

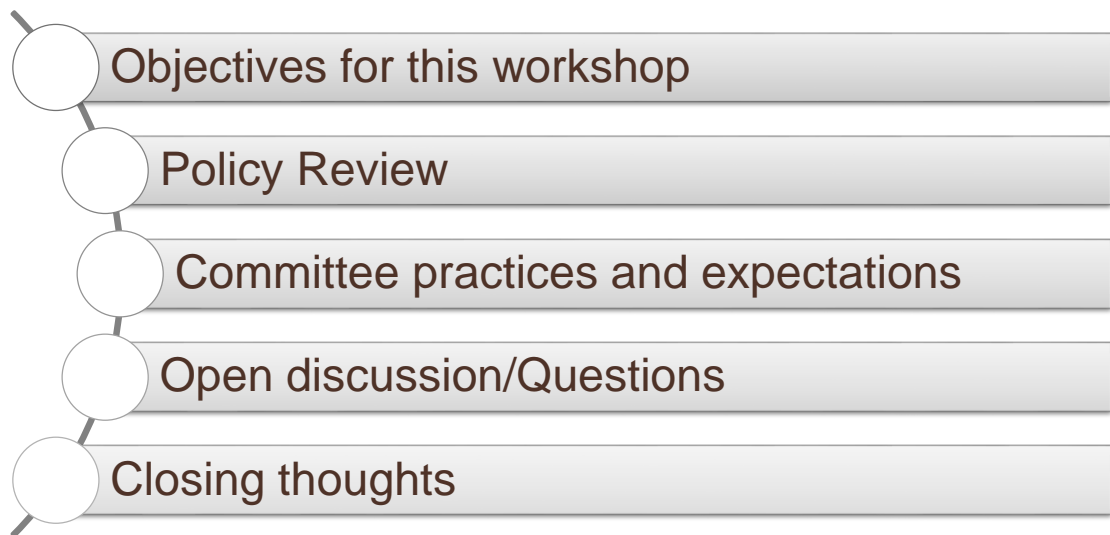


IMPORTANT PRACTICES FOR TENURE AND PROMOTION COMMITTEES

Fall 2017

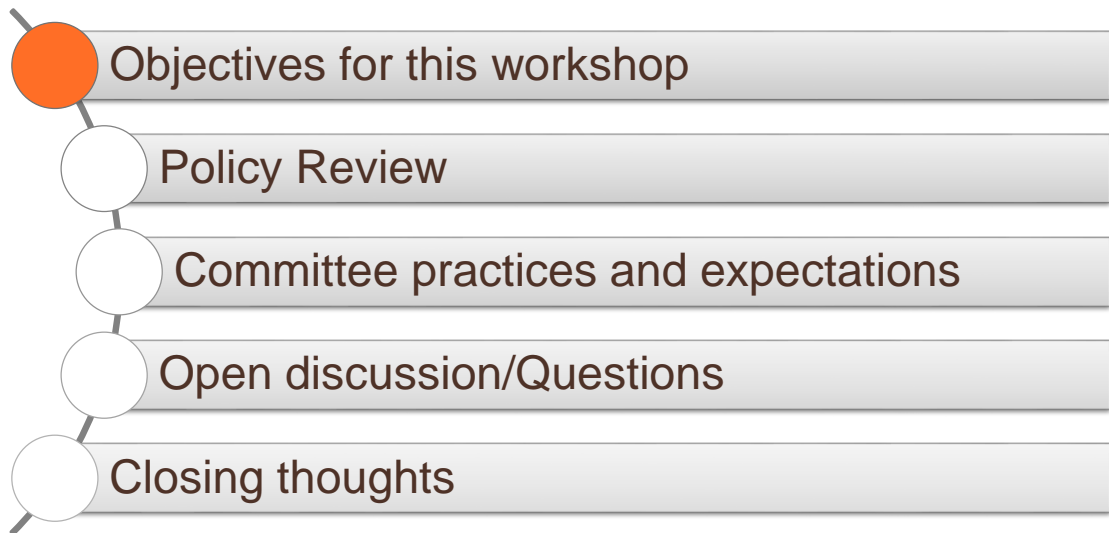


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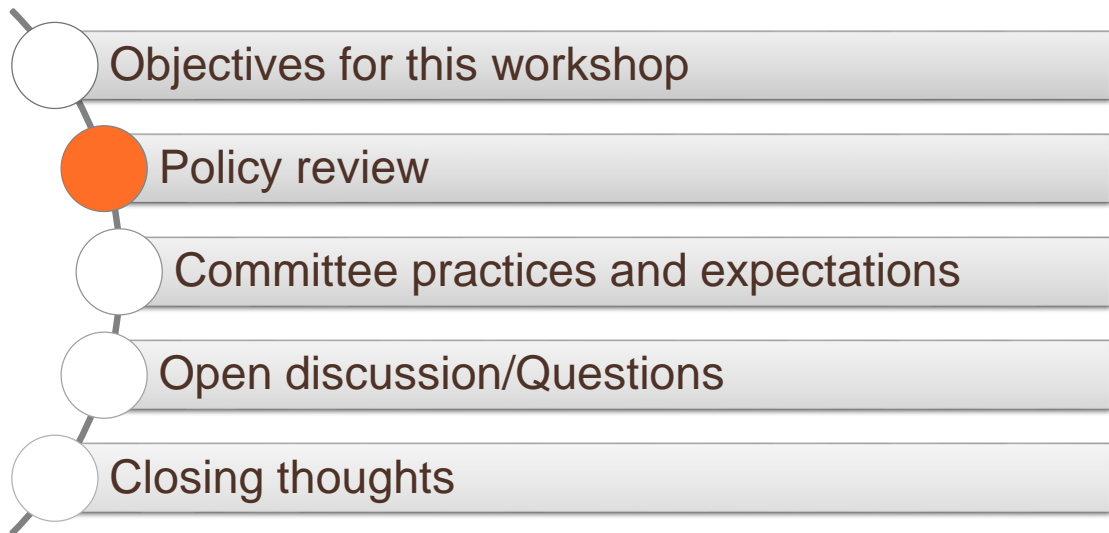


OBJECTIVES

- ▶ Facilitate a sharing of information on P&T committee practices
- ▶ Articulate upper administration ideas on important process practices for P&T committees
- ▶ Discussion about core responsibilities and best practices



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TENURE



TEACHING

- ▶ Teaching, (see [E4.0](#)): An effective teacher, among other things, communicates special knowledge and expertise with sensitivity towards students' needs and abilities. This entails selection and use of appropriate instructional methods and materials and providing fair, useful and timely evaluation of the quality of the learner's work.
- ▶ Evaluation of teaching must include a conscientious effort to obtain and consider information that relates directly to teaching and learning and makes effective classroom performance possible. This includes the review of student and peer evaluations.



SCHOLARSHIP

- ▼ Scholarship, (see [E4.0](#)): Documented, peer-reviewed, and disseminated disciplinary and interdisciplinary scholarship of discovery, teaching/pedagogy, integration, and/or application form a foundational component of a faculty member's career activities.



SERVICE

- ▶ Service, (see [E4.0](#)): While teaching and scholarship are the fundamental tenure-track faculty responsibilities, service performed by faculty members is also an indispensable part of the university's daily life. Tenure-track faculty at all ranks are expected to engage in service, though the type and amount of service will vary over a faculty member's career.



MID-TENURE REVIEW

