I. Statement of Purpose

A. The Department of Liberal Studies bases its recommendations for retention, tenure and promotion on teaching performance, scholarly and creative activities, and professional, university, and community service. This document outlines the standards for performance in each category, describes the types of evidence needed to document that performance, and explains how that evidence will be evaluated in order to achieve various recommendations in the personnel process.

B. In accordance with University policy, teaching effectiveness is the most important criterion for the retention, tenure, and promotion of Liberal Studies faculty. Scholarly and creative activities rank second in importance; and professional, university, and community service rank third. The department embraces the model of the teacher-scholar and recognizes the important, mutually enriching relationships that link teaching, research, and service. Scholarly currency, pedagogical effectiveness, and collegial service are all necessary components of faculty activities in Liberal Studies.

C. These Department Personnel Standards are consistent with UPS 210.000 and the Collective Bargaining Agreement. These Department Personnel Standards establish the range of activities and levels of performance necessary to meet requirements for positive retention, promotion, and tenure decisions.

II. The Retention, Tenure, and Promotion (RTP) Process

A. In order to be recommended for retention, tenure, and promotion in the Department of Liberal Studies, Candidates will be required to regularly comment on and document their teaching, scholarly, and service activities in the following ways.

B. The Developmental Narratives. During their first year, each probationary Candidate shall write Developmental Narratives for teaching, scholarly and creative activities, and service, not to exceed 500 words each. The Narratives should describe the Candidate’s
professional goals, areas of interest, resources required, and expected accomplishments to be achieved in each of the three areas (Teaching, Scholarly and Creative Activity, and Service) in order to meet the requirements of these Department Personnel Standards for retention, tenure, and promotion.

1. The department Chair and the dean will review the Developmental Narratives and respond according to a timetable to be determined by the Dean.

2. The Developmental Narratives shall be included in the Candidate's Portfolio (see below) submitted for retention review during the second year of their probationary period. During subsequent years, the Developmental Narratives may be revised to reflect changes and professional growth that normally occur during this period.

C. The Portfolio and the Appendix to the Portfolio. The Portfolio is the sole basis for RTP evaluations, recommendations and actions. It shall be cumulative and representative of performance, covering the period from the beginning of the probationary period to the first day of the fall semester of the academic year during which RTP action is to be taken. The appendix to the Portfolio should contain supporting materials that are directly relevant to the presentation in the Portfolio and are limited to the period since the last full performance review, except in cases where promotion or tenure are being considered, in which case materials shall be submitted for the entire period under review.

1. For probationary faculty, the Portfolio and Appendix shall document the period from the beginning of probationary service to the first day of the fall semester of the academic year during which RTP is to be granted. In cases where prior service credit was granted, that time interval shall also be documented in the Portfolio. For all other Candidates, the Portfolio and Appendix shall document their activities since their last review.

2. It is the responsibility of the Candidate to ensure that the Portfolio is current and complete before it is submitted to the Chair or dean; under circumstances specified in UPS 210.000, the Candidate may request additions to the Portfolio after it has been submitted. Evaluations, recommendations, and rebuttals, if any, are added at the various levels of the review.

3. The Portfolio shall include all of the materials specified by
the Table of Contents form available from the Office of Faculty Affairs and Records.

4. The Appendix to the Portfolio shall contain supporting evidence that is directly relevant to the presentation in the Portfolio. The Appendix shall contain all of the items specified by the Table of Contents Appendix form available from the Office of Faculty Affairs and Records as well as materials specified below that document the Candidate's performance in teaching, scholarly and creative activity, and service.

D. Mentors.

1. The Department shall assist a probationary Candidate in negotiating the RTP process by designating a mentor whose responsibility shall be to provide guidance, advice, and support for the Candidate for the specific preparation of the Developmental Narratives and more generally during the probationary period.

2. Before the end of the first two weeks of the fall semester, the department Chair, in consultation with the new probationary Candidate, will appoint one or more tenured faculty members as mentors. In the event that the Chair serves as a mentor, at least one additional mentor shall be designated. At any time thereafter, the probationary Candidate or mentor may request the department Chair to make a change of assignment.

