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Welcome!
The session will begin shortly.

Preparing for Promotion and Tenure at Penn State for Pre-Tenured Faculty

PROMOTION AND TENURE WORKSHOP SERIES

Preparing for Promotion and Tenure at Penn State

Promotion and Tenure Workshop Series

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Presentation Overview

Purpose of Promotion and Tenure

Promotion and Tenure at Penn State

The Review Process

The Dossier

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The Purpose of Promotion and Tenure

What is promotion?

Promotion seeks to recognize and reward excellence.

In general, excellence is defined in terms of contributions to one's profession through teaching, research or creative accomplishment, **and** service.

Excellence is evaluated in a variety of ways.

What is the purpose of tenure?

What is tenure?

What is the purpose of tenure?

How does tenure serve the public interest?

THE REWARDS FOR EARNING TENURE

Possibility for new **projects and topics**

Stability of a secured position

Acknowledgement of expertise by peers

Increased professional stature

Potentially greater **ability to voice your opinions**

Increased opportunities within the university and beyond

Salary increase

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Promotion and Tenure at Penn State

What is promotion at Penn State? (AC 21)

Assistant Professor

The assistant professor should possess a terminal degree or its equivalent in organized research or professional practice; must have demonstrated ability as a teacher or research worker; and must have shown definite **evidence of growth in scholarly, artistic, or professional achievement.**

Associate Professor

The associate professor should possess the same qualifications as the assistant professor but **must also provide evidence of an established reputation in scholarly, artistic, or professional achievement.**

Professor

The professor should possess the same qualifications as the associate professor but **must also provide evidence of a substantial record of advanced** research and/or creative work, and of leadership in his/her field of specialization. This rank should be reserved for persons of **proven stature in teaching and/or research.**

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AC23
Promotion and Tenure Procedures and Regulations

Academic quality will be the basis for academic personnel decisions.

General and broad guidelines permit:

- Judgments by faculty and academic administrators in their interpretation.
- Each academic unit may develop its own specific expectations and standards as the operational basis for tenure and promotion recommendations.

Academic excellence:

- teaching and scholarly activity, both understood in their broadest sense.

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Where to find information on promotion and tenure…

Website of the Vice Provost of Faculty Affairs

- https://www.vpfa.psu.edu/promotion-and-tenure/
  - Policies AC 21 and AC 23
  - Administrative Guidelines (includes timeline)
  - P&T FAQs
  - Early and Immediate Tenure Guidelines

College or Campus Specific Guidelines

- Guidelines
- P&T Annual Timeline (unit specific)

Unit Websites

Need help navigating through all of this – ASK!

Department Head,
Division Head,
School Director, or DAA
P&T Committee Member
Mentor

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P&T FAQs

Great supplement to the policy.

**FREQUENTLY ASKED QUESTIONS ABOUT
PROMOTION AND TENURE**

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Example 1

Most Colleges are now using Activity Insight (Faculty Success by Watermark, formerly Digital Measures) to generate dossiers. How does the use of Activity Insight impact the dossier and review process?

Activity Insight is a tool for generating the dossier. The output is consistent with the expectations outlined in the dividers as well as with the Administrative Guidelines.

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Example 2

Who is responsible for the preparation of the dossier?

That responsibility is assigned to the department head (or director of academic affairs or division head), and the faculty member must cooperate by assembling whatever materials are in his or her possession by the timeline given by the department head. If the unit is using Activity Insight to generate the dossier, faculty members are responsible for ensuring their information is entered into Activity Insight in accordance with the timeline specified. (Page 7, III.B.4.; page 12, III.E.1)

