader impact element from any area (scholarship, teaching, service, and/or leadership). Like any evaluation tool however, a faculty member's PSP is only intended to help with the evaluation process and should not be interpreted as the absolute criteria for determining a faculty member's level of accomplishment for a particular element. The professional opinion and expertise of the people evaluating a faculty member is of critical importance in the evaluation process. Ultimately, any final assessment of the faculty member's level of achievement for a particular element, overall level of achievement, and promotion decisions are at the discretion of those involved in the evaluation process using their best professional judgment after carefully examining all of the evidence provided by the faculty member.

A tenure-track faculty member has six core elements that align with their role. The core elements (those elements from the CPT that must be included in a tenure-track faculty member's PSP) for a tenure-track faculty member are:

- **Scholarship**
 - Publications in refereed journals and peer reviewed conference proceedings including technical, scientific, teaching/learning, pedagogy, and other journals and conferences determined to be appropriate by the department.
 - Sponsored research (including traditional, technical, discipline-specific research, and research related to teaching, inclusive excellence, community-engaged learning, etc.), grants and contracts (including those from industry, the government, and foundations).
- **Teaching**
 - Teaching effectiveness including technical competence, student learning and motivation, classroom management and organization.
 - Mentoring and directing undergraduate, graduate and faculty research, scholarship and creative works, independent study courses (e.g., theses/dissertations, proposals, honors, etc.).
- **Service**
 - Actively serving on departmental, School or University committee, task force, or other formal groups.
 - Supporting and promoting inclusive excellence in the School of Engineering.

4.4.1. Use of PSP for the Purpose of Evaluation of Tenure-track/Tenured Faculty

In applying for tenure and/or promotion, it is the responsibility of the faculty member to provide documented evidence that they have achieved the agreed upon levels of achievement for the core, elected and broader impact elements that make up their PSP. For evaluation purposes, the PSP will serve as a tool for self-evaluation or for formal evaluation by those involved in the evaluation process.

As described below, faculty are required to achieve a specific overall level of achievement on their PSP in order to be eligible for promotion in rank. This does not mean that a faculty member must achieve the required level of achievement for *all* of the elements identified in their PSP. Indeed, a faculty member may have levels of achievement for the various elements in their PSP that span the full range from “Developing” to “Distinguished Leadership.” However, provided that they maintain a minimum level of achievement of “Proficient” on all core elements and that levels of achievement for elements that are lower than that required for promotion in rank are balanced with levels of achievement in other elements that are higher than that required for promotion in rank, they could achieve the specific overall level of achievement required for promotion.

It is important to note that all of the elements in a faculty member’s PSP are considered to be of equal importance and value regardless of them being a core, elected, or broader impact element and regardless of them being from the area of scholarship, teaching, service, or leadership. This is not meant, however, to imply that the workload associated with each element is the same. It would be difficult to capture workload in a person’s PSP, and all issues related to workload should be discussed between the faculty member and their chair.

Furthermore, a faculty member may regress in their level of achievement over time if they fail to sustain their activity for a particular element. For example, a faculty member may be evaluated as having achieved “Demonstrated Leadership” in an element related to teaching due to their significant contributions on a committee that had an impact beyond the University. If the faculty member fails to sustain this level of activity over a significant period of time or ceases activity overall for that element, they may later be evaluated as “Accomplished,” “Proficient,” or “Developing.” A significant period of time may generally be interpreted as six to seven years (the general timeline for promotions, and post promotion reviews), or as agreed upon by the faculty member, their chair, and the Department Faculty Development Committee.

Since it can be difficult to assess the overall level of achievement, one approach that can be used by the faculty member for self-assessment, or for those who are involved in the formal evaluation process, is to assign points of 1 through 5 for the various levels of achievement with “Developing” being a 1 and “Distinguished Leadership” being a 5. With all elements being equally weighted, an average value can be calculated and used as a guide in assessing the overall level of achievement. It is critically important to note that this is only to be used as a guide for conversation between the faculty member and those evaluating them, or a conversation among the members of the School or department faculty development committees during the formal evaluation process. Ultimately, any final assessment of the faculty member’s overall level of achievement as well as tenure and/or promotion decisions will be at the discretion of the department chair, the department and School faculty development committees, and the dean using their best professional judgment after carefully examining all of the evidence provided by the faculty member.

