Considering Teaching, Advising, Scholarship (Including Boyer Model) and Service

Spring 2019 Open Rank and Tenure Meeting

For your support

More details and resources are available here:

Provost> Dean and Faculty Resources> Rank and Tenure Tool Kit

Statutes VI.H
Procedures: Rank, Evaluation, Tenure, and Promotion

Who we are…

- Seven elected representatives from a wide variety of Schools / Departments
- Fair minded individuals who respectfully consider each others' opinions
- People who hope for the best outcome for you.
- Don't believe everything you hear!

  - Your best offense is a clear, consistent, well documented dossier that addresses all four bins with substance.

The purpose of the committee

- Follow statutes strictly and consistently.
- Affirm a colleague, state that we want the colleague to be part of the long term future of the College.
- Affirm a colleague's veracity and contribution

Your (recommended) 12- 15 page introductory cover letter **demonstrating meeting expectations of the statutes.**

- Department, Background (include but focus is **primarily** on your time **since** you began at **Fisher**…)
- **Teaching philosophy**
- **Individuality**
  - not never person is going to have identical bins or experiences
  - **You have your own unique strengths- describe them!**
- **Growth since mid-tenure revie**w (shows progression as a faculty member, also shows you followed through on recommendations)
- A place for you to **promote** your work, accomplishments, etc., address and explain weak areas or bins…
- Be a **reflective** practitioner

Teaching

- How do you express your **teaching philosophy** …in your syllabus? …in the classroom? …to your colleagues? …or in your professional mentoring interactions with your students?
- How can you best capture your **teaching contributions to your department/school** as students' progress through your courses to accomplish the expected learning of either the core or their major, or their minor?
- How can you best describe your **workload in terms of the expectation of your department/school** as it reflects your particular expertise and contribution to the College?
- Have you **developed or modified a course** or courses to reflect the changes in your discipline or within the College? (For example, a face-to-face course translated to online.)

Teaching continued

- How do you use your **course evaluations** to inform your teaching and improve your courses and your teaching strategies? Consider using quotes from student comments to add to the quantitative data report.
- Present your **teaching in the context of your program**-where do your courses fit with the core …or a minor …or a major? How does your course prepare students to progress to the next level or achieve program outcomes?
- How do you integrate **technology** into your classroom to facilitate student learning?
- How do you develop students' **information literacy** pertinent to your discipline?

Teaching- Full Professor

- Should have it down by now… Overall teaching scores in the 6-7 range. Explain anomalies- new preps, particular cohort, rigorous coursework…We all have them.
- Integrating your scholarship, new developments in your field, into your teaching.
- Mentoring junior faculty in the area of teaching
- Awards and acknowledgements

Advising

- How does your **department/**program/school view advising? What are the **expectations** for faculty members in your department?
- Is there anything about **advising in your department/school/program** that someone from outside your department/school/program needs to know in order to fairly evaluate the faculty member's advising efforts. (What are usual advisement numbers?)
- **Additional advisin**g (college clubs, student professional organizations, community groups…)
- **Mentoring**

Advising – Full Professor

Advising beyond the typical:

- Mentoring within your field
- Mentoring junior faculty
- Significant/notable involvement in professional organizations (officer, committee work, helping with conferences…)
- Awards and acknowledgements

Scholarship

Things to consider in your cover letter

- What are the **goals and focus** for your scholarship?
- How does it **fit** in what you do here and into the mission and vision of your department, school and the college as a whole?
- How would you explain the **significance and impact** of your work(s)?
- How do **outside experts** view the importance, significance and influence of your scholarship?
- Explain discipline specific issues that need to be considered

Individual works-How to present it for the "best viewing"

- Blind peer reviewed? (preferred)/
- Peer reviewed?
- Publication acceptance rate? (if known)
- How is this journal/venue viewed in your field? (use this to explain significance)
- Are there any published reviews?
- Has it been cited in other works? How was it used?
- Significance factor?
- Works in their final forms are given the most weight
- Collaborations- Candidates contribution should be noted and explained if necessary. Is it better in your field to be first or last?
- Not every journal has citation indexes, published acceptance rates…do the best you can with what you have to work with.

Scholarship
Criteria for Evaluation

- Faculty statutes…."A concrete demonstration or evidence or authority or expertise in ones's academic field or discipline as adjudged through **peer review**" (section 3.9.6.3)
- "**peer review**" versus "**blind peer review**"- what's the difference and why does it matter?
- Two Goals
  - Establish your **expertise**, defining your field and your role as a scholar
  - Demonstrating a "habit of scholarship"

Demonstrate Quality

- Make your case!
- Objective data of acceptance rates, impact factor, citations – if you have them – can make a strong case.
- List *work in process* separately. List *under review* separately.
- If you are not the first author on any of the works, please explain your contribution. In your field how is author placement viewed?