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The Dossier

Purpose of a Dossier
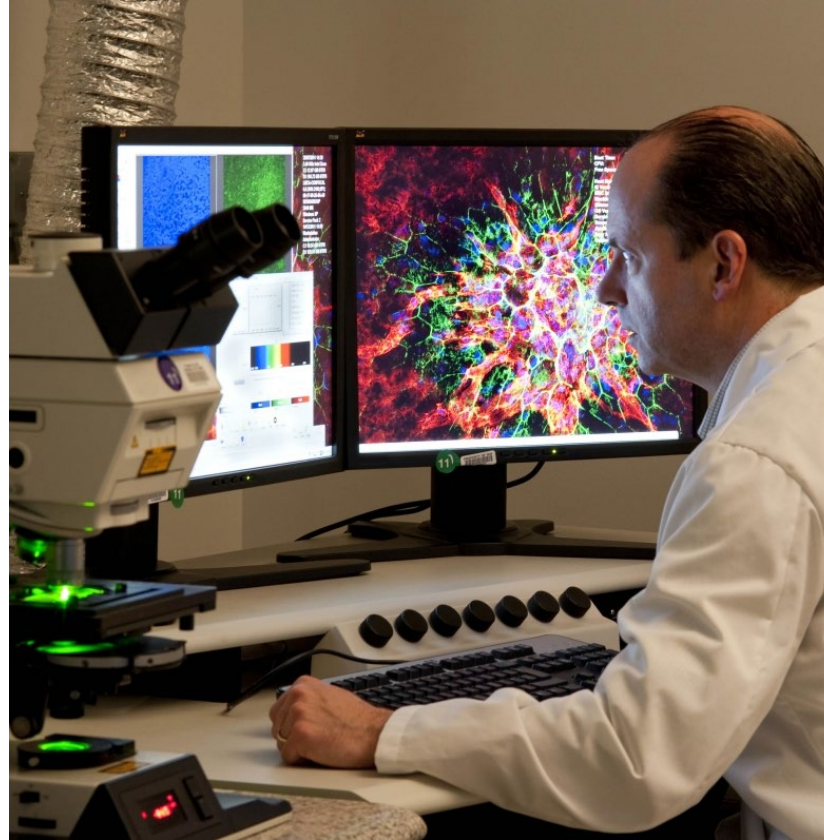
Provides an opportunity to showcase your experiences and expertise.

It does so by presenting evidence from a variety of sources.

Narrative Statement

➢ **The Scholarship of Teaching and Learning**

➢ **The Scholarship of Research and Creative Accomplishments**

➢ **Service and the Scholarship of Service to the University, Society, and the Profession**

➢ **The Scholarship of Librarianship**

➢ **Patient Care and the Scholarship of Patient Care**

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The Scholarship of Teaching and Learning

Effectiveness

✓ ability to convey subject matter to students

✓ demonstrated competence in teaching and capacity for growth and improvement

✓ ability to maintain academic standards

✓ to stimulate the interests of students in the field

✓ effectiveness of counseling, advising and service to students

Possible Evidence of Effectiveness

➢ Student Ratings
- Student Rating of Teaching Effectiveness (SRTE) in accordance with the University Administrative Guidelines for AC23

➢ Advising Responsibilities

➢ Supervision of, and membership on, graduate and undergraduate dissertations, theses, projects, monographs, performances, productions, and exhibitions required for degree

➢ Other forms of student evaluation
- At the discretion of the faculty of the academic unit
- Peer evaluation methods and procedures, as well as the way they are presented in the dossier
- Current and/or past student feedback

➢ Teaching Portfolio
- Optional – may be submitted for tenure review. It does not move beyond the academic unit committee.

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The Scholarship of Research and Creative Accomplishments

Effectiveness

✓ competence to carry out research or creative work of high quality and scholarly significance

✓ the ability to train students in research methods and practice evidence of thorough understanding of the field

✓ maintenance of high levels of academic performance

✓ recognized reputation in the subject matter field

✓ evidence of continued professional growth

✓ active contribution to professional organizations

Possible Evidence of Effectiveness

➢ Unit based
  ▪ Your unit will determine what is appropriate evidence of high quality and scholarly significance
  ▪ At CWCs this maybe done in consultation with the appropriate department and/or division heads at other Penn State locations
  ▪ In some programs, number of students recruited, number of students working in lab or studio, ability to train students in research or creative practices

➢ Examples of high levels of academic performance
  ▪ Publications, performance, exhibits, presentation, and other scholarly activities
  ▪ The perceived need for your work within the profession
  ▪ Opportunities granted you within professional organizations (recognition)
  ▪ Caliber and expertise of the audiences to the work you produce
  ▪ Professional growth and potential for continued growth
  ▪ Grants
  ▪ Membership and active engagement in professional organizations

Service and the Scholarship of Service to the University, Society, and the Profession

Effectiveness

- ✓ participation in the University, college, departmental, and unit affairs

- ✓ competence in extending specialized knowledge to the University and to the public