11/7/2016

P&T Practices - Jeremy Haefner

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PURPOSE; EXPECTATION

- ▶ Like annual reviews, a Comprehensive Mid-tenure Review is a measure of a candidate's progress toward tenure and an opportunity to provide guidance for continued growth. It cannot, however, predict the eventual tenure decision, whether positive or negative.



PROMOTION TO FULL



OVERALL: EXCELLENCE & GROWTH

- ▶ Since receiving tenure and promotion from Assistant Professor to Associate Professor, candidates shall be judged in terms of whether they have an established record that indicates continued growth, development and accomplishment in teaching; research, scholarship; and service including leadership, as described in [E4.0 Faculty Employment Policies](#).
- ▶ Candidates for promotion shall be judged in terms of whether they have a record that is deemed excellent overall. This record does not require excellence in all three areas and may be demonstrated in multiple ways, e.g., the candidate has exhibited a balanced record of achievement in all three areas, or excelled in at least two of the three areas with continued growth, development, and accomplishment in the other, or in the rare case excelled significantly in one area with continued growth, development, and accomplishment in the other two.



NTT FACULTY PROMOTION

11/7/2016

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PROMOTION TO SENIOR LECTURER

- ▶ Promotion to the rank of senior lecturer is based on effectiveness of teaching and other duties as assigned and appropriate to the faculty member's rank. Although not expected, serving as an advisor, and participation in department-level service activities may have been a component of a lecturer plan of work and should be considered in the evaluation for promotion.

