

1                    **Department of Applied Engineering and Technology Management**

2                    **Promotion, Tenure, and Evaluation Policy**

3                    *Effective fall 2018*

4                    **Alignment with University Policy**

5 Section 305 of the University Handbook sets forth detailed policies and procedures related to  
6 faculty appointment, promotion, and tenure. This policy is meant to align with applicable  
7 University policies and provide Department-level clarifications, especially related to Domains of  
8 Faculty Work (305.2.1) and Standards of Achievement by Rank (305.12.4). All University  
9 Handbook references are to the edition current September 12, 2017. Quoted University Handbook  
10 language is italicized. Bold text is for emphasis. Unless otherwise noted, definitions in one section  
11 apply to all sections of the document. The expectations and procedures in this policy are meant to  
12 harmonize with other relevant policies, e.g., biennial review.

13                    **Authority**

14 *The candidate's departmental colleagues shall have primary authority and responsibility for*  
15 *assessing academic discipline-specific faculty achievements (305.14.4).*

16 *Each academic unit (**normally the department**) is responsible for determining the relative*  
17 *importance of teaching, scholarship, and service activities within the unit (305.2.1).*

18 *Candidates' portfolios are evaluated independently by their college/library peer review*  
19 *committees and deans, whose separate recommendations are **based on the unit's established***  
20 ***criteria and performance standards. The college/library reviewers shall not substitute their own***  
21 ***assessment of academic discipline-specific faculty achievements for that of the department***  
22 *(305.16.2).*

23                    **Basic Expectations of All Faculty Members**

24 The University Handbook explains faculty duties and responsibilities (310) and faculty and staff  
25 principles of conduct (501). Other documents at the University, College, and Department level list  
26 similar rights and responsibilities. The following are understood concerning expectations.

- 27                    • No exhaustive list can be created.  
28                    • It is not feasible for every faculty member to accomplish every listed expectation.  
29                    • A faculty member's particular assignment will inform which expectations are most  
30                    germane.

31 The following expectations are generally most germane to every faculty member in the  
32 Department.

- 33                    • As applicable to the appointment, fulfill the Faculty Duties and Responsibilities as  
34                    described in the University Handbook (310).  
35                    • As applicable to the appointment, adhere to the Faculty and Staff Principles of Conduct  
36                    described in the University Handbook (501).  
37                    • Adhere to Department Policies.  
38                    • Adhere to the code of ethics of the faculty member's applicable professional organization.  
39                    • Continuous improvement and professional growth in teaching, scholarship, and service as  
40                    applicable to their appointment (305.12.4).

- 41 ○ Assistant Professors are expected to make consistent progress toward promotion to
- 42 Associate Professor.
- 43 ○ Associate Professors are expected to perform consistently for that rank and are
- 44 strongly encouraged to work toward promotion to Full Professor.
- 45 ● Consistent performance, e.g., meet expectations every biennium.
- 46 ● Activities are integrated, as described elsewhere in this document.
- 47 ● Teaching centered on course objectives and performance indicators.
- 48 ● Where applicable, instruction focused on experiential learning and applied topics.
- 49 ● Participate in accreditation, outcomes assessment, and other expected faculty roles.

### 50 Credentials Required For Each Rank

51 The following table summarizes the minimum credentials required for each faculty rank (whether  
52 a new hire or a promotion). Degrees and course work used for continued development, and  
53 certifications/licensures must be related to the assignment. Note that experience can be intermittent  
54 or part-time and aggregate to the required years. Experience must be related to the assignment. A  
55 doctorate is preferred for the instructor ranks (305.12.1).

56 Paid employment, consulting, internships, volunteer work, and other non-class activities could  
57 provide the appropriate real-world experience. Each state or nationally recognized professional  
58 certification (or licensure or similar credential) can substitute for 1 year of professional experience,  
59 up to a maximum of 2 years of professional experience. To qualify, such certifications have to be  
60 based, at least in part, on (a) an exam and (b) require periodic recertification. For all ranks, prior  
61 sustained/substantial teaching experience is preferred.

