



What is the Blueprint for Tenure and Promotion?

PRESENTED BY

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Carnegie Classification	Description	Tier	Research Classification
Doctoral Universities	Institutions that award at least 20 research or practice doctorates per year	R1	Very High Research Activity
Doctoral Universities	Institutions that award at least 20 research or practice doctorates per year	R2	High Research Activity
Doctoral/Professional Universities	Institutions that award at least 20 research or practice doctorates per year	R3 or D/PU	Moderate Research Activity
Master's Colleges and Universities: Larger Programs	Institutions that award at least 50 master's degrees per year	M1	N/A
Master's Colleges and Universities: Medium Programs	Institutions that award at least 50 master's degrees per year	M2	N/A
Master's Colleges and Universities: Smaller Programs	Institutions that award at least 50 master's degrees per year	M3	N/A

CRITERIA FOR TENURE

The university criteria for tenure are given in ACD 506-04:

Tenure is awarded on the basis of excellence and the promise of continued excellence, which is measured not only by individual achievement but also by contributions to the academic unit's and university's current and future mission and objectives; thus the tenure review process of necessity takes into account the mission and objectives of each academic unit and the university during the assessment of the professional accomplishments of the faculty under review.

CRITERIA FOR PROMOTION

The university criteria for promotion are given in ACD 506-05:

The purpose of promotion is to recognize and reward accomplishment. Promotion is awarded on the basis of proven excellence. ...

Promotion to associate professor requires an overall record of excellence and the promise of continued excellence.

Promotion to full professor must be based on an overall record of excellence in the performance of responsibilities. The candidate must also demonstrate continued effectiveness in teaching, research, scholarship and/or creative activities, and service since the promotion to associate professor and evidence of contributions at a level beyond that reflected in the promotion decision to associate professor. Generally, an overall record of excellence requires national and/or international recognition for scholarly and/or creative achievement.

Defining *Excellence*

- ▶ Aspects of *Excellence* at American R1/ R2 institutions change over time.
 - In the 1980s, faculty were expected to demonstrate excellence in research, teaching **or** service, but 20 years later, **all three became critical**, with research typically as the top priority (Schimanski & Alperin, 2018)



Know the Aspects of *Excellence*

- ▶ Obtain the Tenure and Promotion Guidelines at your institution
 - Ask questions about anything that's unclear and solicit advice about any “unwritten rules” that you should know, such as the relative weight placed on research, teaching and service
- ▶ At your institution, attend appropriate workshops on tenure and promotion preparation for junior faculty
 - attend every year, to track any changes in expectations and to keep the goal in mind



Further your Understanding

- ▶ Educational Milestones to consider –
 - Will you have annual evaluations or reappointments by your chair, a committee or someone else?
 - Will an official mentor or mentoring committee of senior faculty be appointed for you?
 - Will you need to request one from your department head or organize it yourself?
 - Is there a mid-tenure review?

- ▶ These milestones serve as structured ways to receive feedback on your progress toward tenure and promotion.



Further your understanding, Cont'd.

▶ Pre-Tenure Review

- Pre-tenure reviews usually occur after the third year or so on the job. For the review, you typically prepare the same documents as you would for tenure (but without external evaluation letters).
 - Is there a particular format for your CV?
 - What will the review process entail?
 - Typically, members of your department or an assigned committee will review this package.
 - What should I expect?
 - Typically, you will receive feedback focusing on areas of weakness and offering advice for improvement.

▶ Tenure Review

- Tenure reviews usually occur after the fifth or sixth year on the job. For the review, you will prepare all documents to highlight your excellence and a list of potential external evaluators or external evaluation letters.
 - What will the review process entail?
 - What should I expect?



Excellence in Research

- ▶ Research is nearly always the primary tenure and promotion consideration for faculty at R1/R2 institutions
 - A strong tenure and promotion case is built on a strong research program, with peer-reviewed publications and extramural grant support



Excellence in Research, Cont'd.

- ▶ Peer-reviewed publications are the primary metric used to judge research output during tenure evaluation and beyond
 - What does your institution value most in publications?
 - Do you need a certain number?
 - Does the journal name matter?
 - Will journal [impact factors](#) be used to judge research quality?



Excellence in Research, Cont'd.

- ▶ Develop independent research -
 - Is your work clearly distinct from your doctoral and postdoctoral advisers?
 - What is your research identity?
 - What is your unique research brand?