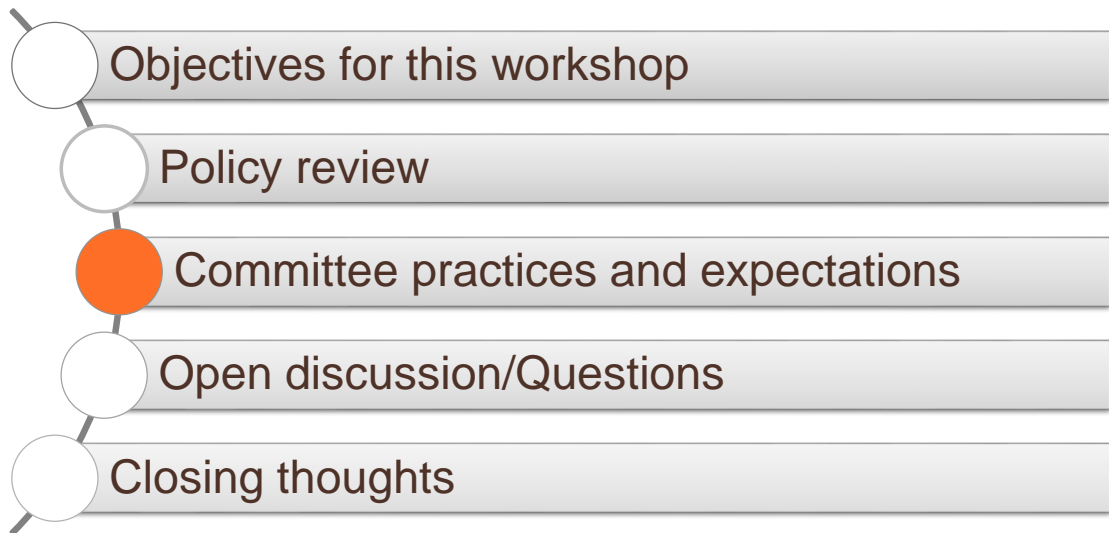


PROMOTION TO PRINCIPAL LECTURER

- ▶ Promotion to principal lecturer is based on effectiveness of teaching, quality of service, and other duties as assigned and where appropriate. Department- and college-level service is expected. Additional service to the candidate's professional community and the community at large is also considered in the evaluation.



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COMMITTEE PRACTICES AND EXPECTATIONS*, I

- ▶ **Confidentiality:** No portion of the discussion may be shared outside the committee except when needed by the dean and provost
- ▶ **Objectivity:** Based on the materials of the package and the college expectations
- ▶ **Policy/Procedural Precision:** It is imperative that the committee follow policy and procedures in an exacting fashion so as to be fair to every candidate and not to introduce violations of due process that might lead to a faculty grievance

* However, committees are advised to follow current college policy if contrary to these practices.



COMMITTEE PRACTICES AND EXPECTATIONS*, II

▶ Interdisciplinary work – where does it fit?

- / A strategic priority of the campus
- / High impact research involves multiple disciplines
- / If your college policy demotes interdisciplinary work, the policy should change
- / If your college policy does not demote interdisciplinary work, then the P&T committee **must not demote this work** either.
- / Questions:
 - How will the committee assess interdisciplinary work?
 - Are there specific types of evidence that committees should use?



COMMITTEE PRACTICES AND EXPECTATIONS*, III

▶ **Committee Review of Candidate Documentation:**

- / It is expected that each member of the committee will conduct his or her own review of the candidate materials
- / It is not advised to assign this task to one member of the committee
- / Candidates should be reviewed based on their own merit – not compared to others.

▶ **Interviewing candidates:** Candidates should **NOT** be interviewed by the committee*

- / If additional information is needed, the committee chair should communicate with the candidate in writing
- / However, if current college written policy/practice allows interviews, committees are advised to follow policy. The advice is that this should either be done for all candidates or none.



COMMITTEE PRACTICES AND EXPECTATIONS*, IV

- ▶ **Role of External letters:** External letters are required and useful for the review; these letters should primarily address the quality of the scholarship.
- ▶ **Important notes about External letters:**
 - / Should not be shared with the candidates
 - / Can be shared with department tenured faculty, the department head, the tenure committee, the dean, the provost, and the president.



