

II. Policies and Procedures on Faculty Evaluation, Tenure and Promotion

A. College Expectations, Department Standards, and Institute Criteria

1. In accord with Institute Policy, the basic consideration for merit, tenure, and promotion is the extent to which the Statement of Expectations is accomplished. The Statement of Expectations, which includes Department Standards, may be changed, but after the Third-Year Comprehensive Review only at the faculty member's initiative. The Third-Year Comprehensive Review is considered complete on the date of the letter from the provost on the candidate's progress towards tenure as indicated in policy E5.0.
2. In accord with Institute policy, a faculty member negotiates a Plan of Work yearly with the chair of the faculty member's home department. The Plan of Work is to further the faculty member's accomplishment of the Statement of Expectations and must be approved by the chair and dean.
3. Faculty assessment should be formative as well as evaluative, aiming at professional development and considering any moderating factors.
4. In accord with Institute policy, the criteria for merit, tenure, and promotion must include teaching, scholarship, and service. No faculty member should be expected to excel in all these areas in a single year.
 - a. A faculty member should maintain a high level of effectiveness in the classroom and strive to improve teaching competence through continuing scholarship and exploring new instructional methods and materials.
 - i. Effective teaching must be judged within a wide variety of teaching philosophies and techniques and across a broad and diverse selection of courses, many of which stress very different educational goals.
 - ii. Some qualities generally understood by faculty and students to be characteristic of effective teaching include knowledge of the subject matter, general knowledge and range of interests, interest and enthusiasm for the subject, the ability to stimulate a student's interest in the subject, the ability to provide clear and understandable explanations, an active and personal interest in the progress of the class and in individuals in the class, the quality of the teaching materials used (course outlines, texts, syllabi, reading lists, statement of objectives), what is demanded of the students and what they learned, initiation and development of educationally meaningful courses, a willingness to broaden one's knowledge through research and the teaching of new courses, creative innovations in teaching, and availability to students outside of class.
 - iii. Evaluation of a faculty member's teaching effectiveness shall include faculty self-evaluation and student evaluation and may include peer evaluation.
 - b. A faculty member should pursue sustained professional growth.

- i. That growth is evidenced by scholarly books, articles published in professional or learned journals, papers read at professional meetings, artistic work in the candidate's medium, research in new and unfamiliar areas in the candidate's field or in new fields to enhance his/her own research or teaching, recognition by others in the profession, service in academic societies and on state and national commissions in one's area of expertise, attendance at professional conferences, seminars, or workshops, and so on.
 - ii. Judgments about the quality of a faculty member's scholarly contribution to a discipline are to be made through external peer review by those thoroughly conversant in the field of expertise and must distinguish between the quantity and quality of scholarly work.
 - c. A faculty member should contribute to the ongoing life of the Institute and the College through active service on committees and other faculty and student organizations.
 - i. Service to students includes advising students in one's department or program, writing letters of recommendation, recruiting and retaining students in the department, advising student functions or organizations, and helping with other RIT programs.
 - ii. Service to a department involves the activities essential to the ongoing and successful operation of the department and includes serving as department or program chair or in a departmental post or a supervisory capacity, chairing a departmental committee, participating in department meetings, functions and special projects, initiating or directing important department activities or events such as conferences, creating a new facility or program, performing in a professional capacity outside of required curricular performances, and chairing clubs and organizations.
 - iii. Service to the College of Liberal Arts and to the Institute generally refers to participation in regular activities essential to the ongoing and successful operation of the College. Activities include serving on a College or Institute committee as a member or chair, initiating and carrying out a program which leads to a significant increase in RIT's resources or its ability to perform its mission, creating a new interdisciplinary facility or program (laboratory, center, partnership) outside of one's department, arranging professional conferences at the Institute, writing grant proposals for the Institute or the College, and executing special assignments on behalf of the Institute or the College.
 - iv. Following the long tradition of RIT's involvement in the local community, the College of Liberal Arts recognizes the value of a faculty member's active participation in the community in the form of memberships in community organizations and associations, including the contribution of their professional talents.
5. Departments may clarify how the Institute criteria and College expectations apply to their own disciplines. In order to ensure transparency, a department's standards are to be kept on file in the Dean's office.

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