Rank	Degree	Work Experience
Lecturer	Masters	1 year of non-academic work experience.
Instructor	Masters	3 years of non-academic work experience. <sup>1</sup>
Senior Instructor	Masters	3 years of non-academic work experience. <sup>1</sup>
Assist. Prof.	Doctorate	3 years of non-academic work experience. <sup>1</sup>
Assoc. Prof.	Doctorate	3 years of non-academic work experience. <sup>1</sup>
Professor	Doctorate	3 years of non-academic work experience. <sup>1</sup>

### 62 Enumeration

63 Though appointment, review, and promotion decisions are largely qualitative, certain  
64 contributions are enumerated to help make those decisions. The Domains of Faculty Work section  
65 outlines the relative quality and value of various accomplishments. The Standards of Achievement  
66 by Rank section describes the systemic mix of accomplishments and other criteria necessary for  
67 that rank.

68 Enumeration refers to the weighted sum of accomplishments. For example, two sustained  
69 accomplishments weighted at 1/2 ( $2 \times .5 = 1$ ), plus three substantial accomplishments at full weight  
70 ( $3 \times 1 = 3$ ), plus one excellent accomplishment at double weight ( $1 \times 2 = 2$ ), sums to 6 enumerated  
71 accomplishments.

72 **Accomplishments** in the document refer to activities that are especially important to appointment,  
73 promotion, and sustained performance. The value level or category of accomplishments follows,  
74 with 3 being the highest.

- 75 1. Sustained
- 76 2. Substantial

77 3. Excellent

78 **No guarantee that any particular activity is enumerated.** Not all activities fit into one of the  
79 above levels. Other valued activities are considered part of the Basic Expectations of all Faculty  
80 Members. For example, a valued and expected activity such as serving on some Department  
81 committees is a basic expectation and not enumerated as a sustaining, substantial, or excellent  
82 accomplishment.

83 **Duplication.** When enumerating scholarly accomplishments, an accomplishment is not merely a  
84 repeat of an extant accomplishment but is a separate accomplishment. For example, a faculty  
85 member may not publish the same paper via separate journals or conference proceedings and  
86 describe that as two scholarly accomplishments. A conference presentation that is also included in  
87 that conference's proceeding does not count as two accomplishments. Likewise, no single activity  
88 can be enumerated in more than one domain. The preceding is not meant to require that each  
89 enumerated activity be completely separated from other activities. To the contrary, integration of  
90 activities is preferred. Also, valued activities should be repeated. The intent is that pure double-  
91 dipping of enumerated activities is not allowed. When one accomplishment does substantially  
92 duplicate another or is assumed into another accomplishment, the applicant may claim the higher  
93 enumerated value level.

94 **Repetition** is not the same as duplication. Different similar accomplishments should be  
95 enumerated repeatedly. For example, if a faculty member proposes two new courses, each course  
96 is a separate enumerated activity. If a faculty member is elected to an office for two separate terms,  
97 each term is a separate enumerated activity. Some accomplishments cannot be repeated because  
98 they apply on the average or over the evaluation period; these are marked with an asterisk (\*).

99 **Continued** successful fulfillment of asterisked accomplishments, e.g., lab management or journal  
100 reviewer, can only be enumerated if they were performed for 2 or more years, and may be re-  
101 enumerated in two-year intervals.

102 The teaching, scholarship, and service enumeration tables are not exhaustive or restrictive, nor are  
103 they meant to be a mere checklist. When an accomplishment does not clearly fit into a value  
104 category, the Department Personnel Committee will make the determination into which domain  
105 and/or category the accomplishment best fits.

### 106 **Domains of Faculty Work**

107 Faculty will engage in the three interrelated domains of faculty work: teaching, scholarship, and  
108 service as applicable to their appointment. (305.2.1). Credentials, experience, and other factors are  
109 also important. Administration is not a domain of faculty work. Administrative or other  
110 assignments do not reduce or alter the criteria for promotion, tenure, or evaluation.

### 111 **Teaching**

112 *Effective teaching/librarianship should be based on current scholarship in the discipline and*  
113 *evidenced by student learning and articulated outcomes, in accordance with standards and*  
114 *guidelines of the appropriate college and department/school. Faculty should seek to demonstrate*  
115 *continuous improvement in their teaching/librarianship. Teaching responsibilities are more*  
116 *thoroughly described in Faculty Duties and Responsibilities, Teaching Responsibilities, Section*  
117 *310.1 (305.2.1.1). Teaching includes activities such as instruction, preparation of instructional*  
118 *materials, evaluation of student performance, course management, academic program planning*  
119 *and development, and student academic advisement.*

120 **Teaching accomplishments.** The following table contains *examples* of teaching  
 121 contributions and their relative weight for enumeration purposes. Overloads and summer teaching  
 122 are included. If not specifically listed in the chart below, the Personnel Committee will determine  
 123 the enumerated value, if any, of the activity.

