



Online Campus Rank and Promotion Committee (RPC) Policy and Procedures

I. General Statements:

New Faculty Seeking Higher Rank

Because Adler has a strong tradition of being a practitioner-scholar-institution, it may be common for new faculty members to have as much or more experience in practice than in teaching. Faculty members who are hired by Adler will be those with a demonstrated or committed value of socially responsible practice, supervision, and/or mentoring, beyond work done solely as a practitioner.

The minimum requirement for Assistant Professor at Adler University (“Adler”) is a doctorate degree in the discipline relevant to the program into which the individual has been hired. Individuals who have not completed the relevant terminal degree will be granted the rank of Instructor.

When a Program Director extends an offer to new faculty, the Program Director may ask the RP&S Committee to consider a change in rank. Program Directors will collect transcripts and CVs from HR and supply these to the Committee. Program Directors will notify new hires of the opportunity to petition for a higher rank at time of hire.

Current Faculty Seeking New Rank

A current faculty member who is at the rank of Core Faculty and who has a terminal degree and is seeking a rank other than Instructor, will submit their materials to the RP&S Committee for review. Once the review is complete, the committee will submit their rank recommendation to the Executive Dean and notify HR of the change in rank.

If a faculty member receives their terminal degree while employed by the University, the faculty member will submit their official transcript to HR. The faculty member will also request a change in rank from the RP&S Committee, using the process outlined herein. The RP&S Committee will make a recommendation to the Executive Dean who will notify HR of the change in rank.

A current faculty member may also seek Senior Rank status, as outlined below.

In order to perform satisfactorily at Adler University, all faculty members are expected to meet expected levels of skill and effort in teaching and advising as outlined in the performance description below in sections:

- a. Teaching
- b. Service;
- c. and Scholarship.

In order to achieve a higher rank, faculty members must demonstrate excellence in at least two of the three areas of performance, teaching, service and scholarship.

Excellence in teaching, for the purpose of consideration to a senior rank, involves routinely exceeding expectations outlined in the most current version of the Online Campus Faculty Standards for Effective Practice document.

Excellence in service, for the purpose of consideration for promotion to a senior rank, will include an overall pattern of excellence in service to the school, the profession, and the community which exceeds the expected level (i.e., more than the “fair share” described in the faculty responsibilities), demonstrated in all three domains over time. Excellence in service to the community will include a component of social responsibility and social justice.

Excellence in scholarship will be defined according to the standards of the discipline with which the faculty member identifies; and so may vary in terms of the type and setting of publications and presentations. In all disciplines, scholarship will be defined as

activities which add to the field's knowledge, best practices, and applicability to real-world problems and issues. (Minimum requirements for faculty include maintaining a current awareness of scholarship in the field and in their areas of teaching.) Excellence in scholarship will reflect a substantive contribution to the extension/expansion of knowledge and/or practice in those areas).

Moving into the rank of Associate Professor will ordinarily require time spent at Adler in order to demonstrate excellence in two of the three evaluated domains: teaching, service, and scholarship. It is ordinarily expected that this will take 2-3 years for faculty who are new to academia, or at least one year for those with significant and relevant post-graduation experience.

The rank of Full Professor will require demonstration of excellence in all three areas of teaching and advising, scholarship, and service to the school, profession, and community. It is ordinarily expected that this will be possible only after four to five (or more) years at Adler. The exception to this is when a new hire performed at the level of Full Professor at a previous institution, in which case the Full rank will be considered at the point of hire.

II. Application and Review Process:

- A. For new core faculty, the RPC will review applications during the term in which it is received and communicate its recommendation to the Executive Dean. Upon approval by the Executive Dean, the Committee will notify the faculty applicant and the HR department.
- B. Any core faculty member may apply for a promotion in rank by submitting an application and supporting documentation on or before the dates that have been designated and announced by the RPC.
Submissions will be accepted by the Chair of the RPC prior to September 1st, each academic year.
- C. All committee members will review every application, with the following exceptions:
 - a. if an RPC member has submitted an application, they will not review or vote on their own submission.



- b. if a committee member has a conflict of interest beyond that listed above, the committee member should disclose the conflict, and the RPC Chair has the authority to recuse the committee member.
- D. The final decision for the assignment of rank will be made through a vote of the RPC which will be presented as a recommendation to the Executive Dean for approval.
- E. As a condition of their membership on the Committee, RPC members agree not to disclose any aspects of portfolio review discussions, or the breakdown or configuration of votes, with applicants or with individuals who are not on the RPC. An RPC member may, however, be authorized to share with the applicant suggestions for strengthening his or her portfolio for a future submission.
- F. The RPC will review all decisions of rank at the end of the process to ensure that decisions have been made in a consistent manner.
- G. Application materials will be stored and reviewed in a secure location to ensure confidentiality.

