

Modified Criteria for Promotion and Tenure— Handout #10

Modified Criteria for Tenure and Promotion (Administrative)

THE PROBLEM

Ginsburg University had a problem. They recently hired several faculty members whose appointments are composed of both administrative and faculty responsibilities. For example, the Department of English hired one tenure-track assistant professor to direct the Graduate Student Writing Center, while the Department of Mathematics hired an associate professor who will supervise all undergraduate lab assistants in the department. However, the current appointment, tenure, and promotion guidelines at Ginsburg University do not adequately address the ways in which these faculty members contribute to the university. For instance, departments expect these jointly appointed faculty members to do 50 percent less research compared to faculty with non-administrative appointments, but the current tenure and promotion guidelines heavily emphasize publication output. Faculty on the promotion and tenure committee want to evaluate faculty with joint appointments fairly but are unsure how to do so given the university's current appointment, tenure, and promotion policies.

A SOLUTION

Ginsburg University decided that in unusual situations wherein a faculty member's position will differ significantly from others on the tenure track, departments should create individualized appointment, tenure, and promotion agreements. These agreements will outline modified criteria for tenure and promotion for faculty who are serving in joint administrative and faculty positions and provide specific examples of what work will be evaluated during the promotion and tenure process. Specifically, the agreements make clear: 1) the reason for the modified criteria (e.g., a faculty member is serving as the director of the Graduate Student Writing Center); 2) how the impact of the faculty member's work will be measured; 3) what unique contributions or activities will be included in the evaluation; 4) which duties will be considered "administrative" in nature; and 5) who should serve as appropriate letter writers and/or Appointment, Promotion, and Tenure committee members.

An example of such agreements are listed below.

An Example: Director of the Graduate Student Writing Center

This document marks an agreement between the Ginsburg University Department of English, and Dr. Smith, to modify certain unit criteria for tenure and promotion for her specific case. This agreement is in accordance with Ginsburg University's 2015–2016 Appointment, Tenure, and Promotion Manual. The intent of this agreement is to set forth the tenure and promotion evaluative criteria and other modifications to the tenure and promotion process applicable to the review of Dr. Smith in light of her administrative background in directing the graduate student writing center. The unit criteria and procedures to be applied in this case are set forth in the 2015 Plan of Organization of the Department of English, and as set forth in the 2015 Ginsburg University Policy on appointment, tenure, and promotion. Except as expressly set forth below, all other unit criteria and appointment, tenure, and promotion procedures remain in effect.

Publication Types and Venues: The College Plan of Organization (PORG) indicates that in terms of research, “evidence of excellence is found in: Publication of significant research in prestigious, peer-reviewed authored books, edited books, monographs, book chapters, articles, encyclopedia articles, conference proceedings, and book reviews (weighted in roughly that order).” Because Dr. Smith has a joint appointment, her agreement has been modified to include the following criteria for tenure:

- Presentation of scholarship at one national and/or international conference every other year.
- Development and direction of the graduate student writing center on an annual basis, which includes managing a staff of two full-time staff members, and three graduate assistants. This direction also includes helping to secure funding for the graduate writing center.
- Editing a peer-reviewed journal, and serving as co-editor or associate editor of a peer-reviewed journal every other year.

Dr. Smith is being hired into a joint administrative and faculty position, with explicit recognition that 50% of her appointment is on managing and directing the graduate student writing center. We have amended expectations in research to reflect both the applied nature of her research and to reflect we expect the amount to be less than someone on a 100% faculty appointment.

Because her impact on the graduate student writing center is important, the unit has agreed to evaluate the impact of Dr. Smith’s work based on the success and production of the graduate student writing center, along with and the editing of a peer-reviewed journal and co-editorship every other year. Additionally, she will be assessed on her conference presentations on a bi-annual basis.

Due to the value of collaboration with other faculty, graduate students, and community partners on these projects, we agree to value participation in such teams. Dr. Smith is encouraged to provide documentation of her specific role in collaborative writing projects.

The College PORG recognizes service to the institution as well as the community. This agreement clarifies that Dr. Smith’s roles in developing and overseeing collaborative writing projects in the graduate student writing center of graduate students will be valued as professional service.