4.4.2. Performance Expectations for Assistant Professors

Generally, tenure-track faculty at the assistant level will be at the “Developing” or “Proficient” level of achievement for the core elements at their time of hire and will demonstrate excellent potential for growth. As described above, new faculty members will develop their PSP over the course of approximately two years and work with their department chair to identify appropriate elected elements for their PSP, target levels of achievement for the core and elected elements in their PSP, resources

(professional development, etc.) that may be helpful to them to advance in their PSP and meet the target levels of achievement, and a timeline for progression in their PSP.

4.4.3. Performance Expectations for Associate Professors

In order to be promoted to the rank of associate professor the candidate must provide strong evidence to support the request for promotion with less emphasis placed on potential and more on documented performance. In general, faculty will be promoted to the level of associate professor when they have demonstrated an overall level of achievement in their PSP of “Accomplished.” As described above, this does not mean that a faculty member must achieve a level of “Accomplished” for *all* of the elements identified in their PSP. However, they must balance any elements that have a level of achievement lower than “Accomplished” with higher than “Accomplished” levels of achievement in other elements. Additionally, the minimum level of performance of “Proficient,” must be met for all of the core elements.

4.4.4. Performance Expectations for Professors

In general, faculty will be promoted to the level of professor when they have demonstrated an overall level of achievement in their PSP of “Demonstrated Leadership.” As described above, this does not mean that a faculty member must achieve a level of “Demonstrated Leadership” for *all* of the elements identified in their PSP. However, they must balance any elements that have a level of achievement lower than “Demonstrated Leadership” with “Distinguished Leadership” level of achievement in other elements. Additionally, although the minimum level of performance of “Proficient” must be met for all of the core elements, it is generally expected that a faculty member seeking promotion to professor will achieve at least an “Accomplished” level of achievement for one or more of the core elements related to teaching or scholarship.

4.4.5. Performance Expectations of Tenure-track Faculty

Typically, a tenure-track faculty member will apply for first promotion of rank and tenure at the same time. However, in extraordinary cases, a faculty member may apply for promotion prior to applying for tenure. Individuals applying for tenure or promotion separately must follow all of the guidelines and procedures described in this document. Unless otherwise documented and approved by the department chair, dean, and provost, faculty members may apply for tenure only on the date agreed upon in their letter of hire and progress towards tenure document. Tenure will not be granted to a faculty member whose rank is below the level of associate professor. Any faculty member who does not already hold tenure in an accredited department or program at another university will be given no more than three years of credit toward tenure for prior academic service.

In order to be awarded tenure, a faculty member must demonstrate growth and progression in the levels of achievement in their PSP. For faculty hired in as an assistant professor, they will need to demonstrate an overall level of achievement in their PSP of “Accomplished.” However, for faculty members hired at the rank of associate professor or professor, they must demonstrate a high level of professional achievement, commensurate with their rank, since their time of hire. Furthermore, all faculty must provide clear and convincing evidence of strong potential for future growth as an academic professional beyond tenure. Appropriate professional conduct may be considered in the tenure review. Furthermore, discriminatory or hateful words and actions or behaviors that prohibit an inclusive and welcoming environment for learning, discovery, and community engagement can result in a negative recommendation for tenure.

Part 4.5. Sabbatical Application Process for Tenured Faculty

A sabbatical is defined as a “plan for providing teachers with an opportunity for self-improvement through a leave of absence with full or partial compensation following a designated number of years of consecutive service (originally after six years).” (Good, Carter V., 1959; Dictionary of Education, p. 424).

Detailed information on the sabbatical process can be found in [DOC2013-02 Faculty Sabbatical Guidelines Revisions](#) and in the [Faculty Handbook](#). Sabbatical eligibility is determined by the provost office, but generally, tenured faculty are eligible for a sabbatical every seven years, and they have a three-year window, which they may apply to take this sabbatical. Furthermore, to be eligible for sabbatical leave in a given academic year, a faculty member must be a regular tenured faculty of the University at the beginning of the academic year and must be eligible to continue in that status at least until the close of the academic year following the year in which the sabbatical is taken. Faculty in administrative roles are not eligible for sabbatical during their tenure as an administrator; however, they are generally eligible for an administrative sabbatical at the conclusion of their term, provided they had not had a sabbatical in the past seven years. Fully paid sabbatical leaves are one semester long and start on either Aug. 16 or Jan. 1 of the academic year. Full year sabbaticals may be taken at half pay.

