

Tenure & Promotion: *An Expedition*

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The BIG Picture

5 Years May 31, 2022 <i>Tenure Decision Announced</i>
10 Years
20 Years
Retirement

Year 1 To Do List

1. Create new Vita, only WCU work
2. Talk to your Department Chair:
 - a. Who is my Dept. Eval Committee?
 - b. I need Dept. Teacher-Scholar model
3. Teaching (or primary assignment) observed by 2 faculty peers and Dept. chair in first semester. Showcase your classroom repertoire at its broadest.
4. Collect informal feedback on courses from students (You won't get formal feedback in time to make changes).
5. Make sure SRIS (formal student feedback) are administered in your courses.
6. Grades due on Tuesday after exam week (usually by 3 pm)
7. Year 1 Evaluation starts mid-January. During break put a packet together for your Dept. Eval Committee.
8. During Spring, make sure 2 peers observe your teaching; make sure SRIS are collected in all classes.
9. Plan new service activities for next Fall, many elections are in March-April
10. Revisit what you are doing. **DON'T** overextend yourself. Pace yourself.
11. During summer, organize evidence from previous year, put together packet

SIGNPOSTS:

- www.APSCUF.org/members/contracts/
Relevant CBA articles:
 - 12 Evaluation
 - 14 Renewals/Non-renewals
 - 15 Tenure
 - 16 Promotions
- wcupa.edu/Provost/
WCU Tenure Policy, Promotion Policy, evaluation forms
also, who is on the University-wide Tenure Committee (TeP) changes yearly (staggered 2-year terms)

Year 1 Evaluation (Article 12 in your CBA)

**For each evaluation, you should have the opportunity to speak with the evaluator about their evaluation after they have completed it and before they have forwarded it on. Once their evaluation is submitted, you have a small window to submit a rebuttal that will be attached to the evaluation for all subsequent evaluators to see (rebuttal is optional).*

January 2018	Submit materials to your Dept. Evaluation Committee. Discuss their evaluation with them in a face-to-face meeting.
January 30, 2018	Dept. Eval Committee submits Year 1 recommendation for renewal to chair/Dean
Late Jan-Early Feb 2018	Meet with your Dept. Chair to discuss the Eval Committee recommendation and your year 1 materials prior to the Chair finalizing evaluation.
February 7, 2018	Dept. Chair submits year 1 recommendation for renewal to the dean.
February 2018	Receive draft version of Dean's Year 1 recommendation. You have the option to meet with the dean before it is finalized.
February 28, 2018	Dean submits year 1 recommendation for renewal to the Provost.
April 1, 2018	President notifies first-year faculty of renewal for 2018-19. [CBA Article 14]

Note: Dates are different if you started your tenure-track position in January.

Year 2 Evaluation

**Officially only Fall semester is within the Year 1 evaluation and only Spring semester (+summer is optional) is within the Year 2 evaluation. BUT your SRIS student evaluations may not be available until later in February. You should submit everything that was not considered in your year 1 evaluation in your year 2 evaluation even if it technically occurred in Year 1. The goal is to have your Committee and Chair review all of your accomplishments as you make them so that in your 5th year they can write a summative evaluation (having already seen everything earlier).*

October 2018	Submit materials to your Dept. Evaluation Committee. Discuss their evaluation with them in a face-to-face meeting.
November 1, 2018	Dept. Eval Committee submits Year 2 recommendation for renewal to chair/Dean
First week Nov 2018	Meet with your Dept. Chair to discuss the Eval Committee recommendation and your year 2 materials prior to the Chair finalizing evaluation.
November 8, 2018	Dept. Chair submits year 2 recommendation for renewal to the dean.
December 2018	Receive draft version of Dean's Year 2 recommendation. You have the option to meet with the dean before it is finalized.
December 15, 2018	Dean submits year 2 recommendation for renewal to the Provost.
January 30, 2019	President notifies probationary faculty of renewal for 2019-2020.

- Evaluations for Years 3-4 use the same Nov-Dec-January dates and cover the period since the last annual evaluation. The dates for evaluation for Year 5 depends on if you're applying for promotion and tenure together, or tenure only.
- Since you are not under a tenure-track continuing contract for the summer or winter sessions you are not obligated to include any work done during these sessions in your evaluation materials. You may voluntarily include them.
- Materials to be included for evaluation are spelled out in the Collective Bargaining Agreement (CBA) in Article 12, on pages 28-29. Dates for evaluation are found in the CBA mainly but once you begin applying for tenure, the local tenure policy and promotion policy provide more detail and shift some of the dates earlier than those listed in the CBA.



