

## 02-07-00 Faculty Promotion Policy

### PURPOSE

The purpose of this policy is to outline the qualifications and credentials needed by faculty members to earn promotion in rank at Nashville State Community College.

### DEFINITIONS

- **Teaching.** Teaching applies to any manner in which information is imparted so that others may learn, and may include, but is not limited to, a variety of techniques including instruction, development of course materials and courseware, and development of innovative approaches to teaching.
- **Service/Outreach.** Service applies to service within the community as defined by the college's role and mission; service to the college, as in student advising and/or mentoring; and service within the bounds of the applicant's academic discipline and budgeted assignment.
- **Scholarship/Creative Activities/Research.** Research applies to the studious inquiry, examination, or discovery that contributes to disciplinary and interdisciplinary bodies of knowledge. Scholarship/creative activities/research may include, but are not limited to, typical professional growth and development activities, disciplinary and interdisciplinary activities that focus on the boundaries of knowledge, community-based scholarship, creative activities (e.g., performances or other artistic creations), and the development of cutting-edge teaching approaches.

### POLICY

Faculty Promotions at Nashville State Community College are made on the basis of this policy, consistent with Policy 5:02:02:30 Guidelines for Faculty Promotion Recommendations of Tennessee Board of Regents (TBR). The college's policies must, at a minimum, satisfy the criteria established by TBR guidelines, but may be more rigorous than the criteria stated therein. Changes to this policy must be approved by the TBR Office of Academic Affairs prior to implementation on the campus.

Beyond this point, the content of this policy that is published in *italics* is content specific to Nashville State Community College. All non-italicized content, unless noted otherwise, is taken directly from TBR Policy 5.02.02.30. The section entitled "Nashville State Process for Faculty Promotion" is specific to the college.

#### I. Introduction

Promotion in rank is in recognition of past achievement of the individual being considered for promotion. In addition, the advancement in rank is in recognition of future potential and a sign of confidence that the individual is capable of even greater accomplishments and of assuming

greater responsibilities. The policy is to make promotions strictly on consideration of merit tempered by college and fiscal considerations. The purpose of this policy is to help ensure that promotions are made objectively, equitably, impartially, and in recognition of merit consistent with the following policy guidelines.

The president of the college is responsible for the master staffing plan of the college. In developing such a plan, the president will consider the fiscal impact of each promotion recommended to the Board.

## II. **Minimum Rank Criteria**

The following define the minimum criteria that distinguish between academic ranks for purposes of initial appointment and promotion. Promotion must be sequential in each rank.

### A. **Instructor**

1. Potential ability in teaching, service/outreach, and scholarship/creative activities/research.
2. As determined to be appropriate for the instructional discipline, either an Associate or Baccalaureate degree (i.e., Career Studies) or an earned Master's degree or higher from an accredited institution in the discipline or related area.
3. Evidence of good character, mature attitude, and professional integrity.

### B. **Assistant Professor**

1. Documented evidence of ability in teaching, service/outreach, and scholarship/creative activities/research.
2. As determined to be appropriate for the instructional discipline, either a Baccalaureate degree (i.e., Career Studies) or an earned Master's degree or higher from an accredited institution in the instructional discipline or related area.
3. At least two years in rank.
4. Evidence of good character, mature attitude, and professional integrity.

### C. **Associate Professor**

1. Documented evidence of high-quality professional productivity in teaching, service/outreach, and scholarship/creative activities/research.
2. As determined to be appropriate for the instructional discipline, either a Baccalaureate degree (i.e., Career Studies) or an earned Master's degree or higher from an accredited institution in the instructional discipline or related area.
3. At least three years in rank.
4. Evidence of good character, mature attitude, and professional integrity.

### D. **Professor**

1. Documented evidence of sustained high-quality professional productivity in teaching, service/outreach, and scholarship/creative activities/research.

