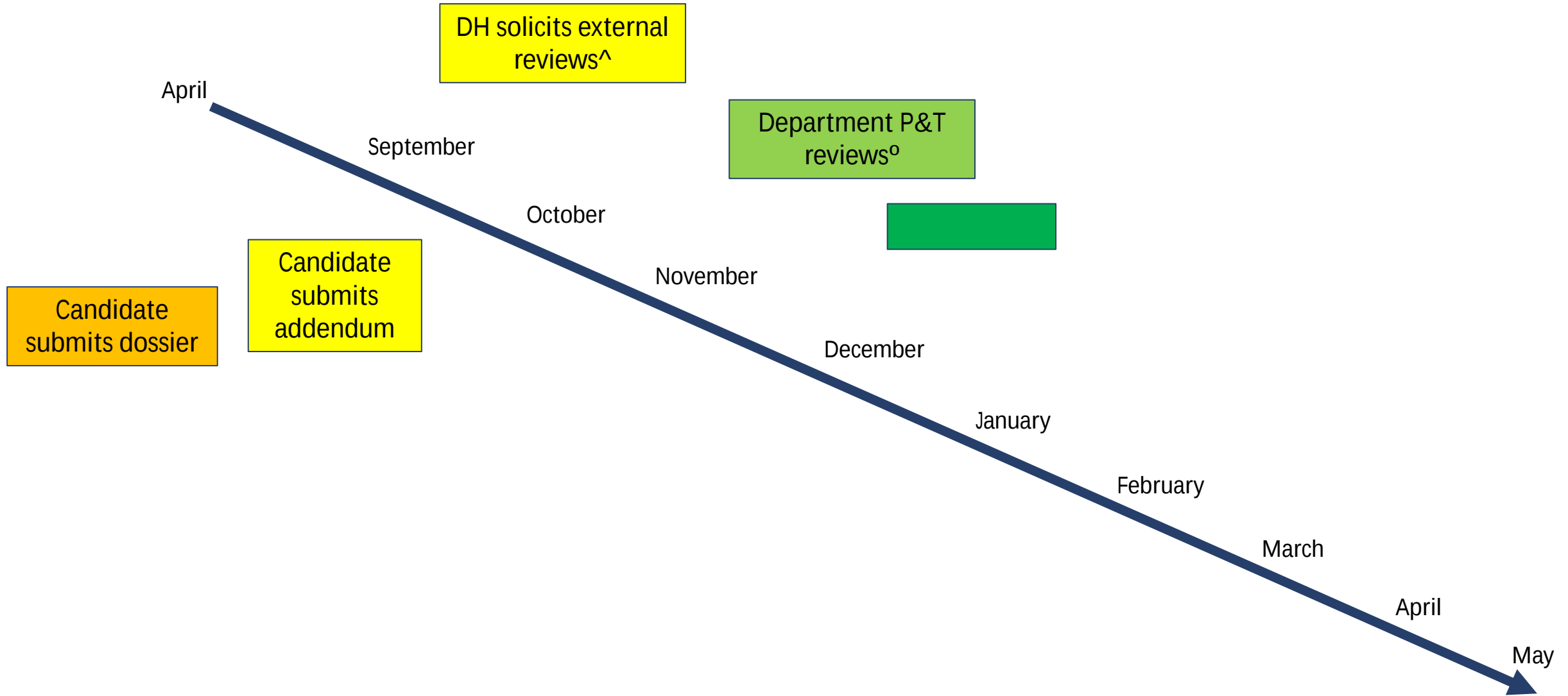


Promotion and Tenure Process Overview*





overall performance in **teaching, service and scholarship**

In addition to these criteria, for promotion to the **rank of teaching professor** the following criteria must be met:



Procedures Manual (PM) Sections 6.6-6.8 gives guidelines for all tracks

Provides guidance to tenure-track (6.6), teaching (6.7), library (6.8) (*and soon, research-faculty 6.9*) candidates for various paths to success, and to committees as to how they should review and evaluate attainment of broader institutional expectations for promotion and/or tenure

All DHs and DPT and UPT members should read these sections prior to reviewing candidate dossiers.

The short version of PM 6.6 (Tenure-Track)

Dedicated, high quality student instruction at both the undergraduate and graduate levels, where these programs exist, at typical program instructional loads.

