

Chapter 2
Retention,
Renewal and
Promotion

Mentoring Program

The relationships between the faculty mentors and probationary faculty are most effective when they are informal and fully collegial. The degree to which mentors are needed by incoming faculty varies, but the success of probationary faculty members frequently depends on the degree to which they are able to work with colleagues who can familiarize them with the University and with whom they can share their research and teaching plans.

Procedure

- Each department will identify faculty members who can serve as mentors for new faculty members in the department.
- Mentors will work with new faculty members for at least one year.
- Each candidate will be assigned a mentor from his or her own department and a mentor from a related department or discipline in the College.
 - Department mentors will be assigned by the chair, who will inform the Dean's Office of the selection. If the department does not have enough qualified people to serve as mentors, the chair will work with the Dean's Office to identify a possible alternate.
 - The Dean's Office will designate an external mentor.

Mentors' Responsibilities

Department Mentors will work closely with probationary faculty members, familiarizing them with the unit's administrative processes, assisting them as necessary in developing syllabi and strengthening their teaching skills, helping them obtain peer evaluations and interpret Student Opinion Surveys, encouraging them in their research activity, and providing advice and guidance for requesting Faculty Development and external grant proposals, developing renewal and promotion documents, and proposing curricular changes.

External mentors have the same *general* responsibilities, but they provide information, guidance and assistance in the broader context of the College and University. They serve an important role in introducing probationary faculty members to the larger academic community and in encouraging interdisciplinary and cooperative approaches to instruction and research. External mentors are encouraged to take their mentees to lunch twice in the first year, to assist in encouraging a strong and continuing relationship; the cost of these lunches will be reimbursed by the Dean.

College Faculty Committee, May 30, 1986

Policy on Reappointment and Tenure
Also see UWO Chapter 4 Faculty Handbook

Introduction

This document establishes the general policy for reappointment and tenure for the College of Letters and Science. It will serve as a guide for the development of policy specific to the particular discipline(s) by each academic department or unit. The activities in the areas of evaluation enumerated below are intended to preserve and enhance the excellence of the College of Letters and Science by encouraging faculty members to develop their full potential as teachers and scholars.

Relationship to University Mission and Tenure & Reappointment Policies

Its select mission calls for the University "to acquire, preserve and disseminate knowledge" to intellectually "challenge students," and "to expect scholarly activity, including research, scholarship and creative endeavor." The University guidelines that candidates for tenure demonstrate (1) "quality performance teaching," (2) "scholarly achievement and institutional and extra institutional related professional services and activities at a level sufficient to assure continued professional and intellectual growth," and (3) "a significant contribution to the growth and development of the institution."

Areas of Evaluation

Teaching

Effective teaching requires mastery of the subject coupled with the organizational and communication skills necessary to share this knowledge with students in a manner that encourages them to learn. Effective teaching requires continual upgrading of course subject matter and instructional techniques. Effective teaching may require diverse pedagogical approaches and may take place in many settings, some removed from the classroom. Effective teaching may require collective as well as individual efforts in developing or revising a curriculum or carrying out cooperative instructional activities.

Professional and scholarly activity

Professional and scholarly activity involves active engagement with one's discipline or field. It includes the search for new knowledge, the expression of creative talent, and the application of existing knowledge to issues and problems within our society.

Professional and scholarly activity enables faculty members to acquire and maintain expertise within their disciplines and, where appropriate, across disciplines. It enhances their abilities to engage students both in gaining knowledge of their disciplines and in developing the skills by which knowledge is acquired.

Professional and scholarly activity takes diverse forms depending on the individual faculty member and discipline. For the purpose of reappointment and tenure, the common criterion for all faculty members is that professional and scholarly activity must be demonstrated in such a manner that it can be observed and evaluated by appropriate peers.

Service

Service activities fall into three general categories: University, public, and professional. University service is directed toward the department, College, University and UW-System. Faculty members have an obligation to accept their share of responsibility for the governance of the institution. Public service relates to the non-academic community, especially those publics needing one's professional expertise. Service to the profession includes activities such as serving as an officer for a professional organization, as a peer reviewer for a journal, conducting on-site evaluations of academic programs or reviewing grant applications.

Relative Importance of the areas

Teaching effectiveness and professional and scholarly activity are the most important elements in reappointment and tenure decisions.