Eligible faculty must submit a sabbatical plan to their department chair by Oct. 1. The plan must be reviewed and approved by the department chair and the Department Faculty Development Committee or an ad-hoc Department Sabbatical Review Committee formed by the department chair. The approved plan must be submitted to the associate dean for faculty and staff development by Oct. 31. The dean will review the sabbatical plan and, if approved, will notify the associate provost for faculty and administrative affairs by mid-December.

The [sabbatical plan \(Form 17, Appendix B\)](#) must include a 25-50 word synopsis of the sabbatical project, project activities and expected outcomes, timetable for accomplishing the outcomes, expected location of activities, other persons or organizations involved, any foreseeable contingencies, grant proposals and awards that are being leveraged to secure needed resources, additional sources and amount of financial support needed for the project, and the completed leave of absence form. A faculty member's PSP must also be part of the sabbatical application where the faculty member clearly articulates how the sabbatical will contribute to progress on the PSP and how it will enhance their scholarship, teaching, and service.

Within 30 days of the start of the semester following the sabbatical, the faculty must submit a [sabbatical report \(Form 18, Appendix B\)](#) to the department chair and the Department Faculty Development Committee or an ad-hoc Department Sabbatical Review Committee formed by the department chair. The committee will provide feedback on the report to the department chair. The department chair will also provide feedback on the report. The report and feedback from the committee and the department chair will then be submitted to the associate dean for faculty and staff development who will review the report prior to forwarding the report to the dean, the department chair, the committee, and the associate provost for faculty and administrative affairs.

Section 5. Procedures and Policies for Faculty in Administrative Positions

Service to the School of Engineering in an administrative position can substantially impact a faculty member's ability to contribute in the areas of teaching, scholarship/professional practice, and (other) service but should not constitute an impediment to promotion. Moreover, it is believed that dedicated and impactful service as an administrator should be weighed as an important contribution for promotion of tenured and tenure-track faculty, faculty of practice, and lecturers.

An administrative position is defined as a role in which the faculty member is appointed to a position of administrative responsibility and associated duties while maintaining their underlying faculty appointment. Typically, a faculty member in an administrative position serves at the discretion of the appointing authority, and this role may be terminated at any time without disruption of the underlying faculty appointment. These positions carry specific titles, including, but not restricted to, center director, department chair, assistant dean, associate dean, dean, associate provost, provost, or president. The primary duties associated with the administrative position are specifically recognized by a reduction of the duties expected within the primary faculty appointment for the duration of the administrative appointment. For example, a person in an administrative position might have reduced teaching loads and/or reduced expectations for scholarship. The specific roles, responsibilities, and reduction in duties typically associated with a faculty appointment should be determined at the time of the initial appointment and reviewed annually by the faculty member and the supervisor of the administrative appointment, which is typically the dean of the School of Engineering. Any reduction in duties associated with a faculty appointment should be appropriate for the degree of administrative service required to be successful in the administrative role and should also take into consideration the professional growth and progression towards promotion of that faculty member.

Upon appointment to an administrative role, the faculty member will work closely with the supervisor of their administrative role (typically the dean), as well as their department chair (if applicable) to make significant revisions to their PSP. These changes will reflect the changed responsibilities and workload of the faculty member in the administrative role. Understanding that administrative responsibilities, as well as individual professional goals will vary significantly for faculty in administrative roles, there are very few core elements that must be part of the faculty member's PSP. Furthermore, all of the core elements fall under the category of leadership. The faculty member will work closely with their supervisor and department chair (if applicable), to determine which additional elements in any of the four categories (scholarship, teaching, service, leadership) should be part of their PSP, what level of achievement is expected for each element during their term in the administrative role, and what resources might be helpful (e.g., student help, leadership training, etc.) to the faculty member in accomplishing their goals.

A faculty member in an administrative role will have a PSP made up of the four core leadership elements and a minimum of three additional elements.

