

FAQs: Promotion and Tenure Forum with the ADVANCE @ CSU Team

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1. How is parental leave accounted for in annual evaluations and P&T, with or without an extension clock?

A: If you take parental leave (or other family/medical leave), and do not request an extension on your tenure clock, the leave should not affect the timing of your evaluations/P&T, your dossier, or the Tenure and Promotion Committee's point of view.

[Section E](#) of the Faculty Manual details how to request an extension for your tenure clock. Additionally, you can elect to take the Covid one-year extension, which is still available.

If you elect to take an extension (Covid or otherwise), the T&P Committee should not hold you to a different standard than any other candidate. For example, they should not expect to see more publications because you had an extension. Additionally, if you receive an extension, you do not have to ultimately use it.

- Is there a deadline to request an extension due to leave (ex. parental leave)? How does leave affect the timing of the midpoint review?

A: See section [E.10.4.1.2 Extension of the Probationary Period](#) in the Faculty Manual for information on the deadline (must be made prior to the first day of the final academic year of the probationary period) for this and other information. It is best practice to have the midpoint as originally scheduled if possible – to provide the candidate with as much feedback as possible. However, each situation is unique, and the candidate and their mentor should discuss the timing of the midpoint review with the department chair/head and P&T committee to make sure it is done at a time which is most useful.

2. What is the difference between annual evaluations and P&T?

A: Heads/chairs evaluate faculty members annually based on a single year of productivity, service, and activities. P&T evaluations are both annual and cumulative.

- How does annual progress toward the tenure memo fit in?

A: The P&T Committee should be evaluating faculty members annually, which should be based on both annual productivity and cumulative reviews. This is so that faculty members understand whether they are making adequate progress toward promotion and tenure. Annual reviews and P&T reviews are independent documents but should be aligned. Good and frequent communication between the head/chair and the P&T committee is vital to this alignment.

- How do positive vs. negative annual evaluations affect P&T?

A: Both positive and negative annual evaluations should align with P&T evaluation. For example, if one has multiple years of positive evaluations that should align with the P&T outcome. All evaluations should

be included in the dossier. For tenured faculty [Periodic Comprehensive Reviews of Tenured Faculty \(E.14.3\)](#) should also align with annual evaluations.

3. What is the best practice for creating criteria for teaching/research/service that are not too vague or narrow?

A: Each department should create a document that illustrates criteria and gives examples of how to meet them. This may be directly included in the department code, or as an appendix. This should be instructive but not so rigid that it does not recognize a wide range of impactful activities. For example, only recognizing publications in specific journals or performances in specific venues is not a good practice and does not promote inclusive excellence. This is especially important in assessing trajectory and the potential to reach full professor.

Inclusive excellence and flexibility should be considered when developing criteria for reviews. Criteria that are too rigid, such as publication numbers and grant amounts, do not align with CSU values. These values include interdisciplinarity, outreach, and other elements that may not be easily quantified. Messaging expectations should be consistent across the department. For example, the P&T committee, the Code and Review committee, and department head should all be aligned.

- Teaching criteria: evaluating based on credit hours vs. effectiveness

A: Teaching effectiveness and innovation should be evaluated based on clear criteria and should not be based on credit hours.

TILT offers the [Teaching Effectiveness Framework \(TEF\)](#). There are prompts in the P&T dossier about TEF. TILT's framework is not required, but faculty should use some sort of framework to evaluate teaching effectiveness. The prompts in the dossier will be updated in April 2022 to include other examples of frameworks for evaluating teaching effectiveness.

- How to factor in student mentoring and student evaluations

A: Student mentoring and student success can be considered in evaluating teaching effectiveness. Course evaluations should not be depended on as the sole way to evaluate teaching effectiveness in the P&T process ([Faculty Manual E.12.1](#)).

4. What is the best practice for evaluating across different workload distributions when research is used as a primary metric?

