

ABOUT TENURE AND PROMOTION AT RIT

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ROADMAP

- ▶ Why tenure?
- ▶ Basic characteristics
 - / TT faculty
 - / Lecturers
- ▶ Processes
 - / TT faculty
 - / Lecturers
- ▶ Criteria
- ▶ FAQs
- ▶ Questions?



"Behind one door is tenure - behind the other
is flipping burgers at McDonald's."

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WHY TENURE?

- ▼ Academic freedom – ability of faculty to teach, research/create or communicate ideas
 - / Limitations:
controversial topics;
unrelated to topics
- ▼ Tenure preserves academic freedom by protecting faculty member from retaliation
 - / Exceptions:
gross professional misconduct; financial exigencies; program discontinuance

Most important:
Tenure is predicated on a healthy
peer-review process shared by
faculty and administration

HISTORICAL ARTIFACTS OF INTEREST

- ▶ 1800s – de facto tenure; donors and boards had power to remove faculty
- ▶ 1900 – Harvard, Columbia, U of Chicago began formal tenure policies
- ▶ AAUP “declaration of principles” 1915
- ▶ Watershed: AAUP’s 1940 Statement of Principles on Academic Freedom and Tenure; see aaup.org/report/1940-statement-principles-academic-freedom-and-tenure

Ward Churchill

- ▶ Prof of ethnic studies @ U Colorado Boulder
- ▶ Scholarship: historical treatment of political dissension
- ▶ January 2005 “On the Justice of Roosting Chickens”
- ▶ Calls for his termination on basis of content; academic freedom tested; research integrity and misconduct; fired July 2007





BASIC CHARACTERISTICS

FACULTY CLASSIFICATIONS

Classification	Ranks	Notes
Tenure-track faculty	Assistant professor, associate professor, (full) professor	Primary responsibilities are teaching, scholarship, and service
Non-tenure track: Lecturers	Lecturer, senior lecturer, principal lecturer	Primary responsibilities are teaching and service; annual or multiple year contracts
Non-tenure track: Research faculty	Assistant research professor, associate research professor, research professor	Primary responsibility is research and must be funded by external funding
Non-tenure track: Visiting faculty	Visiting lecturer, visiting assistant professor, visiting associate professor, visiting professor	Limited to 3 years; primary responsibility teaching, scholarship, and service
Non-tenure track: Clinical faculty	Clinical instructor, assistant clinical professor, associate clinical professor, clinical professor	Practitioners with clinical responsibilities in organizations with a formal affiliation with RIT
Non-tenure track: Adjunct	Adjunct professor	Primary responsibility is teaching; part-time
Non-tenure track: Emeritus/emerita faculty	Emeritus/emerita associate professor or Emeritus/emerita professor	Reserved for full or associate professors when they retire or leave

NUMBERS OF TT, T, LECTURERS

Non-Tenure-Track Faculty (Principal/Senior/Lecturers)	241	24%
Tenure-Track Faculty	185	19%
Tenured Faculty	572	57%
Total	998	100%

BASIC CHARACTERISTICS: TT FACULTY

- ▶ Tenure is housed in the colleges or GIS
- ▶ Faculty are hired with a 'tenure appointment' typically as an assistant professor
- ▶ Faculty are assigned to an academic unit; e.g., department
- ▶ All faculty have a letter of offer, contract, plan of work, and annual evaluation
- ▶ Assistant professors have statement of expectations
- ▶ While pre-tenure, faculty have 1-year contracts