Progress Toward Tenure

Each year probationary faculty members should show satisfactory progress in developing a record of teaching and scholarly and professional activity which will result in the granting of tenure. It is expected that probationary faculty members will concentrate on effective teaching and on establishing a record of scholarly and professional activity in their first years on the faculty. By the time of the tenure decision, a clear record of accomplishment in both areas should be established. Although tenured faculty members bear a major burden in institutional governance, probationary faculty members are expected to participate in general departmental responsibilities, most particularly in the last half of their probationary period.

Relationship to Department Policies

This document serves as the framework for individual policies framed by each department in the College. Department policies define more precisely what activities constitute satisfactory professional and scholarly growth for their faculty members and what levels of performance are necessary for reappointment and tenure. Department policies will also take into account the various contexts and methods of instruction appropriate to specific disciplines in defining what constitutes effective teaching. Department policies also define appropriate levels of service. Finally, department policies describe the nature and amount of evidence that must be presented for evaluation in teaching, scholarship and service.

Approved by L&S Faculty February 22, 1991

Outside Letters for Tenure & Promotion Decisions

The College of Letters and Science's policy on the topic of outside letters evaluating tenure and promotion candidate is:

**NO OUTSIDE LETTERS OF ANY SORT ARE REQUIRED FOR
TENURE OR FOR PROMOTION DECISIONS**

Some candidates might opt to have such letters included in their files:
they are free to do so.

Candidates who **do** elect to include such letters may solicit their own letters, ask the chair to solicit letters on their behalf, ask the Dean to solicit letters or choose some other option. If the Dean is asked to solicit letters, the following conditions will apply:

- The candidate must initiate the process. The Dean will not solicit letters for a candidate who does not request assistance
- Each candidate who wishes to have letters solicited will be asked to sign a release permitting the insertion of those letters in his or her promotion or tenure file.
- The candidate, and his or her chair, will create a list of possible outside reviewers. This list includes their telephone number(s), addresses and a brief description of their qualifications.
- The reviewers may not have close professional or personal relationships with the candidate.
- After the list is presented to the Dean's Office, contact will be made with the outside reviewers. Evaluators will be asked to review the scholarly work of the candidate (the Dean's Office will pay to send copies of scholarly works to the reviewers). A **qualitative** assessment will be requested.
- The letters of all evaluators will be kept confidential and the evaluators will be assured of that confidentiality.
- Letters from evaluators will be shared with department committees and all other higher levels of review, but not with the candidate. However, on request of the candidate, the Dean will provide an anonymous summary of all letters received.

Based on a memorandum from the Dean dated September 16, 1994

Distribution of Tenure and Renewal Guidelines

It is vitally important that newly hired faculty be knowledgeable about their department's tenure and renewal guidelines. Along with Chapter IV. B & C of the *Faculty Handbook*, departmental guidelines provide new faculty with a sound basis for planning. Good information and the ability to plan: (1) encourage faculty to see professional development and self-evaluation as an *ongoing* process, not just an episodic one; and (2) materially increase the prospects of successful renewal.

Each new faculty member should receive a copy of the unit's tenure and renewal guidelines no later than within the first month of service. It is suggested that the chair not only distribute a copy of the guidelines but that he or she review the document with the probationary faculty member and answer any questions the faculty member has after having had a chance to read the material.

The new faculty member should provide a short memo acknowledging receipt of the guidelines and this should be kept in the department file.

Based on a request from the Dean, 1996

Inclusion of Teaching Evaluations with Tenure/Renewal & Promotion Files

The Vice Chancellor's Office has requested that candidates' renewal, tenure and promotion files forwarded by the initial level of review should contain only summaries regarding teaching, professional development and service.

All information relevant to teaching should remain in candidates' files when they are forwarded to the Dean's Office. It is extremely valuable to the College Committee and Dean to have access to the peer evaluations of teaching and the student opinion printouts for individual classes **including student comments**. Teaching is one of the most important functions that faculty members perform, and College-level reviewers value the opportunity to read the complete teaching credential file.

