



The University of Akron  
Buchtel College of Arts and Sciences

Date: March 7, 2024

TO: Provost Wiencek

FROM: Dean McKinney

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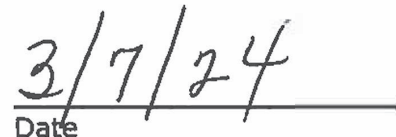
SUBJECT: Unit RTP/NTT Evaluation Guidelines

The attached guidelines were approved by the faculty in the School of Education on January 26, 2024

I approve these guidelines and criteria.

If you concur, we ask that you also approve the guidelines and criteria.

  
\_\_\_\_\_  
Director

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Dean Buchtel College of Arts & Sciences

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Exec VP & Chief Admin Officer

  
\_\_\_\_\_  
Date



**Buchtel College of Arts and Sciences**

**LeBron James Family Foundation School of Education**

**Reappointment and Promotion Guidelines for Non-Tenure Track (NTT)**

**Bargaining Unit Faculty**

**Approved by LeBron James Family Foundation School of Education Faculty**

**on January 26, 2024**

# **Criteria for Reappointment and Promotion of Non-Tenure Track (NTT) Bargaining Unit Members in the LeBron James Family Foundation School of Education, Buchtel College of Arts and Sciences**

## **Introduction**

The UA-Akron AAUP Collective Bargaining Agreement (CBA) contains processes, timelines and procedures for the Retention and Promotion (RP) of Bargaining Unit members and should be referred to for such matters. This document serves to enumerate the minimum criteria for tenure/promotion relevant to the discipline(s) represented in the academic unit listed above. These criteria may include quantitative and/or qualitative measures and meeting these minimum criteria does not guarantee a positive recommendation. Nothing contained in this document can conflict with the CBA or University rules.

The criteria to be employed by the LeBron James Family Foundation School of Education (here after, LJFF SOE) committee in making RP decisions and recommendations are organized into three Major Areas of Responsibility, conforming to the traditional academic areas of expected achievement: Teaching, Research, and Service. Each of these three Major Areas (i.e., Teaching, Research, Service) is further subdivided into Categories of Activity. Although the candidate may request that a particular category not be considered, the NTT Evaluation Committee may decide, based on Article 13 of the CBA, that one or more of the categories is/are not germane to its consideration of the candidate. Each faculty member may manifest a unique pattern of accomplishments across the presented range of activities. Reappointment and promotion decisions for NTT faculty are made pursuant to Article 29 of the CBA.

### **I. Categories of Activities for Major Area: Teaching**

- i. **Classroom Performance:** The focus for classroom performance rests upon the quality of teaching as exemplified by the faculty member's thorough knowledge of the subject area and his/her ability to organize and present content effectively in the classroom, lab, or other instructional venues. Course content is organized into logical sequences for student understanding. The instructor communicates effectively, uses motivational strategies, interacts with students in a professional manner, and respects their status as learners by responding and providing feedback. The instructor employs a variety of instructional methods and strategies, including the creative and current use of technology; the instructor devises activities to convey, reinforce, and evaluate learning, to promote thinking and creativity in students, and to promote the professional disposition necessary for effective teaching. Goals and objectives of the learning experience are to be clearly stated and are designed to promote critical and creative thinking on the part of the learner. Teaching should also show responsiveness to the diversity of our students and their differing prior knowledge and needs.
- ii. **Classroom Instructional Materials:** The focus is on written and/or other materials that

may be developed and used by the faculty member to supplement and support classroom instruction. Such material may include syllabi, course outlines, current lesson plans, and other materials made available to students. They also include student readings, digital media and the use of emerging educational technologies.

- iii. **Teaching Service:** The focus is on (a) general support of the teaching mission of the college and the school through program development and maintenance, (b) working with individual students outside the classroom to further their growth and development, (c) mentoring other faculty in their teaching, (d) providing service to colleagues in their teaching, and (e) professional collaborations with faculty within the School of Education, other Colleges/Schools, and outside the University.

