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## **AC 2011-719: RANK AND TENURE REQUIREMENTS AT TEACHING-BASED UNIVERSITY**

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ASEE already has in the system.

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# Rank and Tenure Requirements at Teaching-Based University

## 1 Introduction

The requirements for attaining tenure and advancement in rank are vastly different at research-oriented universities vs. teaching-based universities. In general, most universities require a faculty member to satisfy university-defined requirements on teaching, scholarship, professional development, community service, service to the profession, and service to the university in order to attain tenure and advancement in rank. Even though requirements for rank and tenure at teaching-based universities have changed over the years, the focus still remains on teaching and service. Requirements for teaching and service may vary from university to university but they are very similar in most of the aspects. This paper presents the typical requirements at Gannon University, Erie, PA in each of the above mentioned areas. A comparison will also be made with six others teaching-based institutions. Requirements at Gannon University have changed over the years from no scholarship requirements before the 1980s to significant scholarly activity requirements today. Faculty members rely on student evaluations conducted at the end of each semester and once a year peer evaluation to satisfy teaching requirements. At Gannon University, the Boyer's model of scholarship was adopted around 2000 to satisfy scholarship requirements.

New faculty starting the tenure process at a teaching-based institution can use this article as a guide to create a portfolio/development plan that will contain the relevant information to satisfy the rank and tenure requirements at their institution. It is advised that the new faculty member reviews in a yearly basis the contents of his/hers development plan with the department chair to obtain feedback and ensure a continuous progress towards advancement. By compiling this information in a yearly basis, the new faculty member will be able to prepare his/hers tenure and rank application in a painless and smooth manner.

## 2 Rank and Tenure Requirements before year 2000

General requirements for rank and tenure at Gannon University consist of satisfying a set of categories. These categories are groups into three major areas: Teaching, Scholarship and Professional Development, and Collegiality and Service. Tables 1 -3 present the categories under each area. Table 4 states the specific requirements for tenure and advancement in rank to Assistant Professor, Associate Professor and Professor.

Table 1: Categories under Teaching Area before year 2000

1	Supports and contributes to the mission, goals, and objectives of the University
2	Demonstrates currency in knowledge of subject matter and methodological procedures of one's discipline
3	Is proficient in presenting subject matter and methodological procedures of one's disciplines

4	Communicates enthusiasm for subject matter and teaching which influences students in their desire to learn
5	Exhibits continuous growth as a teacher
6	Conforms to guidelines in the Governance Manual regarding fair classroom procedure
7	Shows involvement with students within the normal academic, career advising relationship and/or co-curricular and extra-curricular activities
8	Demonstrates creative ways of presenting subject matter
9	Provides for individualized learning to meet varied needs and interests of students
10	Adapts courses to changing patterns of issues and emphases in one's academic discipline

Table 2: Categories under Scholarship and Professional Development Area before year 2000

1	Supports and contributes to the mission, goals, and objectives of the University
2	Recognized in his/her academic discipline (e.g., professional consulting, evaluation, speaking engagements, and citations)
3	Research and/or grantsmanship
4	Appropriate professional publication
5	Academic honors
6	Attendance at appropriate professional meetings and workshops
7	Membership and involvement in appropriate learned societies
8	Scholarly presentations at appropriate regional and/or national conferences
9	Leadership in appropriate learned societies and associations
10	Continuing academic or professional training in one's discipline and/or areas supporting the mission of the University
11	Formal post-doctoral study

Table 3: Categories under Collegiality and Service Area before year 2000

1	Supports and contributes to the mission, goals, and objectives of the University
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2	Works harmoniously with colleagues and enjoys their confidence in achieving the objectives of the department
3	Actively participates in committee assignments within one's division or college/school
4	Actively participates in committee and task forces at the University level
5	Serves as a chair or director of a program, department, or a University standing committee
6	Actively participates in external community service
7	Serves as an advisor for co-curricular or extra-curricular activities
8	Contributes to institutional development through proposal of new programs, courses and/or procedures
9	Participates significantly in other institutional activities (recruitment, grant proposals, admissions, student personnel, etc.)

