

Thriving in the Tenure System I: Articulating your Scholarly Identity through a Strong Reappointment, Promotion and Tenure Packet

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Heritage Room, University Club



Introduction: Connecting Your Identity as a Scholar and Educator to MSU's Mission

June Youatt

Provost and Executive Vice President for Academic
Affairs



Succeeding and Thriving in the MSU Tenure System

The Process and Some Key Issues

Theodore H. Curry II

Associate Provost and Associate Vice President

Academic Human Resources



The MSU Philosophy



Promotion and tenure is a key branch point in a faculty member's life.

MSU attempts to hire the best faculty on the market who we are confident can be great professors. We strive to provide a supportive environment, so that they have every opportunity for successful reappointment, promotion and tenure.

Administrators play a critical role in supporting faculty success.

The Annual Memorandum on “Appointment, Reappointment, Promotion and Tenure”

- Some selected quotes



Reappointment, Promotion, and Tenure

- At MSU, faculty are expected to be both active scholars and student-focused educators, demonstrating substantial scholarship and ability to promote learning through our on-campus and off-campus education and research programs.
- MSU is committed to improve continuously. To do so means vigorous, effective recruitment and selection of new faculty who are encouraged and helped to grow professionally, through mentoring and development. These new faculty members are evaluated by demanding standards and required procedures for reappointment, tenure, and promotion recommendations. Our expectation is that they will thrive at MSU, as well as in the changing national and international landscape.



Reappointment, Promotion, and Tenure (slide 2)

- Our policies, procedures, criteria, and decisions on recruitment, reappointment, award of tenure, promotions, and salary changes must be guided by the goal of enhancing academic excellence, taking into account the mission and goals of the department, school, college, and University, including the MSU commitment to diversity and inclusion. Departments/schools and colleges are required to review regularly their standards, criteria, and procedures to this end. These personnel decisions, in large measure, will determine MSU's reputation and prominence for many years to come.



Reappointment, Promotion, and Tenure (slide 3)

- Faculty must be both active scholars and student-focused educators and must meet academic standards that assure enhanced quality of the unit for years to come.
- Individual personnel actions recommending tenure should result in the continuing excellence of the academic unit(s) as a whole and MSU more broadly. For example, anyone considered for tenure should meet or exceed the requirements of the unit for tenure and be in the top echelon of peers at a similar career stage nationally or internationally in the field or discipline. The achievement and performance level required must be competitive with faculties of leading research-intensive, land-grant universities of international scope. (comparison is important)



Reappointment, Promotion, and Tenure (slide 4)

- Assessment should take into account the quality of outcomes as well as their quantity; it should also acknowledge the creativity of faculty effort and its impact on students, on others the University serves, and on the field(s) in which the faculty member works.
- In many cases, faculty demonstrate excellence through individual scholarly activities. Collaborative scholarly efforts, cross-disciplinary activities, and the integration of scholarship into the creation, application, and dissemination of knowledge are also recognized as relevant dimensions of faculty performance.



Key Policy Issues

1. The norm – One 4 year and one 3 year probationary appointment for assistant professors
 - Associate professors may be hired with one probationary appointment, usually 2-4 years.
 - Starting date of the “tenure clock” is August 16, regardless of when during the calendar year the appointment is effective.



THE REVIEW PROCESS

Department level committee makes recommendation to chair or school director



Chair independently makes a recommendation to the dean



The dean is advised by a college review committee



The dean independently makes a recommendation to the provost



THE REVIEW PROCESS (Continued)

Representatives of the provost meet with each dean – Associate Provost AHR, SVPRGS, and a distinguished MSU faculty member -- to review each case



Provost meets with representatives and formulates recommendations for President and Board of Trustees



Key Policy Issues (slide 2)

- “A recommendation for promotion from assistant professor to associate professor in the tenure system should be based on several years of sustained, outstanding achievements in education and scholarship across the mission, consistent with performance levels expected for promotion to associate professor at peer universities. A reasonably long period in rank before promotion is usually necessary to provide a basis in actual performance for predicting capacity to become an expert of national stature and long-term, high-quality professional achievement.”



Key Policy Issues (slide 3)

- Extending the Tenure Clock
 - The tenure system probationary appointment for the next reappointment/promotion/tenure review is extended automatically for one year for the following reasons:
 - Leaves of absence with or without pay that are one semester to twelve months.
 - Changes in appointment to 50% time or less for one year.
 - An extension recommended as an outcome of a hearing and/or appeal conducted pursuant to the Faculty Grievance Policy.



Key Policy Issues (slide 4)

- Extending the Tenure Clock (cont'd)
 - The tenure system probationary appointment for the next reappointment/promotion/tenure review is extended automatically upon faculty request for one year for the birth or adoption of a child.
 - Extensions for this reason are limited to two separate one-year extensions during the entire probationary period. The request for an automatic one-year extension for the birth or adoption of a child must be submitted within two years of the birth/adoption, but no later than the due date for the submission to the department/school of the dossier for the next reappointment/promotion/tenure review.