III. TEACHING PERFORMANCE

A. Expectations. The Department of Liberal Studies recognizes that effective teaching is central to the learning process. Liberal Studies is devoted to teaching and developing courses that are interdisciplinary, academically challenging, and reflect relevant scholarship. In evaluating the quality of a Candidate's performance as a teacher, all levels of review shall consider three separate categories: Course Communication, Course Development, and Course Execution.

B. Definitions.

1. Course Communication encompasses effective classroom instruction and engagement with students in instructional matters. It includes preparing and presenting course objectives, requirements, and subject matter in a clear and well-organized manner; facilitating
appropriate class discussion, and directing student participation.

2. **Course Development** reflects the Department’s commitment to courses that are interdisciplinary, academically challenging, and indicative of the instructor’s knowledge of course content and awareness of relevant scholarship. Course development includes the revision and creation of curricula to reflect new developments in the field, introducing and using new media, technologies, or pedagogical strategies in the classroom, participation in teaching workshops and symposia; and applying for or obtaining grants for curricular development.

3. **Course Execution** refers to meeting the demands of Liberal Studies courses by maintaining challenging and well-organized course content that reflects current scholarship, grading and assessment practices that are clear, efficient and fair, and punctual class meetings and office hours.

C. **Required Evidence.** Evidence of Teaching Performance will include, but is not limited to the following.

1. A Teaching Narrative, limited to 1,000 words, that describes the Candidate’s methodology, practices, and strategies, participation in pedagogical seminars and workshops. Narratives should discuss any issues raised in previous evaluations of teaching performance as well as reflect upon student comments included on Student Evaluation Questionnaires.

2. Syllabi and other relevant illustrative examples of course materials that might include, but are not limited to, examinations, paper or project assignments, collaborative learning projects, small group assignments, examination review materials, course readers, and other materials, such as work sheets or web sites, developed to assess and facilitate student learning in those courses.

3. Written peer evaluation of teaching performance. The classes, dates, and times of classroom observations by a member of the Department Personnel Committee are to be agreed upon by the Candidate and the faculty member observing her or him. After the visitation, the faculty member will complete the departmental report form, which addresses the clarity of presentation, communication with students, student interaction, effective use of classroom time, and appropriateness of presentation methods. Assessments shall be in the
context of the level and objectives of the course. A copy of the report shall be given to the Candidate.

4. Liberal Studies Student Evaluation Questionnaires.

5. Statistical summaries of Liberal Studies Student Evaluation Questionnaires (SRIs).

6. Grade Distributions.

D. Additional Optional Evidence. Further evidence of Teaching Performance may include, but is not limited to the following.

1. Student testimonials, including solicited and unsolicited letters as well as comments drawn from evaluation questionnaires.

2. Copies of course proposals initiated or revised by the Candidate during the period under review.

3. Documentation of attendance at teaching workshops or symposia.

4. Copies of curriculum grants or other grants applied for and/or received for course development or revisions.

E. Evaluation. All levels of review shall rate the quality of the Candidate’s Teaching Performance on the basis of the evidence provided in the Portfolio and Appendix and determine if the Candidate’s performance exceeds, meets, or does not meet departmental expectations.

1. In making their evaluations, all levels of review will take into account fully the nature of the teaching performance, e.g., the context in which student responses are generated, the extent of an instructor’s experience in teaching a particular course, any unusual circumstances that pertained to any particular course or period of instruction, the instructor’s willingness to take responsible educational risks, the instructor’s adjustments to previous student responses, and variations among the student responses to different courses taught by the instructor.

2. Qualitative evidence will provide the overwhelming source for evaluating teaching performance. In each area, Course
Communication, Course Development, and Course Execution, the Candidate’s performance will be evaluated as having exceeded, met, or not met the standards in each area.

