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Promotion Criteria for Non-Tenure Track Ranks

**College of Education
Northern Arizona University
Approved August 20, 2008**

The College of Education at Northern Arizona University's mission is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools. We believe that this is accomplished, in part, through excellence in teaching and other professional activities that support student learning.

We value faculty members' role in helping our candidates to recognize the dignity and inherent worth of all individuals and that education plays a central role in a democratic society. Further, we must model and teach the importance of ethical decision making, innovation through evidence-based decision-making, active advocacy for all learners, and continuing personal and professional development.

We expect our candidates to have strong content background, professional competence, and dispositions to be confident, open-minded, ethical and empathic. These are qualities that we also recognize, value, and reward in our faculty. We value high expectations, active respect and tenacious support for one another and for our candidates.

Along with Northern Arizona University, the College of Education values excellence in education, student success, educational access, diversity, integrity, and civility. Each of these values supports a structure within which we can view our teaching practice.

These guiding principles parallel and explicate the "Development and Adaptations of the Seven Principles of Good Practice in Undergraduate Education," proposed by Chickering and Gamson (1999). In short, these principles are that "good practice..."

- Encourages student-faculty contact
- Encourages cooperation among students
- Encourages active learning
- Gives prompt feedback
- Emphasizes time on task
- Communicates high expectations
- Respects diverse talents and ways of learning

Under the existing guidelines for annual review (NAU COE, 2007), which are intended to align with a faculty member's plan for promotion, the college has identified the following as areas for consideration in evaluating teaching performance:

- Instructional delivery: "human interactive skills and characteristics which 1) make for clear communication of information, concepts, and attitudes, and 2) promote or facilitate learning by creating appropriate affective learning environments" (p.12-13).
- Instructional design: "technical skills in 1) designing, sequencing, and presenting experiences which induce student learning, and 2) designing, developing, and

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- implementing tools and procedures for assessing student learning outcomes” (p. 14).
- Content expertise: “that body of skills, competencies, and knowledge in a specific subject area in which the faculty member has received advance education, training, and/or experience” (p. 11).
 - Course management: “skills in operating and managing a course including, but not limited to, timely grading of examinations, timely completion of drop/add and incomplete grade forms, maintaining published office hours, arranging for and coordinating guest lecturers, and generally making arrangements for facilities and resources required in the teaching of a course” (p. 14). In addition, course management includes timely provision of scores for signature artifacts and documents associated with assessment of student learning for program review or accreditation purposes.
 - Other student-related activities: advising, mentoring or other activities articulated in departmental review guidelines.

To further guide our consideration of excellence in teaching, we recognize the National Board of Professional Teaching Standards’ (NBPTS) core propositions. Further, we have identified key aspects of the NBPTS Core Propositions that articulate with the specific goals set forth in the Northern Arizona University mission and values, the College of Education’s Conceptual Framework and the Procedures and Criteria for Performance Review, and the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders. The adapted propositions, aligned with the context of teaching in this college follow:

Proposition 1: Teachers are Committed to Students and Learning

- Effective teachers believe all students can learn and are dedicated to making knowledge accessible to all students.
- Effective teachers respect individual and cultural differences and design their instruction accordingly.

Proposition 2: Teachers Demonstrate Content Expertise

- Effective teachers stay current in the content they teach and explore new areas. They have a deep understanding of the history, structure and real-world applications of their content.
- Effective teachers identify and address the preconceptions and gaps in skills and knowledge students may bring to the subject.
- Effective teachers critically examine their content expertise on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

Proposition 3: Teachers Demonstrate Pedagogical (Andragogical) Expertise

- Effective teachers critically engage students in a safe and mutually respectful learning environment.
- Effective teachers use multiple methods of instruction and assessment to contribute to student growth and understanding.
- Effective teachers critically examine their teaching practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

Proposition 4: Teachers are Members of Learning Communities.

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- Effective teachers collaborate with others to improve student learning.
- Effective teachers understand and support the needs of students through formal and informal advising and other student-related activities.
- Effective teachers participate in college and university-wide activities and service activities that contribute to the strengthening of our academic and social programs.

(As defined by the COFS document, clinical faculty members are primarily responsible for teaching and/or managing students in the practice components of their degree programs, and as such should also be evaluated by the following proposition.)

Proposition 5: Clinical faculty members are practicum program leaders.

- Effective clinical faculty members establish and maintain relationships with cooperating organizations to maximize the practicum experience.
- Effective clinical faculty members align the practicum experience with the program standards, and the mission of the College of Education.
- Effective clinical faculty members promote success by advocating, nurturing, and sustaining a practicum experience conducive to learning and professional development.