The Core Leadership Elements

- Demonstrates effective administration of programs, departments, centers, initiatives and committees in alignment with the values of the University of Dayton.
- Develops, articulates, and implements a strategic vision that advances and strengthens the organization through the achievement of specific, measurable goals.

- Demonstrates leadership in effective stewardship of financial resources.
- Fosters an inclusive and welcoming environment within their unit, department or center.

For the purpose of promotion, faculty members in administrative roles will follow the procedures and policies outlined for the rank they seek to be promoted to. Additionally, they must achieve the overall performance expectations for the rank they seek to be promoted to as defined in this document and maintain at least a “Proficient” level of achievement for all of the core leadership elements. Although it would be very rare for a tenure-track faculty member to be assigned to serve in an administrative position prior to being awarded tenure, in these very rare cases, criteria for evaluation of a tenure-track faculty member in an administrative role for the purpose of tenure should be handled on a case-by-case basis in collaboration with the dean of the School of Engineering.

Faculty in administrative roles are required to have a comprehensive “360” type of review of their leadership at least once every two years (*Faculty Handbook* [Section IV.9D]). Examples of some assessment tools that can be used for this review are provided in the [review of administrators summary of evidence \(Form 11, Appendix B\)](#). At the discretion of the faculty member’s administrative supervisor (typically the dean), the questions used for the assessment may be modified. However, in compliance with the policy for the evaluation of administrators, the faculty member will receive a copy of the questions that will be used for the assessment at least one month prior to the evaluation. Furthermore, the administrative supervisor will work with the faculty member in the administrative role to identify participants for this evaluation. Typically, this includes other administrators in the School of Engineering, direct reports and colleagues across the University that the faculty member works with frequently. Generally, the review will be administered by the associate dean for faculty and staff development and a summary of the results shared with the faculty member’s administrative supervisor. Information obtained from this review can serve as evidence of progress towards elements in their PSP, particularly when applying for promotion.

References

- American Association of University Professors. (1940). 1940 statement of principles on academic freedom and tenure. Retrieved from <https://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>
- American Council on Education, American Association of University Professors, & United Educators. (2000). Good practice in tenure evaluation: Advice for tenured faculty, department chairs, and academic administrators [PDF file]. Retrieved from <http://eric.ed.gov/?id=ED457764>
- Association of American Colleges and Universities. (2016). At Valparaiso, the holistic department opens up new possibilities for faculty. Retrieved from <https://www.aacu.org/campus-model/valparaiso-holistic-department-opens-new-possibilities-faculty>
- Baez, B. (2000). Race-related service and faculty of color: Conceptualizing critical agency in academe. *Higher Education*, 39, 363-391. Retrieved from <https://doi.org/10.1023/A:1003972214943>
- Bagchi-Sen, S. (2001). Product innovation and competitive advantage in an area of industrial decline: The Niagara region of Canada. *Technovation*, 21(1), 45-54. Retrieved from [https://doi.org/10.1016/S0166-4972\(00\)00016-X](https://doi.org/10.1016/S0166-4972(00)00016-X)
- Beutel, A. M., & Nelson, D. (2005). The gender and race-ethnicity of faculty in top science and engineering research departments. *Journal of Women and Minorities in Science and Engineering*, 11, 389-402.
- Boyer, E. L. (2016). In D. Moser, T. C. Beam, J. M. Braxton & Associates (Eds.), *Scholarship reconsidered: Priorities of the professoriate*. San Francisco, CA: Jossey-Bass.
- Building an inclusive and diverse department/program/profession. *Teach the Earth*. Retrieved from https://serc.carleton.edu/geoethics/pref_enviro.html
- Carnegie Foundation. Defining community engagement. Retrieved from <https://www.brown.edu/swearer/carnegie/about>
- Carnegie Foundation for the Advancement of Teaching. (2011). Classification description: Community engagement elective classification. Retrieved from http://classifications.carnegiefoundation.org/descriptions/community_engagement.php?key=1213
- Chaminade University of Honolulu, St. Mary's University, & University of Dayton. (2006). Characteristics of Marianist universities: A resource paper [PDF file]. Retrieved from https://udayton.edu/rector/_resources/files/cmu.pdf
- Collaborative on Academic Careers in Higher Education. (2014). *Benchmark best practices: Tenure and promotion*. Cambridge, MA: Harvard Graduate School of Education.
- Fox, M. F. (2005). Gender, family characteristics, and publication productivity among scientists. *Social Studies of Science*, 35, 131-150. Retrieved from <https://doi.org/10.1177/0306312705046630>
- Fox, M. F. (1991). Gender, environmental milieu, and productivity in science. In H. Zuckerman, J. Cole, & J. Bruer (Eds.), *The outer circle: Women in the scientific community*, (pp. 188-204).

