

ON-CAMPUS MEMO

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Academic Affairs

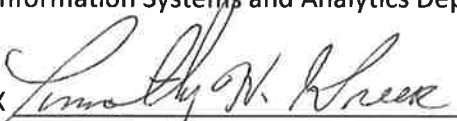
From: Timothy H. Greer

To: Dean David Urban, Provost Mark Byrnes, President Sidney McPhee

Date: February 1, 2019

Subject: Department of Information Systems and Analytics Promotion for Non-Tenurable Faculty

Memo: Please find attached the Approved Promotion Policy for Non-Tenurable Faculty for the Information Systems and Analytics Department.

X 

Timothy H. Greer
Information Systems & Analytics
Interim Chair

X 

David Urban
Dean

X 

Mark A. Byrnes
Provost

X 

Sidney A. McPhee
President

DEPARTMENT OF INFORMATION SYSTEMS AND ANALYTICS: ADVANCEMENT IN RANK FOR NON-TENURABLE FACULTY APPOINTMENT TYPES

Academic Affairs

The Department Tenure and Promotion Committee will review applications for advancement in rank by non-tenurable faculty. Advancement in rank will follow the same calendar as promotion for tenured/tenure-track faculty and requires a recommendation from the Department Chair/Director, the department/school review committee, the college review committee, the Dean, the Provost, the President, and the Board of Trustees.

The Department of Information Systems and Analytics will use the Jones College of Business Promotion and Tenure Committee Policy Guidelines Item III for promotion considerations for non-tenurable faculty .

Candidates applying for advancement in rank should submit a completed Outline of Faculty Data Form and supporting materials in the department office by the date specified in the annual calendar provided by the Office of the Executive Vice President and Provost.

The performance criteria used by the committee are outlined in MTSU Policy 202, Section VIII.

Annual evaluations for instructor-track appointments will be based on the candidate's teaching record, teaching-related activities, and effectiveness in performing any other assigned duties. Instructor-track faculty members will remain current in their area of instruction, and such currency has to be demonstrated during the annual evaluation.

Evaluation criteria will include student evaluations in all courses since the last advancement in rank, peer observations and evaluations, annual departmental evaluations, and additional materials such as syllabi, exams, student papers, etc., letters of commendation from faculty peers, chair/directors or external colleagues, innovations in teaching that have measureable student success results, awards or other recognition for teaching, contributions to student development, etc.

1. All faculty members are expected to demonstrate high quality performance in teaching. Teaching applies to any strategy in which information is imparted so that others may learn, and may include, but is not limited to, a variety of techniques including instruction, student advising and/or mentoring, development of course materials and courseware, and development of innovative approaches to instruction. High quality instruction is found in many different guises; different individuals and different disciplines carry their own distinctive, and sometimes opposing traits. Examples of characteristics of high quality instruction may include, but not be limited to, establishing, applying, and maintaining rigorous expectations for student performance;
2. Facilitating student learning through effective pedagogical techniques;
3. Using instructional materials appropriate to the program and discipline;
4. Providing current information and materials in the classroom and/or laboratory;
5. Engaging students in an active learning process;
6. Constructing appropriate and effective assessment activities;
7. Incorporating collaborative and experiential learning in regular classroom instruction;
8. Providing timely and useful feedback to students;
9. Revising course content and scope as required by advances in disciplinary knowledge or changes in curriculum; and
10. Revising teaching strategies with innovations in instructional technology.

Effective teaching is an essential qualification for promotion, and promotion should not be granted in the absence of clear evidence of a candidate's teaching ability and potential for continued development.

Documentation:

1. Supporting materials will, at a minimum, include student evaluations, annual evaluations, and evidence of evaluation by faculty peers.
2. Student evaluations for each course section evaluated since initial appointment, if hired within the previous five (5) years, or last five (5) years of course evaluations, if employed longer than five (5) years, or since most recent promotion, will be added to the candidate's supporting materials by the Department Chair/Director.
3. Other relevant supporting material may be included.