2. Earned doctorate or TBR-recognized terminal degree from an accredited institution in the instructional discipline or related area. TBR recognizes the following degrees as terminal (incorporated herein by reference of the TBR Terminal Degree Listing):
  - a. M.F.A. in Studio Art or Creative Writing (NASAD guidelines)
  - b. M.L.S. in Library Science (or Master's in Library Science)
  - c. M.M. in certain Music specialties (NASM)
  - d. Master's in Engineering or Master's with Major in Engineering (Engineering Technology, University or Community College)
  - e. The J.D. degree is not recognized as a doctorate; however, it may be considered as a terminal degree in disciplines directly associated with legal studies.
3. At least 5 years in rank.
4. Documented evidence of teaching excellence and superior contribution to student development or superior scholarly or creative activity. The absence of such evidence may prevent advancement to the rank of professor. Since there is no higher rank, promotion to professor is taken with great care and requires a substantial level of achievement. This rank is not a reward for long service; rather it is recognition of superior achievement within the discipline with every expectation of continuing contribution to the college and the larger academic community.
5. Evidence of good character, mature attitude, professional integrity, and a high degree of academic excellence and responsibility.

Note: Minimum criteria may be waived if approved by the college president when a candidate offers extraordinary qualifications in lieu of the stated minimum rank criteria. Such approval must be supported by evidence of the extraordinary nature of the qualifications. For example, a candidate with recognized national prominence and expertise might qualify for such a waiver. An exception to the minimum rank criteria must be recommended by the president to the Chancellor or designee. Upon approval of such an exception by the Chancellor, the faculty member's recommendation for promotion will go forward to the Board as meeting the minimum rank criteria.

### **III. Terminal Degree Designation**

The Board will use national discipline standards to determine which degrees are considered to be "terminal" within each discipline and will provide each community college with a list that delineates these degrees. Each community college may request blanket exceptions to these standards by classification based upon its mission and hiring practice. Each community college may also petition the Board for "equivalent work experience credit" when a candidate has not obtained a terminal degree but has a record of extraordinary achievement in a given field. The

equivalent work experience credit may include relevant teaching experience or other experiences such as experience gained as an administrator, counselor, librarian, journeyman, or the like.

#### IV. Criteria to Consider in Promotion Recommendations

*Candidates applying for promotion should provide evidence of their accomplishments in the following three categories: Teaching/Service and Outreach/Scholarship, Creative Activities, and Research. Faculty must assign a weight to each category that determines the relative importance of each in comparison to others within the following guidelines: Teaching (60%-75%), Service and Outreach (10%-30%), and Scholarship, Creative Activities, and Research (10%-30%). Total category weights should sum to 100%. Candidates for promotion should reference the evaluation checklist for faculty promotion distributed by the Office of the Vice President for Academic Affairs each fall.*

##### A. Performance Criteria: Teaching

*Teaching activities shall constitute 60% to 75% of the weight of the total promotion decision, as determined by the applicant. Evaluation of teaching shall be conducted by the Instructional Dean, peers, and students. The evaluation shall be based on the following criteria (evidence of each should be submitted):*

1. Curriculum and/or program development.
2. Development and application of current instructional techniques (including development of online and computer-assisted course development), etc.
3. Documentation of teaching methodologies.
4. Documentation of staying current in his/her field of discipline/specialization.
5. Student evaluations of the teaching performance.

##### B. Performance Criteria: Service and Outreach

*Service and outreach activities shall constitute 10% to 30% of the weight of the total promotion decision, as determined by the applicant. Evaluation of the service component should be based on performance in three areas:*

1. Service to the college, such as performance in the advisement and mentoring of students, and College committee and administrative responsibilities; and
2. Public service to the community as defined by the college's role and mission; such as community service programs; public service consultation; and
3. Service within the bounds of the applicant's academic discipline and budgeted assignment, such as active contributions to professional associations or publications.
4. Evaluation should be based on all three areas although it is realized that differences in emphases may exist.

**C. Performance Criteria: Scholarship, Creative Activities, and Research**

The following are examples of, but not limited to, appropriate activities for this criterion:

1. Scholarly pursuits in support of the discipline or the teaching profession, which should include typical professional development activities such as taking classes, etc.
2. Implementation and use of cutting-edge teaching approaches, such as instructional technologies and learning theories, etc.
3. Performances, compositions, and other artistic creations that are evaluated by written reviews and by qualified peers, either in person or aided by other forms of reports, or both.
4. Professional or scholarly papers presented at international, national, or regional/state meetings.
5. Publication of research or scholarly works such as books, journal articles, and other scholarly papers.

**SOURCES**

[TBR Policy 5:02:02:30 Guidelines for Faculty Promotion](#) (Changes approved by TBR June 2021)

*Approved by the NSCC Cabinet 3/8/21*