Promotion and Tenure Workshop

January 28, 2022

Sue James, Vice Provost for Faculty Affairs

Rick Aster (WCNR), Barry Braun (CHHS), Amy Charkowski (CAS), David Dandy (WSCOE), Gregg Dean (CVMBS), Dave Gilliland (COB), Jake Roberts (CNS), Louann Reid (CLA), Meg Sica-Brown (Libraries), Chairs and Heads Council





Agenda

- 2:30 Introductions Vice Provost for Faculty Affairs and Chairs/Heads Council Members
- 2:40 Presentations on Teaching Effectiveness
 Framework, P&T Process for All Faculty, including
 What's Coming Gwen Gorzelsky, Sue James
- 3:10 Discussion of P&T/Code Topics from Pre-Workshop Survey All
- 4:00 Open Q&A/Discussion including sharing of Best Practices All
- 4:30 Virtual Social Optional and not sure how well it will work.
 Bring your own beverages/snacks.

All times are approximate. There was lots of great feedback on the survey and we will keep discussing all these topics beyond this initial workshop. The Teams meeting will be recorded for those who can't attend.

Aligning Faculty Support: Teaching in Promotion & Tenure

Gwen Gorzelsky, Executive Director, TILT





Faculty Experience

- 1. Aligned Reviews
- 2. Step-By-Step Support
- 3. Focus on Growth vs. Metrics

Aligned Reviews

Annual reviews support faculty in completing successful P&T reviews.



Departmental Process for Developing and Evaluating Teaching Effectiveness at Colorado State University



REFLECT & ASSESS I

New to CSU?

Follow department Teaching Effectiveness Process to reflect on teaching and identify areas of strength and growth.

Returning to CSU?

Reflect on teaching to identify areas of strength and growth focusing on feedback from the following:

- · department chair (annual review)
- · peers (recent classroom observation, Teaching Squares, COPUS, etc.)
- · students (course survey, student success data)
- · self-reflection (TPI, Teaching Squares, etc.)

IDENTIFY & ALIGN

Review Teaching Effectiveness Framework at

- a Glance/Begin Goal-Setting 1. Choose a domain for growth
- 2. Review the Teaching Effectiveness Framework to explore criteria for growth and the TILT website for professional learning opportunities.
- 3. Set a SMART goal for teaching Specific
- Measurable Achievable Realistic/Relevant... Time-Bound

PLAN

ENGAGE & INTEGRATE

REFLECT & ASSESS II

Develop Action Plan Choose measurement

- tool to demonstrate evidence of goal attainment
- 1. Self-reflection using CSU Teaching Effectiveness Framework
- 2. Teaching Squares/ Peer observation forms
- 3. Course surveys
- 4. Wieman Institute: **Teaching Practices** Inventory/COPUS
- 5. Institutional Research data

- 1. Participate in professional learning experiences aligned with your goal
- . Check the TILT website for PD that aligns with your
- · Observe a colleague or join a Teaching Square
- · Subscribe to a journal or newsletter that addresses best teaching practices
- · Connect with your MTI Coordinator or colleagues
- Redesign or develop a course
- 2. Incorporate new or refine existing teaching practices

Assemble data points or evidence related to the goal

- Engage in self-reflection and determine progress. Consider:
 - · Should the goal be tried again? Why?
 - What does the evidence tell me? Is this a pattern?
 - Did I see benefits... to me? To students?
 - · Did I choose the best tools for evaluation? If not, what does this mean for next year?
 - · How did I grow as an instructor?

Faculty

Evidence demonstrates

success

- 1. Continue use 2. Identify new areas
- for growth 3. Set a new SMART goal

Evidence is inconclusive and I want to try again

- Seek support from department, peers and/or TILT and
- implementation for next time

Evidence does not demonstrate success

Seek support from department, peers and/or TILT and determine next steps

REFLECT & ASSESS I

Identify Teaching Effectiveness Process

Chair and/or faculty committee:

- 1. Become familiar with the **CSU Teaching Effectiveness** Framework
- 2. Analyze departmental teaching and identify appropriate use of TEF
- 3. Develop a long-term departmental goal related to the TEF
- 4. Share departmental goal and goal setting process with faculty

IDENTIFY & ALIGN

Review Faculty Goals

- 1. Determine if faculty teaching goals align with departmental goals and the TEF
- 2. Provide feedback on teaching goals
- 3. Review the Framework to explore criteria for growth and the TILT website for professional learning opportunities.

PLAN

Develop Action Plan

Partner with college MTI Coordinator, TILT, or others to plan professional development opportunities based on departmental (and/or) individual goals

ENGAGE & INTEGRATE

Support faculty

- 1. Provide opportunities for faculty to share teaching ideas with each other, in small groups, or at department meetings.
- 2. Check in with faculty seeking or needing support on teaching goal

REFLECT & ASSESS II

Evaluate and Reflect

- 1. Meet with individual faculty for annual review.
- 2. Reflect on individual and department strengths and needs for developing teaching effectiveness.
- 3. Reflect on progress towards the long-term departmental Teaching Effectiveness goal.