Possible Evidence of Effectiveness

- ➢ At the discretion of the academic unit
  - Units have varying expectations for service and service opportunities
- ➢ A variety of internal experiences across the University, college, department and unit
- ➢ Service within professional organizations
- ➢ Outreach or the sharing of knowledge with communities outside your field
- ➢ Service external to the University

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COVID-19 Impacts

Impacts on Teaching

- For spring 2020 no SRTEs, peer teaching evaluations, or alternative documentation of teaching activities from spring 2020 can be used to penalize candidates.
- Optional for fall 2020
- One alternative assessment for each calendar year beginning with academic year since then

Extension of Probationary Period

- Those on the tenure-line in calendar year 2020 can confirm extension of the probationary period.
- Must confirm the extension by April 1 of the penultimate year.
- Must confirm the extension by August 30 for those under review prior to the penultimate year.

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No longer than

2,000 **words**

Provides the faculty member with the opportunity to place their work and activities in the context of their overall goals (e.g., what's important to the discipline, how will your goals benefit students).

An opportunity to draw attention to your most prominent accomplishments.

An opportunity to explain anomalies or areas of challenge/growth.

This word limit has been increased from the typical 1600 words to allow for an explanation of ways in which your teaching, research/creative accomplishment/service may have been impacted by COVID.

Narrative Statement

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How to address the impact of COVID-19 in a narrative statement

Teaching and Advising
- Transitioning courses to remote or hybrid learning
- Creating instructional innovations
- Change in teaching and advising load
- Encountering challenges with technology
- And more….

Research and Creative Accomplishments
- Change in access to studios, performance spaces, laboratories, or other spaces
- Funded research opportunities/complexities
- Encountering travel and field restrictions
- And more….

Service
- Transitioning service activities to online formats
- Changes in access to community service sites
- Disruptions to professional organizations
- And more….

Librarianship
- Changes to in-person services
- Changes to the use of physical spaces
- Managing access to and provisions of materials
- And more…

Patient care
- Additional responsibilities directly related to the care of COVID-19 patients
- Decreasing patient care workload related to the pandemic (e.g. the cancelation or delay in elective surgical procedures)
- Increasing need for continuing education to maintain competency in the rapidly changing treatments for COVID-19
- And more….

Activity Insight at Penn State

Did you know...

- Activity Insight (AI) has a support page for all your needs? https://activityinsight.psu.edu

- You can reach support Monday-Friday 8:00am-5:00pm by email: AI-Support@psu.edu

- "AI" is customized for each College; however, it falls under one main PSU umbrella.

- The University Dossier report in "AI" is customized by the Faculty Affairs office and will put your data in the format recommended by the guidelines.

- You can add a Proxy to help you enter data. The proxy must have a PSU Web Access ID, see our FAQ page for more information.

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Activity Insight at Penn State

What does the FAMS Team do for you?

- Import credited course data from LionPath into the List of Credit Courses Taught. Data is automatically entered the 4th week of classes and updated at the end of the semester.

- Import SRTE data from the Schreyer Institute for Teaching Excellence. Data is entered after Final Grade reporting.

- Import Contracts, Grants, Fellowships, Sponsored Research from SIMS. This data is imported bi-weekly on Monday.

- Offer classes on Activity Insight, typically the 2nd week of each semester. Contact your college AI representative for a college level training session.

- Work with other Institutions and Universities that use the "AI" system to make suggested improvements to the Watermark team.

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Tenure Review – External Letters

Must include a minimum of four letters from individuals of a rank higher than that of the candidate and in a position to make informed judgments about the candidate's work, especially, but not limited to, the candidate's research and/or creative accomplishments.

You will be asked to submit names of potential external reviewers

- Should be a tenured associate or full professor
- Similar schools or faculty with expertise or a strong reputation in your area
- Typically, you should not have worked extensively with them.
- You should disclose the degree to which you have worked with them previously

Your academic unit head or another expert in your field will also submit names

Never initiate contact with a reviewer about the review

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Parts of a Dossier for Tenure

Unit — Cover Sheets

Unit — Biographical Data

YOU — Narrative Statement

YOU — Teaching

YOU — Research / Creative Accomplishment

YOU — Service

Scholarship of Librarianship

Scholarship of Clinical Practice

Unit — External Evaluations

Unit — Review Committee and Admin Reviews

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Dossier Tips...

