

# The Tenure Track Project

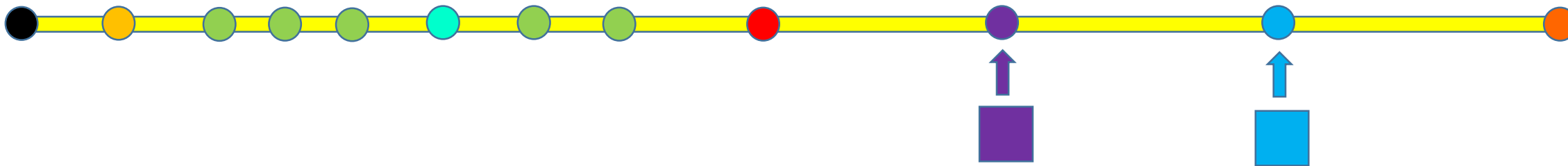
Committee on Academic Freedom and the Professional Status of  
the Faculty

The Office of the Provost

Deans and Chairs

General Counsel and the Office of Human Resources are Also Involved

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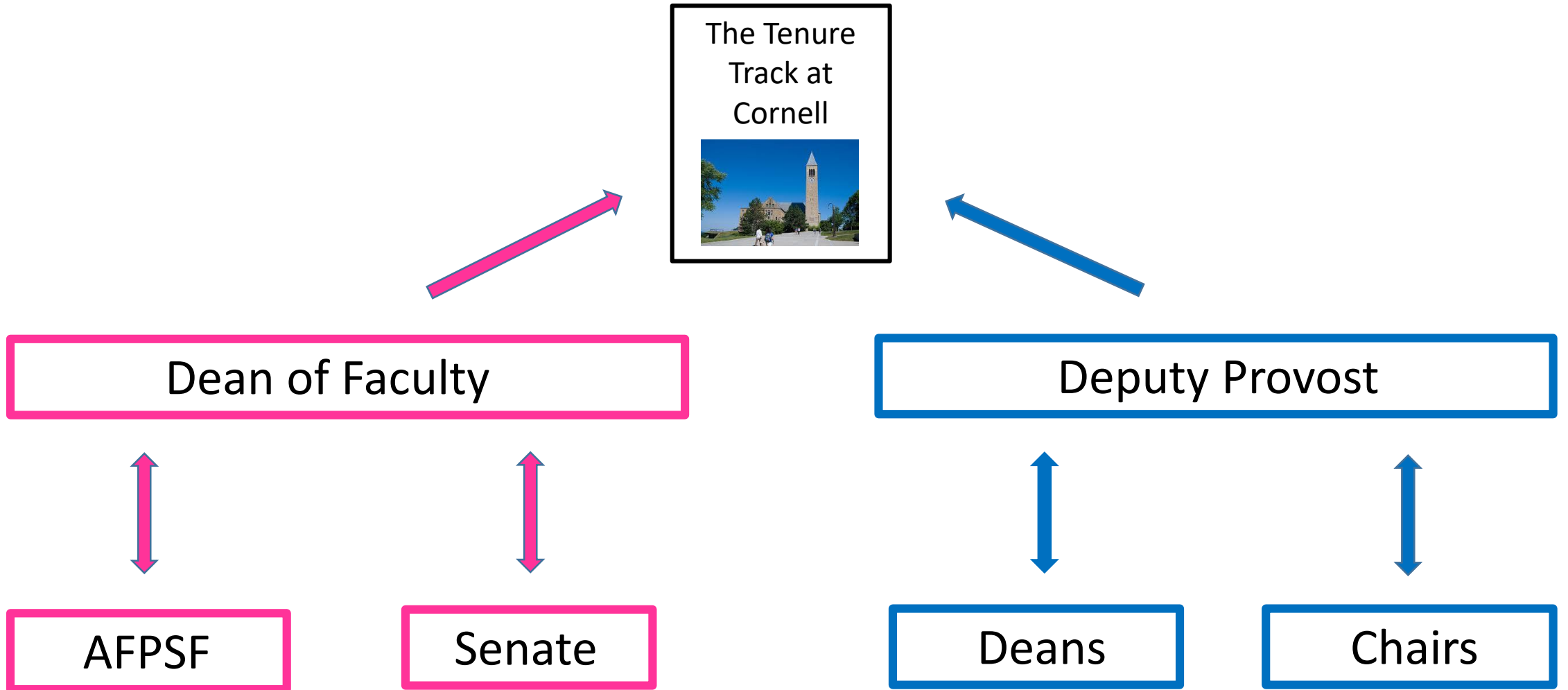
- Recruitment
- Orientation
- Annual Review
- Department Three-Year Review
- Department Review
- College & Ad Hoc Committee Review
- Provost & FACTA Review
- Trustee Approval