Table 4: Tenure and Advancement in Rank Requirements before year 2000

	Tenure	Assistant Professor	Associate Professor	Professor
Teaching	Must satisfy 1 through 7	Must satisfy all categories	Must satisfy all categories	Must satisfy all categories
Scholarship and Professional Development	Must satisfy 1 plus 6 other categories	Must satisfy 1 plus 6 other categories	Must satisfy 1 through 4 plus 5 other categories	Must satisfy 1 through 4 plus 5 other categories
Collegiality and Service	Must satisfy 1 plus 5 other categories	Must satisfy 1 and 2 plus 4 other categories	Must satisfy 1 through 4 plus 3 other categories	Must satisfy 1 through 4 plus 4 other categories

### 3 Current Requirements (adopted after year 2000) for Rank and Tenure

Initial studies to modify the rank and tenure requirements arose due to faculty concerns regarding the inequalities across different disciplines. From an engineering perspective, the requirements for rank and tenure are almost identical across various engineering fields. Differences were observed when compared to other programs across the university such as liberal arts and health sciences. During the 1990s, the university appointed an adhoc committee to address these concerns and propose possible solutions. After considerable debate and discussions, the Boyer Model of Scholarship was adopted on a trial basis that resulted into a policy in the year 2000 [1].

### ***3.1 Teaching and Advising***

While the new teaching criteria have retained the first three categories (refer to Table 1) to demonstrate effectiveness in teaching, the rest have been organized into new statements that are more general and flexible as demonstrated below [2].

- Skill in communicating with students, showing balance by treating each with dignity and respect;
- Commitment to students and their development, encouraging them to take responsibility for their intellectual and personal growth
- Ability to plan and execute a substantive, well-organized course.
- Ability to utilize effective teaching methods and strategies

All faculty members are expected to demonstrate excellence in teaching. Such excellence shall be accomplished in a spirit of balance conducive to an equitable and respectful learning environment. Furthermore, advising has become a separate evaluation area in the new set of requirements. Responsibilities of the faculty advisors include:

- Developing and maintaining knowledge of University policies and curriculum requirements.
- Maintaining files to document academic progress for students who are assigned as advisees.
- Communicating to advisees the times and places where the faculty advisors will be available to meet with the student.
- Reviewing grade reports of that person's advisees and advising them of their significance.
- Assisting students in pre-registration, advising them regarding curriculum and graduation requirements.
- Advising students regarding academic progress and career and professional objectives. Special attention shall be given to freshmen and others beginning their studies at Gannon to assist them in achieving appropriate outcomes.
- Exercising prudence in advising students regarding purely personal matters: to the extent as appropriate, they shall direct students to other sources of professional academic and personal advisement and assistance such as the Counseling and Career Development Office, The Center for Experiential Learning or Financial Aid Offices.
- Assisting students in applying for admission to graduate or professional schools, in preparation for certifying examinations, licensure or certification, in making application for employment, and, when appropriate, writing letters of reference.
- Availability/accessibility to students. A campus presence beyond the minimum of regular office hours is expected.

### ***3.2 Scholarship***

The requirements for the scholarship have completely changed by adopting the Boyer Model [1, 3]. The Boyer Model recognizes a larger spectrum of scholarship activities which are classified as Scholarship of Discovery, Scholarship of Integration, Scholarship of Application, and Scholarship of Teaching. While most of the research-oriented institutions recognize only

Scholarship of Discovery, teaching-based institutions have started to recognize the other areas of scholarship as defined by the Boyer's Model.

Scholarship at Gannon University is broadly recognized by three attributes: professional, communicated and peer-reviewed. Each of these attributes may be found at different levels, such as University, regional, national or international (recognition, review, publication, etc.). Scholarship activity may be stronger in one of the three attributes; but, the body of a colleague's scholarship should demonstrate all three to some degree.