Update regularly

Ask advice

Consult the dividers

Proofread carefully

P&T committee's role

Meet all deadlines

Review and act on advice in previous reviews

Ask if sample dossier and narrative statements are available in your unit

Maintain and update your curriculum vita on a regular basis

SRTEs

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Teaching Portfolio
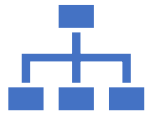
A Portfolio is:

A personal record compiled by the teacher.

A structured means of reflection on one's work, a process of self-evaluation and goal setting.

In short, creating a portfolio involves reflection, collection, selection, and connection.

Benefits

Keeps a record of teaching accomplishments.

Encourages you to develop and present better evidence of the quality of teaching.

Provides a better assessment tool for those evaluating.

Gives you some control over the process as compiler and editor.

The Review Process

Confidentiality

Years (typically) Reviewed

Year 2
Dossier (T, R/CA, S & Narrative Statement)
Teaching Portfolio (optional)

Year 4
Dossier (T, R/CA, S & Narrative Statement)
Teaching Portfolio (optional)

Year 6 (tenure)
Dossier (T, R/CA, S & Narrative Statement)
CV - External Materials – List of External Reviewers

Every 5 years after tenure
Unit Specific

Promotion to full on recommendation
Dossier (T, R/CA, S & Narrative Statement)
CV - External Materials – List of External Reviewers

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Year 2 and Year 4 Reviews

Year 2 and 4 reviews are specific to unit guidelines.

Dossier consists of...

Scholarship of Librarianship

Scholarship of Clinical Practice

- **Narrative Statement**
- **Scholarship of Teaching and Learning**
- **Scholarship of Research and Creative Accomplishments**
- **Service and the Scholarship of Service to the University, Society, and the Profession**

Submit your Dossier according to unit timeline.

All year 2 and 4 dossiers do not advance beyond the Dean or Chancellor.

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The Role of the Dean or Chancellor
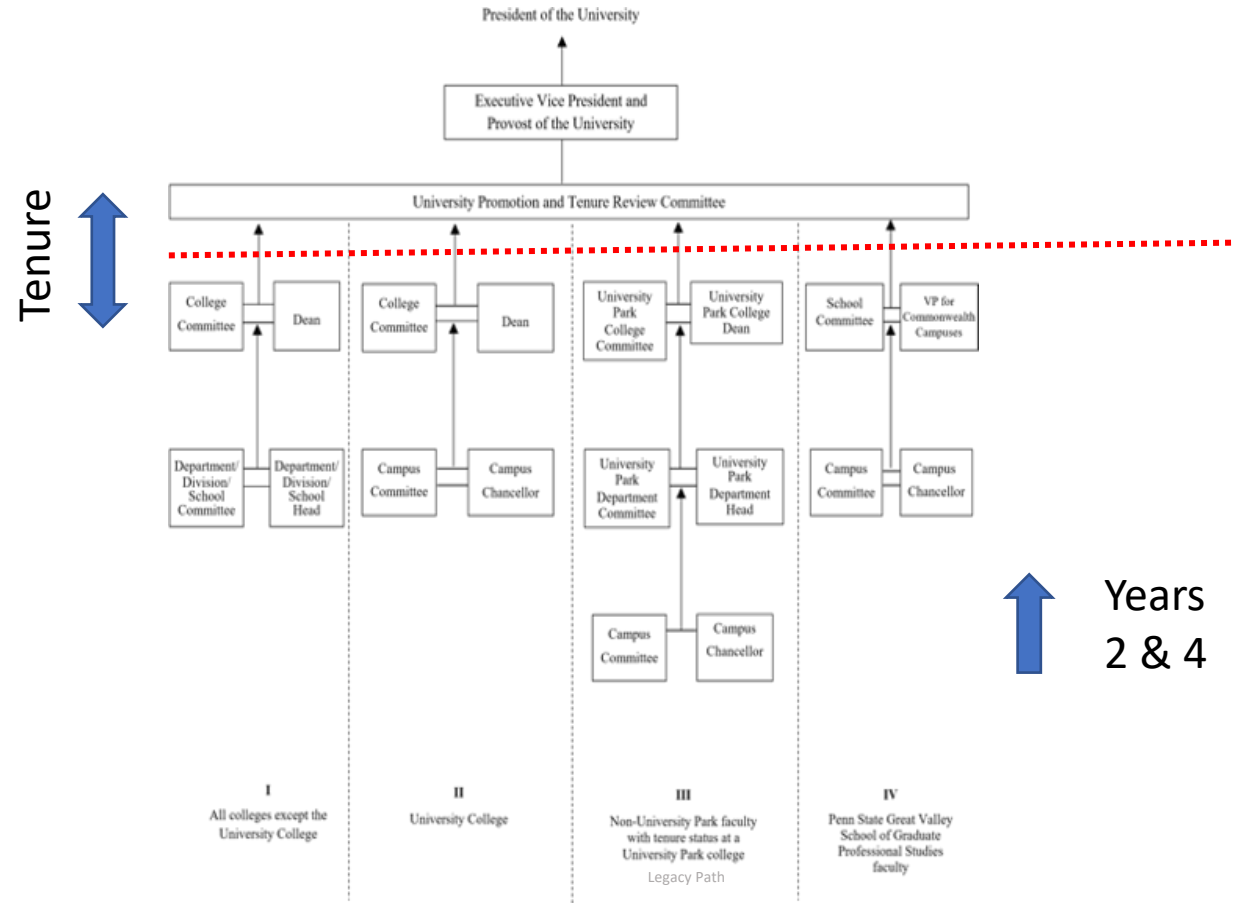
- Dean writes **evaluative letters that are shared with candidates** and may be addressed directly to them.
- Dean's **letter will then be included in the dossiers submitted for subsequent tenure reviews**.
- The **department head should discuss the results of the second- and fourth-year reviews, including the dean's letter, directly with the candidate**.