Dr. Smith’s contributions to revising approaches on how to teach writing and involvement in shaping the graduate writing curriculum will be valued as service to the institution.

External Evaluators: Letter writers who are qualified and able to comment on Dr. Smith’s tenure and promotion case should include scholars from English and Comparative Literature as well as Education. This agreement clarified that the selection of external tenure evaluators will reflect the applied nature of Dr. Smith’s work.

Appointment, Tenure, and Promotion Review Committee: This agreement clarifies that the College Appointment, Tenure, and Promotion Review Committee and any Advisory Subcommittee for Dr. Smith’s tenure and promotion case should additionally include a professor involved in research on writing centers serve on the committee or as a nonvoting advisor, and to be duly invited to provide context on her portfolio during committee meetings.

Approved by:

Name, Department Appointment, Tenure, and Promotion Dean or Unit Chair Date

Name, Provost Date

Modified Criteria for Tenure and Promotion (Engaged)

THE PROBLEM

High Impact University had recently hired several faculty, who conducted “engaged” research. The tenure and promotion guidelines at High Impact University, however, did not adequately address the unique contributions of these faculty members. Faculty conducting engaged research were concerned that their contributions would not be valued in the promotion and tenure process. Individuals serving on tenure and promotion committees were unsure how to evaluate their colleagues’ work.

A SOLUTION

High Impact University decided to encourage departments to create individualized agreements outlining modified criteria for tenure and promotion for faculty who are involved in engaged scholarship. These agreements note the reason for the modified criteria (e.g., a faculty member’s unique background or expertise), how impact will be measured, what unique contributions or activities will be valued, what will be considered service, and who should serve as external letter writers and appointment, tenure, and promotion committee members. High Impact University encouraged departments to provide specific examples of what type of work would be valued in promotion and tenure guidelines.

Two examples of such agreements are listed below:

Example #1: Engaged Scholar and Writer

This document marks an agreement between High Impact University Department of English and Dr. Conroy to modify certain unit criteria for tenure and promotion for her specific case. This agreement is in accordance with High Impact University’s 2015- 2016 Appointment, Tenure, and Promotion Manual. The intent of this agreement is to set forth the tenure and promotion evaluative criteria and other modifications to the tenure and promotion process applicable to the review of Dr. Conroy in light of her scholarly background in integrating writing and community engagement. The unit criteria and procedures to be applied in this case are set forth in the 2015 Plan of Organization of the Department of English and as set forth in the 2015 High Impact University Policy on Appointment, Tenure and Promotion. Except as expressly set forth below, all other unit criteria and appointment, tenure, and promotion procedures remain in effect.

Publication Types and Venues. The College Plan of Organization (PORG) indicates that in terms of research, “evidence of excellence is found in: Publication of significant research in prestigious, peer-reviewed authored books, edited books, monographs, book chapters, articles, encyclopedia articles, conference proceedings, and book reviews (weighted in roughly that order).” Under scholarly work, the PORG also lists:

- Editing a peer-reviewed journal and serving as co-editor or associate editor of a peer-reviewed journal (ISI-ranked journals are weighted the highest)
- Presentation of scholarship at national and international conferences
- Development of an externally funded research program, including those that provide support for graduate research assistants or other support for the college

Dr. Conroy is being hired into a tenure-track position with explicit recognition that the focus of her writing scholarship is on developing the voice, agency, and capacity of community organizations and novice writers. The main goal of her work is thereby to change writing training and writer agency, not theoretical work to impact how writing scholars think about writing or books or peer-reviewed essays of her own. Because impact on community organizations is important in community-based writing, the unit has agreed to evaluate the impact of Dr. Conroy’s work based on community organizations’ and community members’ success in grant writing, public relations, and published op-eds. Pre- to post assessment of writing work with public

audiences will be included in Dr. Conroy's tenure portfolio as evidence of impact. Due to the value of collaboration with other faculty, graduate students, and community partners on these projects, we agree to value participation in such teams. Dr. Conroy is encouraged to provide documentation of her specific role in collaborative writing projects.