- Fox, M. F. (1983). Publication productivity among scientists: A critical view. *Social Studies of Science*, 13(2), 285-305. Retrieved from <https://doi.org/10.1177/030631283013002005>
- Fox, M. F., & Colatrella, C. (2006). Participation, performance and advancement of women in academic science and engineering What is at issue and why. *Journal of Technology Transfer*, 31, 377-386. Retrieved from <https://doi.org/10.1007/s10961-006-7209-x>
- Good, C. V. (1959). *Dictionary of education*. New York, NY: McGraw-Hill.
- Harvard T.H. Chan School of Public Health. (n.d.). Definitions. Retrieved from <https://www.hsph.harvard.edu/trec/about-us/definitions/>
- Harvard University FAS Research Administration Services. (n.d.). Broader impacts. Retrieved from <https://research.fas.harvard.edu/broader-impacts>
- Dees, J. (n.d.). The religion teacher. Retrieved from <https://www.thereligionteacher.com/>
- KEEN Engineering Unleashed, Mindset Matters. What is the entrepreneurial mindset? Retrieved from <https://engineeringunleashed.com/mindset-matters.aspx>
- Laube, H., Massoni, K., Sprague, J., & Ferber, A. L. (2007). The impact of gender on the evaluation of teaching: What we know and what we can do. *NWSA Journal*, 19(3), 87-104. Retrieved from www.jstor.org/stable/40071230
- Long, J. S., & Fox, M. F. (1995). Scientific careers: Universalism and particularism. *Annual Review of Sociology*, 21, 62-68. Retrieved from <https://doi.org/10.1146/annurev.so.21.080195.000401>
- Making Excellence Inclusive. *Association of American Colleges & Universities*. Retrieved from <https://www.aacu.org/making-excellence-inclusive>
- Mason, M. A. (2008). Do babies matter in science? *Chronicle of Higher Education*, 55(8), A40-A41.
- Mason, M. A., & Goulden, M. (2002). Do babies matter? *Academe*, 88(6), 21.
- Menges, R. J., & Exum, W. H. (1983, March). Barriers to the progress of women and minority faculty. *The Journal of Higher Education*, 54, 123-144. <https://doi.org/10.1080/00221546.1983.11778167>
- Milem, J. F., Chang, M. J., & Antonio, A. L. (2005). Making diversity work on campus: A research-based perspective. Washington, DC: American Association of Colleges and Universities. Retrieved from <https://www.aacu.org/sites/default/files/files/mei/MakingDiversityWork.pdf>
- Mission and Identity Task Force at the University of Dayton. (2013). Common themes in the mission and identity of the University of Dayton. Retrieved from https://www.udayton.edu/rector/_resources/img/Common%20Themes%20in%20the%20Mission%20and%20Identity%20of%20the%20University%20of%20Dayton.pdf
- National Research Council. (2013). *Seeking Solutions: Maximizing American Talent by Advancing Women of Color in Academia: Summary of a Conference*. Washington, DC: The National Academies Press. Retrieved from <https://doi.org/10.17226/18556>
- Network for Teaching Entrepreneurship. (n.d.). Entrepreneurial mindset. Retrieved from <https://www.nfte.com/entrepreneurial-mindset/>