3. Quantitative data derived from statistical summaries drawn from Liberal Studies Student Evaluation Questionnaires and SRIs for all classes for the period under review shall be used as one indicator of teaching performance but are never the sole criteria for evaluating teaching performance. In evaluating the SRIs it is to be understood that the numerical statistical criteria discussed below are guidelines to be used with regard to the preponderance of the results for the classes taught in the period under review. They are not to be used as hard minimum criteria on a class-by-class basis. All levels of review will evaluate the data and assign the following evaluations only in reference to the quantitative data, not in reference to the Candidate’s entire teaching performance as a whole. Responses to the SRI items range from A (excellent) to E (poor). With regard to responses to Questions 3 and 12, generally when at least 75% are As or Bs, this shall be taken as one indicator that the candidate’s teaching performance has exceeded expectations. With regard to responses 3 and 12, generally when at least 65% are As or Bs and when at least 80% are Cs or higher, this shall be taken as one indicator that the candidate’s teaching has met expectations. All levels of review may use the additional data from student responses to items 1-2 and 4-11 as a further source of information regarding student perceptions of teaching performance. In evaluating student ratings, all levels of review shall consider the number of new preparations, the diversity of courses taught, the characteristics of the classes taught (e.g. general education, required, elective, class size), and any particular circumstances that can be taken into account in interpreting the quantitative data.

F. Rating. The Liberal Studies and DPC rate the Candidate’s Teaching Performance on the basis of all of the relevant evidence in the Portfolio and Appendix as to their performance in Course Communication, Course Development, and Course Execution. An overall exceptional rating requires that the Candidate’s performance has met expectations in all three areas and exceeded expectations in at least two of those areas. Candidates who meet standards in each of the three areas will be considered to have met expectations in overall Teaching Performance. A Candidate whose performance has failed to meet standards in one or more areas will be considered not to have met departmental expectations.
G. Courses Taught Outside of Liberal Studies. When Candidates teach courses for departments other than Liberal Studies, student evaluations shall be collected using the questionnaires and policies of the relevant department. All levels of review shall evaluate the results of these evaluations insofar as they apply to the three criteria for judging Teaching Performance: Course Preparation, Course Communication, and Course Execution.

IV. SCHOLARLY AND CREATIVE ACTIVITY

A. Expectations. The Department of Liberal Studies is committed to the cultivation of a spirit of enduring intellectual engagement and vitality among its faculty. As a community of scholars the department makes qualitative judgments about scholarly and creative accomplishments in terms of the originality of the scholarship or creative activity, the substance and scope of the Candidate’s overall creative and scholarly accomplishments, the contribution to the discipline in which the Candidate specializes or to interdisciplinary scholarship, and the quality of the forum or venue in which scholarly work appears. The department also evaluates evidence of the Candidate’s potential for ongoing scholarly and creative accomplishment as required for continued intellectual and professional growth.

B. Definitions.

1. “Scholarly and Creative Activities” shall include activities appropriate to the candidates field, including, but not limited to, publication of monographs, textbooks, articles, or creative writings in peer-reviewed scholarly or creative journals; publication of book chapters or in edited collections or anthologies; publication of review essays, book reviews, articles in reference works, musical compositions, and exhibit catalogues and curatorial activities; creating CD-ROMS and web sites; and delivering papers at scholarly conferences or giving readings of creative writings.

Evaluation shall consider the importance of each achievement (e.g. the status of a journal, press, or venue, whether a publication is an article or a note and whether a performance or exhibition is regional, national, or international in scope) and the faculty member’s contribution in the case of co-authored or other collaborative work.
2. “Peer review” shall be defined as pre-publication review by referees who are specialists in the field. “Peer-reviewed publications” are scholarly or creative works that have been subjected to peer review and are subsequently published in either printed or electronic form by reputable publishers or under the auspices of recognized academic organizations. To qualify a publication as peer-reviewed, the Candidate must provide documentation of the review process, either through readers’ reports or letters from editors or publishers. The same work of scholarship appearing in two separate forums shall be counted as one work of scholarship unless it has undergone substantial revision.

3. “Acceptance for publication” shall be defined as a scholarly or creative work formally accepted for publication, in the final stages of editing and production, and documented through a letter of acceptance from the appropriate editor, a copy-edited manuscript or pre-publication galleys.

C. **Narrative.** The Portfolio shall include a narrative, limited to 1,000 words, describing the Candidate’s scholarly and creative accomplishments.

D. **Evidence of Peer Reviewed Activities.** Evidence of peer-reviewed activity will include work from one or more of the following categories.

1. Publication or acceptance for publication of scholarly books.

2. Publication or acceptance for publication of articles in professional journals.

3. Publication or acceptance for publication of textbooks.

4. Publication of book or anthology or acceptance for publication of book or anthology chapters.

5. Creative activities related to the literary, visual and performing arts, may include, but are not limited to: publication or acceptance of publication of creative writing in nationally ranked literary journals, anthologies, or in a book; gallery or museum exhibition; invitational or competitive shows; international or national traveling group shows; publication of museum and exhibit materials connected to curator activities; publication or acceptance for
publication of musical compositions; or first performances of musical compositions that take place in well-respected public venues or that are reviewed in major newspapers or journals.