III. Application Materials:

A. The application letter is a brief statement requesting consideration for an advancement in rank.

The cover letter of application must include:

1. A request for consideration of a specific rank; typically, the request will be for either Associate or Full Professor rank. Determination of rank is based on the following criteria:
 - a. Assistant: Has earned a terminal degree in the relevant field.
 - b. Associate: Has demonstrated excellence in two domains.
 - c. Full Professor: Has demonstrated excellence in all three domains.
 - d. *For Excellence in Service, the applicant should demonstrate an overall pattern of excellence in all three service domains (service to Adler, the community, and the profession) over time.

2. In addition, the letter should include a brief rationale as to why the requested rank is appropriate.
3. An academic portfolio must also be submitted along with the letter of application. All portfolio submissions **MUST** include ALL of the following:
 - a. Current Curriculum Vita.
 - b. A summary of accomplishments to justify the requested rank.
 - c. Student *end-of-term* evaluations for the last three (3) terms taught. Midterm evaluations are optional.
 - d. A statement of teaching philosophy that includes the values, ideals, and theories that underpin the applicant's approach to teaching, as well as a description of how these concepts are applied in the applicant's teaching.
 - e. Documented evidence of excellence in teaching.
 - f. Documented evidence of service to the Adler University, community, and profession.
 - g. Documented evidence of scholarship.
 - h. Completed Annual Performance Appraisals.
4. The portfolio provided to the RPC enables the Committee to get a full picture of the applicant's career contributions to teaching, service, and scholarship. Evaluation will be based entirely on specific, written documentation of the applicant's achievements and contributions. Written documentation may include, but is not limited to, syllabi, teaching aids, descriptions of innovative class activities, copies of articles and book chapters, emails, thank you notes, certificates, printed materials from conference brochures or meeting programs, grant award letters, program reviews or applications, etc. One possible portfolio structure might be:
 - a. CV, Narratives, Performance Evaluations
 - b. Documentation of Teaching/Advising
 - c. Service to Adler
 - d. Service to the Community
 - e. Service to the Profession

- f. Scholarship.
5. The RPC recommends that faculty provide a narrative for each section that communicates to the Committee what factors and/or rationale the applicant wishes the Committee to consider for that section. Listed below are some ideas for items that the applicant might document in each section. This list is not exhaustive, nor is there an expectation that a faculty member would present documentation of all of these items.
 6. The following is a list of activities and achievements that **may** be considered by the RPC in evaluating whether the faculty employee's performance in that domain is **exceptional** (demonstrating *excellence*). Written documentation may include items such as syllabi, reports, descriptions of course assignments, emails from students, emails from community members of professional organizations, notifications of awards, printed conference schedules, printed published articles or book chapters, etc.

IV. Evaluation Criteria:

Please note that the bullet-points listed below represent common items for inclusion in an academic portfolio that assist the RSPC in determining level of performance. There is no expectation by the RSPC that each bullet-pointed item will be represented in every academic portfolio that is submitted for review. Faculty are encouraged to include any relevant documentation in order to demonstrate their level performance across any of the three domains (teaching/training, service, and scholarship) under which the academic portfolio is evaluated. The RSPC will fully consider any relevant documentation that applicants choose to include in their academic portfolio, even if not explicitly listed in the following bullet-points.

A. TEACHING

a. Exceptional Level of Performance:

- Promotes continuous and active student engagement in the classroom and beyond.
 - Introduces innovative and effective instructional techniques including, but not limited to, the use of instructional technology, creative projects, guest speakers, and collaborative activities.
 - Fully participates in all trainings.
 - Participates fully in all faculty meetings.
 - Designs new courses or significantly customizes existing courses.
 - Demonstrates innovative measures of assessment.
 - Delivers instruction with expertise and enthusiasm.
 - Designs activities that encourage critical analysis and synthesis of ideas.
 - Inspires students to make connections across the curriculum, including practica and internship experiences.
 - Develops innovative approaches to advisement that are adopted by other faculty
 - Provides active mentoring, including clarification of career and life goals.
 - Includes students in research, publication, or other professional activities.
 - Is actively involved in a student organization.
 - Provides leadership for student-oriented events.
 - Is easily accessible to students outside of class.
 - Participates in student conferences.
 - Collects data regarding student needs, preferences, and performance that will improve student advising at the Adler University.
- a. **Expected Level of Performance:**
- Attends all required trainings.
 - Participates in all faculty meetings.
 - Conducts ongoing revision of course material.
 - Meets all class sessions for the times specified in the schedule except under special circumstances approved by the office of Academic Affairs or Program Director.