1. Professional — demonstrably pertinent to the discipline(s) of the individual faculty member.
2. Communicated — evidence that the work has been made known to a wider, appropriate body.
3. Peer-reviewed — evidence of invitation, review, acceptance or acknowledgement of one's work by recognized peers in the appropriate area.

Excellence in scholarship may be assessed by evidence generated by the following types of procedures and activities:

- Documented self-report of activities
- Evaluation or statements by professional peers
- Juried publications
- Citation of research in other works
- Awards or grants, prizes, or commendations
- Demonstrated artistic or technical skill, scholarship and teaching techniques associated with one's discipline

### ***3.3 Professional Activity***

More emphasis has been placed on professional development under the new requirements for rank and tenure. Professional development refers to continuous education and training relevant to the profession. This development is made possible by a variety of activities including, though not limited to, the following:

- Attendance at professional meetings
- Continuing education
- Participation in professional workshops
- Coursework
- Post-doctoral study
- Relevant professional certification
- Development of ancillary competencies/expertise via extensive independent study

### ***3.4 Service***

Service includes service to the University and to the community or one's profession. The University recognizes that educators are not only professionals in a given field who function within the University but also citizens of a larger community.

### *3.4.1 Service to University*

Faculty are expected to participate in the operational concerns of the institution. Such participation may include, but not necessarily be limited to, the following:

- Service on school or departmental committees, attendance at school or departmental meetings, and participation in the decision-making and curriculum development processes
- Participation in University and ad hoc committees
- Leadership in such areas as governance, faculty development, curriculum design
- Service as Chair of a department or committee
- Acting as representative of Gannon University to the larger regional, national or international community
- Service as advisor to student activities/organizations
- Planning and/or participation in extra-curricular student activities
- Planning and/or participating in curriculum-related enrichment activities outside normal course offerings

### *3.4.2 Service to Community*

Faculty members are encouraged to provide service to the community by working with people and organizations outside the faculty member's profession. Such service may include, but not necessarily be limited to, the following:

- Lectures to non-professional community groups
- Leadership positions in political, church, or community activities
- Participation in non-profit organizations designed to serve the general public
- Service to community groups in a professional capacity

### *3.4.3 Service to Profession*

Faculty members may participate in service to their respective professional organizations through activities including, but not limited, to the following:

- Serving as a panel discussant or presider
- Reviewer of scholarly or creative work
- Serving as an officer for a professional organization
- Serving as an accreditation consultant

Comparing the old with the new requirements, a distinct emphasis has been placed under each area of service. Therefore, each faculty member must satisfy all three areas of service to some level. Additionally, the collegiality terminology has been eliminated from the requirements. Table 5 summarizes the current rank and tenure requirements.

Table 5: Requirements after year 2000 (new criteria)

	Tenure <sup>1</sup>	Assistant Professor	Associate Professor <sup>3</sup>	Professor <sup>3</sup>
Terminal Degree <sup>2</sup>	√	√	√	√
Teaching	Must demonstrate excellence	Must demonstrate excellence	Must demonstrate excellence	Must demonstrate excellence
Advising	Must demonstrate commitment	Must demonstrate commitment	Must demonstrate commitment	Must demonstrate continuous commitment
Scholarship	Must demonstrate a <i>consistently high standard</i>	Must demonstrate <i>high standard</i>	Must demonstrate <i>excellence</i>	Must demonstrate <i>excellence</i>
Professional Communicated	Strong	Strong	Strong	Strong
Peer-reviewed	Demonstrate	Demonstrate	Demonstrate	Strong
Professional Activity	Must demonstrate a consistently high standard	Must demonstrate consistent record	Must demonstrate Excellence	Must continuously demonstrate Excellence
Service to University	Must demonstrate Excellence	Must demonstrate Excellence	Must demonstrate Excellence	Must demonstrate Excellence
Service to Community	Must demonstrate Excellence		Must demonstrate Excellence	Must demonstrate Excellence
Service to Profession	<b>Or</b> must demonstrate Excellence		<b>Or</b> must demonstrate Excellence	Must demonstrate Excellence