Candidates for promotion in non-tenure ranks, including lecturer, senior lecturer, clinical assistant professor, and clinical associate professor, will be expected to demonstrate effectiveness in teaching, advising, student related activities, service, and professional development. Each of these areas is represented within the propositions identified above. The candidate will be expected to provide artifacts that evidence substantial and continued effectiveness in these areas, along with a narrative that summarizes the relationship of these artifacts to the propositions. Additionally, the candidate must have at least six years of experience teaching at the post-secondary level, or an equivalent combination of college-level teaching and other related experiences. These criteria are explicated further in the remainder of this document.

The following table provides *possible* artifacts, or other forms of evidence, to substantiate the candidate's "record of substantial and continued effectiveness" (COFS, 2007) in teaching, advising, students related activities, service, and professional development, as they align with the propositions defining excellence in teaching. These suggestions are not meant to be exclusive nor comprehensive. They are designed to be guides for the candidate and the review committee. However, the candidate may provide other evidence and suggest its relevance to the promotion criteria through the narrative. The artifacts identified under one proposition may be used to demonstrate effectiveness in any area, with appropriate supporting justifications.

<p>Proposition 1: Teachers are Committed to Students and Learning</p>	<p>Below are possible means for demonstrating these identified skills. This list is not meant to be exclusive nor binding, but may serve as a reference for candidates and reviewers.</p>
<ul style="list-style-type: none"> • Effective teachers believe all students can learn and are dedicated to making knowledge 	<ul style="list-style-type: none"> • Course syllabi • Evidence of student growth in other areas of professional competence facilitated by the

<p>accessible to all students.</p>	<p>teacher (e.g. undergraduate research, conference submissions, student teaching experiences, etc.)</p>
<ul style="list-style-type: none"> • Effective teachers respect individual and cultural differences and design their instruction accordingly. 	<ul style="list-style-type: none"> • Participation in relevant professional development activities • Evidence of application of professional development activities in course design, course policies, course structure and assessment, and/or course content • Sample of student feedback and/or evaluations • Examples of candidate's use of student feedback to improve instruction and course design • Action research • Sample assignments with feedback to students • Sample of class notes
<p>Proposition 2: Teachers Demonstrate Content Expertise</p>	
<ul style="list-style-type: none"> • Effective teachers stay current in the content they teach and explore new areas. They have a deep understanding of the history, structure and real-world applications of their content. 	<ul style="list-style-type: none"> • Course syllabi • Evidence of teaching strategies and course content addressing problem-solving skills, ethical decision making, evidence-based decisions, and/or critical thinking
<ul style="list-style-type: none"> • Effective teachers identify and address the preconceptions and gaps in skills and knowledge students may bring to the subject. 	<ul style="list-style-type: none"> • Conference presentations related to content of instruction • Development of course content in field and in related fields
<ul style="list-style-type: none"> • Effective teachers critically examine their content expertise on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice. 	<ul style="list-style-type: none"> • Developing and delivering trainings or workshops related to content of instruction • Publications related to content of instruction • Evidence of connections between instructional content and course innovations and enhancements • Sample of class notes • Sample activities • Sample assignments with teacher feedback • Peer collaboration/coaching and documentation of outcomes
<p>Proposition 3: Teachers Demonstrate Pedagogical (Andragogical) Expertise</p>	
<ul style="list-style-type: none"> • Effective teachers critically engage students in a safe and mutually respectful learning environment. 	<ul style="list-style-type: none"> • Course syllabi • Sample of student feedback (e.g. emails, letters, student evaluations, etc.)
<ul style="list-style-type: none"> • Effective teachers use multiple 	<ul style="list-style-type: none"> • Samples of course assignment instructions and grading rubrics

<p>methods of instruction and assessment to contribute to student growth and understanding.</p>	<ul style="list-style-type: none"> • Evidence of community-building activities in and out of the classroom • Evidence of the incorporation of active learning strategies
<ul style="list-style-type: none"> • Effective teachers critically examine their teaching practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice. 	<ul style="list-style-type: none"> • Evidence of application of current literature in effective teaching strategies • Participation in professional development activities focused on effective teaching strategies
	<ul style="list-style-type: none"> • Evidence of application of effective teaching and learning strategies • Evidence of well-designed web courses, video conferencing courses, hybrid courses, or other non-traditional formats • Evidence of teaching strategies and course content addressing problem-solving skills, ethical decision making, evidence-based decisions, and/or critical thinking • Evidence of student learning and understanding in course content (e.g. completed assignments, assessment, projects, or other artifacts, with instructor feedback) • Evidence of student growth, facilitated through instruction and/or course content, in dispositions of confidence, open-mindedness, ethics, and empathy
<p>Proposition 4: Teachers are Members of Learning Communities.</p>	
<ul style="list-style-type: none"> • Effective teachers collaborate with others to improve student learning. 	<ul style="list-style-type: none"> • Evidence of peer collaboration and feedback • Documentation of guest lectures, presentations, or other related activities
<ul style="list-style-type: none"> • Effective teachers understand and support the needs of students through formal and informal advising and other student-related activities. 	<ul style="list-style-type: none"> • Documentation of including peers, experts, or other guest presenters in course delivery • Documentation and observations related to student-teaching supervision
<ul style="list-style-type: none"> • Effective teachers participate in college and university-wide activities and service activities that contribute to the strengthening of our academic and social programs. 	<ul style="list-style-type: none"> • Documentation and observations regarding formal and informal advising • Participation in focus groups, work sessions, or committees related to student activities and learning • Advising of student organizations • Evidence of participation in school-based activities • Participation in community groups, community-

