

Notes from April 25, 2017 CT Promotion Panel
(as interpreted and recorded by Beth Morling)
These notes are mostly in the order of presentation

John Gizis, Former chair of CAS P&T committee

- CAS committee has 9 members, at least one CT member.
- Committee looks at each dossier carefully before making a judgment.
- Goal of committee: To evaluate the dossier in light of the documents and requirements from the department and college. P&T documents from department are an especially important form of evidence for CT faculty.
- John Advises that all faculty look at the P&T document very carefully to be sure you are presenting the types of evidence they are looking for. Even teaching evidence can differ by department.
- In addition to course evals, it's important to show other forms of evidence such as assignments, examples of student work, your statement, peer evals, improvement over the years,
- Service—unless it's your workload, it's not usually the basis for promotion. *(note: see later Q about this!)* However, it's important to include this evidence as well and it can be impressive. CT faculty often do significant and important service.
- You need to make the case for promotion in your statement.
- If you include communication from students, also include whether the comments were solicited or spontaneous. This often comes up.
- You control what's in your dossier—(not letters of course)—but everything else is from you.

Christine Cucciare, Associate Department of ENGL. Went up in 2014-15

- Once you send the letter of intent, it starts (deadline is department-set). Don't rely on the P&T chair to tell you when things are due; keep on deadlines yourself.
- CC went up on teaching, so everything she put in her dossier was under teaching. Even service, she listed in both teaching and service if the service was relevant to teaching (e.g., supervising teachers of ENGL).
- For everything you say in the statement, point to something in the dossier (here's how I did X; here's an illustration of Y)
- Read Ernest Boyer on the scholarship of teaching. Gives a nice framework on how to talk about teaching and use appropriate language.
- Show student work. For example, on a writing assignment, show the feedback you gave, and show later stages of the same paper from the student to show how you teach and how students respond.
- In your dossier you are talking to 4-5 audiences: department, college, univ, provost, external reviewers. Don't assume the committees know the jargon; talk to a generalized audience (even if the department knows the jargon). External reviewers may not know the UD language, either (this dossier might

be a little different from the one that goes to the local committees). Annotate the external reviewers' dossier with definitions, context.

David Teague, Associate in Arts in Wilmington, Professor (promoted 2014)

- Audience is huge. You can't overstate your case; you can't be too clear; you can't overstate your argument; you can't underestimate the importance of taking your audience's perspective. At the upper levels, a physicist might be reading your document even if you're teaching literature.
- Write a statement about each segment of your workload.
- Write a statement about how your dossier meets the requirements in your P&T document.
- Take control of what you're explaining (via narrative). Storytelling 101. You're the protagonist; you have obstacles to overcome; you solve them.
- Keep the P&T document on the desk as you write your document!

Matt Kinservik, Vice Provost for Faculty

- You can write a narrative about each of the three areas and upload it to UDAcademe. But—you can't necessarily write a single, narrative document and upload it all in one chunk.
- You should put the workload—either the average over the period, or showing a chart over the years if the workload has changed a lot over the years. The workload statement will be really important for external review and department review. Chairs are required to put workload in their letter, but they may not remember, and they also write their letter after two steps are complete (external evals and department vote).

Asima Maura Saad, FLLC, Associate Professor

Spanish; Golden Age Colonial Latin America

- In FLLC, CT faculty are evaluated on all three areas and have to give evidence of every area, including research, teaching, service.
- For each area, include the evidence. They might accept emails and cards from students; things that describe you as a person and a professional.
- Include the grading that you do as a form of evidence. (She recommends, btw, a marking program called "Markin", a British program that makes it easier to give feedback). Grading constitutes a significant amount of writing.
- External reviewers in FLLC—candidate required to give a list; they had to be mostly full professors, from excellent universities including Ivy Leagues.
- Chair of FLLC at that time was very helpful in keeping Dr. Saad on track with due dates, gave feedback on the drafts of the narratives.
- Make a point of reading the students' essay responses to the course evaluations.

- Be clear in describing yourself and your position. When she got her external letters, one thing that came up was the quotes from them, was how is she still CT instead of TT?

Michael McCamley, Associate Professor of ENGL, CT member of the University P&T Committee

- Learn, live, and love your departmental guidelines and the faculty handbook.
- Audience!
- At the University committee, they see about 60 cases per year across the university and disciplines. They use the departmental guidelines to decide what counts as “quality” in that department. It really helps to know workload. Get your chair of P&T and/or chair to prominently place the workload in the letters.
- For every element of the P&T documents: Criteria, how I filled it. Criteria, how I excelled in it. Criteria, how I filled it.
- You can’t be too explicit in your statements.

Questions

Q: What if you go up on service? I’m 80% service.

A: That’s OK! Be sure to put it on the dossier (e.g., “My workload is 80% service”). Unless they have information otherwise, readers will assume the typical case.