Demonstrate potential for **national and international professional recognition**.

Successful mentoring and completion of graduate students at the PhD, MS-thesis, and MS-non-thesis levels, where those graduate programs exist.

Impactful and sustained scholarship, which may include entrepreneurial outcomes.

Demonstrated ability to **attract external resources** as needed to support a strong scholarship program.

A history of professional, respectful, and ethical interactions with other faculty members, students, and staff.

Mines.

University service that demonstrates measurable contributions to Mines.



The short version of PM 6.7 (Teaching Line)

Dedicated, high quality student instruction as demonstrated by the following: student evaluations, peer evaluations/observations, examples of teaching methods and/or effectiveness, and teaching awards

Designing or leading classroom activities that enhance the educational experience or that are important to the teaching mission

Development and implementation of highly **effective or innovative teaching methods** and incorporation of feedback from formalized assessments, where appropriate.

Developing new courses or creating enhancements to existing course structures.

Exhibiting the ability to acknowledge problems encountered when teaching and to make appropriate adjustments with the goal of continuous improvement.



For all *internal* letter writers (DH, DPT, UPT)

Address **if and how the candidate meets the requirements** for promotion and/or tenure as defined in the Handbook.

Look at guidelines for various paths to success in Section 6.6-6.8 of Procedures.

Throughout and following the process, keep the content of the deliberations and the individual recommendations and votes of committee members in the **strictest confidence**.



Evaluating teaching (PM 5.5)

We look at teaching scores, but we recognize that they are biased instruments, so we look for other evidence of effective teaching

Is the applicant clearly trying to improve teaching trajectory?

Have they created new courses or content that are key to campus?

What evidence-based best practice pedagogical approaches are being used?

Are there self or peer evaluations?

What is teaching quantity/quality with respect to departmental expectations?



Other expectations of DH (PM 6.5)

Address considerations not addressed by the DPT, such as special contributions toward important departmental, portfolio, or University goals, participation in interdisciplinary programs, or other information DPT may not know about.

Clearly assess progress towards P&T in annual reviews.



Who selects *external* letter writers? (PM 6.3)

The candidate dossier should *ultimately* contain a total of 5 to 7 letters. $>1/3$ should be from reviewers from the candidate.

In consultation with the DPT Chair(s), the DH requests lette814305 0 96



External reviewers should... (PM 6.3)

Be from **peer or aspirant peer programs** and institutions (e.g., other R-1s);

Be highly regarded, have exceptional scholarship records, and if in academic employment are at the **Professor level**. *Associate Professors may be acceptable only for promotion from aP → AP when it is clear that they are (inter)nationally recognized, possess pertinent expertise, and understand P&T norms at peer and aspirational peer institutions;*

Not have a close relationship to the candidate (i.e., former MS, PhD, or postdoctoral advisors; close collaborators (co-PIs or frequent co-authors); Mines colleagues; or anyone else with a perceived conflict of interest)

Include, for AP → P, at **least two international external review letters**, and reviewers from the National Academy considered and contacted if possible.

Template letters should be used (PM 6.3)

A template letter of invitation to external reviewers is in PM 6.3 for $aP \rightarrow AP$ and $AP \rightarrow P$ promotion.

For issues of equity, **this letter should be used largely as written**, with edits allowable for disciplinary norms and any specificity required for a specific candidate.

The University expectations are clear here, departmental standards can be added if needed.



Maintain confidentiality of letter writers (PM 6.1, 6.3)



Candidates should not contact letter writers (PM 6.3)

Candidates **should not discuss** their dossier with potential reviewers, lest this be viewed as attempting to influence their independence of judgment.



Department Promotion & Tenure (DPT) Committee Composition (HB 8.1.3, 8.2.2, PM 6.1)

By common practice, the DH appoints Chair(s) and charges DPT(s)

All eligible faculty (>0.5 full-time FTE in department) are required to participate (including those on UPT) except:

- those on leave (i.e., medical, unpaid, or administrative), and
- those on sabbatical (not required but may choose to participate)
- those in administrative positions

No emeritus faculty, no transitional faculty.