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Possible Year 5 Review

In cases where a faculty member receives a negative fourth-year review, but without notice of termination, and in other cases where it is deemed advisable, **a special fifth-year tenure review may be requested by the faculty member**, the department head or the unit's equivalent administrative officer, campus chancellor, or dean of the college or University Libraries. A tenure review shall take place in every instance during the sixth-year period.

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Pathway of the Dossier

President of the University

Executive Vice President and Provost of the University

University Promotion and Tenure Review Committee

Tenure

I	II	III	IV
All colleges except the University College	University College	Non-University Park faculty with tenure status at a University Park college *Legacy Path*	Penn State Great Valley School of Graduate Professional Studies faculty

I. College Committee — Dean — Department/Division/School Committee — Department/Division/School Head

II. College Committee — Dean — Campus Committee — Campus Chancellor

III. University Park College Committee — University Park College Dean — University Park Department Committee — University Park Department Head — Campus Committee — Campus Chancellor

IV. School Committee — VP for Commonwealth Campuses — Campus Committee — Campus Chancellor

Years 2 & 4

Stay of Tenure

- Responsibility as primary care giver after the birth or adoption of a child
- Placement of a foster child in the home
- Serious personal illness
- Provision of care for a seriously ill family member or any similar situation

1. Submit request in writing to academic unit head, dean or chancellor, and the Executive Vice President and Provost. When possible, prior to the start of the academic year.

2. Faculty are eligible to stop the tenure clock for one year for each occurrence during the period leading up to tenure, for a maximum total of **two years**.

Timelines are unit-specific.

Speak to your unit head as to where to find this information.

For example:

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College of Arts and Architecture

Dashboard → Faculty Information → Promotion and Tenure Procedures and Regulations

- College of Arts and Architecture Promotion and Tenure Guidelines
- Promotion and Tenure Deadlines
- AC23: Promotion and Tenure Procedures and Regulations (formerly HR23)

- Administrative Guidelines for AC23
- Revisions to Administrative Guidelines for AC23

College deadlines

UNIT-SPECIFIC GUIDELINES

Art History   Landscape Architecture   Theatre

Architecture   Music   Visual Arts

Graphic Design

Unit guidelines and deadlines

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1.The Scholarship of Teaching and Learning

- ability to convey subject matter to students
- demonstrated competence in teaching and capacity for growth and improvement
- ability to maintain academic standards
- to stimulate the interests of students in the field
- effectiveness of counseling, advising and service to students

2.The Scholarship of Research and Creative Accomplishments

- competence to carry out research or creative work of high quality and scholarly significance
- the ability to train students in research methods and practice evidence of thorough understanding of the field
- maintenance of high levels of academic performance
- recognized reputation in the subject matter field
- evidence of continued professional growth
- active contribution to professional organizations

3.Service and the Scholarship of Service to the University, Society, and the Profession

- participation in the University, college, departmental, and unit affairs
- competence in extending specialized knowledge to the University and to the public