E. Evidence of On-going Scholarly and Creative Activity. Evidence of on-going scholarly and creative activity found in work that is not peer-reviewed may include, but is not limited to the following.

1. Publication or acceptance for publication of book reviews that make an original contribution to the Candidate's field in peer-reviewed publications.

2. Publication or acceptance for publication of essays in scholarly reference works.

3. Publication or acceptance for publication of edited works.

4. Presentation of papers or commentaries at scholarly conferences as well as invited addresses.

5. Competitively awarded external or internal research grants, awards, and prizes.

6. Writing program, catalog, and CD liner notes.

7. Performing, conducting, editing, or arranging music.

8. Activities relating to creative writing, such as poetry or fiction readings, publication in regional periodicals, and participation in local literary events.

F. Additional Evidence. The Candidate's scholarly and creative accomplishments may be documented through written commentary by external reviewers and other experts in the Candidate's field.

G. Potential for Ongoing Scholarly and Creative Activity. Evidence of the potential for ongoing scholarly and creative activity may include, as appropriate, book, article or creative manuscripts intended for submission to peer-reviewed journals, drafts of planned presentations, narrative descriptions of specific work, or other forms appropriate to scholarly and creative activity in the Candidate's respective field.

H. Evaluation. In determining a Candidate's performance in
Scholarly and Creative Activities, all levels of review shall evaluate the qualitative and quantitative evidence presented in the Portfolio and Appendix and determine whether the Candidate exceeds, meets or does not meet departmental expectations.

1. Qualitative Requirements. A Candidate meets departmental expectations when she or he demonstrates a continuous record of scholarly performance that includes both peer-reviewed and other scholarly publications and other activity.

2. Quantitative Requirements. A Candidate meets departmental expectations when he or she demonstrates a continuous record of scholarly and creative activity that includes four scholarly works, at least two of which shall be peer-reviewed and no more than one of which may be a textbook. A scholarly book that has been peer-reviewed and judged to be of high quality may be rated equivalent to two or more peer-reviewed articles.

3. Potential for Continued Accomplishment. All levels of review shall assess evidence of the capacity for meeting departmental expectations and the likelihood of ongoing scholarly or creative work of the quality and quantity that will be expected for continued promotion. This evidence shall consist of significant documentation of scholarly work-in-progress.

I. Ratings.

A Candidate exceeds expectations when normal progress toward meeting the qualitative and quantitative requirements for scholarly and creative activity has been surpassed. A Candidate meets expectations when fulfilling all of the requirements of these guidelines at the expected rate. A Candidate does not meet expectations when making little or no discernable progress toward meeting any of the guidelines of the Department Personnel Standards and UPS.210.000.

V. PROFESSIONAL, UNIVERSITY, AND COMMUNITY SERVICE

A. Expectations. The Department of Liberal Studies views service as an important component of faculty life. The Department expects Candidates to provide service to the Candidate’s respective disciplinary professions, and to the department, university, and community.

B. Definition. Professional service is defined as participation in
professional organizations, meetings, and activities relevant to their teaching and research fields. Department, University and Community Service is defined as taking an active role in the governance of the Liberal Studies Department, the College of Humanities and Social Sciences, and the University and in participating in relevant community activities.

C. **Narrative.** A Narrative of Professional, University, and Community Service activities, limited to 1,000 words, which describes the Candidate's accomplishments in these three areas.

D. **Evidence of Service to the Profession.** Evidence of service to the profession may include, but is not limited to the following.

1. Membership in and attendance at the meetings of relevant professional organizations.

2. Participation in non-peer-reviewed professional forums such as conferences, symposia, colloquia, and workshops; chairing sessions or participating in panel discussions at scholarly conferences.

3. Holding office in relevant professional organizations or on committees within professional organizations; serving as an editor or editorial board member for a relevant press, journal, or newsletter.

4. Participation in relevant non-peer-reviewed grant or contract work.

5. Service as an external referee for scholarly manuscripts, textbooks, public history projects, grants, and academic promotions.