Q: External reviewers:

Any advice for how to select external reviewers external to your unit, especially full professors?

A: There was discussion on whether a candidate can/should get external letters from external to UD if the department only requires external to the department.

Q: Does the list of letter writers have to be approved by the Dean or Associate Dean? Is that a policy?

A: Univ P&T document is silent on this; however, in some colleges, there is a practice that the Deans ask to look at the list. For ex, CAS is asking to review the list, but it is getting different levels of compliance and it is presented as optional step.

A: However, the committee has to provide a document indicating the procedure that was followed for letter writers, what the instructions to letter writers said, and who turned them down, etc., including whether or not they shared the external reviewers’ names with the dean. This statement is the responsibility of the P&T chair.

A: Matt K flatly denied that reviewers have to be at “certain schools”. Sometimes you find the best possible reviewer at a non-AAU school. If there’s a great person there, use that person. The reviewer gives his or her CV as well as the review letter.

Q: How much does job title matter for the external reviewer. What if an external reviewer for CT is a lecturer or senior lecturer?

A: Departmental committee should explain that as needed. If justification provided, it might be just fine.

Q: If you follow department procedure (such as getting reviewers who are external to unit but internal to UD), even if those reviewers are not in your discipline, that will not be held against you?

A: Yeah, because it wouldn't work....how might you find external to unit, internal to university, same discipline—that person would be in your unit!

Q: Why was that language included for CT faculty? (About reviewers being OK to be inside the university but outside of unit)

A: it came out of CT commission: How do we have serious review of the dossier—associates at that level might not have that many connections outside the university who could write letters. Seen as a way of protecting CT faculty.

Q: Is it OK to use external reviewers who are retired? Non academic?

A: It's better, as a general rule, to have active faculty writing the letters. Might make sense to have NASA, etc., if they are doing research. But retirees can happen; maybe don't have them write all the letters.

Q: What happens when the department P&T rules don't jive with the FH? What takes precedence?

A: People have tried, on committees, to interpret things in the most sensible manner possible. But, committees can do totally crazy things depending on the people in the room. But there is also the opportunity for appeal.

Q: Service—can we include service to the professional community?

A: YES

Q: Publications and conference presentations done before being hired at UD. Should we include them? Or not?

A: Include everything. Everything in rank counts: If you were an Assistant professor at University X before UD, that work at UX counts. But a reviewer typically wants to see that your work has continued or increased at UD. Make the case for continued productivity and continued upward trajectory.

A: It's helpful for the candidate to section off what you did at University X, and then what you did at UD, for the dossier. Some people use an asterisk for work done at UD during the review period. List it all, but don't upload pdfs of work you did at UX.

Q: Can the department document have a stricter standard than that above?

A: No, because that would counter the FH.

Q: How long is a narrative statement, typically?

A: 1.5 pages single spaced per section. (teaching, service) (not consensus in the room on this)

Advice: Use really effective topic sentences. (Given the committee workload, people will want to read something shorter). Make it rich. Each topic sentence should be about how you met the standard.

A: (I think mine was 5pages).

A: As the candidate, you are responsible for the content of the dossier! This is about persuading people to say YES to your case. Don't make the mistake of trying to say everything—it might confuse or even bore people.

Q: My workload seems off. I feel like I'm always doing more than my assigned workload.

A: Does overload teaching count for promotion? We mostly discussed this in different ways—yes, you should put it in there. Don't leave out things you've done. Just explain the workload and S-contracts really clearly at the beginning of your document.

Q: Is it common for the P&T chair to help the candidate with the dossier and the process?

A: Yes; that is part of their role; you can also have a mentor or another person help you. CTAL is a good resource.

Q: What if your research, teaching, service intersect. Can that penalize you?

A: You frame the narrative, so tell that story. If you're going up on teaching, then frame everything on teaching. The intersections of these can be important.

Q: Online teaching?

A: If it's a class, it counts...CTAL's Nancy O'Laughlin might be able to help you describe/design/document online content.

Q: Include all student comments from course evals? Or curate? Or cherry-pick?

A: You should probably put all of the comments from course evals (download the pdf). Or select them in a systematic way (e.g., every 5th comment)

But you could also curate some comments into the narrative in order to highlight their evidential value. This in addition to including the full text.

Other comments:

After people see what CT faculty do, people often say that CT faculty candidates do amazing things—how can they teach so much and still publish or run programs? CT dossiers are more rich, descriptive. CT faculty look a lot like TT faculty (hear hear!)

If students do big projects, have UDaily cover that; include those in your dossier. Have community people look at your students' projects and write you letters. Use

videos on youtube as evidence. If a CEO of non profit watches your class's presentations, get a letter about that for your dossier. Find creative ways to share your teaching.

Holding a workshop on dossiers for CT was suggested.