<sup>1</sup> In the earlier set of requirements, faculty were eligible to apply for tenure during the fourth year, but up-and-out policy was never implemented. Starting in year 2000, university has implemented a tenure clock where faculty must apply for tenure no later than sixth year of service. A maximum of two years credit can be given to a faculty, at the time of appointment, to reduce the tenure clock.

<sup>2</sup> Everyone must have a terminal degree. In the earlier set of requirements, only rank to full professor required terminal degree.

<sup>3</sup> Candidates for this rank must have completed a minimum three years of satisfactory service as a full-time faculty member at the previous rank at the time of application. This requirement has not changed as compared to requirements before 2000 criteria.

#### 4 Comparison between Gannon University Requirements and Six other Teaching-Based Institutions

Even though requirements for rank and tenure at teaching-based universities have changed over the years, the focus still remains on teaching and service. Requirements for teaching and service may vary from university to university but they are very similar in most of the aspects. Eight different universities were surveyed for this comparison. These universities are comparable to Gannon University in size and types of engineering programs. A brief comparison of the demographics appears in Table 6.

Table 7 summarizes the information obtained from six of the eight universities: Cedarville University [4], Grand Valley State University (GVSU) [5], Groove City College [6], Ithaca College [7], Mercer University [8], and Youngstown State University (YSU) [9]. (Note: the information from the other two universities was neither complete nor available online). The major similarities and differences as compared to Gannon University are presented in Table 7.

Table 6: Relevant Demographic Information of the Universities Compared

University	Number of Engineering Full-Time Faculty	Engineering Majors
Gannon University	24	Biomedical Engineering, Computer Engineering, Computer Science, Electrical Engineering, Environmental Engineering, Information Systems, Mechanical Engineering, Software Engineering [10]
Cedarville University	17	Computer Engineering, Computer Science, Electrical Engineering, Mechanical Engineering [11]
Grand Valley State University	28	Computer Engineering, Electrical Engineering, Interdisciplinary Engineering, Mechanical Engineering, Product Design and Manufacturing Engineering [12]
Groove City College	18	Computer Science, Electrical and Computer Engineering, Mechanical Engineering [13]
Ithaca College	13	Mathematics-Computer Science, Physics-engineering [14]
Mercer University	25	Biomedical Engineering, Computer Engineering, Electrical Engineering, Environmental Engineering, Industrial Engineering, Mechanical Engineering [15]
Youngstown State University	26	Chemical Engineering, Civil Engineering, Electrical and Computer Engineering, Industrial and Systems Engineering, Mechanical Engineering [16]

## 5 Advice to New Faculty Members

The following recommendations are presented to new faculty starting a tenure-track position:

- Obtain the university policy document regarding the rank and tenure process as early as possible.
- Some institutions have an annual review process while other might work in a two year and three year cycles. It is advisable that regardless of the cycle, faculty members create a portfolio/development plan on a yearly basis.
- This portfolio/development plan should be reviewed on a yearly basis with the department chair and the recommendations should be followed to strengthen the portfolio.
- Some institutions have a mentoring program for new faculty. If the institution does not provide this service, it is advisable that the new faculty members find a senior faculty to advise them in the rank and tenure process.

## 6 Conclusions

By adopting the Boyer Model, a wider breath of recognized scholarship opportunities has been opened to faculty. The benefits of Boyer Model are stated from two different perspectives.