Enumerated Value of Teaching Accomplishments		
Sustained Value ½ weight	Substantial Value Full weight (1)	Excellent Value double weight (2)
<ul style="list-style-type: none"> <li>• Peer evaluations average at the sustained level *</li> <li>• The average of student evaluation scores for all courses over the review period is near the department average over the same period *</li> <li>• Teach a course for the first time.</li> <li>• Recertification from FCTE in teaching or advising</li> <li>• Develop a course or program modification proposal requiring CAAC approval.</li> <li>• Develop online course web site.</li> <li>• Manage a lab (two years)</li> <li>• Advise assigned students (two years)</li> <li>• Engage in mission-based teaching activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Peer evaluations average at the substantial level *</li> <li>• The average of student evaluation scores for all courses over the review period is significantly above the department average over the same period *</li> <li>• Complete FCTE certification in teaching or advising.</li> <li>• Develop new course or program proposal requiring CAAC approval.</li> <li>• Training or coursework equivalent to 3 semester credits of graduate study specifically related to teaching or advising.</li> <li>• Fulfill Basic Expectations related to teaching *</li> </ul>	<ul style="list-style-type: none"> <li>• Peer evaluations average at the excellent level *</li> <li>• University, State or higher award for a specific teaching contribution or general teaching achievement, e.g., Caleb Mills.</li> </ul>

124 \*- within the chart above refers to repeatability as defined under **Repetition** (line 94-98).

125 **Scholarship**

126 Research, scholarship, or creativity should be appropriate to the faculty member’s assignment.  
 127 *Each academic unit (normally the department) is responsible for determining the relative*  
 128 *importance of research activities within the unit (305.2.1.2).* A very narrow research agenda is  
 129 valued; eclectic research activities are also valued.

130 Scholarship has many forms, including research, creative works (e.g., designs, products, and  
 131 processes), professional credentialing and continued learning, consulting, grants and contracts, and  
 132 other elements as outlined in the University Handbook. **Peer review** and **dissemination** are  
 133 elements of scholarship.

134 **Scholarly accomplishments.** The following table contains **examples** of scholarly contributions  
 135 and their relative weight for enumeration purposes. If not specifically listed in the chart below,  
 136 the Personnel Committee will determine the enumerated value, if any, of the activity.

Enumerated Value of Scholarly Accomplishments		
Sustained ½ weight	Substantial Full weight (1)	Excellent double weight (2)
<ul style="list-style-type: none"> <li>• Double blind peer-reviewed publication with 4 or more authors.</li> <li>• Presentation without publication.</li> <li>• Non-double blind Peer-reviewed publication.</li> <li>• Professional recertification or licensure renewal.</li> <li>• Internally or externally funded grant that results in less than the equivalent of ¼ buyout for 1 academic year.</li> <li>• Submission of external grant proposal.</li> <li>• Accepted sabbatical leave report.</li> <li>• Expert testimony before legal or government authority.</li> <li>• Book chapter.</li> <li>• Formal training or workshop equivalent to 8 clock hours.</li> <li>• Chair a thesis or dissertation.</li> <li>• Accumulate more than 25 unique citations on Research Gate, Google Scholar, etc. or more than 500 downloads/reads *</li> </ul>	<ul style="list-style-type: none"> <li>• Double blind peer-reviewed publication with 3 or fewer authors.</li> <li>• College or local/community award for a specific scholarly contribution or general scholarly achievement.</li> <li>• Initial professional certification or licensure.</li> <li>• US or international patent.</li> <li>• Judged design or other creative work.</li> <li>• Funded external grant that, at least, results in the equivalent of ¼ buyout for 1 academic year.</li> <li>• Accumulate more than 50 unique citations on Research Gate, Google Scholar, etc. or more than 1000 downloads/reads *</li> <li>• Author a book.</li> <li>• Course work or graded course of study (beyond required credentials for rank) equivalent to a university 3-credit hour course.</li> </ul>	<ul style="list-style-type: none"> <li>• University, State or higher award for a specific scholarly contribution or general scholarly achievement, e.g., Theodore Dreiser.</li> <li>• Accumulation of external funding from grants exceeding \$500,000 *</li> <li>• Accumulate more than 100 unique citations on Research Gate, Google Scholar, etc. or more than 2000 downloads/reads *</li> <li>• Primary Author on a textbook with a major publisher e.g. Pearson, McGraw Hill.</li> </ul>

137 \*- within the chart above refers to repeatability as defined under **Repetition** (line 94-98).