- Integrates available technology and personal scholarship into courses where appropriate.
- Schedules office hours or arranges for meeting times with students throughout the academic year at times that are convenient to students.
- Presents materials in an organized manner and explains expected learning outcomes.
- Reviews and incorporates student feedback from course evaluations that improve teaching.
- Effectively relates experience to classroom activities.
- Employs a variety of effective teaching methods.
- Provides timely and constructive feedback to students.
- Meets with advisees and documents their academic progress at least once per term.
- Demonstrates accurate and current understanding of academic policies and procedures and communicates this effectively to student advisees.
- Maintains current knowledge of significant issues and trends relevant to professional practice in the program or department in which they are teaching.
- Responds in a timely manner to student inquiries by email or by phone.
- Provides accurate, detailed, and timely feedback regarding academic performance to student advisees.
- Assists advisees in selection of appropriate courses and other educational experiences.
- Is available for student consultation as necessary outside of office hours.
- Demonstrates through conduct with students the values, expectations, and standards of a professional in the program or department in which they are teaching.
- Refers students appropriately to institutional and community support services.

B. SERVICE TO ADLER UNIVERSITY, THE COMMUNITY AND THE PROFESSION

a. Exceptional Level of Performance:

i. Service to the School:

- Chairs a school-wide committee or leads a significant school initiative.
 - Receives an award for service.
 - Develops or implements a new Certificate, Concentration, Track, or Program.
 - As coordinator of a Certificate, Concentration, Track, or Program, implements a plan to increase enrollment.
 - Initiates faculty mentoring or development activities.
 - Builds collaborative professional alliances with colleagues at other institutions.
 - Takes an active role in institutional advancement, recruitment, or retention.
 - Participates in grant seeking activity.
 - Takes initiative and plays an active role in admission activities to support and enhance student recruitment and enrollment.
 - Takes initiative and plays an active role in developing and maintaining relationships between Adler University and Adler University alumni.
 - Consistently attends and participates in school-wide retreats or events hosted by the Centers and Institutes for Social Change.
- ii. Service to the Profession:**
- Takes a leadership role in professional organizations or associations, including election to professional office.
 - Serves as an invited participant in a professional activity.
 - Receives recognition or an award by a professional organization for contributions made.
 - Demonstrates a record of professional advocacy.
 - Achieves diplomate status or advanced credentials (a description of the criteria for earning the credential should be provided)
 - Currently engages in work with underserved populations
 - Has engaged in supervision of trainees
- iii. Service to the Community:**
- Assumes a significant, documented role in a community organization or initiative.
 - Maintains a record of community involvement and commitment to community service.



- Maintains a record of significant advocacy for a community issue.
- Collaborates with community members on an identified issue.
- Provides public education on mental health-related issues for agencies or members of the community.

b. Expected Level of Performance:

i. Service to the School:

- Participates effectively in at least one major faculty governance and one Departmental committee per academic year.
- Fully engages in the student admissions process.
- Attends and participates in faculty meetings and professional development activities.
- Participates actively in Adler University events.
- Supports and encourages colleagues.
- Attends many events hosted by the Institutes and Centers.

ii. Service to the Profession:

- Maintains active membership in professional organizations.
- Attends professional activities.

iii. Service to the Community:

- Engages with a community organization, including volunteer activity.

C. SCHOLARSHIP

1. Definition:

Faculty members may demonstrate excellence in scholarship through a variety of endeavors.

Scholarship refers to activities that make an original and significant contribution to the faculty

member's profession. Scholarship includes both traditional research and creation of knowledge



generated by the scholar, which is documented and disseminated to professional communities, the general population, legislators, specific communities, or other stakeholders/interested parties.

Dissemination may occur through traditional publication or professional presentations, or may take place through other media, such as journalistic or broadcast outlets, the internet, community presentations, and other forums where knowledge is disseminated.

Traditional research includes, but is not limited to editing, reviewing, and publishing peer reviewed manuscripts, writing or editing books, presenting at conferences, supervising student research, etc.

Scholarship of Integration is defined as interpreting and synthesizing knowledge across fields by emphasizing critical analysis and interpretation of that knowledge, generating new connections and insights, and broadening contexts (Boyer, 1990). This may include theory development, critique of existing theory or research, or unique synthesis of research or theory using multiple sources.

Scholarship of Application is defined as the bringing together of theory and practice or the extension of knowledge to important individual and institutional problems (Boyer, 1990). Examples include the development of theory driven therapeutic techniques, application of theory to organizational structure or leadership activities, or implementation of research knowledge into public policy.

Community-Based Research "...Involves community members in identifying specific community-based problems and environmental conditions to study. Data gathering, analysis, and policy formulation is collaborative. Researchers work with community members to utilize the findings in ways that directly benefit the local community...directed toward democratizing the control of knowledge, the production of knowledge and that this knowledge is aimed at producing positive social change." (Duke & Moss, 2009, p. 32-3).