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West Chester University Student Rating of Instructor Survey

Course: _____ Section: _____ SRIS No: _____

West Chester University seeks your input in the evaluation of your instructor. Please answer the following questions as they apply to the instructor under evaluation. Try to put aside your reaction to the course itself and focus on the quality of instruction provided by this instructor. Please completely darken one circle corresponding to the single best response for each question. The instructor will not have access to any individual responses, only the class results as a whole, and those only *after* the course is complete and the grades posted. Your participation is important to help us make West Chester a better university.

1. Please rate the quality of teaching provided by this instructor.

For each item below, indicate the level of your agreement or disagreement with the statement. Please answer questions as they apply to the professional performance of the instructor under evaluation.

Outstanding
6 5 4 3 2 1
○ ○ ○ ○ ○ ○

Strongly Agree Strongly Disagree

2. The instructor clearly presented course requirements and grading procedures.
3. The instructor interacted in a positive manner with students.
4. The instructor responded to student questions in a way that encouraged me to learn.
5. The instructor met classes at the assigned days and times.
6. The instructor met the course objectives published in the course description or syllabus.
7. The instructor returned graded tests and assignments in a timely manner.
8. The instructor was prepared for class.
9. The instructor made good use of class time.
10. The instructor maintained an environment in which students were comfortable asking questions.
11. The instructor facilitated learning by maintaining an atmosphere of civility.
12. The instructor clearly explained concepts and techniques.
13. The instructor allocated an appropriate amount of time to each topic.

6 5 4 3 2 1
○ ○ ○ ○ ○ ○

○ ○ ○ ○ ○ ○

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Please continue on the other side.



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West Chester University Student Rating of Instructor Survey

Strongly
AgreeStrongly
Disagree

14. The instructor was available during posted office hours.

(Please leave this item blank if you have never been to the instructor's office hours.)

6	5	4	3	2	1
☐	☐	☐	☐	☐	☐

15. The instructor organized this class in a way that helped me to learn the material.

☐	☐	☐	☐	☐	☐
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16. The instructor provided useful feedback on tests and assignments.

☐	☐	☐	☐	☐	☐
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17. The instructor explained concepts using real-world examples, analogies, or circumstances relevant to students' lives.

☐	☐	☐	☐	☐	☐
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18. The instructor evaluated students fairly.

☐	☐	☐	☐	☐	☐
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The demographic questions in the following section are being asked for *statistical purposes only*. Results will *not* be reported to the instructor or academic department and will only be used in the Office of Institutional Research in aggregate to test the survey instrument.

STUDENT DEMOGRAPHICS

For each statement, please completely darken the circle of only ONE response option.

19. Primary reason for taking this course:

☐ Major/minor requirement☐ General education requirement☐ Elective☐ Interest only☐ Fit my schedule20. Expected grade in this course: ☐ A to A- ☐ B+ to B- ☐ C+ to C- ☐ D+ to D- ☐ F

21. Class standing (Choose ONE only):

Undergraduate:

☐ First-Year☐ Sophomore☐ Junior☐ Senior☐ Non-Degree

Graduate:

☐ Master's Degree Program☐ Non-Degree (Including Certificate Programs)

22. Gender:

☐ Female☐ Male☐ Transgender

23. Race or ethnicity:

☐ American Indian or Alaskan Native☐ Asian☐ Black or African American☐ Latino/Hispanic, any race☐ Native Hawaiian or Other Pacific Islander☐ White☐ Two or more races

24. Is English your native language?

☐ Yes☐ No

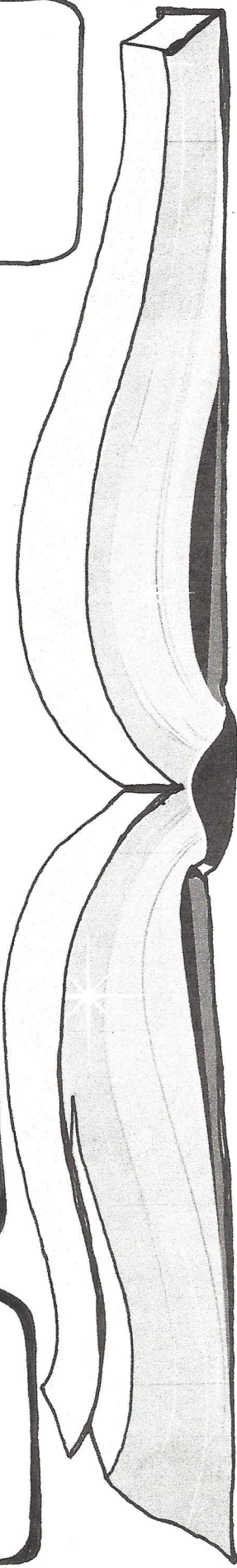
25. Age group:

☐ Less than 25 years☐ 25 years or older

Thank you for your participation!