The LJFF SOE services a large number of students in the various program areas. Therefore, advising is an integral part of our program responsibility and demands a large portion of professional time. Providing responsive and appropriate student advising must be of equal concern to all faculty members who advise students. Therefore, we do not differentiate between ranks as to the type of service that must be provided to support our students as we help them make appropriate professional career choices, problem solve, and analyze issues involving their program. However, because of the advising load carried by some members of the school, this function will be weighted (i.e., will be given considerable importance) in decisions regarding NTT Evaluation (e.g., in place of course load, in place of a publication, etc.) Documents for teaching service may be collected from (but are not limited to) the following activities:

- Assisting students in the transition from school to professional life through formal and informal career counseling, job seeking assistance, and providing letters of recommendation and referral.
- Serving as a faculty advisor for a student chapter of a professional organization.
- Serving as a faculty mentor for a student, student club, or other non-professional activity which may have both academic and social components.
- Providing extracurricular seminars or workshops to students (e.g., on ways of improving student habits, writing and speaking skills, preparing for job interviews, preparing to take Content or Pedagogical Knowledge Assessment; Being available to consult with students on campus and/or virtually).

- iv. **Guiding Student Research and Scholarship:** Focus is on the instructor as a guide, mentor, and supporter of students in research and scholarship. The instructor directs or serves on dissertation committees and/or supervises master's theses and projects and scholarly papers. Encourages students to pursue their own research interests, providing direction and guidance. Promotes high standards of scholarship and professionalism through examples and expectations. Engages in cooperative research projects with students and co-publishes results in appropriate journals or state or local publications. Promotes student independent or cooperative presentations. Advisement plays an important role here.

## II. Categories of Activities for Major Area: Research

- i. **Publication and Other Creative Work:** Focus is on faculty members' activity in scholarly endeavors that may include books, chapters in books, monographs, journal articles, book reviews, and articles in publications and published abstracts. Such writing is expected to be of high quality as judged by peers. The faculty member should be expected to produce articles and abstracts that appear in peer reviewed journals. In addition, other writings (such as book reviews and critiques) may be included. No distinction will be made for authored vs. co-authored publications. Publication of work deriving from the scholarship of teaching and learning shall be included (see The Scholarship of Teaching).
- ii. **Peer Reviewed Presentations at Professional Meetings:** Focus is on the number and quality of presentations and creative works at national, regional, or state conventions or conferences made by the faculty member. It also includes participation at such meetings as panel moderator or member. No distinction will be made for authored vs. co-authored publications.
- iii. **Research and Grant Activities:** Focus is on the quality of research projects and the application for or receipt of grants, which contribute to the discipline or the School goals. Grants may be received for a variety of purposes. No distinction will be made for authored vs. co-authored publications.
- iv. **Editorial Activities:** Focus is on the faculty member's activity in editing professional publications or as a member of an editorial board or an invited reviewer of Federal grant proposals. No distinction will be made for authored vs. co-authored publications.
- v. **The Scholarship of Teaching and Learning:** To better serve our students, colleagues, and community the focus is on the instructor who must engage in the study, discussion, and production of relevant research and good practice literature designed to promote scholarly teaching and to improve the quality of instruction to our students. Activities to accomplish this systematic examination of aspects of teaching and learning may include venues for discussion of issues of teaching and learning (e.g., brown bag lunches, faculty mentoring, projects, graduate teaching, and assistant training programs.)

The Scholarship of Teaching is grounded in the work of Boyer (1990) and the Carnegie Academy. The four areas identified by Boyer are:

- Pedagogy of Discovery - which would include but not be limited to textbooks that employ new methodologies in teaching (curriculum development of new courses, cross-discipline teaching, incorporation of new knowledge).,
- Integration - which includes multi- or interdisciplinary research or research that integrates across teaching and learning such as the development of a measure of student learning or interactive software, etc.
- Discovery - which includes traditional forms of research that lead to the discovery of new ideas/perspectives, etc., such as qualitative or quantitative research or practitioner (field-based) research that gets published in journals.

- Application - including non-academic application of pedagogical knowledge, such as disseminating information to community agencies through presentations or ongoing relationships, collaborative grants, etc.