TT FACULTY WORK

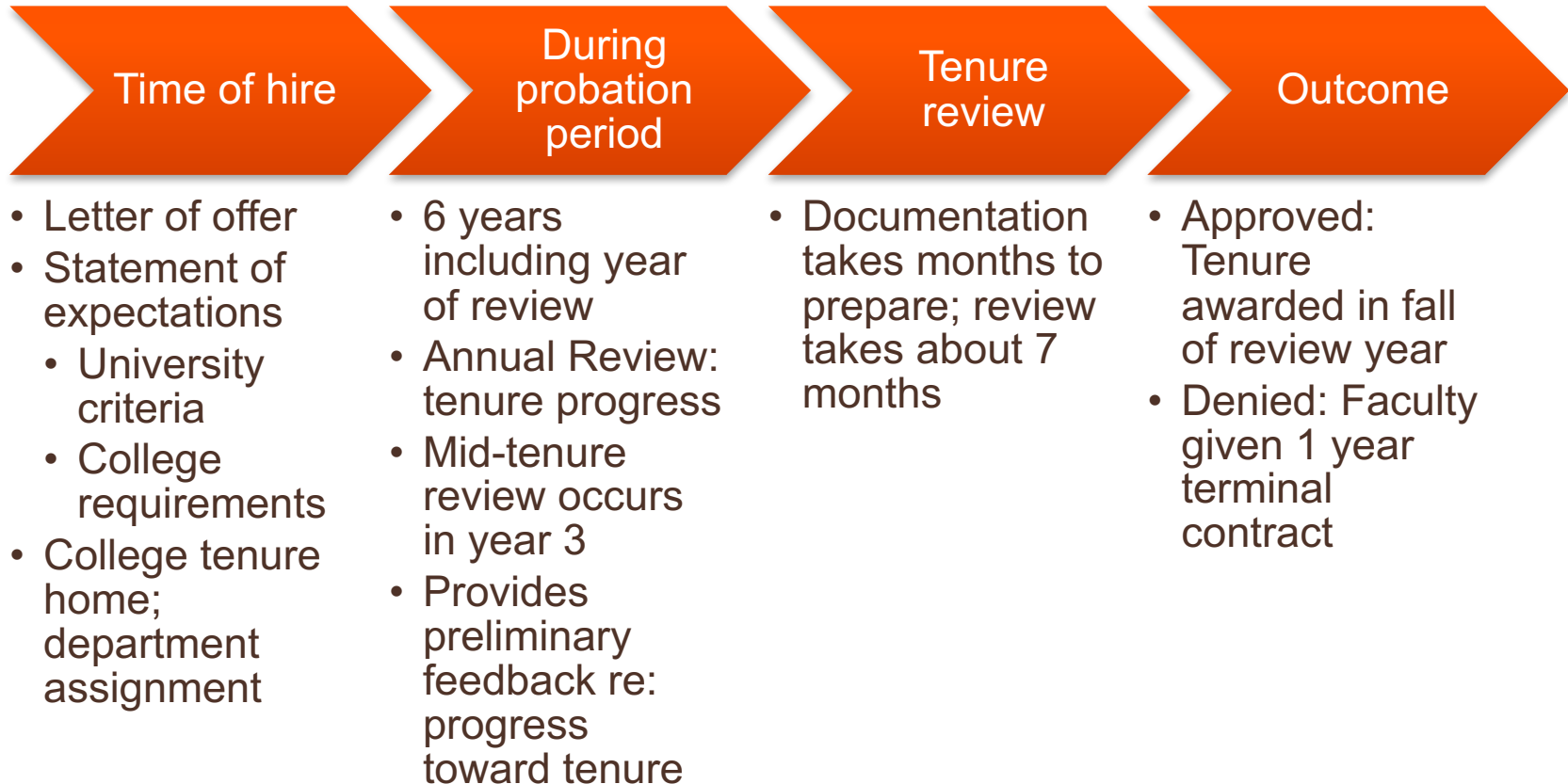
- ▶ Work is defined in 3 main dimensions: teaching, research, and service*
- ▶ Teaching: “The view that teaching is the foremost activity of our faculty is deeply rooted in the traditions of the university, and the primacy of teaching and the high quality interactions between faculty and students continues to be a hallmark of RIT.”

It is important to note that only TT faculty have the expectation to do all 3 dimensions; lecturers are expected to teach and do service; research faculty are expected to only do research.

* As guided by

- ▶ Research: includes scholarship, creative work, innovation
 - / Top priority is to enhance the education of our students and RIT’s reputation
 - / Must be documented, disseminated, and peer-reviewed
 - / RIT accepts Boyer’s taxonomy of scholarship:
 - Discovery, Integration, Application, and Pedagogy,
 - Engagement
- ▶ Service: Values all kinds of service in support of the mission of the university – committee, advising, engagement with the community on behalf of RIT

TENURE PROCESS SUMMARY



TENURE AND PROMOTION TO ASSOCIATE PROFESSOR PROCESS

- ▼ Tenure review is a shared process between faculty and administration

- ▼ Mid-tenure review*

- / Occurs in 3rd year

- ~~/ 2 external letters*: scholarship~~

- / Full process

- Faculty documentation
 - Department chair, faculty letters
 - College tenure committee
 - Dean review
 - Provost review
 - President decision

This requirement was eliminated beginning fall 2015

- ▼ Tenure review

- / Occurs in 6th year
 - / 4 external letters*: scholarship

- / Process

- Faculty documentation
 - Department chair, faculty letters
 - College tenure committee
 - Dean review
 - Provost review
 - University committee review*
 - President decision

- ▼ Positive:

- / Promotion to associate automatic*
 - / Tenure + base

- ▼ Negative:

- / Terminal contract in 7th year

* New since 2008



"Professor Smith learns how not to get tenure."