EXPEDITION NARRATIVE, Part 1: TENURE

INTRODUCTION to <u>YOU</u>	50% Teaching (Primary Responsibility)	35% Scholarly Growth	Service 15%	TEASER for PART 2
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D. Criteria for Tenure by Rank

From the WCU Tenure Policy (2011) page 14. For tenure you are measured against the paragraph of your current rank. For promotion you are measured against the paragraph of the rank you aspire to.

Instructor

Instructors must demonstrate substantive contributions to the West Chester University academic community. The Instructor's first priority is to teach assigned courses and/or execute assigned duties within their defined area of expertise. Teaching and advising effectiveness or competence in the primary assignment for their defined area of expertise must be established commensurate with experience. Instructors demonstrate that they continue to build their teaching ability through attending professional development workshops (or other experiences) and producing tangible outcomes of such opportunities. Instructors must demonstrate that they are keeping current with their area of expertise through attending conferences, participation in educational opportunities including short courses, workshops, continuing education, graduate coursework, or other means appropriate to their discipline. They must demonstrate an increasing degree of participation in professional venues by active participation as a presenter, respondent, panelist, consultant, or other featured role. Instructors must demonstrate to their department that they can be relied on to contribute to the functioning of the department. Their work should be competent and professional.

Assistant Professor

Assistant Professors must demonstrate that they have the potential for a successful career in academia. Teaching and advising effectiveness or competence in the primary assignment must be established commensurate with experience. The Assistant Professor teaches assigned courses or performs assigned duties, shows sound professional judgment, performs advising duties (if assigned), and performs professional responsibilities in a competent manner. Assistant Professors must demonstrate that they are beginning to build the foundation for a record of continued scholarship, research, or other creative activities. Tangible scholarly products such as refereed publications; regional or national conference presentations, exhibits, or performances; and/or successful internal or external grant awards must be part of this foundation. Assistant Professors are expected to perform service primarily at the departmental level in a competent and professional manner, though service at other levels (college or university) may be appropriate.

Associate Professor

Associate Professors must demonstrate that they have established the foundation for a successful career. The Associate Professor must demonstrate the ability to go beyond teaching effectively or performing the primary assignment in a competent fashion by demonstrating improvements in their primary responsibilities. This may be evidenced through the introduction of new materials, techniques, or programs; student mentorship; or excellence in advising (if applicable). There should be no evidence of significant weakness or areas of repeated concern in the performance of teaching or primary assignment. Associate Professors must show a record of scholarship, research, or other creative activity evidenced by steady growth and productivity including scholarly, peer-reviewed products, and an established presence within his/her discipline. The record must demonstrate enough continuity, of sufficient quality, to suggest increased or at least continued productivity in the future. Associate Professors must demonstrate that they can be relied on for critical service activities at the department, College, and University levels.

Full Professor

Full Professors must demonstrate continuous and substantial contributions to the University and their discipline through time. Full Professors must demonstrate a sustained and solid commitment to teaching and advising (if applicable) or the performance of the primary assignment. They should have assumed a leadership role in program improvement and/or improving the delivery of education to students. Again, there should be no evidence of significant weakness or areas of repeated concern in the performance of teaching or primary assignment. They can be relied on to provide guidance for junior faculty and help to improve the overall quality of teaching at the institution. Full Professors should have a steady and significant record of productive scholarship or creative activity including peer-reviewed works and displayed leadership within his/her discipline via such activities as service on committees of professional organizations; providing reviews for scholarly journals, granting agencies, or creative works; and/or invitations for speaking engagements. In exceptional cases, a long-term, substantial contribution in service to the university or the discipline may be recognized as partial replacement for a significant body of peer-reviewed work. Full Professors must have assumed a leadership role and/or made exceptional contribution in some area of service at the University level.