6. Consulting on educational matters for governmental agencies, educational institutions, or private corporations concerned with educational or professional matters.

E. **Evidence of Service to the Department, University, and Community Service.** Evidence of service to the Department, University, and Community will include but is not limited to documentation of the following accomplishments.

1. Attendance at and participation in departmental meetings and committees and service in departmental offices.

2. Student academic advisement.
F. **Additional Evidence.** Evidence of service to the Department, University, and Community may include, but is not limited to the following.

1. Participation in college and university committees, boards, and offices.

2. Service as a mentor for Candidates and/or students.

3. Presentations of lectures, addresses, or programs to department, college, and university audiences.

4. Sponsorship or advisement of departmental or extra-departmental student organizations.

5. Presentations of lectures to community groups.

6. Participation in community groups or organizations, including positions held, lectures given, and special services rendered, including service as an active or honorary member of community organizations.

G. **Evaluation.** Evaluation of a Candidate’s professional, university and community service requires an assessment of the quality and significance of active and sustained involvement as demonstrated by the types of evidence noted above. In determining a Candidate’s effectiveness in service to the profession, department, university, and community, all levels of review shall evaluate both quantitatively and qualitatively the evidence presented in the Service section of the Portfolio.

H. **Ratings.** In determining a Candidate’s performance in Service, all levels of review shall evaluate the qualitative and quantitative evidence presented in the Portfolio and Appendix and determine whether the Candidate exceeds, meets or does not meet departmental expectations.

1. In assigning ratings to professional service, all levels of review shall evaluate the contributions of the Candidate to his or her profession through participation in appropriate scholarly and professional societies.

2. In assigning ratings to department and university service,
all levels of review hall evaluate the extent to which the Candidate has been involved in continuous, active service to the department by serving on department committees. During the probationary period, the Candidate should also show a pattern of increasing service at the college and university levels.

3. Where community service is appropriate, all levels of review shall also evaluate the Candidate’s service to the larger community, depending upon the nature of his or her academic expertise and the opportunity for its application.

VI. Recommendations in the RTP Process

A. Retention. To be recommended for retention during the probationary period, the Candidate must demonstrate progress toward meeting the requirements for tenure and promotion in all three evaluative categories described in this document (Teaching and Instructional Activities, Scholarly and Creative Activities, and Service to the Profession, Department, University and Community). To be recommended highly, a Candidate must exceed expectations in teaching and meet expectations in the other two evaluative categories.

B. Tenure. To be recommended for tenure, a Candidate must be rated as having met the standards of this document and UPS 210.000. To be recommended highly, a Candidate must exceed expectations in Teaching and one other evaluative category and meet expectations in a third. To be recommended for Early Tenure, a Candidate must exceed expectations in all three evaluative categories.

C. Promotion. Promotion to Associate Professor is automatic with the granting of tenure. To be recommended for Early Promotion to Associate Professor, a Candidate must exceed expectations in Teaching and one other evaluative category and meet expectations in a third.

D. Promotion to Professor. To be recommended for promotion to Professor, a Candidate must exceed expectations in Teaching and at least one of the other two evaluative categories and meet expectations in the third. To be recommended for Early Promotion to Professor, a Candidate must be rated as having exceeded expectations in all three evaluative categories.
VII. Election of the Department Personnel Committee

A. The Liberal Studies Department Personnel Committee shall consist of three members, each of whom will serve for a one-year term. The Department Chair shall arrange for the election of members of the DPC, as well as an alternate member, no later than the end of the second week of classes of the fall semester. The Department Chair shall insure that the method of selection is by secret ballot and offers department members a choice. All tenured and probationary faculty are eligible to vote on the membership of the committee; only tenured faculty are eligible to serve on the personnel committee. Subsequent to the election, the three DPC members shall select one of their members to serve as Chair of the DPC. All decisions of the DPC must be made by committee members with a higher rank or classification than the Candidate under review. In the event that insufficient numbers of qualified department faculty are available to serve on the department personnel committee, the department Chair shall present for a vote by secret ballot the names of eligible and willing Candidates from related disciplines.

B. Alternate Candidates shall serve as the replacement for a committee member who is unable to serve due to incapacitation, conflict of interest, or similar reason.