Scholarship- Full Professor

- Awards and acknowledgements
- Have you continued to advance your field?
- Have you established your **expertise** in the fields, discipline of your choice?
- Will you continually engage with a discipline that seeks independent, blind review from people who don't know you?
  - Essence of scholarship: Who other than you and those you know say your scholarship is noteworthy?
  - Scholarship is escalating after tenure

Boyer Model

- **Discovery**: stock of human knowledge, intellectual climate of the college, Search for new knowledge, Discovery of new information and new models, Sharing discoveries through scholarly publication
- **Examples of Discovery**
  - Publishing in a peer-reviewed forum
  - Producing and/or performing creative work within established field
  - Creating infrastructure for future studies

Boyer Model

- **Integration:** making connections across disciplines, Integration of knowledge from different sources, Presents overview of findings in a resource topic, Bringing findings together from different disciplines to discover convergence, Identify trends and see knowledge in new ways, Identify trends and see knowledge in new ways
- **Examples of Integration**
  - Collaborating with colleagues to design and deliver a core course, revised courses or curricula
  - Cross disciplinary research projects

Boyer Model

- **Application:** Using research findings and innovations to remedy societal problems, service activities that are specifically tied to one's field of knowledge and professional activities
- **Examples of Application**
  - Serving industry, profession or government as an external reviewer
  - Assuming leadership roles in professional organizations
  - Advising student leaders fostering professional growth
  - Obtaining and Implementing grants
  - Production of videos for instruction
  - Technical, procedural or practical innovations made clinically or professionally
  - Data visualization and manipulation / Metadata generation

Boyer Model

- **Teaching:** central element of scholarship
- **Teaching**
  - Advancing learning theory through classroom research
  - Developing and testing instructional materials
  - Designing and implementing a program level assessment system
  - Writing a textbook , creating teaching materials used in your field
  - Innovative teaching materials/strategies
  - External or internal grants to support instructional activities

Boyer Problems

Boyer is a philosophy/ typology:

- When using this model, **explain the context/ fit-** make the connections! Not enough just to say "I'm using the Boyer Model." Fisher history is that when people have an empty bin they go to Boyer.
- Chair/Director letters- "--- doesn't have published peer reviewed scholarship but Boyer fits." HOW? "---- may not appear to be engaged in service, until we look through the lens of Boyer." WHY? The Boyer model is not a safety net!
- Boyer is "fuzzy"- less about where you put it, more about you making your case.

Service

- Service to the
  - Department
  - Community
  - Profession
- Service Learning
- Ongoing service, not just one and dones
- Unsolved debate:
  - Is it service if you are paid?
  - Is it service if it is required to maintain your license or certification ?

Service – Full Professor

- Leadership role in the department/ college
- Mentoring junior faculty, others within the field
- Service to the profession
- Awards and acknowledgements

Letters

- Dean
- Chair
  - Unanimous vote- chair sends one letter representative of the department
  - Split vote- chair addresses and individual department members also write letter
- 3-5 Outside letters (more are not better)
  - Too many letters and discrepancies begin to occur
  - Make sure (if) you ask people to write they are committed to your cause.
  - Be aware of department guidelines.

General Info all …Recommended- ONE binder

Historically, overflow binders have been filled with "one and dones," thank you cards from students, photographs of the faculty with a student, flyers about a conference presented ar or attended…and other fluff. More is not always better.

Activities discussed in letter must be documented in the dossier.

DO NOT USE PLASTIC SLEEVES! (ok for small items, but putting everything in a sleeve is a problem when copying/scanning).

General Info for All

- Clarity and Consistency (Do you have 4, 7, 1 or 3 publications?)
- Things might not fit "cleanly" in one bin- e.g. grants, intersections and overlapping are likely
- Substance ("He's a great guy" letters don't help.)
- Dealing with discrepancies (focus on fairness and equity)
  - Dean supports, department doesn't.
  - Department supports, dean doesn't
  - Dean and/or department doesn't support you, but supports department colleague with equal or less in bins
  - Your dean/department doesn't support you, colleague from another department with less substance is supported by his/her dean and department.

Help yourself by making your case!

Please, put effort into your binder

Don't assume everyone knows you are worthy

Faculty are like snowflakes…

- Each is unique in his or her own way.
- The committee respects
  - Individuality
  - Variance between bins
    - We are aware of trade offs between teaching, scholarship, advisement and service…but each bin should be represented
    - Variance in quality, rigor- not focused just on quantity

Questions?