- New England Higher Education. (n.d.). Retrieved from <https://nerche.org/>
- Office of Diversity & Inclusion. (n.d.). Inclusive excellence: A mission imperative at the University of Dayton. Retrieved from <https://udayton.edu/diversity/about/inclusive-excellence.php>
- Office of Diversity & Inclusion. (n.d.). Strategic plan overview. Retrieved from https://udayton.edu/provost/_resources/docs/DOC%202012-09_Guidelines%20for%20the%20Allocation%20of%20Faculty%20Responsibilities.pdf
- O'Meara, K. A., Eatman, T., & Petersen, S. (2015). Advancing engaged scholarship in promotion and tenure: A roadmap and call for reform. *Liberal Education*, 101(3).
- Padilla, A. M. (1994). Ethnic minority scholars, research, and mentoring: Current and future issues. *Educational Researcher*, 23(4), 24-27. Retrieved from <https://www.calfac.org/magazine-article/cultural-taxation-faculty-color-academy>
- Park, S. (1996). Research, teaching, and service: Why shouldn't women's work count? *The Journal of Higher Education*, 67, 46-84. Retrieved from <https://doi.org/10.1080/00221546.1996.11780249>
- Paul VI. (1965). *Pastoral Constitution on the Church in the modern world: Gaudium et spes*. Retrieved from http://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_const_19651207_gaudium-et-spes_en.html
- Platt, J. R. (2013). Career focus: The importance of STEM diversity. *IEEE-USA Today's engineer*.
- Porter, S. R. (2007). A closer look at faculty service: What affects participation on committees? *Journal of Higher Education*, 78(5), 523-541. Retrieved from <https://doi.org/10.1080/00221546.2007.11772328>
- Rosser, S. (2007). Leveling the playing field for women in tenure and promotion. *NWSA Journal*, 19(3), 190-198. Retrieved from <https://www.muse.jhu.edu/article/224760>
- Spina, E. (2017). The university for the common good: Inaugural address of Eric F. Spina. Retrieved from <https://udayton.edu/president/join-the-discussion/news/articles/inaugural-address.php>
- Staley, D. J., & Trinkle, D. A. (2011). The changing landscape of higher education. *Educause Review*, 46(1), 16-33. Retrieved from <https://er.educause.edu/articles/2011/2/the-changing-landscape-of-higher-education>
- Stowel, S., & Starcevish, M. (2013). *The coach: Creating partnerships for a competitive edge*. Sandy, UT: Center for Management and Organization Effectiveness.
- Thomas, D. A. (2004). Diversity as strategy. *Harvard Business Review*. Retrieved from <https://hbr.org/2004/09/diversity-as-strategy>
- Turner, C. S. (2002). Women of color in academe: Living with multiple marginality. *Journal of Higher Education*, 73(1), 74-93. Retrieved from <https://www.jstor.org/stable/1558448>
- University of Dayton. (2018). *Faculty policy & governance handbook*. Retrieved from https://udayton.edu/provost/_resources/facadminaffairs/documents/2018-ud-facultyhandbook.pdf
- University of Dayton. (2014). *Faculty policy & governance handbook*. Retrieved from https://udayton.edu/provost/_resources/facadminaffairs/documents/August_2014_UD_FacultyHandbook_Final.pdf