Key Policy Issues (slide 5)

- Additional extensions of the probationary appointment may be requested from the University Committee on Faculty Tenure (UCFT) for reasons related to:
 - childbirth, adoption, the care of an ill and/or disabled child, spouse, or parent;
 - personal illness;
 - to receive prestigious awards, fellowships, and/or special assignment opportunities; or
 - other such serious constraints.



Key Policy Issues (slide 6)

- **Note:** Receipt of an automatic extension for any of the reasons above **does not** preclude consideration for reappointment or promotion with tenure at the normal time. However, if the extension for the first probationary appointment is waived by the faculty member, the extension does not carry over to the second probationary appointment. In addition, a faculty member is bound to the outcome of the reappointment review if unsuccessful.



Key Policy Issues (slide 7)

- Criteria and procedures must be examined locally.
 - Get copies of standards, procedures, etc.
 - Review college and/or unit mentoring policy
 - Review your letter of appointment
 - Joint appointments
 - Review Multiple Appointment Memorandum
 - Annual performance reviews
 - Conferring with peer advisory committee before a recommendation is forwarded
 - Points of Distinction provides a framework for outreach



Key Policy Issues (slide 8)

- Evaluation of teaching, research/creative activities, and service
- External letters of reference
- College-level committee
- Role of central administration
- Form D
- WorkLife@msu.edu
- Resources/checklist – “Reappointment, Promotion and Tenure Toolkit – A Resource for Tenure System Faculty at Michigan State University”, developed with our NSF Advance Grant



Rule #1



TALK TO YOUR CHAIR/DIRECTOR & MENTOR(S)

University Level Peer Review Committee for Tenure

Faculty Role in the Process

Brian T. Pentland

Main Street Capital Partners Endowed Professor
Department of Accounting and Information Systems
Broad College of Business



Faculty Committee Make-up

12 faculty members
“all distinguished”

4 sub-committees

My sub-committee had members from:
Business, Social Science, Education

We reviewed Business, Com Arts, Education,
James Madison, Law, and Social Science



Faculty committee

We review and discuss all materials provided by the Dean to the Provost:

- Form D (includes faculty advisory votes)
- Annual Performance Reviews
- External Letters and related information

We participate in tenure system process only



The Big Meeting

One faculty representative joins the meeting with

- College Dean (Associate Dean may also attend)
- Associate Provost for Academic HR
- Vice President for Research and Graduate Studies

Each candidate for promotion to Associate or Full Professor is discussed

Faculty thoughts are shared, but we are *advisory*



The Faculty Role

- Seek to have a progressively stronger faculty
- Seek to maintain integrity of the process
- Independent Faculty Review
 - Faculty voice outside a candidate's community
- Impact on decision making?
 - Not likely on any one candidate
 - Over time... ?
- Promote a broader ,university-wide understanding of the process and the standards



Tracking and Documenting Your Accomplishments

Thriving in the Tenure System

Ann E. Austin

Academic Advancement Network

Assistant Provost for Faculty Development—Academic
Career Paths



Setting the Context

- Why is documentation important?
- What should you document?
- How to document?
- What are the uses of documentation?



Why is documentation important?

- Helps make the case for who you are, what you have accomplished, why it is important, and your expected future trajectory
- But...
 - You can't document what you don't remember
 - You can't document what you don't have evidence to support



Documentation demonstrates who you are as a professional:

- The type of work you do
- What the synergies/connections are across the components of your work
- The impact you are making
- Your path to date
- Your trajectory as you look forward
- Your vitality and excellence in your role



What should you document?

- All aspects of your work – the components related to your assigned duties, and all of the extra responsibilities you take on. Typically, you will organize your documents around three key categories:
 - Teaching
 - Research
 - Service and/or Outreach
- The connections across the components of your work



How to document your work?

- Establish a system for record-keeping – electronic or paper
- Be consistent, systematic, and organized
- Archive each significant event and benchmark in your professional career
- Seek and plan ways to demonstrate impact



What are the uses of your documentation?

- Annual reviews
- Promotion reviews
- Easy access of information for your own use
- Sharing with colleagues or those who request information
- Self-reflection on your progress and impact over time



Teaching Records to Keep

- **Formal Classes**
 - Schedule, class size, format
 - Syllabi, course material
 - Exams and grade distribution
 - Student evaluations and summary scores
- **Advising and Mentoring**
 - Formal advising load
 - Mentoring relationships
 - Students supervised in components of your work
- **Workshops, Seminars, etc.**
 - Format, materials, evaluations



Teaching

Records to Keep (slide 2)

- **Course and Curriculum Development**
 - Development and redesign of courses
 - Teaching materials developed
 - Out-of-class experiences designed
- **Professional Activities**
 - Professional development opportunities
 - Instructional research and grants



Teaching Issues for Reflection

- Your philosophy and approach
- Your intended learning outcomes for students
- Your teaching methods, and rationale for them
- Approaches and innovations you have developed
- Impact on students: outcomes assessment, unsolicited comments
- How you interpret and respond to your teaching evaluations
- How your teaching has changed over time and why