Let's look at all the protocols and procedures and bring them to a new level of clarity and consistency.

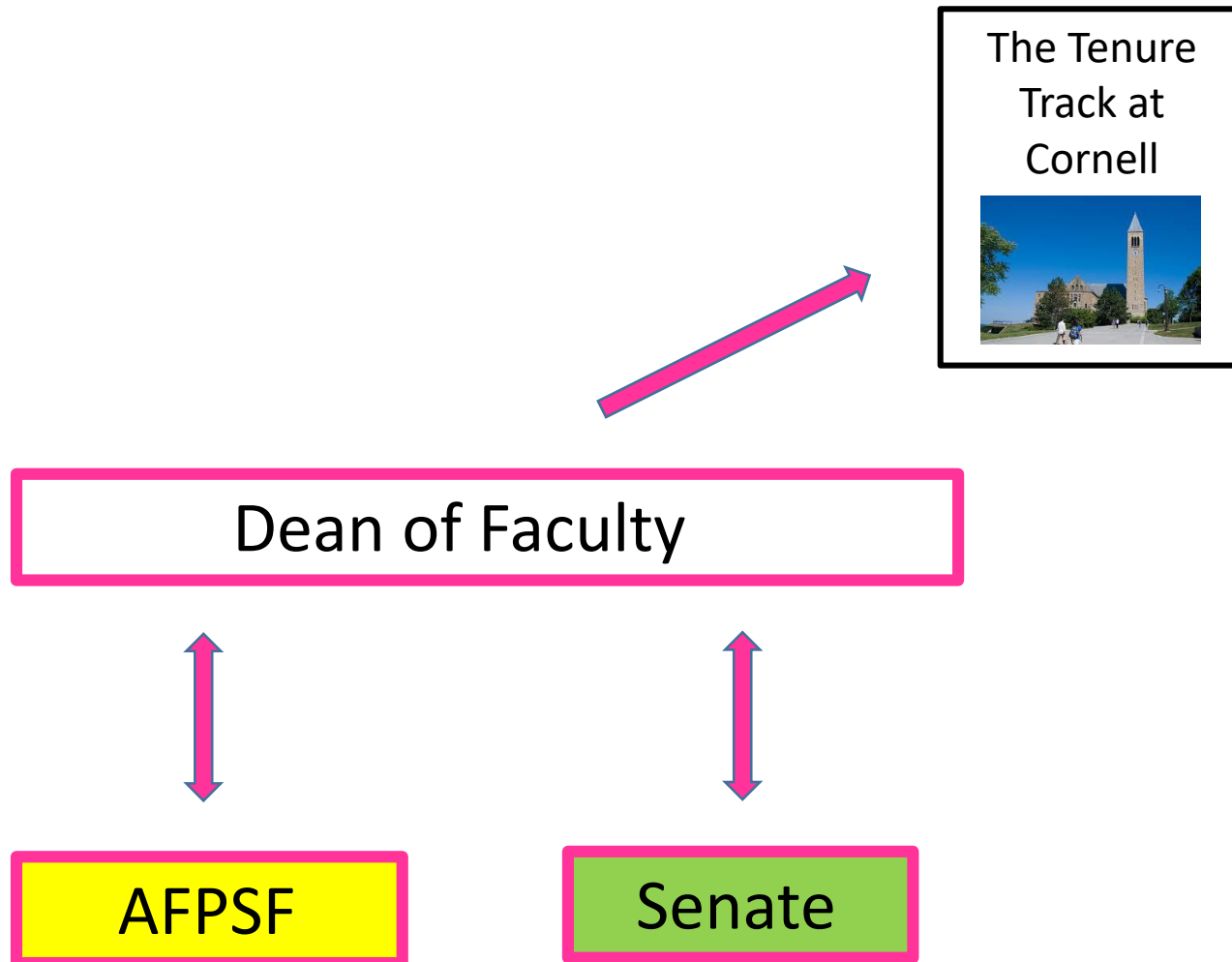
Reasons:

- minimize candidate angst
- minimize chair angst
- set the stage for the reform of how we handle appeals.

# Ownership of the TT is Shared & Decentralized



# It's Time for a Handoff: AFPSF → Senate



The Committee on Academic Freedom and the Professional Status of the Faculty (AFPSF) reviewed every process along the tenure track with an eye towards greater clarity, transparency, and effectiveness.

The Senate must now weigh in on the AFPSF recommendations. Many of those recommendations are no-brainers. Others will prompt debate.

# The AFPSF Recommendations are Framed in an 8-Part FAQ

<a href="#"><u>A</u></a>	<b>Recruitment</b>
<a href="#"><u>B</u></a>	<b>The Probationary Period</b>
<a href="#"><u>C</u></a>	<b>Launching the Tenure Review</b>
<a href="#"><u>D</u></a>	<b>External Reviewer Selection</b>
<a href="#"><u>E</u></a>	<b>Letters from Students on Teaching and Advising</b>
<a href="#"><u>F</u></a>	<b>Department-Level Deliberations</b>
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<a href="#"><u>H</u></a>	<b>University-Level Deliberations</b>

The FAQ format promotes focused discussion. When we are all done it can be easily reshaped into an improved, easy-to-use document for chairs and candidates.

# Let's Take a Look

<a href="#"><u>A</u></a>	<b>Recruitment</b>
<a href="#"><u>B</u></a>	<b>The Probationary Period</b>
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# C. Launching the Tenure Review

<a href="#"><u>C1</u></a>	<b>When is a tenure review normally initiated?</b>
<a href="#"><u>C2</u></a>	<b>What about staging an early review?</b>
<a href="#"><u>C3</u></a>	<b>What about delaying the review?</b>
<a href="#"><u>C4</u></a>	<b>What about discouraging the review?</b>
<a href="#"><u>C5</u></a>	<b>What should the CV look like?</b>
<a href="#"><u>C6</u></a>	<b>What are the attributes of a good research statement?</b>
<a href="#"><u>C7</u></a>	<b>What are the attributes of a good teaching statement?</b>
<a href="#"><u>C8</u></a>	<b>What are the attributes of a good extension statement?</b>
<a href="#"><u>C9</u></a>	<b>How should service contributions be documented?</b>
<a href="#"><u>C10</u></a>	<b>How should a commitment to diversity and inclusion be expressed?</b>
<a href="#"><u>C11</u></a>	<b>What about updating the dossier after the review has been launched?</b>

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## C6. What Are Some Guidelines for Writing a Good Research Statement?

The basic idea is to write in plain English showing that your work has direction and that you have thought about its connection to the “big picture” in your field. That is, you should

- write for non-experts.
- highlight your most important work and its relationship to the major research themes in your field.
- tell a story that reveals a positive trajectory and which makes “future plans” plausible.
- Sometimes there is merit in discussing unfunded proposals.

# The Faculty Handbook Frequently Does Not Provide Enough Detail

E.g.

For this purpose, and with the assistance of the candidate, a complete vita and list of publications are assembled, together with copies of the most relevant of the publications. **Typically the candidate is asked to submit statements of goals and achievements in research**, teaching, advising and extension/service...