A: Teaching, research, and service should all be assessed for impact. All areas should be considered relative to the effort distribution and should take into account any changes in effort distribution over the years. Research and scholarship should not necessarily be the primary metric, depending on effort distribution.

There is a CSU Workload Equity Task Force, which is tackling important issues such as how service is distributed.

5. What are examples of existing P&T processes at CSU or elsewhere to model after?

A: The Provost's Office is in the process of reviewing codes, departmental practices, and criteria for P&T and trying to clarify best practices at CSU. We are aiming to communicate our findings across campus in 2022-2023.

6. Am I required to submit evidence of DEIJ impact with the most recent template changes (Spring 21)?

A: In Spring 2021, the Faculty Council added DEIJ under faculty evaluation in the Faculty Manual, [section E](#). The Provost's Office also updated the dossier to add prompts for DEIJ related work. This type of work is not yet mandated, especially if you have been working toward promotion prior to the Faculty Manual change, but the expectation is that faculty will work toward this in the long run. Faculty are also expected to promote inclusive excellence in all that they do.

7. Why is ADVANCE@CSU's work important and how/why do we focus on DEI? Address misconceptions about different (i.e., "lower") standards based on identity.

A: The focus on DEI is not about minimizing expectations based on identity. The focus on DEI is to advance our work toward inclusive excellence at CSU. DEI is important across all areas including research, teaching, service, engagement, and extension. DEI focus/expertise is also important in interactions with faculty, staff, and students. It is important to be explicit and transparent about what we value and how we measure that.

8. What is the role of the department head/chair in P&T meetings?

A: Generally, chairs/heads are not to be involved in the P&T committee meetings. Chairs/heads charge the committee and consult on items such as requesting external letters, but they do not sit in on discussions in the meeting.

Occasionally there is a need to have the chair sit in as an observer or to clarify details, but they are not supposed to give opinions or get involved in back-and-forth discussions. [The Faculty Manual](#) specifies that it is faculty who decide these processes, not the administrators.

9. How should collegiality and alignment with the Principles of Community be accounted for in annual evaluations and P&T?

A: All faculty are held to the code of ethics in the Faculty Manual ([section D.9](#)). The Principles of Community are also now in the Faculty Manual ([section E.12](#)).

10. What is the best practice for handling confidential information or personnel actions in evaluations and P&T?

A: The best practice is to reach out to the Provost's Office and the Office of General Council for guidance in these situations.

11. What about "unwritten rules" in the evaluation and P&T process?

A: Unwritten rules in the P&T process are not acceptable. They tend to disadvantage women and those who have been historically marginalized in academia. Written rules and criteria should exist and be followed. If the current documentation appears to cause anxiety among pre-tenure faculty, then the criteria may not be specific or clear enough. It is important to avoid vague or value-based discussions and focus on written criteria and examples.

If you think you are being held to unwritten rules, it is important to ask your mentor and head/chair for guidance. You may also seek support from the Faculty Ombuds office if needed.

- How do “unwritten rules” apply when allowing some people to go up for promotion early and not others?

A: See above – there are no unwritten rules. The same criteria should be applied to all regarding going up early for promotion.

12. Contributing to interdisciplinary programs through teaching/research/service.

A: There are many interdisciplinary programs at CSU. Work done toward an interdisciplinary program should be valued by the P&T Committee as well as your department head/chair in evaluations. There be MOUs between the interdisciplinary programs and your home department (can include Extension as well) about your contributions to the interdisciplinary program. Evaluation of faculty who participate in interdisciplinary programs is discussed in the Faculty Manual (e.g., [section C.2.5.c](#), [section C.2.8](#)).

13. What is the difference between climate and culture?

A: Climate is related to how we experience the environment that we are in. Culture relates to the written and unwritten rules around our interactions with each other. This can include social norms, expectations, and how we engage in conflict.

14. Is Digital Measures going away?

A: No, Digital Measures is not going away. The contract for Digital Measures was recently renewed. The Provost’s Office is working on a new system for tenure and promotion, which will have the option to move your content from Digital Measures into the new system. More information will be shared soon.