- ▶ Network and share you research at your institution, professional conferences and meetings, seminars, and on social media



Excellence in Grant Writing

- ▶ Developing a Strategic Plan –
 - What are the grant funding expectations at your institution?
 - A means to crystalize your ideas and align your research questions and plans with your scientific goals
 - Gathering examples of successful grants from colleagues
 - Seek out formal grant-writing training, such as from your institution's faculty advancement office, professional societies, or popular commercial options like the [Grant Writers' Seminars and Workshops](#)



Excellence in Teaching

- ▶ A solid record of quality instruction is essential
 - How much teaching is required?
 - What evaluation metrics will be used?
 - How are biases mitigated? (e.g., Murray, et. al., 2020)
- ▶ Demonstrate your proactive effort
 - Seek instruction and mentoring to improve teaching
 - Focused observations
 - Attend workshops and utilize resources from your institution's faculty advancement office
 - Utilize teaching evaluations as a source of constructive criticism

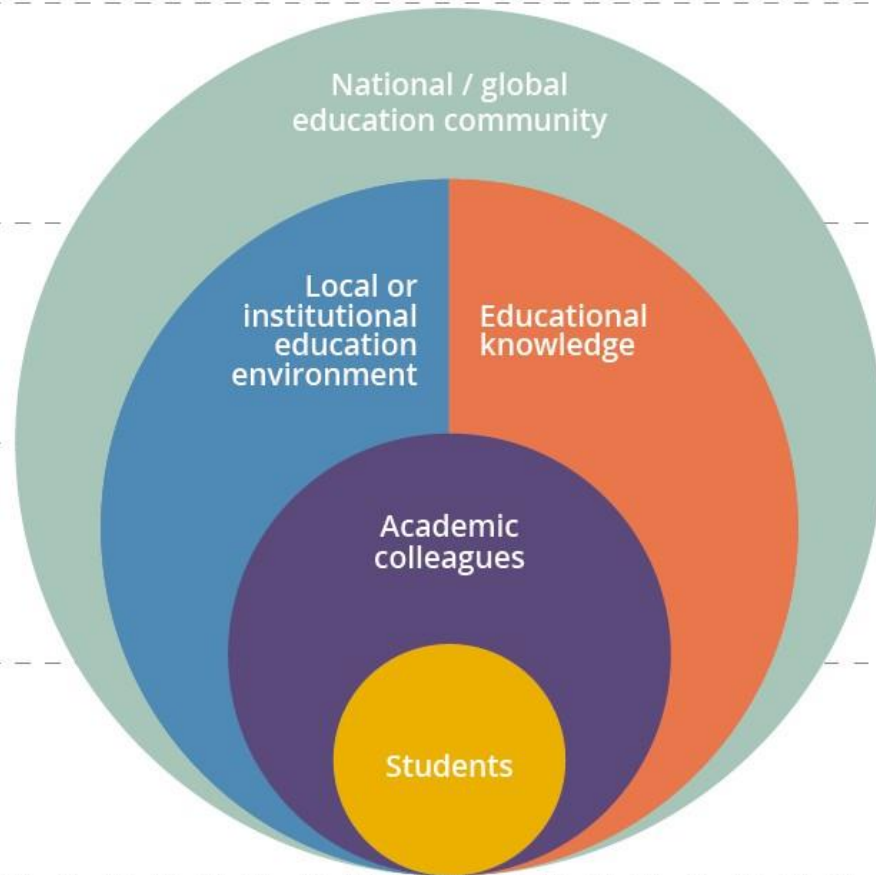
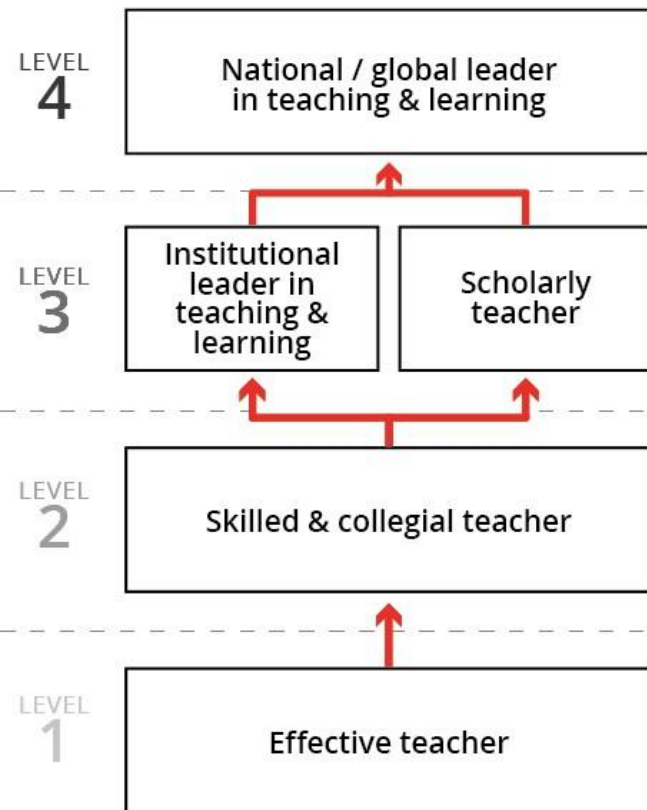


