

**Provost's Expectations on Hiring, Promotion, and Tenure**  
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**Overview:** The following articulates observations about processes, practices, criteria and guidelines to assess hiring, the granting of tenure, and promotion for tenure-track and tenured faculty.

**Expectations: Hiring**

Effective Fall 2009, it is the expectation that any person hired into a tenure-track or tenured position will either have:

- a) a terminal degree suitable for the unit; or
- b) equivalent experience as defined by the unit with approval from the Provost.

In addition, any letter of offer must include language that explicitly indicates expectations (“Statement of Expectations”) and the process for achieving tenure and promotion, and the evolving nature of promotion and tenure criteria. These may be separate documents. Any specific college criteria for tenure should be included in the letter of offer. It is particularly important to address expectations for scholarship in these letters.

Finally, credit towards tenure due to previous employment should be sparingly awarded.

**Expectations: Pre-tenure process**

1. Candidates are to be informally mentored multiple times a year regarding their progress to tenure and promotion; good mentoring includes support and constructive criticism for teaching effectiveness, scholarship or creative work, and service.
2. Tenure and promotion to associate professorship will be reviewed at the same time. The process for promotion to associate professor must be modified so that at the tenure review, only one recommendation (either for or against tenure and promotion) comes from the tenure review committee. College tenure processes will be aligned to meet this objective.
3. Candidates will be annually reviewed for progress towards promotion and tenure. The candidate must receive meaningful feedback in writing by the dean; such feedback should include areas of improvement and a plan to assist the candidate to achieve improvement. Any changes to expectations must be captured in a new Statement of Expectations.
4. All pre-tenure candidates hired for or after AY 09-10 with full probation periods will undergo a comprehensive third year review. This review should reflect the same processes and rigor as the normal tenure review process. College will establish processes, if they have not done so already, for this third year review. Once a candidate has undergone the comprehensive third year review, the Statement of Expectations should remain constant for the rest of the probation period until the tenure review.

### **Expectations: Tenure and promotion to associate professor**

While new faculty hired as of AY 10 will have either a terminal degree appropriate for their field or equivalent experience, faculty hired before AY 10 are highly encouraged to obtain terminal degrees or equivalent experience.

Except for unusual circumstances, for individuals at the rank of Assistant Professor, the granting of tenure should be accompanied by the promotion to Associate Professor.

By granting tenure, the University is making a long-term commitment and the most critical decision made regarding a faculty member. Such commitments are made only to persons who are judged most likely to remain an asset to the University for the remainder of their careers. While criteria for tenure are established by each college and approved by the Provost, tenure may be awarded only to faculty members with demonstrated excellence in teaching and scholarship, and demonstrated meritorious contribution in service.

Teaching excellence: For excellence in teaching, RIT must feel confident that the individual's work clearly indicates a commitment to student learning, a process of continual improvement to the teaching and learning endeavor, a willingness to support the instructional needs of the department, school or college, and a commitment to connect the individual's own learning through research, scholarly or creative work to student learning. There must be evidence that demonstrates a multitude of teaching effectiveness methods such as student evaluations, peer evaluations, course development, and external and internal evaluation letters.

Excellence in research/scholarship/creative work: For excellence in research/scholarship/creative work, RIT must feel confident that the individual's scholarly work, since earning the terminal degree (or since reaching an acceptable level of equivalent experience), has grown in depth and breadth. It is important that there is convincing evidence that the individual is capable and committed to initiating new, original scholarly endeavors. In particular, scholarship must be documented, disseminated to critical audiences, and peer-reviewed in a way that provides evidence of quality and impact.

Meritorious service: For service, the candidate should demonstrate reasonable contributions within the scope of service work to the unit, college or campus, his or her discipline field, or to the broader community. The faculty member should work closely with their supervisor to devise an annual service workload that accommodates, as best as possible, the interests of the faculty member and the needs of the university. Committee and governance work, mentoring students and faculty colleagues, community outreach, as well as regional and national service roles are all highly valued by the university.

Annual reviews: Tenure and Promotion committees should assess the correlation between the candidate's annual Plans of Work and the department head's annual reviews. It is important that this decision reflect how responsive has the candidate been to the annual reviews.

Current and projected needs of the unit: The case for tenure must take into consideration the current and projected needs of the department for the contributions made by the candidate. Tenure is not an entitlement and need not be granted to an individual whose work, even if

regarded positively, is no longer needed by the department.

External review of scholarship: In addition to existing tenure procedures, dossiers should also include external review of the candidate's scholarship. This external review provides a validation of the candidate's scholarly impact. The external review typically consists of a minimum of four solicited letters by the tenure committee. Up to half of the letters may come from sources recommended by the candidate.