Research, Scholarship & Creative Activities Records to Keep

- **Products**

- Books/monographs
- Book chapters
- Articles in refereed journals
- Creative works, such as exhibits and performances
- Edited works: journals, other publications
- Presentations at scholarly/professional meetings
- Other papers, reports, reviews

- **Funding**

- Grant proposals: funded and non-funded
- Grant management: budget, staff
- Reports



Research, Scholarship & Creative Activities

Records to Keep

- Involvement in the Discipline
 - Manuscript reviews, conference proposal reviews
 - Grant evaluation panels
 - Leadership activities in professional societies
- Standing in the Discipline
 - Journal rankings
 - Citation analysis
 - Reviews and published reactions
 - Awards and honors
 - Invited talks and activities
 - Unsolicited testimonials



Research, Scholarship & Creative Activities Topics for Reflection

- Overall direction and purpose of your research
- Questions you are addressing
- Methodologies selected and benefits/limitations
- Impact: Major outcomes, why this work is important, whom it impacts
- Future plans and issues to be addressed



Service Records to Keep

- **At MSU**
 - Department, college, university leadership roles
 - Department, college, university committees
 - Task forces and reports

- **For Professional Organizations**
 - Leadership roles – elected and appointed
 - Committee memberships
 - Conferences/events planned



Service

Records to Keep (slide 2)

- **For the Broader Community**
 - Consultation and technical assistance to organizations
 - Publications for the public and audiences outside your field
 - Interpretations of technical information for the public
 - Expert testimony
 - Development of programs in educational/cultural organizations
- **Clinical Work**
 - Diagnosis and treatment of clients and patients
 - Supervision of staff in clinical settings



Service and Outreach Topics for Reflection

- Overall direction and purpose of your service/outreach
- Rationale for selecting these areas of focus
- Impact—major outcomes, who is impacted, why the work is important
- Future directions



Final Thoughts

- Document regularly and make it easy
- Use your documentation as evidence for professional review and advancement, and for your own purposes
- As you document, reflect, plan, and strive to improve
- Consider documenting as part of professional practice and advancement



Contact Information

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Network

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Preparing Your Documentation

Juli Wade

Academic Advancement Network



Major Components of Packet

- Reflective Essay
- Form D



- CV
- Publications, Creative Works



Reflective Essay – It Should:

- Describe how you contribute to the missions of MSU and society more broadly; impact and broader context should be explained
- Highlight scholarship, research, and creative activities; what you have done and where you are going
 - Make a cohesive trajectory clear
 - Tell a story about your vision and progress toward it
- Be a polished document that includes some specific examples
- Communicate at a level appropriate for knowledgeable people who are not in your discipline



Reflective Essay – It Should *Not*:

- Simply summarize what is in CV or Form D (or be a list of what you've accomplished)
- Use a lot of jargon



Reflective Essay – Questions to Ask Yourself:

- Why do you do what you do? And why does it matter to people other than you?
- What do you want to be known for, and why?



Reflective Essays – General Advice:

- Get information from senior colleagues and unit leaders about the culture in your department and college regarding style and content of the document
- Highlight (and strive for) integration across your duties; focus on scholarship while making clear how all aspects (teaching, research, creative activities, service) impact each other



Form D – Basic Documentation

- Undergraduate and Graduate Instruction
 - List of courses taught, including number of students in them
 - Non-Credit Instruction
 - Academic Advising (UG advising by faculty only in some units)
 - Instructional Works (publications, presentations, etc. with teaching focus)



Form D – Basic Documentation (slide 2)

- Research and Creative Activities
 - List of items produced
 - Quantity of items across categories
 - Number of grants (details are listed at end of document)
- Service
 - Scholarly and professional organizations
 - University
 - Broader community



Form D – Basic Documentation (slide 3)

- Evidence of Other Scholarship
 - Impact of and attention to any work that is not specifically associated with teaching, service, research or creative activities
- Integration across Multiple Missions
- Other Awards/Evidence



Form D – Common Mistakes to Avoid

- Entering the wrong duty period on page 1
- Typos, sloppy language
- Not answering all of the questions



Questions



Reappointment, Promotion, and Tenure Process from the Vice President of Research and Graduate Studies

Stephen Hsu

Vice President for Research and Graduate Studies



Break

Please take a 15 minute break.



Panel Discussion

- *Saleem Alhabash, Associate Professor, Department of Advertising and Public Relations*
- *Marilyn Amey, Chair, Educational Administration*
- *Holly Brophy-Herb, Professor, Human Development and Family Studies, and College of Social Science Reappointment, Promotion, and Tenure Committee Member*
- *Ronald Hendrick, Dean, College of Agriculture and Natural Resources*
- *Russell Schwab, Associate Professor, Mathematics*



Thank you.

Please take a minute to provide feedback by filling out the program evaluation that has been emailed to you.

Please visit the resource webpage of the Academic Advancement Network website at:

<http://bit.ly/ThrivingInTheTenureSystem>