Excellence in Teaching, Cont'd.

The value of making your teaching synergize with your research

ROLES

SPHERES OF IMPACT (CUMULATIVE)



Excellence in Teaching, Cont'd.

The value of making your teaching synergize with your research

	Self-assessment	Professional activities	Measures of student learning	Peer review and recognition
National and global leader	Reflects on their national and global influence in teaching and learning, and their impact on advancing educational knowledge, collaboration and/or excellence	Sources listed for Institutional Leader in Teaching and Learning, plus: <ul style="list-style-type: none"> - Participation in government consultation committees - Invited speaker at national/global events in teaching and learning - Participation in and leadership of high-impact national and global educational programmes 	Sources listed for Institutional Leader in Teaching and Learning, plus: <ul style="list-style-type: none"> - Institutional surveys of student perception or experience - Institutional pass rates/progression rates - Standardised tests (institutional level) 	Sources listed for Institutional Leader in Teaching and Learning, plus: <ul style="list-style-type: none"> - Publications, citations, research grants and income within the field of teaching and learning - National and global press coverage - National/global awards and prizes
Institutional leader	Reflects on how their leadership in teaching and learning has helped to create an inclusive, supportive and aspirational learning environment that advances student learning	Sources listed for Skilled and Collegial Teacher, plus: <ul style="list-style-type: none"> - Leadership role in strategic institutional curriculum and/or policy development - Design and delivery of high-impact course innovation - Leadership of QA or accreditation processes - External reviewer/trainer/advisor 	Sources listed for Skilled and Collegial Teacher, plus: <ul style="list-style-type: none"> - Assessments made by graduate recruiters and employers - Students' self-reported learning gains, student engagement surveys (programme or institutional level) - Programme pass rates/progression rates - Concept tests or standardised tests (programme level) 	Sources listed for Skilled and Collegial Teacher, plus: <ul style="list-style-type: none"> - Letters of reference from senior university managers, external collaborators and those who have taken inspiration from the candidate's educational approaches - Reports from collaborators, external impact reports/case studies
Scholarly teacher	Reflects on their personal teaching philosophy, describing how evidence-informed approaches are used to contribute to both student learning and pedagogical knowledge	Sources listed for Skilled and Collegial Teacher, plus: <ul style="list-style-type: none"> - Active use of 'Action Research' methods in their teaching practices - Invited speaker at key events in teaching and learning - Reviewer of scientific papers and articles about teaching and learning within and/or beyond own discipline - Visiting/honorary position held at other institutions - Active member of teaching and learning research group 	Sources listed for Skilled and Collegial Teacher, plus: <ul style="list-style-type: none"> - Students' self-reported learning gains (course level) - Student engagement surveys (course level) 	Sources listed for Skilled and Collegial Teacher, plus: <ul style="list-style-type: none"> - Letters of reference from research collaborators - Refereed conference and journal publications in teaching and learning - Research grants and income for teaching and learning development projects
Skilled and collegial teacher	Reflects on their personal teaching philosophy and its development over time, as well as the role they play in nurturing an academic environment that advances collective educational excellence	Sources listed for Effective Teacher, plus: <ul style="list-style-type: none"> - Mentoring and peer-coaching of teaching colleagues - Participation in programmes of educational reform, innovation and/or development - Membership of institutional educational committees - External examiner/trainer - Participation in teaching and learning conferences/events within and/or beyond their school or discipline 	Sources listed for Effective Teacher, plus: <ul style="list-style-type: none"> - Retrospective assessment by alumni - Assessments made by graduate recruiters and employers with respect to specific courses/experiences - Student and/or institutional prizes/achievements that can be linked to specific course/programme - Student learning journals - Concept tests (course level) 	Sources listed for Effective Teacher, plus: <ul style="list-style-type: none"> - Letters of reference from: staff mentees, external examiners and collaborators - Authorship of widely-used text books and e-learning materials - Pedagogical conference presentations - Institutional and national teaching awards/fellowships/prizes
Effective teacher	Reflects on their educational approach and its development over time, identifying how it supports effective student learning in the context of the cohort, discipline and institution	<ul style="list-style-type: none"> - Details of courses taught (student numbers, nature of teaching, assessment methods, etc.) - Details of student support and guidance provided - Participation in certification and training in teaching and learning - Samples of course materials - Construction of a teaching portfolio 	<ul style="list-style-type: none"> - Student evaluation surveys and student interview feedback - Informal and unsolicited student feedback - Pass rates, attrition rates and student progression that can be attributed to specific courses - Examination/assessment results, benchmarked against other cohorts - Evaluation of student products or projects 	<ul style="list-style-type: none"> - Peer observation of teaching - Peer review of course content, objectives and materials and/or teaching portfolio - Review and letters of reference from teaching mentor - Letters of reference from: students, alumni, Director of Studies, Head of School and course/programme leaders