138 The intent of **peer review** is to have competent individuals evaluate the scholarship. Peer review  
 139 methods include blind review, evaluation of activities by a board, credentialing, and approval of  
 140 designs and creations by appropriate authorities, and other means. Certification or licensure must  
 141 be granted by a recognized state or national organization and must require an exam. Patents,  
 142 designs, and other creative works must be judged to be acceptable or better. Though perhaps, not  
 143 as blind or peer-reviewed, hardcopy or electronic publications, copyrights and patents, recognition  
 144 and achievement awards, grades from courses taken, and other evaluations also provide evidence  
 145 of scholarship.

146 The intent of **dissemination** is to share scholarship. Dissemination can happen by publications,  
 147 presentations, teaching, lectures, panel discussions, committee service, consulting, and other  
 148 means. Publications can be print or electronic, in a journal or proceedings. The audiences are  
 149 varied, e.g., students, peers, the community, and business and industry.

150 Note: if there is (a) no type of judging or review by peers or other experts **and** (b) no dissemination,  
 151 the activity is not a scholarly accomplishment as defined in this document but might be an  
 152 acceptable service or teaching accomplishment.

153 **Service**

154 *Service includes activities on behalf of the department/school, college, and University, as well as*  
 155 *to the profession and the community. Community service includes **discipline-related** activities at*  
 156 *the local, regional, national, and international levels. Each academic unit (normally the*  
 157 *department) is responsible for determining the relative importance of service activities within the*  
 158 *unit (305.2.1.3).*

159 **Service accomplishments.** The following table contains **examples** of service  
 160 contributions and their relative weight for enumeration purposes. To be enumerated, the  
 161 membership on any campus committee must be in role of faculty member, e.g., not as an  
 162 administrative liaison. If not specifically listed in the chart below, the Personnel Committee will  
 163 determine the enumerated value, if any, of the activity.

Enumerated Value of Service Accomplishments		
Sustained ½ weight	Substantial Full weight (1)	Excellent Double weight (2)
<ul style="list-style-type: none"> <li>• Department Personnel Committee member</li> <li>• College standing committee member or chair.</li> <li>• University committee member.</li> <li>• Local/community committee member.</li> <li>• Consulting.</li> <li>• Editor for Journal</li> <li>• Journal Reviewer (min 4 articles)</li> <li>• Student organization or competition sponsor.</li> <li>• Engage in mission-based service activities.</li> <li>• Fulfill other Basic Expectations related to service.*</li> </ul>	<ul style="list-style-type: none"> <li>• Department Personnel Committee Chair</li> <li>• COT Faculty Council Chair or Secretary</li> <li>• University Faculty Senate member (2yr)</li> <li>• University officer or committee chair.</li> <li>• Local community officer or committee chair.</li> <li>• State or higher level committee member.</li> <li>• Plan and direct a conference</li> <li>• Chief Editor of a Journal</li> <li>• College or local/community award for a specific service contribution or general service achievement.</li> <li>• Consultation equivalent to ¼ buyout for 1 academic year.</li> </ul>	<ul style="list-style-type: none"> <li>• State or higher level officer or committee chair.</li> <li>• University Faculty Senate Officer</li> <li>• University, State or higher award for a specific service contribution or general service achievement, e.g., Faculty Distinguished Service Award.</li> </ul>

164 Service activities are focused on sharing the faculty member’s expertise and talents beyond the  
 165 classroom and can be focused on the institution (ISU), profession, community, or other

166 audiences. Service can be provided to individuals, informal groups, and various organizations.  
167 Service is more than mere membership. Some sort of official capacity or duty is generally  
168 associated with service, e.g., committee member, officer, student organization advisor, journal  
169 reviewer, book or web site editor, conference organizer, guest lecturer or presenter, consultant,  
170 etc. A key element is that the faculty member's expertise is related to the service. Service can be  
171 paid or volunteer.

172 Faculty members are encouraged to engage the community by collaborative partnerships which  
173 contribute to the University's academic mission and directly benefit the community.

#### 174 **Integration**

175 Each faculty member is a unique individual, providing a unique mix of contributions. For the  
176 Department, College, and University to maintain an appropriate diversity of views, principles,  
177 philosophies, experience, credentials, expertise, and domain accomplishments, each faculty  
178 member must contribute in unique ways.

179 The domains are not discrete; they are parts of a whole that define a faculty member. *Faculty are*  
180 *highly encouraged to develop an integrated professional identity so that these domains intersect*  
181 *and overlap in their professional activities (305.2.1).* To the extent possible, activities in each  
182 domain, credentials, and experience should complement each other.