Scholarship of Teaching and Learning (SoTL) "...is a systemic study of teaching and learning that is documented in a public forum and is available for peer review. The goals of SoTL are to enhance student learning and to improve instructional practices in higher education. The scholarship of teaching and learning is distinguishable from scholarly

teaching. Scholarly teaching requires knowledge of content and appropriate pedagogy to teach a particular content.” Examples of SoTL include teaching portfolios, publications in journals about teaching and learning in higher education, teaching commentaries in other publications, or facilitation of a presentation or workshop on pedagogy. (North Carolina State University, 2014).

2. Examples:

These examples are not meant to be exhaustive nor definitive as to the scholarship domain they represent. Some may also involve elements of service to the school or profession. It is up to the faculty member to make a case for the area of exceptional performance being demonstrated. More activities, and/or those of a higher quality and level of influence, will provide stronger evidence of excellence in scholarship (i.e., an exceptional level of scholarship).

a. Exceptional Level of Performance:

Demonstrates an ongoing and progressive record of scholarship in the following domains:

i. Traditional Scholarship:

- Serves as chair or committee member on student dissertations or theses, above contractual obligation.
- Presents at professional conferences.
- Authors articles that are published in peer-reviewed journals. Note: if an applicant has ten (10) or more published articles, they may choose a selection of articles to provide in the portfolio. If an applicant has fewer than 10 published articles, they should include a copy of all of them in the portfolio.
- Authors published books or book chapters.
- Edits books.
- Writes reviews of books.
- Publishes reviews of books or assessment instruments.

- Participates in research or assessment activities (initiating faculty's own research projects, assisting with those of colleagues, or mentoring those of students) that advance the mission of the Adler University.

- Organizes and selects peer-reviewed or juried conference presentations or poster fairs.

- Engages in peer-review or other editorial tasks for refereed journals.

ii. Scholarship of Integration:

- Creates/develops a research-supported program or concentration
- Creates/develops a curriculum for a research-supported program or concentration
- Create new/innovative courses
- Creates and presents original CE programming
- Consults to associations, agencies, communities, or colleagues as an expert
- Creates and disseminates public education or advocacy talks or written materials that integrate material across disciplines, e.g. psychology, sociology, medicine, public health, the law
- Serves as an expert commentator on events for the media.
- Provides policy analysis for governing or administrative bodies

iii. Scholarship of Application:

- Collaborates with internal stakeholders (i.e., the Institutes and Centers) to develop programs or learning activities (e.g., Englewood violence program; Social Exclusion Simulation)
- Assists professional associations in collecting, analyzing, or disseminating data about certification, professional competence, etc.
- Creates, revises, or evaluates guidelines or competencies for associations or certification boards.

iv. Community-Based Research:

- Is involved in a program of engaged scholarship related to community partnerships
 - Collaborates with community partners to develop or evaluate programs
 - Collaborates with community partners to gather/analyze/data, and write/disseminate results.
- v. Scholarship of Teaching and Learning:**
- Conducts research concerning best instructional practice
 - Demonstrates a record of scholarly work in best instructional practice
 - Engages in assessment activities that advance the quality of education of an Adler degree or certificate program (including assessment of learning outcomes, as in constructing SLOAP instruments/items based on externally validated criteria).
 - Develops an innovative teaching method or medium (e.g., software, visual materials, museum exhibits).
- b. Expected Level of Performance:**
- Keeps informed of relevant scholarly developments.
 - Applies theory and research related to effective teaching into instruction and training.
 - Engages in cooperative work with students in areas of relevant scholarship and professional activities.
 - Engages in scholarship that enriches Adler University partnerships.

*** Additional Considerations about Grant-Writing:**

Although there is less said in the university world about tying grant-writing to rank and promotion guidelines, faculty members applying for advancement typically must be the principal investigator (P.I.) on the grant in order for the grant to be considered in the application. Therefore, the Committee supports the idea that grant funding for research or student support can include the use of such activity as evidence of scholarship for rank and promotion - especially if the grant is peer reviewed. The Committee decided that giving examples of grantwriting as scholarship would be difficult due to the wide

variation in these grants across disciplines; however the Committee wants to include the possibility of using such activity as evidence of excellence in scholarship.

Grant Funding and Scholarship:

Success in grant competitions that involve peer review is (as is the case with publications) taken as a reliable sign of quality work. With faculty research that is funded by multiple sources, it is important for a faculty member to indicate when a grant award is based on the peer review grant process. (Note that funding is not in itself an indicator of academic merit).

The availability of and reliance on external funding varies considerably across fields and it is important that faculty reviewers be told the situation and expectations of the candidate's discipline. This should include listing all grant and contract support (dollar amount) along with funding agency, dates, and the name of the principal investigator.

References

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