### III. Categories of Activities for Major Area: SERVICE

- i. **Faculty Member Responsibilities:** Focus is on the basic responsibilities of each member as part of the LJFF SOE faculty and in support of the mission of the college and the School. The faculty member is expected to attend and contribute to LJFF SOE and college meetings, to share in the formation of the School and college policies and to serve on standing, as well as ad hoc, committees. The faculty member is available to meet with advisees and provides advice and guidance. The faculty member is knowledgeable about the LJFF SOE programs and requirements as well as college and university deadlines for applications and other paperwork. Such activities as mentoring non-tenured faculty or assisting part-time faculty are highly valued.
- ii. **Professional Associations and Offices:** Focus is on the faculty member's involvement in professional organizations/ associations at national, state, or local levels. The faculty members are actively involved in their professional organizations.
- iii. **University, College, and LJFF SOE Service:** Focus is on the faculty member's service within the academic community. Such service demonstrates the individual's commitment to the welfare of the university, college, or school. Contributions to the vitality of the academic community through committee service and participation in faculty governance are expected of all regular faculty, including clinical faculty [if service is specified in the letter of appointment]. The university is a special community, which has set itself apart from most other social institutions. The university depends on faculty exercising responsibility for the whole institution, not only their own particular interests. All faculty are expected to service the academic community as citizens and faculty and failure to participate can by itself be grounds for denying promotion and tenure. However, mere participation is not satisfactory grounds for advancement or tenure. Candidates who seek advancement based on service must demonstrate that they have applied their professional expertise to the work of the institution in a manner that can be assessed a value by peers as a means of advancing the discipline or field.

No documentation is required or expected for University service other than reporting such services a part of the curriculum vita when the service is at least satisfactory. Primary committee chair and the LJFF SOE director are best able to assess the degree of performance of University service. If it is deemed inadequate or unsatisfactory, this faculty should be noted and evaluated based on the documented record of performance and this should be included in the dossier when it is forwarded to the campus level for review. If inadequate or unsatisfactory service is likely to be a factor in a candidates' success, the candidate must be informed and be provided an opportunity to respond prior to a final recommendation at the primary and unit levels. While comments on outstanding or exemplary University service are welcome, they are not required or expected.

Service to the Institution may include:

- Faculty governance activities, including, for example, providing meaningful contributions toward meeting goals and objectives of

program, LJFF SOE, College, or University committees, task forces, or governance bodies as an appointed or elected member, servicing as a committee or task force chair, servicing as a program coordinator or assistant director, etc., and

- Program, school and college support activities, including, for example participating in student recruitment activities, providing workshops/seminars to faculty (e.g., technology workshops); and
- Other services as appropriate.

iv. **School and Community Service:** Focus is on the faculty member's active participation and/or contribution to off-campus projects. These may include the member's creating, directing, or participating in field-based school-university cooperative projects. It includes voluntary professional consultation to schools or community agencies. Initiative in creating projects of value to teachers, children, and others is important. Educational outreach in developing formal partnerships with schools and other organizations is important. Other examples of community service include:

- Providing services to the public through involvement in professional development schools, clinics, hospitals, laboratories, or centers, etc.
- Making research understandable and useable in specific professional and applied settings, including technology transfer activities.
- Government and agency-related activities, including, for example, participating in meetings or on panels, testifying before legislative committees, acting as an expert witness, etc.
- Engaging in activities that address public-interest problems, issues, and concerns, aimed at either general or specialized audiences.
- Involvement in communications directed toward popular and on-academic publications including newsletters, radio, television and magazines.

Any or all of the criteria under each category can be considered for appropriateness of rating the candidate's performance. Faculty teaching load, research load and advising should also be considered when reviewing materials.

The faculty member must demonstrate achievement in each of these three required areas: Teaching, Research, and Service. To facilitate the uniqueness of each faculty member's presentations, some categories may not be applicable to the faculty member's dossier. While breadth of activity should be weighed, quality of performance and level of productivity are the major factors to be considered by the faculty committee in making a recommendation. Although each faculty member is unique, each individual is expected to contribute to a collegial atmosphere within the University and community.

An assistant professor must hold an earned doctorate, or if appointed ABD, must receive the doctorate within one year of appointment. The committee recommending appointment of a candidate as Assistant Professor shall use the criteria in this document and judge the candidate to be potentially capable in the required Categories of Activity in the three Major Areas of Responsibility. Further, the committee shall judge the candidate potentially capable of developing the qualifications for maintaining and improving the qualities of professional activities which will be of institutional usefulness.

It is the prerogative of the dean to determine the rank of newly hired faculty who have previous experience and held academic rank at another accredited college or university: The rank of Associate Professor or Full Professor may be awarded to a newly hired faculty member, and in rare

cases this person may concurrently be recommended for tenure. The applicant's credentials should reflect accomplishments in Teaching, Research, and Service, and these must be evaluated in relation to the criteria for the expected rank in this document.