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	based activities, or other events that promote awareness, collaboration, partnerships, or other projects reflective of the college mission and goals
Proposition 5: Clinical faculty members are practicum program leaders.	
<ul style="list-style-type: none"> • Effective clinical faculty members establish and maintain relationships with cooperating organizations to maximize the practicum experience. • Effective clinical faculty members align the practicum experience with the program standards, and the mission of the College of Education. • Effective clinical faculty members promote success by advocating, nurturing, and sustaining a practicum experience conducive to learning and professional development. 	<ul style="list-style-type: none"> • Documentation of program planning, practicum scheduling, and syllabi • Evidence of successful collaboration with cooperating organizations for practicum experience • Evidence of evaluation of practicum experience by cooperating organizations and students

Suggested **equivalents for teaching experience** include significant experience (more than 10 years) in full-time K-12 teaching or administrative roles and significant teaching experience at other higher education institutions (in excess of 60 credits). In each case, teaching equivalents will be designated in writing upon appointment to a position. Such equivalents must be agreed upon by the Chair, Dean, and Provost (or designee). Generally, no more than three years of teaching equivalents will be allowed.

Appendix A
Conditions of Faculty Service
Non-Tenure Faculty and Non-Tenure Promotion Review

The following is excerpted from the Conditions of Faculty Service document (COFS, 2007), and addresses classifications and ranks for non-tenure eligible faculty and promotion review. The College of Education will establish promotion criteria for the classifications of Lecturer to Senior Lecturer, Senior Lecturer to Principal Lecturer, Clinical Assistant Professor to Clinical Associate Professor, and Clinical Associate Professor to Clinical professor.

For more detailed information on Non-Tenure Eligible Faculty in the Conditions of Faculty Service, see:
http://www2.nau.edu/~provo-p/doc/conditions2.htm#_Toc175360686

Sections:

- 1.2.2 Non-Tenure Eligible Positions
- 1.4.6.2 Non-tenure Eligible Faculty
 - 1.4.6.2.1 Annual Review
 - 1.4.6.2.2 Renewal Review for Non-tenure Eligible Faculty
 - 1.4.6.2.3 Promotion Review

Lecturer	Clinical Professor
Lecturers are primarily responsible for teaching undergraduate, graduate, or clinical courses.	Clinical faculty members are primarily responsible for teaching and/or managing students in the practice components of their degree programs.
Lecturer ranks require an earned master's degree in the appropriate discipline.	Clinical faculty are faculty members who have established themselves by professional experience and expertise over a sustained period of time to be qualified to teach or manage practicum, internship, or practice components of degree programs.
a. <u>Lecturer</u> : To be eligible for the rank of lecturer, the faculty member must demonstrate effectiveness in teaching, advising, and student-related responsibilities or, in the case of a new appointment, show promise of effectiveness if the candidate has no prior teaching experience.	a. <u>Assistant Clinical Professor</u> : To be eligible for the rank of assistant clinical professor, the faculty member must have at least the following: <ol style="list-style-type: none"> 1. An earned master's degree in the appropriate discipline and/or certification or licensing in his/her field of competence (where appropriate). 2. A record of effectiveness in teaching and other student-related responsibilities or the promise of such effectiveness if the