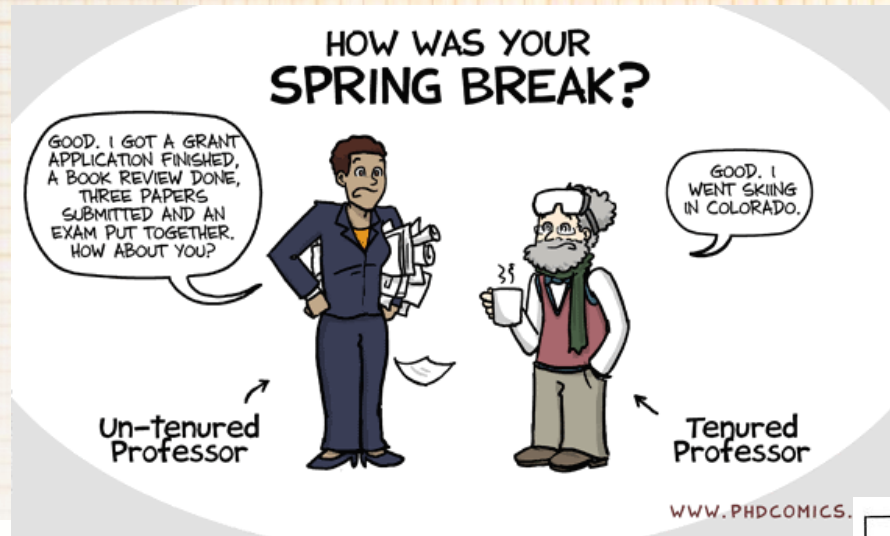


Excellence in Service

- ▶ Complement (and not detract from) strong research and teaching
 - Impactful service shows colleagues how you contribute meaningfully to the community of scholars in your institution
 - Keep in mind that service opportunities exist at the department, school, university, national and international levels
 - Women and minority faculty are disproportionately burdened with service commitments
 - Desire to broaden representation on a committee or a review panel (e.g., Schimanski & Alperin, 2018)



Strive for *Excellence!*



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***PLEASE DO NOT rely on your memory –
Keep a T&P folder in your desk drawer or on your desktop, containing information to be added to your dossier at a later date.

References

- Boyce, M., & Aguilera, R.J. (2021). Preparing for tenure at a research-intensive university. *BMC Proc* 15 (Suppl 2), 14.
- Murray D., Boothby C., Zhao H., Minik V., Bérubé N., Larivière V., et al. (2020). Exploring the personal and professional factors associated with student evaluations of tenure-track faculty. *PLoS ONE* 15(6): e0233515.
- Schimanski, L. A., & Alperin, J. P. (2018). The evaluation of scholarship in academic promotion and tenure processes: Past, present, and future. *F1000Research*, 7, 1605.





“At FAMU, Great Things Are Happening Every Day.”

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