Service. The College PORG recognizes service to the institution as well as the community. This agreement clarifies that Dr. Conroy's roles in developing and overseeing collaborative writing projects of faculty, graduate students, and community members will be valued as professional service. Shaping new approaches to teaching writing in a university setting are an important aspect of integrating writing and community engagement. Dr. Conroy's contributions to revising approaches on how to teach writing and involvement in shaping the undergraduate writing curriculum will be valued as service to the institution.

External Evaluators. Letter writers who are qualified and able to comment on Dr. Conroy's tenure and promotion case should include scholars from English and Comparative Literature as well as Education. This agreement clarified that the selection of external tenure evaluators will reflect the engaged nature of Dr. Conroy's work.

Appointment, Tenure and Promotion Review Committee. This agreement clarifies that the College Appointment, Tenure and Promotion Review Committee and any Advisory Subcommittee for Dr. Conroy's tenure and promotion case should additionally include a full professor involved in work with non-profits and/or community engagement to serve on the committee or as a nonvoting advisor, and to be duly invited to provide context on her portfolio during committee meetings.

Approved by:

Name, Department Appointment, Tenure and Promotion Dean or Unit Chair Date

Name, Provost Date

Example #2: Engaged Scholar and Humanities in the World

This document marks an agreement between the High Impact University Department of English and Comparative Literature and Dr. Lloyd to modify certain unit criteria for tenure and promotion for this specific case. This agreement is in accordance with the High Impact University 2015–2016 Appointment, Tenure and Promotion Manual. The intent of this agreement is to set forth the tenure and promotion evaluative criteria and other modifications to the tenure and promotion process applicable to the review of Dr. Lloyd in light of his disciplinary background in education and deep involvement in community engagement, which is atypical for the department. The unit criteria and procedures to be applied in his case are set forth in the 2015 Plan of Organization of the Department of English and Comparative Literature and as set forth in the 2015 High Impact University Policy on Appointment, Tenure, and Promotion. Except as expressly set forth below, all other unit criteria and appointment, tenure, and promotion procedures remain in effect.

Publication Types and Venues. The College Plan of Organization (PORG) indicates that in terms of research, "evidence of excellence is found in: Publication of significant research in prestigious, peer-reviewed authored books, edited books, monographs, book chapters, articles, encyclopedia articles, conference proceedings, and book reviews (weighted in roughly that order)." Under scholarly work, the PORG also lists:

- Editing a peer-reviewed journal and serving as co-editor or associate editor of a peer-reviewed journal (ISI-ranked journals are weighted the highest)
- Presentation of scholarship at national and international conferences
- Development of an externally funded research program, including those that provide support for graduate research assistants or other support for the college.

Because Dr. Lloyd's work strives to translate theoretical academic research in British Renaissance literature into terms and

activities that make sense to teachers, students, and community members outside the university, the impact of his work cannot be measured by peer-reviewed publications on their own. This agreement clarifies that the impact of Dr. Lloyd's work will be measured based on growth of the educational partnership programs he has developed, replication of his evidence-based curriculum and workshops, outcomes from evaluations of his programs, and tracking data on success of students involved in his programs. Op-eds, newspaper articles, and other reviews of Dr. Lloyd's work in the media will be considered as well.

Service. The College PORG recognizes service to the institution as well as the community. This agreement clarifies that Dr. Lloyd's roles in collaborations with school districts and among universities will be valued as professional service.

External Evaluators. Letter writers who are qualified and able to comment on Dr. Lloyd's tenure and promotion case should come from different disciplines, which may include English and Comparative Literature as well as Education. This agreement clarifies that the selection of external tenure evaluators will reflect the interdisciplinary and engaged nature of Dr. Lloyd's work.

Appointment, Tenure, and Promotion Review Committee. This agreement clarifies that the College Appointment, Tenure, and Promotion Review Committee and any Advisory Subcommittee for Dr. Lloyd's tenure and promotion case should additionally include a full professor from Education to serve on the committee or as a nonvoting advisor, and to be duly invited to provide context on his portfolio during committee meetings.

Approved by:

Name, Department Appointment, Tenure, and Promotion Dean or Unit Chair Date

Name, Provost Date