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Chair/Department Head

Step-by-Step Support

TILT faculty development supports annual review, which supports P&T application



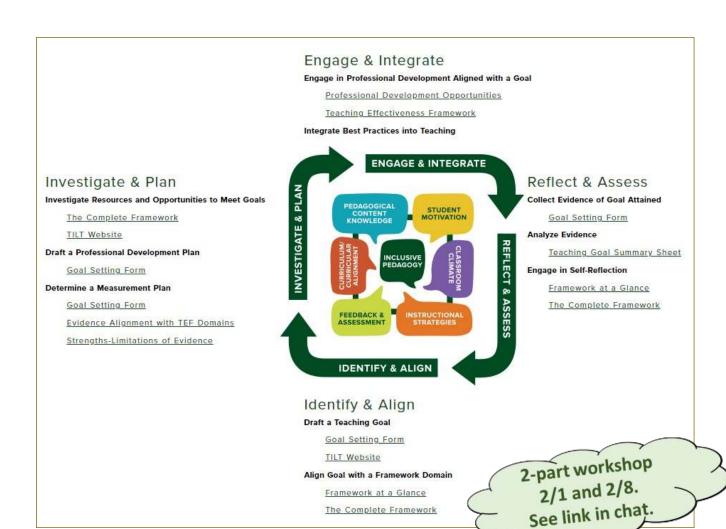
Focus on Growth

By P&T application, faculty will build positive habits for continually improving teaching effectiveness..



Resources: Existing and Planned

TILT recommends
setting one goal
in one domain of
the Teaching
Effectiveness
Framework for
annual review.



Goal Setting Options for Departments

Scenario 1	Scenario 2	Scenario 3	Scenario 4	Scenario 5
		Goal Setting		
Instructor chooses criteria from Framework for Teaching Effectiveness¹ to set goal(s)² Instructor determines number of goals (1 – 2 recommended)	Department recommends criteria from Framework for Teaching Effectiveness to set goal(s) Department recommends number of goals	Department determines criteria from Framework for Teaching Effectiveness for instructors to set goal(s) Department determines number of goals	Department determines specific goal(s) for all instructors in department. Departmental goal used to plan professional development and other support for instructors	Department determines one goal for all instructors in department. Instructor sets a personal goal around teaching effectiveness.
	Evidence of Te	aching Effectiveness (define th	e metrics)	
Instructor chooses three forms of evidence of teaching effectiveness from the list below	Department chooses one form of evidence of teaching effectiveness from the list below AND Instructor chooses two forms of evidence	Department chooses three forms of evidence of teaching effectiveness from the list below	Department chooses three forms of evidence of teaching effectiveness from the list below	Department chooses one form of evidence of teaching effectiveness from the list below Instructor chooses two forms of evidence
such improvements course syllabi that support stuesigned peer evaluations examples of course improvemed development of new courses a integration of service learning letters, electronic mail message evidence of the use of active a student learning achievement professional development related assessments from conference,	ents and their effect on student learn and teaching techniques es, and/or other forms of written cor and/or experiential learning and their ated to teaching and learning	ning mments from current and/or former effect on student learning		y evidence of the outcomes of

· evidence of work on/improvement of university priorities to improve student success, i.e., FFW (First Four Weeks), Principles of Community, Inclusive Excellence...

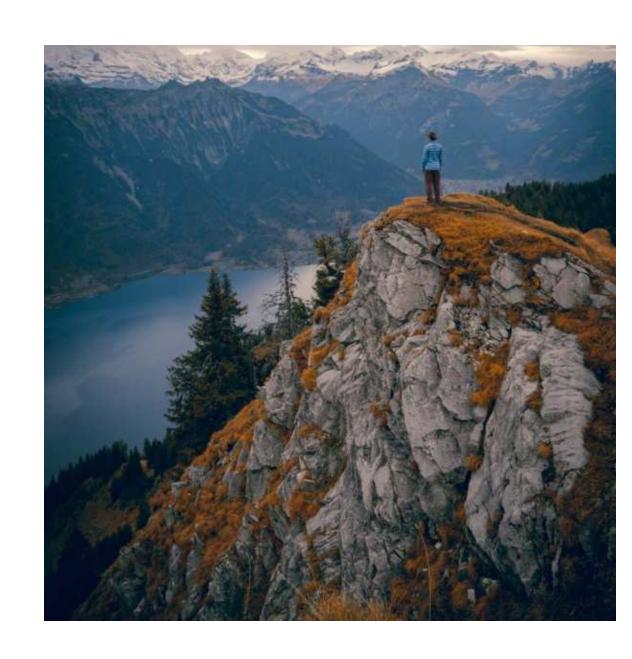
Prospective Resources/Your Feedback

Possible Workshops:

- Department chairs/heads
- P&T committee chairs
- P&T committee members

Possible Resource Packages:

- Senior faculty mentors
- Faculty TEF points of contact





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P&T Process for All Faculty

See Promotion & Tenure at:

https://provost.colostate.edu/faculty-administrative-professionals/



P&T Guiding Principles

- Accountability
- Consistency
- Transparency
- Flexibility
- Support/Mentor
- Accuracy
- Feedback/Communication
- FM E.5.2: Recommendations for faculty appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal are primarily a faculty responsibility . . .