For research productivity, faculty members at The University of Akron, LJFF SOE, shall receive credit proportionate to their teaching loads, for research productivity. Since the total load of teaching, research, and service may not exceed 100%, the dossier of the candidate shall include a commentary documenting the candidate's proportions for teaching, research, and service.

Research at The University of Akron may be applied or theoretical; both types are equally valued. Interdisciplinary research is also valued by The University of Akron, especially when considering the scholarship of teaching and learning.

Local colloquia and interdisciplinary research within The University of Akron is to be considered as conceptually equal to outside publications but must show documentable impact on the teaching effectiveness of more than one faculty member.



## **Reappointment and Promotion Guidelines for Non-Tenure Track (NTT) Bargaining Unit Faculty**

### **1. Materials for RP file**

In addition to those already specified in CBA, the following materials shall be included in the NTT candidate's RP file:

- Executive summary of teaching and other duties specified in the appointment letter.

### **2. Annual Reappointment**

The NTT Evaluation committee, in decisions of reappointment, shall review the candidate's progress for meeting requirements for promotion to Associate Professor of Instruction or Associate Professor of Practice. This includes review of the previous year's achievements and committee recommendations from prior years.

### **3. Promotion to Associate Professor of Instruction or Professor of Practice**

An Associate Professor of Instruction or Associate Professor of Practice must demonstrate evidence of effective teaching. If the appointment letter specifies research and/or service, the candidate must demonstrate strengths in research and/or service.

#### **Clear and minimum specific criteria that a candidate must meet to be recommended for promotion to Associate Professor of Instruction**

##### **A. Teaching**

- a) Evidence that indicates that the candidate maintains a consistent highly competent level of teaching activities; receives consistently average-to-strong ratings from peer observer(s); receives consistently average-to-strong ratings from students; evaluative comments from peers and students support rating of consistent quality teaching based on the descriptive criteria. Faculty are expected to stay current with best practice and trends within their discipline and to incorporate this knowledge into their teaching.
- b) The instructor effectively employs a variety of reproduced materials to aid student learning; uses media and technology effectively as noted by syllabi, peer review and student comments.
- c) Program development activities related to general support of the School's teaching mission. Evidence for achievement in this area should include documentation of work on committees to support the mission of the School, participation in program area meetings to review and improve program delivery; effective participation in program decision-making processes about curriculum, instruction and assessment.
- d) The candidate must provide evidence of participation in professional development opportunities since appointment as Assistant Professor of Instruction or Associate Professor of Practice (workshops, conference sessions, trainings. etc.); the sharing of information with colleagues through discussion groups, handouts, School meeting presentations, brown bag lunches, etc.; and participation in meetings with faculty who teach in the same program area to develop a consistent focus for program area courses.

Evidence may also include electronic copies of the published work, letters of peer reviewed articles in press, books, book contracts, letters of acceptance for book or monograph, documentation of nominations or recognition received for research events, peer reviewed electronic publications, etc.

- e) The candidate must provide documentation of service on dissertations or master's papers supervised, or Honors papers and other student products. Convention or meeting programs listing cooperative presentations by students of supervised work. Awards received by advisees for research and scholarship. Published abstracts. Demonstration of evidence of advising.

Evidence presented to NTT Evaluation committee may include (but is not limited to) the following items:

1. Internal peer review (LJFF SOE or BCAS) based upon classroom observations.
2. Standard student course evaluations considering assignment.
3. Material from the candidate describing teaching activities (videos, student portfolios, syllabi, examples of student work).
4. Peer review of course syllabi and bibliography.
5. Course outlines and calendars, lesson plans, and units of study
6. Student handbooks, instructional packets, and original or reproduced articles and worksheets—including those stored electronically.
7. Creative use of instructional media and technology
8. Letters of support of committee work, documentation of work on program development, minutes, and reports, e-mail, and notes or letters from advisees and/or other students.
9. Letters of support or recommendations.
10. Documentation of nominations or recognition received for quality of instruction.
11. Documentation of evidence guiding student research and scholarship

## **B. Research/Scholarly Activity**

Non-tenure track faculty are not required to conduct research or scholarly activity unless otherwise indicated in their most recent letter of appointment. If a research requirement is specified in their most recent letter of appointment, that NTT faculty member is expected to provide evidence that they have satisfied that expectation.