Sometimes the college docs compensate for this and sometimes they do not.

# Qualtrics

Qualtrics Surveys for feedback have been set up in a way that respects your busy schedule.

One survey for each of the eight sections.

One “yes/no” question together with a comment box per FAQ question.

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## C6. What are some guidelines for writing a good research statement?

The basic idea is to write in plain English and show that your work has direction and that you have thought about its connection to the “big picture” in your field. That is, you should:

1. Write for the general academic reader rather than simply the experts in your precise field.
2. Highlight your most important work and its connection to the major research themes in your field.
3. Tell a story that reveals a positive trajectory and which makes “future plans” plausible.

Sometimes there is merit in discussing unfunded proposals.

Do you support the inclusion of this advice in the Faculty Handbook?

- Yes  
 No

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Comments:

# What's "Left to the Colleges" Is Tricky

## Laissez-Faire

The TT faculty in the department are required to vote on the case.  
(Leaves details to the colleges and departments)

## Prescriptive

The TT faculty in the department are required to vote on the case  
**by secret ballot and the tally must be shared with the voters.**  
(Leaves fewer details to the colleges and departments)

# Department-College-University: Choosing the Right Level of Decentralization

For a given TT protocol or procedure, should the University show up with **Rules** or **Bully Pulpit** or **Best Practices** or **Nothing**?

How do we approach this 4-way dilemma?

# Some “Prescriptive” AFPSF Recommendations

Where we might want University-level Rules:

1. The External Reviewer Selection Process ( [D8](#) )
2. The No-contact list ( [D10](#) )
3. The Visibility of the Chair’s Summation Letter to Dean ( [F12](#) )

# Another “Prescriptive” Recommendation

Each College should be required to put their tenure procedures on line with unrestricted visibility.

- 1. It helps demystify the process.** Why hide what is arguably our most important set of procedures?
- 2. It promotes best practices across the colleges.** Make it easy for one college to see how things are done in another college.
- 3. It minimizes the chance for procedural missteps.** Chairs are busy and need to be surrounded by colleagues and staff who have unrestricted/easy access to the rules.

4. **It guarantees that all the players are on the same page for a particular process.** The “online version” is synonymous with “current version”.
5. **It fosters clarity.** The document-writers know that they are not just writing for a small experienced group of policy-savvy individuals.



# Process

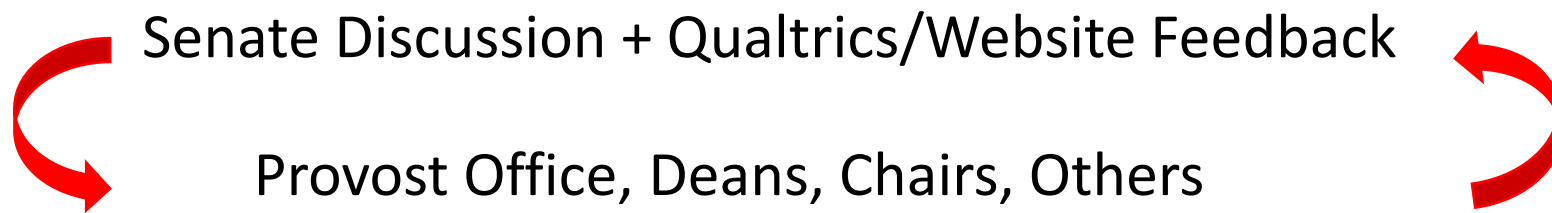
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## Senate Presentation Timetable

Feb 10	A,B,C
Feb 24	D,E
Mar 17	F,G,H

Presentation = Overview plus focus on the harder issues. Enough to launch informed debate.

