COACHE Data

University of Missouri-Kansas City
Tenure Practices:
Areas for Improvement

- Clarity of expectations: teacher, scholar, advisor colleague
- Reasonableness of expectations: teacher, advisor, colleague, member of the community
- Concerns about tenure decisions based on performance-based criteria
- Effective periodic, formal performance reviews
- Effective written summaries of performance reviews
- Effective policies/practices on upper limits on teaching obligations
Climate, Culture and Collegiality: Areas for Improvement

- Effective mentoring
- Value faculty in department place on your work
- Fairness of evaluations
- Amount of professional interaction with colleagues
- Amount of personal interaction with colleagues
- How well they fit in their department
- Intellectual vitality of colleagues
- Participation in governance of department and institution
- On the whole, institution is collegial
Climate and Culture

Climate and culture are important aspects of the context, environment or situation
Climate

Climate is often defined as the recurring patterns of behavior, attitudes and feelings that characterize life in the organization (Isaksen & Ekvall, 2007).
Generally refers to the degree to which an organization focuses on and emphasizes:
Innovation, Flexibility, Appreciation and recognition, Concern for employee well-being, Learning and development, Citizenship and ethics, Quality performance, Involvement and empowerment, Leadership

Organizations can take steps to build a more positive climate through:

- Communication – how often and the types of means by which information is communicated in the organization
- Values – the guiding principles of the organization and whether or not they are modeled by all employees, including leaders

(Hellriegel and Slocum, 2006)
- Expectations – types of expectations regarding how managers behave and make decisions
- Norms – the normal, routine ways of behaving and treating one another in the organization
- Policies and rules – these convey the degree of flexibility and restriction in the organization
- Programs – programming and formal initiatives help support and emphasize a workplace climate
- Leadership – leaders that consistently support the climate desired
Culture

- Culture tends to be shared by all or most members of some social group
- It is something older members usually try to pass on to younger members
- It shapes behavior and structures perceptions of the organization/work
Gen X: Our Junior Faculty

Who are they??

*Women in Higher Education blog (http://www.wihe.com/printBlog.jsp?id=16593)*

by S. Cook citing the work of C. Trower & A. Gallagher –
*A Perfect Storm: Gen X and Today’s Academic Culture*
They want to give back

Work is worth doing for emotional rewards as much as for intellectual or financial ones
They want clarity and transparency
They care about community and collegiality

Making connections across campus for interdisciplinary ventures
They want mentors
They want to level the playing field without bias
New Challenges, New Priorities: The Experience of Generation X Faculty

- Prioritizing interdisciplinary work
- Evaluating current tenure and promotion policies to determine if they focus on quality over quantity or promote cooperation over competition among faculty members
- Exploring the creation of formal mentoring programs
- Supporting strategies for work-life balance.
- Increasing community by organizing events for interaction between faculty members

Source: Robin Matross Helms - COACHE
Promotion and Tenure

Overview of Policies and Procedures
University of Missouri-Kansas City
Policies and Procedures

- CRR 320.035 (UM P&T Regulations)
- Chancellor’s memorandum #35
- UMKC Portfolio Instructions
- UMKC P&T Form Part 1
- UMKC P&T Form Part 2
- External Evaluator Approval Form

See Provost’s website (www.umkc.edu/provost/policies)
Time Frame for P&T review

- Normally starts in Year 5
- Spring: Candidate prepares portfolio
- Chair or P&T committee recommendation
- Late Fall: Dean’s decision
- January-March: Campus review
- Early Spring: Campus P&T review, Provost review, Chancellor decision
Department/School Level

- Department/school P&T reviews follow procedures developed by its faculty
- Candidate prepares Part I of the P&T portfolio; external letters added
- Chair prepares Part II
- Department P&T committee recommendation
- Dean reviews, makes decision; candidate may appeal
Campus-wide Review

- Dean forwards portfolio to Provost
- Campus P&T advisory committee reviews
- Provost makes his/her recommendations
- Chancellor makes final decisions, informs candidates
- Promotions/tenure effective next academic year (September 1)
Common Problems

- Unclear how teaching is evaluated
- Lack of context for teaching scores
- Raw data rather than summaries with samples of student comments
- Syllabi and supplementary documentation lacks assessment, context
- Annual evaluations lack assessment of progress toward tenure
Consideration for Early P&T