Prior to Dossier Preparation and Submission

- Offer Letter including Effort Distribution, Service Credit, Interdisciplinary Programs
- Annual Evaluations
- P&T Committee Evaluations
- Mentoring
- Faculty Manual and Department Code

- P&T Criteria
 - Criteria not Imposed from Above
 - Developed by the Faculty, not at
 Whim of Chair, TEF, or DEIJ
 - Vague vs. Specific?



Request External Letters

Chair in consultation with candidate and committee

P&T Committee Discussion Faculty Vote/Memo

All faculty at or above ranks sought should vote

Faculty Vote

Memo



Dean Memo
Dean



If Appropriate, Director of Extension and/or Experiment Station, Chair(s) of Interdisciplinary Programs, Chair(s) of Department(s) Where Joint Appointments are Held Memo

Chair Memo

Department Chair or Department Head



Rebuttals

Candidate and/or Administrators

College EC Committee
Discuss/Advise/Vote*

Some Colleges have Executive Committee and/or Special Committee Involved

Complete Dossier to Provost's Office VP Review

Dec. 15 – TTF Feb. 15 – CCAF/NTTF



Vice Presidents
Vice Provosts
Provost*



Review*

Council of Deans



President Final Approval
President

Provost Consults
Recommends to President
Provost and President

(FM: B.2.4)

*this step is not in the Faculty Manual (FM)

Dossier Preparation

- Candidate with Guidance from Committee and Chair
- Updated Word Template at:
 - https://provost.colostate.edu/faculty-administrative-professionals/
- Switch to Interfolio Workflow System for P&T/Annual Reviews
- Need Permission to Use Service Credit
- COVID Statements/Considerations/Department Discussions
- Better Curated, Page Limits?

Request External Letters

- Chair in Consultation with Candidate and Committee
- CCAF Letters from 2 Scholars are Required (1 External)
- Tenure Track Faculty Letters from 5 Scholars External to CSU
- Departments Often Request More than the Minimum
- Confidentiality Vital (Excerpts OK in Memo)
- Cover Letter Template (Will Update, OK to Add to It)
- Who? (Rank, Institution, Subdisciplines)



P&T Committee Discussion/Faculty Vote/Memo

- All faculty At or Above Ranks Sought Should Vote
- Majority and Minority Opinions
- NO ABSTENTION Opinions
- Accuracy No Hearsay
- Don't Blindly Follow Code
- Process questions?



Chair Memo

If Appropriate, Director of Extension and/or Experiment Station, Chair(s) of
 Interdisciplinary Programs, Chair(s) of Department(s) Where Joint Appointments are Held

Dean Memo

Rebuttals from Candidate, Committee or Administrators

Keep in mind: FM E.5.2: Recommendations for faculty appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal are primarily a faculty responsibility . . .

E.10.5.1

. . . . a contrary recommendation shall be issued at a higher administrative level below the President only for compelling reasons which shall be stated in writing to the faculty member, the tenure committee, and all administrators who have previously made recommendation.

College EC Committee
Discuss/Advise/Vote*

Some Colleges have Executive Committee and/or Special Committee Involved Complete Dossier to Provost's Office VP Review

> Dec. 15 – TTF Feb. 15 – CCAF/NTTF



Vice Presidents
Vice Provosts
Provost



Notify Board

August BOG

Meeting

President Final Approval
President

Provost Consults
Recommends to President
Provost and President

Council of Deans

(FM B.2.4)

What's Coming?

- ADVANCE@CSU
 - Chair/Head Inclusive Excellence Institute (CHIIE)
 - e.g., Implicit Bias Role in Search Processes and P&T
 - WAGES Board Game
 - Advance Team Coming to Visit Your College EC Soon
- Interfolio
 - Opportunity to Rethink Dossier Template, Transition/Implementation Process
 - Do you want to help?
- COI Management
 - Spouses/Partners
- Code Review





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Topics From Survey For Discussion Today

- DEIJ How?
 - MOST SURVEY FEEDBACK.
 - Consider TEF-Like Approach?
- Midpoint Reviews for Associate Professors
- Efficiency (Combine things, Schedule)
- Early Cases
- Large vs. Small Department Process



Topics From Survey For Discussion in Future

- Faculty Behavior/Collegiality
 - (ask FC to give **D.9 Code of Ethical Behavior** a hook into Section E)
- Workload Audits/Dashboards
- CCAF not in Academic Departments
 - (Ongoing FC Discussion)

Sue J is happy to visit your department for discussion on any and all topics!





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Thank You!

