

DOCUMENTATION FOR PROMOTION AND TENURE: QUESTIONS AND ANSWERS

College of Arts & Sciences
Eastern Kentucky University

The College of Arts & Sciences has developed guidelines for preparation of supporting materials to accompany tenure and/or promotion applications beginning with the 2006-2007 academic year. This document has been prepared to address some questions that candidates may have regarding the new arrangement.

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1. What is the rationale for developing guidelines for supporting documentations for the College of Arts & Sciences?
 - It is the third phase of reform initiated in 2005 to enhance efficiency and fairness in the P&T process in the college.
 - ◆ Phase 1: Restructuring of the committee from a 35-membered committee with three subcommittees to a single 11-membered committee. This was completed in 2005 and successfully implemented for the first time in the 2005-2006 academic year.
 - ◆ Phase 2: Develop more specific p&t criteria. Currently departments are working on this.
 - ◆ Phase 3: Put a check to the ever increasing volumes of supporting materials submitted by applicants for P&T. Providing clear guidelines here will:
 - ♣ Remove, or at least minimize, stress experienced by applicants.
 - ♣ Make the process fairer by comparing the same kind of materials in a similar format and comparable quantities.
 - ♣ Save time for those preparing the materials and those reviewing them.
 - ♣ Save on printing/photocopying costs.

2. Will the candidates have to prepare separate notebooks of supporting materials for review at the department-, college- and university-levels?
 - Not really. The single notebook will be the primary document reviewed at the department-, college- and university-levels. However departmental policy may require candidates to submit additional materials for use at the department level. This may include items such as written student comments, teaching portfolios, syllabi of all courses taught, grant proposals, independent studies reports of students supervised, etc. Such “supplementary materials” shall not be forwarded beyond the department but should be kept on file should a question about them be raised by higher evaluating authorities.
3. Is it possible to document achievement in the areas of teaching, scholarly/creative activities and service in a single notebook?
 - Yes. It is the quality that matters most. In recent years, applicants have tended to provide tonnes of materials that add little or no value to their applications.
 - Additional materials may be necessary but it makes more sense to have these evaluated at the department level where faculty peers are more familiar with the subject matter (Questions 2, 8, and 9).
 - Specific guidelines on how to document achievement in a single notebook have been provided.
4. Won't candidates from the College of Arts & Sciences be at a disadvantage at the university level if they have less documentation compared to candidates from the other colleges?
 - No. What matters is the quality not quantity.
 - Because of the number of applications they have to review in a short period of time, members of the university committee usually do not review the supporting materials.
5. Why is a curriculum vita required when most of the information is likely to be available in the self-evaluation (green sheets)?
 - The green sheets tend to be a snapshot of the most recent 5 years. The CV provides a clear picture of one's career achievements.
 - As indicated in the next item, the information in the self-evaluation tends to be provided in a variety of styles, some of which leave out vital information, making evaluation arduous.
6. Why should the college prescribe a standard format for the curriculum vitae?
 - This will ensure that all the information needed is available, leading to greater efficiency in the review process. Incomplete information wastes reviewer time and can call to question the care used by the candidate in preparing the materials.
 - Information will be broken down in a form that is easier to review. For example, some individuals mix publications and presentations in one category, making it cumbersome to discern the publications. Others do not separate out the different

types of publications (e.g. books, refereed and non refereed journal articles, book chapters, proceedings, etc), exhibitions (juried, non juried, invited, etc), or presentations (oral or poster). Many listing of grants also do not specify the role of the applicant (PI, Co-PI or other), the dates and amount of the award, and other pertinent information. The prescribed CV format is designed to resolve these issues.

- A search on the internet reveals that other institutions requiring CVs also tend to have prescribed formats (e.g. University of Iowa, University of South Carolina, University of Virginia, and Old Dominion University).
7. Is converting an existing CV to the prescribed format not a waste time?
- The time required to reformat a CV is negligible when one considers the time saved by the college providing clear guidelines for preparing supporting documentations and limiting such documentation to a single notebook compared to the amount of materials applicants currently submit.
 - The benefits outlined in Nos. 5 and 6 are to the advantage of applicants as much as it is to the reviewers and makes any additional time spent worth it.
8. Why are written student comments not explicitly required as part of the documentation for teaching effectiveness?
- These are not universally collected since it is not mandated by university policy.
 - Even in cases where departmental policy requires collection of written student comments, some departments do not prescribe the use of a standard format.
 - Amounts accumulated over the years can be very large, especially for those teaching large introductory classes.
 - It has been difficult to ascertain at the college level how and by whom the selected samples submitted were collected and whether complete sets were submitted. As a result, it has not been clear whether the selected samples are a true representation of students' comments on the instructor.

Note: It is still expected that written student comments will be analyzed by candidates and department p&t committee and/or chair (See Question 2).

9. Grants are becoming increasingly important at ECU and yet there is no space to document grant activities in the notebook. Why?
- The CV requires detailed information on grant proposals. This should help document submission of grant proposals, receipt of grants, and other pertinent details. Moreover, it is expected that these will also be reflected on the annual evaluations.
 - Since proposals can be quite lengthy, copies of these are not explicitly asked for but samples could be included in the "other" section. It is anticipated that department chair and P&T committee reports will include an assessment of the quality of grant proposals, since departmental peers would be more conversant with the subject matter.