- University of Dayton Faculty Affairs Committee. DOC 2018-03 University promotion policy for lecturers. (2018). Senate Documents. 257. Retrieved from https://ecommons.udayton.edu/senate_docs/257
- University of Dayton Faculty Affairs Committee. DOC 2017-01 University promotion policy for clinical faculty/faculty of practice. (2017). Senate Documents. 252. Retrieved from https://ecommons.udayton.edu/senate_docs/252
- University of Dayton Faculty Affairs Committee. DOC 2016-06 clinical and courtesy appointments. (2016). Senate Documents. 246. Retrieved from https://ecommons.udayton.edu/senate_docs/246
- University of Dayton Faculty Affairs Committee. DOC 2012-09 Recommendations for revision to the University of Dayton faculty workload guidelines. (2012). Senate Documents. Retrieved from https://udayton.edu/provost/_resources/docs/DOC%202012-09_Guidelines%20for%20the%20Allocation%20of%20Faculty%20Responsibilities.pdf
- University of Dayton Provost Committee. DOC 2006-10 University promotion and tenure policy. (2006). Senate Documents. 268. Retrieved from https://ecommons.udayton.edu/senate_docs/268
- University of Dayton Provost Committee. DOC 2006-08 Evaluating faculty teaching for the purposes of tenure. (2008). Senate Documents. 24. Retrieved from https://ecommons.udayton.edu/senate_docs/24
- University of Dayton Faculty Affairs Committee. DOC 2002-03 Suspending the “Tenure Clock” for tenure-track faculty members eligible for family or medical leave. (2002). Senate Documents. 56. Retrieved from https://ecommons.udayton.edu/senate_docs/56
- Verdugo, R. (1995). Racial stratification and the use of Hispanic faculty as role models: Theory, policy, and practice. *The Journal of Higher Education*, 66(6), 669-685.
- Warren, M., Saltmarsh, J., Krueger-Henney, P., Rivera, L., & Uirte, M. (2014). Advancing community engaged scholarship and community engagement at the University of Massachusetts Boston: A report of the working group for an urban research-based action initiative. *ScholarWorks at UMass Boston*.
- Williams, D. A., Berger, J. B., & McClendon, S. A. (2005). Toward a model of inclusive excellence and change in postsecondary institutions. *Association of American Colleges and Universities*. Retrieved from https://www.aacu.org/sites/default/files/files/mei/williams_et_al.pdf
- Wulf, W. (2001, October). *Keynote address: Diversity in the engineering workforce*. Presented at Women in Science: Opportunities in a Changing Landscape, Bryn Mawr College. Retrieved from <http://www.brynmawr.edu/womeninscience/keynoteaddress.html>

Appendix A

Career Planning Tools (CPT)

1. [CPT for Administrator](#)
2. [CPT for Faculty of Practice](#)
3. [CPT for Lecturer](#)
4. [CPT for Tenure-track / Tenured Faculty](#)

Appendix B

Forms

1. [Policy Adoption Form](#)
2. [Progress Towards Promotion for Lecturer and Faculty of Practice](#)
3. [Progress Towards Tenure for Tenure-track Faculty](#)
4. [Professional Strategic Plan \(PSP\)](#)
5. [Modification to Professional Strategic Plan](#)
6. [Faculty Reflection on Student Evaluations of Teaching](#)
7. [Peer Review of Teaching](#)
8. [Review of Lecturer Summary of Evidence Form](#)
9. [Review of Faculty of Practice Summary of Evidence Form](#)
10. [Review of Tenure-track/Tenured Faculty Summary of Evidence Form](#)
11. [Review of Administrators Summary of Evidence Form](#)
12. [Request for References](#)
13. [Instructions for External Reviewers](#)
14. [Application for Promotion and/or Tenure](#)
15. [Promotion Evaluation for Lecturer and Faculty of Practice Procedural Form](#)
16. [Promotion Evaluation for Tenure-track/Tenured Faculty Procedural Form](#)
17. [Sabbatical Plan](#)
18. [Post-Sabbatical Report](#)

Appendix C

Promotion Portfolios

1. [Promotion Portfolio for Faculty of Practice](#)
2. [Promotion Portfolio for Lecturer](#)
3. [Promotion and Tenure Portfolio for Tenure-track Faculty](#)

Appendix D

Relevant University Documents

1. [DOC 1996-08 Sabbatical Policy](#)
2. [DOC 2002-03 Suspending the “Tenure Clock” for Tenure-track Faculty Members Eligible for Family or Medical Leave Senate Documents 56.](#)
3. [DOC 2006-08 Evaluating Teaching for the Purpose of Tenure](#)
4. [DOC 2006-10 University Promotion and Tenure Policy](#)
5. [DOC 2006-11 Review of Tenured Faculty](#)
6. [DOC 2012-09 Recommendations for Revision to the University of Dayton Faculty Workload Guidelines.](#)
7. [DOC 2016-06 Clinical and Courtesy Appointments \(2016\). Senate Documents. 246.](#)
8. [DOC 2017-01 University Promotion Policy for Clinical Faculty/Faculty of Practice \(2017\). Senate Documents. 252.](#)
9. [DOC 2018-03 University Promotion Policy for Lecturers \(2018\). Senate Documents. 257.](#)
10. [Faculty Policy & Governance Handbook August 2018](#)
11. [Final Report of the University Promotion and Tenure Policy Task Force, January 11, 2019](#)
12. [Human Resources Websites](#)
13. [University Policies Website](#)