183 *Faculty are expected to contribute to the missions, visions, and values of their*  
184 *department/school, college, and the University. Faculty are highly encouraged to incorporate*  
185 *mission-based activities throughout the domains of faculty work to effectively develop an*  
186 *integrated professional identity (305.2.2).* Per their assignment, each faculty member is expected  
187 to engage in following.

- 188 • Undergraduate Student Academic Advising.
- 189 • Graduate Student Advising/Mentoring.
- 190 • Community Engagement.
- 191 • Experiential Learning.

#### 192 **Standards of Achievement by Rank**

193 The following sub sections summarize the standards for initial appointment or promotion to each  
194 rank.

#### 195 **Lecturer**

196 The following standards must be met. For initial appointment, the faculty member must be  
197 evaluated by the Department Personnel Committee and Department Chair to have the **potential** to  
198 meet the Basic Expectations of All Faculty members and perform at a sustained/substantial level.

- 199 • Have the degree and work experience required for the rank.
- 200 • Meet The Basic Expectation of All Faculty Members related to the assignment.
- 201 • Perform at the sustained level in teaching, scholarship, and service as assigned.

#### 202 **Instructor**

203 The following standards must be met. For initial appointment, the faculty member must be  
204 evaluated by the Department Personnel Committee and Department Chair to have the **potential** to  
205 meet the Basic Expectations of All Faculty Members and perform at a sustained/substantial level.

- 206 • Have the degree and work experience required for the rank.
- 207 • Meet the Basic Expectation of All Faculty Members related to the assignment.
- 208 • Perform at the sustained level in teaching, scholarship, and service as assigned.

### 209 **Senior Instructor**

210 Since promotion to Instructor, the following standards must be met. No instructor shall be initially  
211 appointed to the Senior Instructor rank.

- 212 • Have the degree and work experience required for the rank.
- 213 • Certification or licensure, a doctorate degree, or 12 graduate credit hours (beyond a  
214 master's degree) earned in the previous 6 years.
- 215 • Meet the Basic Expectation of All Faculty Members related to the assignment.
- 216 • Perform at the sustained level in teaching, scholarship, and service as assigned.
- 217 • Accomplish 6 enumerated accomplishments; these are normally expected to be related to  
218 teaching. If assigned, 2 enumerated scholarship or service accomplishments can be  
219 included in the 6.
  - 220 ○ At least 1 teaching accomplishment must come from the substantial or excellent  
221 categories.

### 222 **Assistant Professor**

223 The following standards must be met. For initial appointment, the faculty member must be  
224 evaluated by the Department Personnel Committee and Department Chair to have the **potential** to  
225 meet the basic expectations of all faculty members and perform at a sustained/substantial level.

- 226 • Have the degree and work experience required for the rank.
- 227 • Meet the Basic Expectation of All Faculty members related to the assignment.
- 228 • Perform at the sustained level in teaching, scholarship, and service.

### 229 **Associate Professor**

230 Since promotion to Assistant Professor, the following standards must be met. No faculty member  
231 will be hired as an Associate Professor without having been an Assistant Professor for a minimum  
232 of 6 years. An Associate Professor may not be awarded tenure upon being hired.

- 233 • Have the degree and work experience required for the rank.
- 234 • Meet the Basic Expectation of All Faculty members related to the assignment.
- 235 • Accomplish 6 enumerated teaching accomplishments since appointment as an Assistant  
236 Professor, 3 of which must come from the substantial or excellent categories.
- 237 • Accomplish 6 enumerated scholarship accomplishments since appointment as an Assistant  
238 Professor, 3 of which must come from the substantial or excellent categories.
- 239 • Accomplish 6 enumerated service accomplishments since appointment as an Assistant  
240 Professor, 3 of which must come from the substantial or excellent categories.

### 241 **Professor**

242 *Documented evidence of substantial and effective teaching or librarianship; of a record of*  
243 *substantial accomplishment in research, scholarship, or creativity which has led to professional*  
244 *recognition at the national level; and of active, substantive service to some combination of the*  
245 *University, the community and the profession (Option I); or*

246 Documented evidence of excellence in one domain of faculty work, while also demonstrating  
247 substantial and/or sustained performance in the other domains. (Option II).

248 Professional recognition at the national level in a domain equates to 4 excellent enumerated  
249 accomplishments in that domain.