	candidate has no prior teaching experience and/or, where appropriate, demonstrated clinical competence in the relevant discipline.
<p>b. <u>Senior Lecturer</u>: To be eligible for the rank of senior lecturer, the faculty member must have at least the following:</p> <ol style="list-style-type: none"> 1. A record of substantial and continued effectiveness in teaching, advising, and other student-related responsibilities. 2. A record of service and professional development related to the teaching role. 3. The equivalent of six years (12 semesters) of college-level teaching or other relevant professional experience. 	<p>b. <u>Associate Clinical Professor</u>: To be eligible for the rank of associate clinical professor, the faculty member must have at least the following:</p> <ol style="list-style-type: none"> 1. An earned doctorate in the appropriate discipline or other terminal degree and/or certification or licensing in his/her field of competence (where appropriate). 2. A record of performance in the job-related responsibilities that shows substantial effectiveness in the role assigned. 3. The equivalent of six years (12 semesters) of college-level teaching or other relevant professional experience.
<p>c. <u>Principal Lecturer</u>: To be eligible for the rank of principal lecturer, the faculty member must have at least the following:</p> <ol style="list-style-type: none"> 1. A record of sustained excellence at the senior lecturer rank in teaching, advising, and other student-related responsibilities. 2. A record of sustained excellence in service and professional development related to the teaching role. 3. The equivalent of six years (12 semesters) of college-level teaching at the rank of senior lecturer or other relevant professional experience. 	<p>c. <u>Clinical Professor</u>: To be eligible for the rank of clinical professor the faculty member must have at least the following:</p> <ol style="list-style-type: none"> a. An earned doctorate in the appropriate discipline or other terminal degree and/or certification or licensing in his/her field of competence (where appropriate). b. A demonstrated record of sustained excellence at the associate clinical professor rank in responsibilities related to the role assignment. c. The equivalent of six years (12 semesters) of college-level teaching at the rank of associate clinical professor or other relevant professional experience.

1.4.6.2.3 Promotion Review

Advancement in non-tenure eligible faculty rank at NAU shall be determined by evaluation and recommendation using written ABOR, NAU and academic unit criteria for the appropriate

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faculty classification. These criteria must be approved in writing by the Dean and Provost before implementation.

In making promotion decisions, the entire record of the faculty member, including accomplishments at other institutions and other professional activity, shall be considered.

Procedure for Review and Evaluation for Promotion

The procedure for review and evaluation of non-tenure eligible faculty for promotion shall be:

A. During the fall semester (in accordance with the Personnel Action Calendar), applications for promotion must be filed in the office of the Chair.

B. A review and evaluation of the faculty member shall take place by each of the following committees/administrators.

1. Department Faculty Status Committee (FSC) (in non-departmentalized colleges this may be the college Promotion and Tenure Committee);
2. Chair (no review at this level in non-departmentalized colleges);
3. College Promotion and Tenure Review Committee;
4. Dean of the college;
5. Provost, who makes a recommendation to the President;
6. President.

C. At each review level, the Professional Review File shall be evaluated in accordance with approved ABOR, NAU, and unit criteria for the appropriate non-tenure eligible classification. In addition, any material such as letters of recommendation to which the faculty member has agreed to waive access shall be made available. At each level of review, the committee/administrator shall make written recommendations to the next level, providing a copy of such recommendations to the faculty member. Upon receipt of each recommendation made, the faculty member shall have the following options:

1. Within seven (7) days of receipt of the written recommendation, submit to the next level of review a written intent to respond, copied to the recommending committee/person. The final written response shall be completed within twelve (12) days of receipt of the initial written recommendation, and shall become a part of the Professional Review File to be reviewed by subsequent reviewing levels.
2. Withdraw his/her name from consideration for promotion.

3. Make no response.

D. At each level of review, the committee/administrator shall assess the process followed to date to ensure that it is in accordance with these Conditions of Faculty Service. Upon finding, in the opinion of the reviewing committee/administrator, that the procedure has been followed satisfactorily, the committee/administrator may then proceed with the review and evaluation. If at any level a reviewing committee/administrator believes that appropriate procedure has not been followed, the committee/administrator shall return materials to the previous reviewing level with written instructions for a re-review.

E. For each faculty member, at each level of review the recommending committee/administrator must make available to the next level all materials in the faculty member's Professional Review File, as well as the confidential file containing letters of recommendation to which the faculty member has waived access. Because a Professional Review File may contain a large volume of material, the recommending committee/ administrator may forward a subset of materials to the next level. This subset must be approved by the faculty member. The remaining contents of the file are available upon request. At a minimum, the faculty member's current curriculum vitae, all annual faculty performance reports, and all annual faculty evaluation results shall be forwarded, as well as any materials the faculty member designates.

F. The recommendation made at each level of review shall specifically state either "Recommended for Promotion" or "Not Recommended for Promotion."

Appeal Process

A faculty member must await the President's decision before initiating a formal appeal of a promotion decision. Within fourteen (14) days of receipt by the faculty member of the President's decision, the faculty member may submit a written appeal to the President stating specific reasons for the appeal and providing any supplemental material relevant to the appeal.

Upon receipt of the faculty member's written appeal, the President shall follow these guidelines:

1. Review all materials submitted for the initial decision and materials submitted with the appeal;
2. Meet with the faculty member upon request to clarify all reasons for the appeal.
3. Issue a final decision

Note: If the appeals process fails to reverse the decision against promotion, the faculty member has no further recourse, except as provided for in ABOR Policy 6-201.M.1, that is, except in cases involving alleged discriminatory or unconstitutional action, or violations of due process or academic freedom.

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References

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