TENURE CRITERIA

HOW PEER-REVIEW PLAYS INTO TENURE DECISION



CRITERIA FOR TENURE AND PROMOTION

- ▼ University Criteria, College Expectations, Statement of Expectations – uniform across RIT (Policy E5.0)
 - ▼ Criteria or expectations are set by policy – either university policy such as E5.0 or college policy.
 - / President approves university policy, which is approved by Academic Senate
 - / Provost approves college policy but college policy is voted by the tenured faculty
 - ▼ The university standard:

“The RIT tenure policy is designed to encourage and reward excellence in teaching, scholarship, and service and to promote the atmosphere of critical inquiry and creative expression that is vital to the academic and cultural life of the university. Tenure is earned by demonstrated achievements and ongoing pursuit of advancements in teaching, scholarship, and service, guided by concern for students' and colleagues' personal worth and advancement.”
 - ▼ University Criteria follows AAUP guidelines and is consistent across most major universities:
 - / Service:
 - Expected but minimal at first
 - / Teaching:
 - Ability to convey key expertise and knowledge recognizing needs of learners
 - / Research:
 - Documented, disseminated, peer-reviewed
 - Disciplinary and interdisciplinary
 - Boyer: 4 types
 - ▼ RIT has regularly updated its tenure policies
- A comment about collegiality: RIT follows AAUP guidance in that collegiality should NOT be considered as a 4th criteria but rather how it undergirds all three

POLICY E04.0

- “The university recognizes the importance of a constructive and cooperative environment (more generally referred to as "collegiality") in order for faculty to fully achieve success in teaching, scholarship, and service. The university expects all faculty to exhibit the qualities of collegiality and to uphold the principles outlined in the university's Honor Code ([P3.0](#)), Core Values ([P4.0](#)), Diversity Statement ([P5.0](#)), and Commitment to Environmental Sustainability ([P6.0](#)). This is not intended to be used to violate the principle of academic freedom but to encourage civil discourse.”

COLLEGE EXPECTATIONS: EXAMPLE - COLLEGE OF SCIENCE

Academic and Professional Qualifications, Scholarship and Professional Activities:

Faculty must demonstrate externally reviewed scholarly work, research and creative attainment, **by publication in refereed journals, books, manuscripts, patents, publication in symposia, and presentations at national and international conferences**. COS recognizes fully and equally the four scholarship areas in the RIT policies and procedures (Section E4): (a) Scholarship of Discovery, (b) Scholarship of Pedagogy, (c) Scholarship of Integration, and (d) Scholarship of Application. Additional indications of attainment in this area include recognition through internal and external awards and honors, consulting, and professional licenses. Finally, **faculty should have demonstrated substantive progress towards winning external funding to support their research efforts through submission of proposals for grants and contracts and/or securing donations or foundation support for their work.**

COLLEGE EXPECTATIONS: EXAMPLE - COLLEGE OF SCIENCE

Contributions to the College and Institute: These refer to relationships with students and colleagues outside the classroom. Related activities include: service on academic unit, college and institute committees; involvement in student advising and organizations; maintaining contacts with co-op and internship possibilities; recruitment; contributions toward administration; service in leadership roles. Participation in these activities fosters engagement in and awareness of the current and future directions of the Institute.

Community Activities: These include activities linking the professional skills of members of the faculty to the world beyond the campus and community service in the public interest. These activities help project both awareness and a positive image of RIT in the local, state, national and international communities.

CHANGES BEGINNING FALL 2015

- ▶ Automatic extension of probationary period: New parent (birth/adoption)
- ▶ Mid-tenure review no longer requires external letters or external member on review committee
- ▶ Department access to external letters for tenure review
- ▶ Clarification of promotion process:
 - / Criteria
 - / Standards
 - / Body of evidence

FAQS

- ▶ When a university changes its mission or strategic direction, how does that get reflected in the tenure process?
 - / Research added within the last 25 years; Boyer's taxonomy; scholarship of engagement
- ▶ Can someone pause the tenure process without leaving the university?
 - / Yes, in certain situations like family care or if they want to pursue research 100%
- ▶ How does the tenure process and timeline address unique challenges such as family needs?
 - / The revised E5.0 addresses this with automatic extensions to the probation period
- ▶ What portion of the tenure review is qualitative and what portion is quantitative?
 - / Hybrid: Quantitative data includes student rating of teaching effectiveness, citations, grant monies; Qualitative, input from external and internal letters; peer review of teaching



QUESTIONS?