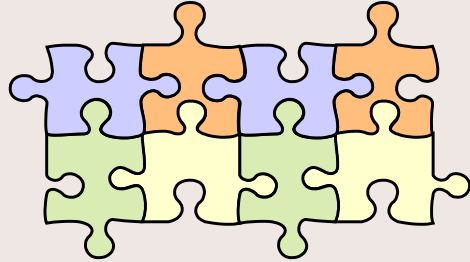


The Promotion and Tenure Process



Managing the Academic Career for Faculty Women at Undergraduate
Computer Science and Engineering Institutions

CRA-W Workshop, February 23, 2005

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What is it?

- **Promotion:** moving from one academic rank to another
- **Tenure:** status awarded after a trial period to protect from dismissal
 - Usually occurs during the 6th year
 - Often occurs with the promotion from assistant to associate

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What is the process?

- Understand your institution's process
 - Faculty handbook
 - Departmental expectations
 - Informal expectations
- Various review levels
 - Department
 - College
 - University
 - President / Provost

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Evaluation Criteria

Decide on a realistic plan of action:

- Teaching (50-80%)
- Professional Development (10-30%)
- Service (10-20%)

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Teaching Evaluation Areas

- Content Expertise – 35%
- Instructional Delivery – 30%
- Instructional Design – 25%
- Course Management – 10%

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Content Expertise

- Possesses an appropriate degree
- Knowledgeable about recent trends, findings and value issues within the discipline and incorporates this in the teaching-learning experience
- Develops a breadth of knowledge that enriches her teaching by making connections to other areas within the field of expertise or in other fields

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Instructional Delivery

- Meets all classes at designated times
- Conducts all classes in accordance with course syllabus
- Maintains regular office hours
- Demonstrates interest and enthusiasm for the student learning process
- Elicits responsible student participation
- Assessment strategies are varied and reflect course level, content and objectives
- Interactions with students are respectful and professional

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Instructional Design

- All required components of course syllabus are present
- Course materials are free of errors
- Learning activities are suitable to students and instructional goals
- Consistent and ongoing evaluation of course is evident
- Effort to improve teaching is evident in course design over time
- Selects teaching strategies that are appropriate for course level, content, and objectives and that promote student participation in course and engagement in area of study
- Course is congruent with departmental curricula and institutional mission
- Is fully aware of and uses available college resources in a way that augments the quality of teaching and enhances student learning

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Course Management

- Student evaluations administered according to policy
- Processes course related information in a timely manner (grades, enrollment lists, ...)
- Schedules use of supplementary resources and support services as needed
- Insures that necessary resources are available when class begins

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Teaching – portfolio contents

- Courses you've taught
- New courses you've developed
- Student evaluations
- Peer evaluation from observation
- Supporting classroom materials
- Number of students taught
- Personal goals and philosophy

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Professional Development

- Research
- Scholarship
- Publications
- Grants and contracts
- Major software systems
- Papers presented
- Workshops and seminars attended
- Awards and honors

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Service

- **Department**
 - Academic advising
 - Running a lab
 - Advising a student club
 - Recruitment
 - Mentoring students
- **College**
 - Committees
- **Profession**
 - Conference or technical committees
 - Review panels / editing
- **Community**
 - Outreach to high schools or professional organizations

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Putting it together

- **Start on your hire date!**
- **Do a yearly self-evaluation**
 - Evaluate each class and make a list of what you'd do to improve it
- **Collect supporting materials**
 - On-going
 - Keep a drawer/file/stack at all times
 - » ALL records
 - » Letters from students
 - » Awards nominated for
 - » Other successes
 - Keep track of dates
- **Letters of assessment / reference**
 - Chair, alumni, students
 - Peers - inside and outside of the institution

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Self Evaluation

- **Be sincere**
- **Address strengths and obvious weaknesses**
- **Address three areas of evaluation in detail**
- **Include goals for each area of evaluation**

14

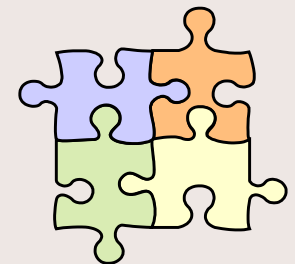
Advice

- **Be visible**
- **Choose your enemies wisely**
- **Pay attention to criticism / failures**
 - Calmly evaluate student evaluations
 - Make a list of specific activities to address perceived weaknesses
- **Have chair and peers evaluate often**
 - Formative
 - Summative
- **Get help!**
 - Mentor, chair, peers
 - Campus faculty development programs
 - Other senior faculty members

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Conclusion

- **Stay organized**
- **Stay positive**
- **You can do it!**



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Resources

- CRA Career Mentoring Workshop transcripts
 - <http://www.cra.org/Activities/craw/projects/mentoring/mentorWrkshp/tenure.pdf>
 - http://www.cra.org/Activities/craw/projects/mentoring/mentorWrkshp/sm_schools.pdf