COMMITTEE PRACTICES AND EXPECTATIONS*, V

- ▶ **Summative evaluation:** Committee letter must be unambiguous in communicating the summative evaluation of the candidate's qualifications for tenure
- ▶ **Dissenting Vote(s):** If the vote of the committee is not unanimous, the letter must address issues raised by those dissenting
 - / A separate dissenting letter is **NOT** appropriate

COMMITTEE PRACTICES AND EXPECTATIONS*, VI: IMPLICIT BIAS

Formal mechanisms for the evaluation and retention of faculty. Crucial in maintaining the intellectual excellence, creativity and scholarly reputation of the faculty.

- ▶ When processes are biased in subtle, often invisible ways, or when processes fail to provide equal protection and transparency for all faculty, they may result in inequity that serves to maintain the status quo.
- ▶ Increased efforts to hire women faculty does not lead to growth in women's overall representation unless attention is also paid to advancement through ranks.

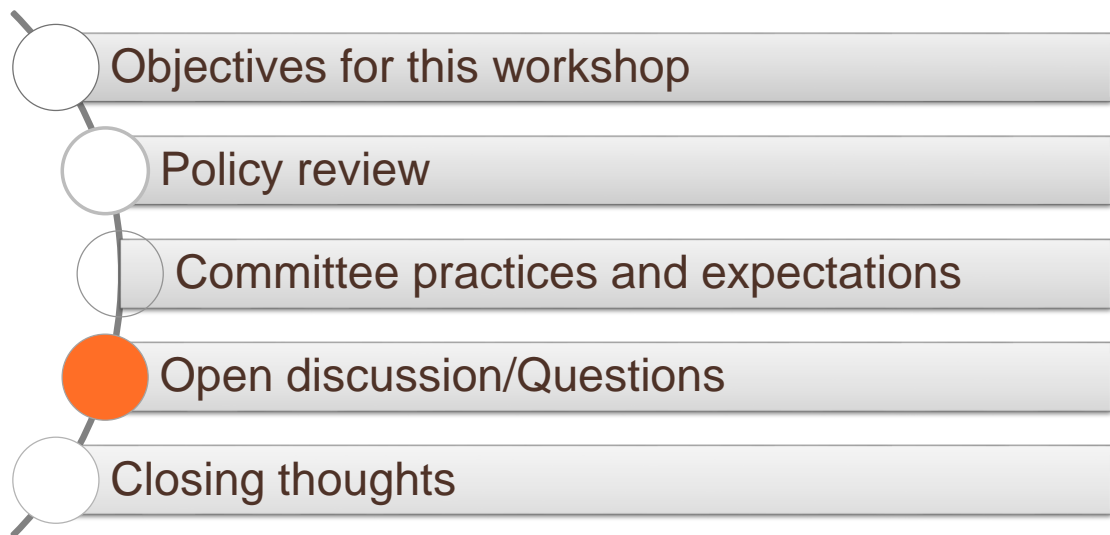
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OPEN DISCUSSION I

▶ **Departmental Peer Recommendations (Votes):**

- / What type of supporting rationale should the tenure committee look for in these recommendations?
- / Often, department faculty write one or two lines in each of the performance categories...is that sufficient?
- / If committee weighs departmental peer recommendations differently based on the evidence that the peer uses to make judgment, should peers know this at the beginning of the process?



OPEN DISCUSSION II

- ▼ **External Letters:** What should the committee look for in the external letters?
- Quality of the institution of the reviewer?
 - Rank or stature of the reviewer?
 - Thoroughness of the letter to assess quality of the scholarship?
 - Should these criteria be applied to all 4 letters or only those reviewers recommended by the candidate?
 - Should these criteria be applied at all, since the reviewers have been pre-approved?



OPEN DISCUSSIONS III

- ▶ **Sources of evidence:** Should the committee decide what weight to give to different sources of evidence?
 - / If yes, how?
- ▶ **Annual Reviews:** What role does the annual evaluation play in committee decisions?
 - / Should the mid-tenure review have more or less importance than annual reviews?
- ▶ **Voting:** Should the department representative be allowed to vote both as a department peer and then as a committee member?



OPEN DISCUSSIONS IV

- ▶ **Collegiality:** Collegiality is not a stand-alone criteria. It can be used in decision-making but evidence must be presented as to how the lack of collegiality has undermined effectiveness in the three areas of faculty work

- / How can lack of collegiality manifest in this way?
- / Could unconscious bias creep into discussions of collegiality?



QUESTIONS?



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