If the LOA is insufficiently clear on how a candidate can demonstrate meeting an LOA expectation, that candidate and the NTT Evaluation Committee should refer to our unit RTP guidelines for evaluating research productivity to determine the degree to which any given scholarly activity satisfies an expectation in an NTTs most recent LOA.

## **C. Service**

Non-tenure track faculty are not required to provide service unless otherwise indicated in their most recent letter of appointment. If a service requirement is specified in their most recent letter of appointment, that NTT faculty member is expected to provide evidence that they have satisfied that expectation.

If the LOA is insufficiently clear on how a candidate can demonstrate meeting an LOA expectation, that candidate and the NTT Evaluation Committee should refer to our unit RTP guidelines for evaluating service to determine the degree to which any given scholarly activity satisfies an expectation in an NTTs most recent LOA.

#### **4. Promotion to Professor of Instruction or Professor of Practice**

A candidate for promotion to Professor of Instruction or Professor of Practice must provide evidence that while serving as Associate Professor of Instruction or Practice, there was high quality of and significant contribution to teaching. If the appointment letter specifies research and/or service, the candidate must demonstrate continued strengths in research and/or service.

#### **Clear and minimum specific criteria that a candidate must meet to be recommended for promotion to Professor of Instruction**

##### **A. Teaching**

- a) There must be evidence of continued growth and refinement from the Associate level. Evidence of continued growth may include but is not limited to: a consistent record of quality teaching based on strong student and peer evaluations; formal and informal evidence of reflection; inclusions of a variety of delivery systems designed to promote successful student performance; innovations in courses taught or revisions implemented with a statement of how these improved the educational program. At this level it is expected that faculty syllabi and classroom teaching will reflect a balanced approach of knowledge gained through extended professional development and the candidate's own research on teaching. Evidence should also include representative samples of students' work.
- b) There must be evidence of continued growth and refinement from the Associate level. Continued growth may be evidenced by but is not limited to: videos and/or other materials developed to assist teaching and promote learning, refinement and development of curricula, including the development of new courses or revision of existing courses and/or programs; etc.
- c) There must be evidence of continued growth and refinement from the Associate level. This evidence may consist of but is not limited to: documentation of leadership in program area meetings to develop a consistent focus for program area courses, support letters or documentation reflecting mentoring of colleagues in their teaching by providing guidance in the development of course syllabi, suggesting and sharing available resource materials; meeting with new or junior colleagues prior to the beginning of the semester to help them establish a course that is in keeping with the School's intent; samples of products developed through work with individual or groups of students, as well as e-mails, notes, etc. from students regarding services received.
- d) There must be evidence of continued growth and refinement from the Associate level. This evidence may consist of but is not limited to: participation in professional development opportunities since promotion to the rank of Associate Professor Instruction or Associate Professor of Practice (workshops, conference sessions, training, etc.). In addition, the candidate for promotion to the rank of Professor must show evidence of collaboration with colleagues across departments within the college, across the university and/or within the schools to develop and/or extend programming to better prepare our students to be successful teaching professionals. (At least 3 joint meetings to improve articulation and programs).
- e) There must be evidence of continued growth and refinement from the Associate level. This evidence may consist of but is not limited to service on dissertations or master's

papers supervised, or Honors papers and other student products. Convention or meeting programs listing cooperative presentations by students of supervised work. Awards received by advisees for research and scholarship. Published abstracts. Demonstration of evidence of advising.

Evidence presented to the NTT Evaluation committee may include (but is not limited to) the following items:

1. Internal peer review (LJFF SOE or BCAS) based upon classroom observations
2. Standard student course evaluations considering assignment.
3. Material from the candidate describing teaching activities (videos, student portfolios, syllabi, examples of student work).
4. Peer review of course syllabi and bibliography.
5. Course outlines and calendars, lesson plans and units of study.
6. Student handbooks, instructional packets, and original or reproduced articles and worksheets—including those stored electronically.
7. Creative use of instructional media and technology
8. Letters of support of committee work, documentation of work on program development, minutes, and reports, e-mail, and notes or letters from advisees and/or other students.
9. Letters of support or recommendations.
10. Documentation of nominations or recognition received for quality of instruction.
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#### **B. Research/Scholarly Activity**

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## References

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.