Based on a memo from the Dean, October 12, 1995

Policy on the Minimum Size of Departmental Promotion Committees

Rationale:

There are College or University procedures for dealing with small departmental Tenure and Renewal Committees and for departments with empty Promotion Committees, but there are not procedures for small departmental Promotion Committees. The proposed policy for the College of Letters and Science is to use the same procedure in either case.

- A . If there are no faculty in the department at the appropriate rank, the College of Letters and Science Promotion Committee shall be the functional equivalent if the initial level of review.
- B .
- ① If there is only one appropriate faculty member in the department deliberating and voting, he or she shall be joined by the College of Letters and Science Promotion Committee for the purpose of acting as the initial level of review, subject to the following considerations: (1) the member of the department is entitled to one vote; and (2) the members of the College Committee shall, in total, have two votes, with the vote of each individual member weighed to equal a proportionate share based on the number of college committee members participating (e.g., if there are seven members of the college committee, each participating individual shall be entitled to $2/7^{\text{th}}$ vote).
 - ② If there are two appropriate faculty members in the department deliberating and voting, they shall be joined by the College of Letters and Science Promotion Committee for the purpose of acting as the initial level of review, subject to the following considerations: (1) each member of the department is entitled to one vote; and (2) the members of the college committee shall, in total, have one vote, with the vote of each individual member weighted to equal a proportionate share based on the number of college committee members participating (e.g., if there are seven members of the college committee, each participating individual shall be entitled to a $1/7^{\text{th}}$ vote).
- C . If the college of Letters and Science Promotion Committee participates in the initial level of review, it does not subsequently act as the second level of review. The chair of the College of Letters and Science Promotion Committee shall serve as the chair of this ad hoc committee.

*Approved by Faculty Committee, Minutes of 23 February 2000
Also approved in a College-wide referendum 7 April 2011*

In the College of Letters and Science Promotion Committee, only those committee members who are full professors are eligible to participate in the discussion regarding promotion to full professor. – College-wide referendum passed 8 May 2003

Materials to be Included in Promotion Documentation

Policy:

In the College of Letters and Science, candidates for promotion must provide peer evaluations as part of their documentation of Teaching Effectiveness.

Rationale:

The procedures for promotion should be consistent with other personnel procedures in the College of Letters and Science. In University guidelines peer evaluation is already one of the permissible types of evidence that may be used to demonstrate teaching effectiveness.

Approved by Faculty Committee, Minutes of 28 February, 2002
Also approved in a College-wide referendum 8 May 2003

Policy:

Candidates for promotion shall submit comments and votes by all levels of review from the most recent promotion consideration to the same rank if such a consideration took place in the previous five years.

Rationale:

The Promotion Committee should be provided with the same documentation that is submitted to the Tenure and Renewal Committee. Reviewing previous comments and votes will help clarify for the Committee whether the candidate has addressed any concerns expressed previously by all levels of Review.

Policy Approved by the Faculty Committee, Minutes of 06 March 2002
Also approved in a College-wide referendum 8 May 2003

Post-Tenure Review Policy

- Post Tenure Review will be performed within each department once every four years for all tenured faculty in the department. Post Tenure Review will summarize the results of the faculty member's last two biennial merit evaluations.
- Departmental merit systems will provide separate faculty evaluations in the categories of teaching, professional and scholarly growth and service. The evaluations shall indicate whether the faculty member being evaluated meets or fails to meet expectations in each category.
- A written evaluation of each tenured faculty member will be prepared by either the unit head or departmental committee, as specified by departmental policies. The evaluation will report the faculty member's merit evaluations, and determine whether, based on those evaluations, the faculty member's performance, since the last post tenure review (or since tenure, for recently tenured faculty), meets expectations. These written evaluations will be submitted to the Dean's Office and will be forwarded to the Vice Chancellor's Office.
- Each faculty member will be presented with his/her written evaluation in a face-to-face meeting with the unit head or chair of the departmental committee that prepared the evaluation with two weeks of its completion.
- Faculty members evaluated as failing to meet expectations must, within 30 days after the face-to-face meeting and in consultation with the unit head or chair of the departmental committee, prepare a faculty development plan. This plan must meet the approval of the unit head or departmental committee and the unit head will notify the Dean's Office of this approval. The faculty member's progress in completing the goals of the development plan will be evaluated as part of the department's normal merit process.

Adapted by L&S Faculty, 13 May, 1994