### *Faculty Perspective*

At our university, the adoption of the Boyer's model has allowed faculty to meet scholarship requirements; therefore, most of faculty are successful in the tenure and promotion process. In the old system, faculty were not required to applied for tenure (i.e. there was tenure clock); therefore, faculty stayed on yearly appointments. It has been observed that (1) faculty are able to publish more papers and articles due to the larger wider recognized scholarship areas; (2) faculty have gained recognition due to increased publications; (3) faculty work on obtaining a higher rank due to substantial salary increase at every rank; and (4) faculty's commitment to the university has increased.

### *University Perspective*

Several advantages have been observed since the adoption of Boyer's Model of Scholarship: (1) faculty have become stable in the department; the high turnover has stopped; (2) the higher number of publications and presentations has increased the university external recognition at a national and international level; and (3) the university has been able to attract more external funding due to the scholarship record of the faculty.

## 7 References

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Table 7: Difference in Requirements between Gannon University and Six other Teaching-Based Institutions

	<b>Gannon University</b>	<b>Cedarville University</b>	<b>Grand Valley State University</b>	<b>Groove City College</b>	<b>Ithaca College</b>	<b>Mercer University</b>	<b>Youngstown State University</b> <sup>4</sup>
Evaluation of teaching, scholarship and service	All	Exceed in only two areas	All	All	All	All	All
<b>Tenure</b>							
Eligibility	Sixth year	Sixth year	-- <sup>2</sup>	No <sup>3</sup>	Sixth year	Set in initial contract	Six years <sup>5</sup>
Church Activities and Christian Ministries	No	Yes	--	--	No	No	No
Scholarship	Refer to Table 5	Two bibliographies <sup>1</sup>	-	--	Boyer's model	Boyer's model	Above minimum rating
<b>Assistant Professor</b>							
Terminal Degree	Yes	-- <sup>2</sup>	No	Yes	--	Yes	--
<b>Advancement in Rank to Associate Professor</b>							
Eligibility	Four years	Five years	Five years (terminal degree)	Five years	Sixth year	Based on experience	Based on rubric rating
Teaching			Consistent teaching effectiveness	Effective	Yes	Evidence of outstanding teaching	Based on rubric rating
Scholarship	Refer to Table 5	Perform	Recognized achievements	No	Yes	Significant record of accomplishment.	Based on rubric rating
Service to University and Community	Must demonstrate Excellence	Must contribute	Must have made contributions	Interest in the welfare	Only to University	Only in one of these three areas.	Based on rubric rating

	<b>Gannon University</b>	<b>Cedarville University</b>	<b>Grand Valley State University</b>	<b>Groove City College</b>	<b>Ithaca College</b>	<b>Mercer University</b>	<b>Youngstown State University <sup>4</sup></b>
Service to Profession	Yes	Yes	No	No	Yes	Same as Gannon	Based on rubric rating
Contribute to Christian services	No	Yes	No	No	No	No	No
Involvement in local church ministries	No	Yes	No	Yes	No	No	No
<b>Professor</b>							
Time	Four years	--	Seven years	Eight years	--	Based on experience	Based on rubric rating
Teaching	Must demonstrate excellence		Consistent excellence in teaching	Effective	--	Considered sustained and recognized as meritorious	Based on rubric rating
Scholarship		--	Acknowledged professional recognition	No	--		Based on rubric rating
Professional Activity	Must demonstrate excellence		Demonstrate activity	Continued growth	--		Based on rubric rating
Service to University and Community	Must demonstrate excellence	--	Must made vital contribution	Yes, including church involvement	--	Yes	Based on rubric rating
Service to Profession	Yes	--	No	No	--	Same as Gannon	Based on rubric rating

<sup>1</sup> Include two (2) bibliographies: one (1) of the books and journals read outside the field and one (1) of books and journals read within the field.

<sup>2</sup> Information was not provided.

<sup>3</sup> Groove City College does not grant tenure.

<sup>4</sup> Youngstown State University employs rubrics for rating.

<sup>5</sup> Must exceed the "excellent" threshold in at least one category (teaching, scholarship and service) for each of the two most recent years preceding tenure review.