15. Are CCAF promotion discussion/votes open to TT faculty? and are TT promotion/tenure discussions open to CCAF? or should CCAF and TT faculty promotion/tenure discussions and votes be separate and independent processes?

A: ‘Eligible voting faculty’ is defined in [section E](#) of the Faculty Manual and further defined in department codes. A voting faculty member must be at or above the rank that is being considered for the candidate. In some departments TT faculty are eligible to vote on CCA faculty actions, but CCA faculty are not eligible to vote on TT faculty actions. In some departments only CCA vote on CCA and only TT vote on TTF. All eligible faculty, not some subset, should vote on all promotion and tenure cases.

16. What is your advice for tenure-track faculty who have not been offered an opportunity to teach a course within their area of interest/expertise in the first few years?

A: It is common to protect junior faculty from higher teaching loads in the first couple of years, so that they can establish a research program. There should be a plan for engaging the faculty in teaching. This should be a conversation between the faculty and the department head/chair. Another suggestion is to speak with your mentoring committee for recommendations.

See [section E.9.1](#) (Individual Faculty Effort Distribution), which states: *Responsibilities for all tenure-track faculty members must be established so as to provide sufficient opportunities to demonstrate that they meet the performance expectations for tenure, promotion, and merit salary increases specified in Section E.12.*

17. Some faculty are given many courses (ex. 6+) to prepare in their first few years and others are more protected by being given only 2 or 3. What advice do you have to help P&T committees address this?

A: The committee should consult the offer letters and effort distribution for different candidates and consult with the department chair/head on these situations. Are there unique circumstances for the difference? If not, then the committee must take this into consideration and treat the cases differently. The P&T committee should bring this to the head/chair's attention to bring a more consistent and fair approach to future hires.

18. What is the university's perspective on contributions to innovation (such as patents, copyrights, or other types of intellectual property)?

A: CSU values innovation and all other areas of faculty work. For example, there is a new chapter for the National Academy of Inventors on campus that we are encouraging faculty, staff, and students to join.

If you feel your contributions are not being valued, talk with your department head/chair, the T&P committee, and your mentoring committee.

19. How do you measure impact?

A: Each candidate should work with their mentors, chair/head, and P&T committee to determine this. Impact is different for different fields and subdisciplines. Impact of teaching and advising is measured differently from impact of scholarship or service. Some examples of scholarship impact might include patents, technology transfer, influencing policy and law at local/state/national/international scale, enhancing the recruitment and retention and success of our students, faculty, and staff, improving lives for the world's citizens through programs internationally, etc.

20. Which part of the P&T dossier should be sent to external evaluators?

A: The Provost's Office is updating the P&T dossier with clearer instructions. We recommend sending the candidate's professional statement, the complete CV, and evidence of their scholarship and creative artistry. Annual/P&T evaluations should not be sent to external evaluators.

21. Service can disproportionately fall on the shoulders of women and people with minoritized identities, with different committees and levels of commitment. Is there a way to account for this in evaluations and ultimately P&T?

A: Yes. This is something we are aware of in the ADVANCE office. The DEIJ prompts in the P&T dossier give opportunities to talk more about service commitments, especially DEIJ related. There is also a new task force on equity and faculty workload, which will be focusing on the service component as well. At annual evaluation time faculty and their chair/head should discuss and, if necessary, adjust effort distribution to reflect their actual service commitment.

22. Can rules/policies/criteria that are added after the person comes into the department (in the Faculty Manual or otherwise) be enforced?

A: This depends on context and situation. Please consult the Vice Provost for Faculty Affairs.

23. Since annual merit raises are typically below cost of living increase in Fort Collins, are there any plans to implement additional opportunities for promotion within each rank (assistant, associate, full)?

A: This is an idea that has come up multiple times. A discussion at Faculty Council might be a good way to keep this discussion going, which would be followed by a discussion with university administration and then procedural processes required to implement new ranks.