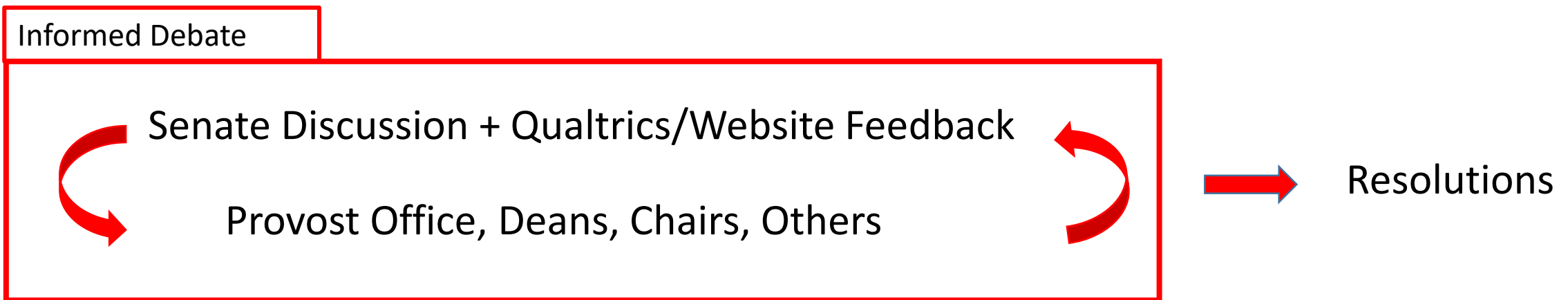
Informed Debate



Resolutions

# Proposed Revisions of the Various Appeals Processes Will Come Later

There are three appeal venues: Not to reappoint after three years. Not to initiate the tenure review. Not to grant tenure. The AFPSF will work with the Provost Office and others to produce revisions for Senate consideration. Sometime in late March. Same approach to informed debate.



# Let's Get Started

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Presentation = Overview plus focus on the harder issues. Enough to launch informed debate.

Let's take a quick look at

- B7** Should the conversations between mentor and mentee be private?
- B9** How should they [annual reviews] be structured?
- C4** What about discouraging or denying a review?
- C10** How should a commitment to diversity and inclusion be expressed?

## Examples from FAQ Sections A,B, and C

### **B7. Should the conversations between mentor and mentee be private?**

On the one hand, a commitment to privacy promotes forthright discussion. On the other hand, the unrestricted sharing of mentee concerns can create more problems. To strike the right balance any attempt to engage with others on behalf of the mentee must be done carefully and **with the mentee's consent**.

# Examples from FAQ Sections A,B, and C

## **B9. How should they [annual reviews] be structured?**

Whatever the chosen format and level of detail, the process must be respectful of both the candidate's time and the chair's time. In general, it should have these components:

- Candidate responds to set questions in writing or online.
- Chair (or equivalent) and candidate discuss the candidate's written synopsis.
- Chair (or equivalent) provides written feedback.
- Candidate can provide written comments on Chair's feedback.

All documents associated with the annual review become part of the dossier.

# Examples from FAQ Sections A,B, and C

## **C4. What about discouraging or denying a review?**

If they are properly executed, then the collection of annual reviews including the one just prior to the tenure review launch should provide the candidate with some information about the chance for promotion. However, it should always be remembered that the pool of external review letters may lead to an upwards revision of tenured faculty thinking about the candidate's research. Thus, when talking to the candidate about "chances" the chair must be careful not to communicate a level of pessimism that is unsubstantiated. It is expected that the chair will consult with the tenured faculty prior to having the pre-launch discussion with the candidate.

# Examples from FAQ Sections A,B, and C

## **C10. How should a commitment to diversity and inclusion be expressed?**

Candidates should use (as appropriate) their statements on research, teaching/extension, and service to describe activities and accomplishments that reflect a commitment to diversity and inclusion. The [Office of Faculty Development and Diversity](#) has assembled a list of sample activities that is available through this [advice webpage](#) that is provided to faculty candidates. Note that applicants for faculty positions are required to submit a [Statement on Contributions to Diversity, Equity and Inclusion](#) .

Alternatively, the candidate should be allowed to include in the dossier a free standing statement on diversity and inclusion if they think that is the best way to communicate their accomplishments.