250 Since promotion to Associate Professor, the following standards must be met. No faculty member  
251 will be hired as a Professor without having been an Associate Professor for a minimum of 4 years.

- 252 • Have the degree and work experience required for the rank.
- 253 • Meet the Basic Expectation of All Faculty members related to the assignment.
- 254 • Meet either Option I or II below.

255 **Option I**

- 256 • Accomplish 8 enumerated teaching accomplishments since appointment as an Associate  
257 Professor, 4 of which must be from the substantial or excellent categories.
- 258 • Accomplish 8 enumerated scholarship accomplishments since appointment as an Associate  
259 Professor, 4 of which must be from the substantial or excellent categories.
- 260 • Accomplish 8 enumerated service accomplishments since appointment as an Associate  
261 Professor, 4 of which must be from the substantial or excellent categories.

262 **Option II**

- 263 • In two of three domains (teaching, scholarship, or service), accomplish 8 enumerated  
264 accomplishments at the sustained, substantial or excellent categories.
- 265 • In the third domain, accomplish 8 enumerated accomplishments in the **substantial or**  
266 **excellent** categories, with at least 2 of the 8 enumerations in the excellent category.

267 **Probationary and Annual Review**

268 For an unconditional recommendation for reappointment or continued employment the candidate  
269 must meet the following criteria.

- 270 • Have the degree and work experience required for the rank.
- 271 • Meet the Basic Expectation of All Faculty Members related to the assignment.
- 272 • Demonstrate fulfillment or adequate progress concerning any previous conditions or goals.
- 273 • For the applicable rank, accomplish the enumerated activities in the following table.

Rank	Minimum Criteria
Instructor	Enumeration of 1 teaching accomplishment. Enumeration of 1 in any other assigned domain.
Tenure Track	Enumeration of 1 accomplishment in each domain.

274 **Mid-Tenure Review**

275 For an unconditional recommendation for reappointment the candidate must meet the following  
276 criteria.

- 277 • Have the degree and work experience required for the rank.



314 promoted by the normal process and timeline; the substantive difference being that an expedited  
315 timeline will be used. If at all possible, the process to evaluate new hires will take place during the  
316 fall or spring terms and not during the summer, winter, or other break.

## 317 **Department Personnel Committee**

### 318 **Selection of Committee**

319 Personnel Committee members are selected annually by vote of regular faculty members of the  
320 Department who do not have 50% or more administrative reassignment. The Department Chair  
321 may vote to break a tie.

### 322 **Membership of Committee**

323 The Department Personnel Committee shall consist of at least three tenured faculty members and  
324 one instructor from the Department. Only tenured faculty members of the Department Personnel  
325 Committee may vote on tenure or promotion concerning a professor rank. Only tenured full  
326 professors may vote on promotion to full professor. Additional members may be added on an ad  
327 hoc basis to achieve a minimum of three votes or to comply with University Policy. Department  
328 Chairs, and those with 50% or more reassignment for administrative duties, may not serve on the  
329 Department Personnel Committee. In the event that three qualified faculty members are not  
330 available in the Department, otherwise qualified faculty members may be selected from other  
331 departments within the College.

332 A person may not participate in more than one recommendation for a given case, e.g., a person  
333 cannot vote at the Department and College level concerning the promotion of a faculty member.  
334 A faculty member may not serve on the Committee if he or she will be reviewed that year for  
335 promotion. A faculty member may serve on the Committee if he or she will be reviewed that year  
336 for sabbatical or biennial evaluation, but must recuse her or himself from any participation  
337 regarding their own case.

## 338 **Mentoring**

339 As soon as practical after appointment, each new faculty member should be directed to the  
340 following.

- 341 • This policy.
- 342 • Other Department policies, especially those related to evaluation and the faculty  
343 domains, e.g., the biennial review policy and policies related to teaching and learning.
- 344 • The COT Constitution.
- 345 • The COT promotion and tenure document.
- 346 • The University Handbook, especially the sections pertaining to promotion, tenure, and  
347 evaluation; faculty duties and responsibilities; and faculty and staff principles of  
348 conduct.

349 Explanation of the preceding policies and Departmental norms and procedures shall be  
350 collaboratively performed by the Department Chair and Departmental Personnel committee.

---

<sup>1</sup> The AETM Personnel Committee approved the interpretation whereas the 3 years of non-academic work experience applies to new hires beginning in August 2018. The previous standard of one year applies to all hires prior to this date. Date: December 10, 2018. Vote: 2-1-1.