- Early P&T is rare
- Exceptional justification required
- Early productivity at UMKC must be exceptionally strong
Chairs Responsibilities

- Provide guidance/information
- Communicate/affirm standards & expectations
- Mentor junior faculty
- Conduct annual reviews
- Provide feedback
- Set high standards
- Recommend non-renewal when success unlikely
Annual Reviews

- Opportunity to articulate priorities/motivate faculty members/provide relative ranking
- Assist with short & long-term planning
- Highlight meritorious achievement
- Provide practical and specific advice
- Don’t be overly optimistic
- Cumulative evaluations should be self-consistent
- Challenge: link evaluation to merit raises
Making Faculty Evaluation Count

American Council on Education

- Participate in programs on faculty evaluation and development
- Collaborate with faculty in developing measures for performance
- Identify multiple applications for faculty evaluation
- Engage in short- and long-term career planning with faculty
Making Faculty Evaluation Count – American Council on Education (Cont’d)

- Be consistent in faculty evaluation
- Ensure that evaluation results in improvement
- Balance faculty aspirations with unit and campus missions and priorities
- Recognize that most faculty are internally motivated: Pros and cons of merit review of faculty
Teaching

- The student evaluations place Pam right at the median within the department. She continues to teach the sophomore introductory lecture course every fall. In addition, her development of the new critical methods seminar for department majors has been a big project. She rolled up her sleeves last summer and produced the new course, offered this spring, that has contributed substantially to the quality of our program.
Sample Annual Faculty Evaluation (cont’d)

Teaching

- Over the next two years, I hope to see Pam devote attention to honing her teaching skills. One area she could usefully address is finding ways to encourage broader student participation in discussions. She is not undertaking any new course preparations in the coming year, which will give her an opportunity to consider new creative approaches to student involvement. I would be glad to consult with her on strategies and, if she wishes, to visit her classes occasionally.
Sample Annual Faculty Evaluation (cont’d)

Research

- Pam’s research has been showing good progress. We look forward to the publication later this year of the book version of her dissertation by State University Press. In the past year, she has submitted two papers that are under consideration by The International Bulletin of Methodology, one of the leading journals in her field.
Research

- Pam understands that the college does not place substantial weight on the publication of dissertations (or other research projects undertaken elsewhere before a scholar joins our faculty). For a successful tenure candidacy, she will need to show a strong record of publication in peer-reviewed journals. At a minimum, the publication of three substantial articles will be required.
Elements of Good Annual Reviews

- Clear set of requirements
- Periodic and candid evaluations
- Constructive criticism
- Specific examples
- Practical guidance
- Distinction between annual and tenure review
Avoiding Appeals

- Follow procedures
- Document meetings and preserve documents
- Provide equitable treatment
Third Year Review

- Summative evaluation measures progress
- Possible outcomes:
  - High performance – consider for early tenure
  - On-track, satisfactory progress
  - Significant problems. Monitor carefully. Possible non-renewal
  - Major problems, not meeting standards. Recommend non-renewal.
Extension of Tenure Clock

- Limit of two one-year extensions per faculty
- Extensions granted by Chancellor upon recommendation of Chair, Dean, CPTAC, and Provost. See CRR 310.025.
- Reasons include:
  - Approved FMLA Leave (CRR 340.070)
  - Other reasons which substantially interrupt the ability to make progress
Support for Unsuccessful Candidates

- Unsuccessful candidates usually remain for one year
- Don’t discuss tenure case
- Do treat with respect
  - Offer support
  - Networking/advice
  - Office support
  - Revised workload
  - Other
Post tenure review

- Comprehensive review at five-year intervals measuring tenured faculty performance
- Summative evaluation used for decisions about reward or remediation
- Formative evaluation used to encourage faculty development
Electronic Portfolios

- Saves time and expense of creating multiple copies
- Convenience of 24/7 online internal and external review
- Uniform department/unit-level templates
- Faculty begins compiling portfolio content when hired; facilitates annual evaluations, award nominations, etc.
- Utilize UM’s “MoSpace” internal repository for large document storage, link content to portfolio to reduce portfolio size and increase public accessibility to faculty work
Resources

- Provost’s Promotion & Tenure website
- Promotion & Tenure Coordinator’s Group
- Department Guidelines for Promotion & Tenure
- Beci Edmundson, Faculty Affairs Specialist, ext. 2721
- Ron MacQuarrie, Vice Provost for Faculty Affairs, ext. 1249