### **Expectations: Promotion to full professor**

The key consideration for the promotion of an associate professor to professor is based on the effectiveness of teaching, the quality and scope of scholarship, and the leadership of contributions in professional activities on and off campus. Overall, the candidate for promotion should have a totality of record that is judged to be excellent. There should be significant contributions to both graduate and undergraduate education, unless individual or departmental circumstances can be shown to require a stronger emphasis, or singular focus, on one or the other. Finally, the candidate, since receiving tenure and promotion to associate professor, should have a record that indicates substantial, significant, and continued growth, development, and accomplishment in teaching, research, scholarship or creative work, service, and leadership.

The process for promotion to full professor should be as rigorous as the process for tenure. In particular, the candidate should develop a portfolio, external letters should be obtained and a peer-based committee should make an objective recommendation, based on the candidate's dossier, to the dean.

**Expectations: Evidence to support candidacy:** Tenure and Promotion committees must document the evidence they have used to assess a candidate's teaching and scholarship abilities.

Teaching: Effective teaching must be demonstrated from a variety of sources and measures. Examples of evidence of effective teaching could include:

1. Student evaluations
2. Collegial peer review of the candidate's courseware, e.g.:
  - a. Syllabi and assignments
  - b. Text and other materials
  - c. Graded work
  - d. Exams
3. Collegial peer outcomes assessment, e.g., student preparedness for and success in subsequent courses
4. Assessment results that demonstrate student learning of course outcomes
5. Teaching awards and other recognitions, either internal or external
6. Alumni evaluations/feedback
7. Development of curriculum and/or instructional materials
8. Innovations in teaching
9. Quality and effectiveness of mentoring graduate students on projects, MS theses and PhD theses

10. Student advising assessment
11. Student performance on standard professional examination
12. Student project supervision
13. Demonstrated effectiveness in teaching courses that are understood to be the most challenging from an instructional viewpoint.
14. Enrollment in elective courses – i.e., a willingness to teach undesirable courses
15. Active interest in and concern for student welfare.

Scholarship, research and creative work: Such work should be based on RIT's definition of scholarship (discovery, application, integration or pedagogy) and demonstrate the external validation made possibly by peer review, dissemination, and documentation. Evaluating scholarship contributions should address the significance, impact and attention to Institute mission of the scholar's work. Examples of evidence of strong scholarship include:

1. External peer evaluations of published or exhibited scholarship/creative work
2. External funding in support of scholarship, research, and creative work
3. Invention disclosures, patents or licensing agreements that demonstrate the technology transfer of ideas
4. Professional reputation or standing of presses (publications), journals, shows, exhibits, conferences, etc., through which the scholarship has been disseminated
5. Citations by other professionals of the candidate's disseminated scholarship
6. Quantity of disseminated, peer-reviewed, and documented scholarship
7. Development of research laboratories
8. Invited seminars, presentations, exhibits, or other displays of work
9. Presentation of conference papers
10. Professional reputation (both inside and outside the University)
11. Evidence of capacity for future achievements

### **Expectations: Processes**

Each college should develop robust policies and processes that elaborate on institutional policies regarding promotion and tenure. In particular, each college should develop:

1. Norms and criteria for promotion and tenure - these should specify contributions that will be considered for tenure and promotion and how a candidate may demonstrate excellence in teaching and scholarship and meritorious service;
2. Mentoring support for pre-tenure faculty;
3. Processes for peer teaching evaluation and for external review of scholarship;
4. Effective written feedback for progress towards tenure;
5. Dossier-based review process for promotion to full professor;
6. Processes that integrate the granting of tenure with promotion to associate professor so that one recommendation comes forward from the tenure committee.

### **During AY 2009-2010, colleges will:**

1. Insure that every pre-tenure, tenure track faculty member has a written Statement of Expectations - these must be secured in consultation with the candidate and approved by the dean;

2. Review and modify or create criteria, to be approved by the dean and the provost, for tenure and promotion to associate professor and promotion to full professor;
3. Establish a mentoring system, to be approved by the dean and the provost, for pre-tenure faculty;
4. Develop the third-year comprehensive review process including the required documentation; and
5. Establish procedures, which must be approved by the dean and the provost, for the external review of scholarship for the third year comprehensive review and the tenure review process.

**Expectations: Committee evaluation and recommendation letters**

Any official evaluation of a faculty member, whether it results from a peer-review committee, a dean, the provost, or from a college tenure committee, should be fair, constructive and objective. The purpose of evaluation is to measure the performance of the candidate against the criteria and expectations of the unit. The recommendation of the committee should be presented only after a thorough analysis of all the criteria used to measure excellence in teaching, excellence in scholarship, and meritorious service is completed.

**Expectations: The role of the provost**

The provost has the responsibility of articulating the campus expectations with respect to promotion and tenure. This must be done in a transparent, fair, consistent, and compassionate manner.