Role of the DPT (HB 8.1.3, 8.2.2)

DPT reviews P&T application, taking into account the standards and

(i)



DPT Operations (PM 6.1)

Committees may choose their own process procedures (e.g., when to meet, how to manage review of dossiers, voting, etc.), but **it must hold a vote** denoting the number of members for and



DPT Letter (HB 8.1.6, 8.2.4)

DPT **must produce at least one recommendation letter** for each candidate. This letter must

Define the outcome of committee deliberations and **document the vote tally (no names)** supporting this outcome

Provide overall context of the standards commonly applied for promotion



DPT confidentiality



Other expectations of DPTs (PM 6.5)

Take on an active, regular role in advising faculty members seeking P&T

Define discipline-specific criteria for successful candidates comparable to criteria at peer and aspirational peer programs, and these guidelines should be shared with the department and provided to all faculty after approval from the DH and Dean.

criteria,
and be consistent with them.

Write recommendation letters carefully. They are the P&T from the envelope



Role of UPT (PM 6.1)

UPT shall **hold an open vote** denoting the number of members for

Committee members *should not abstain from voting*



Dean/Provost roles (HB 8.1.6, 8.2.4; PM 6.1)

Deans review each candidate dossier, and each **Dean shall provide the Provost a formal written recommendation** of each candidate from their portfolio.

The Dean's letter can be requested by the candidate from the Provost



Time Limitations (HB 8.1.1)

In the case of serious illness, pregnancy, childbirth, dependent care, or other extenuating circumstances, a tenure-track faculty member may submit a written request to extend the probationary contract period, and additionally, if the requested stoppage occurs prior to Preliminary Tenure Review, postpone the Preliminary Tenure Review.



Common Discussions in UPT (1/3)

Parental Leave: How do you take family or parental leave into consideration? How do you know whether or not someone stopped their tenure clock? **Amendments to contracts are included in the dossier.**

Previous Work: Should previous work is counted? **Yes see PM 6.6.**

The Color of Money: Are there different values placed on different sources of money?

The playing field looks different for everyone

Half of female scientists leave full-time science after their first child (Cech 2019)

from microaggressions in STEM (Dortch 2017)

Students of color experience stereotyping and marginalization in college classes (Harwood 2015)

Grad students are 6x more likely to experience depression and anxiety compared to the general population. Transgender, gender-nonconforming, and women graduate students were worse than their cisgender male counterparts (>10%) (Evans 2018)

LGBQ students in STEM experience marginalization and devaluation and men, in particular,

Women get less credit for the same contribution/effort on pubs (Macaluso 2016, Feldon 2017)

Women receive lower teaching evals despite equal teaching effectiveness (Boring 2016, MacNeill 2015)



The playing field looks different for everyone

Guarina 2017)

Women receive small start-ups as aPs (Antecol 2016)

Papers less likely to be accepted when reviewers know the primary author is a woman (Moss-Racusin 2018)

Female PhD applicants receive fewer email responses from profs than male (Milkman 2015)

Women receive lower grant scores (Tamblyn 2018)

Papers by women are cited less often (Lariviera 2013, Ghiasi 2015)

Women often lack representation in leadership (Madsen, 2008)

Men are less likely than women to believe studies that show gender bias (Handley 2015)

Common Discussions in UPT (2/3)

Collaboration: How do we value (or discount) collaborative research and publications?

Candidates should make contributions clear in their letters/statements. Note: collaborative work done by women and historically excluded faculty is more likely to be attributed to collaborators, compared to their white male counterparts (Sarsons 2015)

Scholarship: What types of publications are valued? Is the H-index important? What author order is expected (i.e., are grad students first author)?

Candidates, DH, and DPT should make this clear in their letters/statements. Note: women are often less cited than men, which impacts their H-index, and is beyond their control (King et al. 2017)



Common Discussions in UPT (3/3)

Service: How is service valued (or undervalued)?

Women are often given and take on higher service loads than men, which impacts scholarship (Guarino et al. 2017)

Teaching: What information do we look at when evaluating teaching?

Women are often judged more negatively by students (Boring et al. 2016, Uttl et al. 2017, Boring 2017) **See PM 5.5 for ideas.**

External letters: Have we given your external letter writers guidance to remove bias from their letter and evaluation? How do you evaluate letters? **Check out**

Questions?

If you should have any questions regarding the P&T process

Please reach out to either Vice Provost Herring or
Associate Dean Singha

Rev. 9/11/2023

