

**Report for the activities of
Promotion & tenure Committee, Indiana University Kokomo,
2009/2010**

The Following committee members:

Kasem K. Kasem (N.I.M.S) Chair
Roden, Dianne; (Business)
Tulley, Michael; (education)
Keene, Nadene Ann; (English)
Hendricks, Susan; (nursing)
Holcomb, Kathryn M.; (Soc &behavioral Science)
Bever, Diane Jo (Library)

Representing their departments coordinated meetings to discuss the dossier of Dr. Eva White assistant professor of English for tenure and promotion to associate professor rank. The committee met twice one in presence of Vice Chancellor for academic affair who attended this meeting to answer any question or concern related the process of promotion and tenure. In the second meeting the committee delivered the recommendations in favorite of Dr. E. White request for promotion and tenure.

On April 26, some members of the committee Tulley, Michael; Hendricks, Susan; and myself participated in workshop about explaining the P&T process for those who are seeking P and /or P&T. the material that discussed in this workshop is attached to this report

The committee meetings adjured as no new materials or issues requires the committee members to meet.

Sincerely

Kasem K. Kasem (Ph.D)

Professor of Chemistry

Material for the Workshop Held on April 26th 2010

By some members of P&T Committee

YOUR DOSSIER

All dossier reviewers may only use the information contained within the dossier to review your performance. This makes the dossier critically important to the future of your career. The presentation, length, and design of your dossier can add or detract from your case. Begin early in your time in rank and spend the necessary time to create an exemplary dossier.

We recommend you make an additional exact duplicate of your dossier to keep in your possession during the entire year-long promotion and tenure process. As you receive copies of recommendation letters place them in your personal copy.

WHEN DO I START?

Start right away. This may be as a new hire or as a new rank. We suggest you include annual goals for teaching, scholarship/creative activities and service in your annual report. Write a good annual report and the work isn't as hard when creating your dossier. Get in the habit of doing annual goals and tracking your progress. While it is not required, it will make you think about where you are going and what progress you are making.

- Not too many goals. Just think about what you want to actually accomplish.
- Be realistic. Don't aim for something so high that it is not likely to be reached, but also make them real so you can measure growth.
- Then, each year, you should speak to what you were working on. If you do this annually you will show progression and natural growth.

GENERAL SUGGESTIONS (NOT RULES!)

- Dossiers should be submitted in 3 ring binders—preferably one binder each for teaching, scholarship/creative activities, and service.
- Neat and clean labels on binders with candidate name and volume numbering (i.e. Candidate name; Teaching; Vol.1, etc.).
- Use multiple page dividers with clearly marked tabs to organize. For example in the teaching volume you could have dividers between your teaching philosophy, annual reviews, list of courses prepped/taught, peer reviews, student evaluations etc.
- Avoid loose papers; items may be easily lost or misplaced.
- Avoid putting multi-page documents in plastic sleeves (can't easily be browsed and could be misplaced) Minimize the use of staples—pages that can easily be turned in the binder is best.
- Avoid submitting dossier in hanging files or accordion files (organization may easily be confused).
- Use copies of originals that you need/want to keep for your records.
- Don't bury the committee with everything. Ask yourself if items you select to be placed in the dossier speak to the criteria and if they have any impact.
- Use evidence to support your important accomplishments—you are making a case. The evidence isn't used to prove your accomplishment but rather the importance or impact of the accomplishment.
- Think about how to organize each binder:
 - Nice to have a letter to the reviewers at the front of the first binder, explaining your organization and thanking them for their review. Particular importance should be given to your identification of which areas (teaching, scholarship, service) you consider to be excellent and which areas you consider to be satisfactory. Do not make the reviewers hunt for this information.
 - Place your curriculum vitae, annual reports including supervisor remarks, and philosophy (or similar) statement at the front of the first binder.
 - Think of each tabbed section as an exhibit/evidence and have a paragraph that explains what is in the section for the reviewer.
 - Place items of lesser importance to the back of each binder, best evidence at the forefront.
- Include signed releases for photos and student works, keep this to a minimum and make it have good impact when used.

SOME THOUGHTS ABOUT WRITING A PHILOSOPHY STATEMENT:

- “This I believe” – start here—address what you believe about the learners, about what good teaching is, about how learning takes place, about the nature of reality.
- Then think about how the things you believe get played out in your practice; actually go to it point by point and see if it matches up. Then, think about what you do in your teaching that you have not addressed in your philosophy statement. Include it somehow.

- Look around and get familiar with some different philosophical ideas about teaching and learning. Use one that fits—cite it carefully, as your readers will likely be familiar. Start working on this early and you can have a really excellent statement by the time you are reviewed.

TEACHING

Criteria and suggestions of evidence may be found in the *IU Academic Handbook* and the *IU Kokomo Policy Manual*. Any unit criteria that applies to the candidate needs to be included in the dossier.

Suggestions (not required or rules!) for sections of the teaching volume include:

- Begin with a general summary of what will be found in the teaching section of the dossier and identify your claim of excellence or satisfactory for teaching.
- Philosophy statement, if not provided elsewhere in the dossier.
- Self-evaluation summary of development as a teacher/scholar:
 - A written self-evaluation statement that articulates the faculty member's philosophy of teaching/learning, the connection between the faculty member's goals, area of expertise, and plans for goal achievement, and their progress to date.
- List of courses taught and preparation required:
 - Examples of course materials including syllabi, tests, handouts, manuals etc.
- Peer reviews for teaching multiple courses/multiple sections/multiple reviewers:
 - Peer review of teaching is required. The peer review should be for several courses and several sections over a number of years (i.e. not 2 reviews done the semester before the dossier is due).
 - Written evaluation from colleagues related to effective teaching (this may include classroom visits, reviews of teaching materials, etc.).
- Student evaluations with reflective summary:
 - Documentation of evaluation of teaching by students via formal evaluation instruments and accompanying student comments, **aggregated and trended**.
 - Written comments from alumni related to effective teaching.
 - Ideas for presentation of numeric data in the dossier:
 - Student evaluations; put in trended tables by course.

- Be sure to include the actual data summaries in the dossier; don't pick just once class, have enough data that the reviewers are convinced you are showing your work comprehensively.
 - Don't make averages (means) of things that shouldn't be added up.
 - Explain and reflect on what the data mean. We all have some things that are not perfect, show you are really thinking about and responding to what feedback you have received.
- Evidence that learning outcomes are achieved. Examples may include:
 - Standardized testing.
 - Samples of student work.
 - Grade distribution, trended.
 - Assessment reports for courses taught assessing learning in a course taught.
- Additional evidence :
 - Innovations in teaching techniques utilized.
 - List of teaching workshops, seminars, etc. attended.
 - Activity in professional teaching oriented organizations.
 - List of teaching awards.
 - Academic advising/student mentoring and engagement.
 - Course content development.
 - Evidence that you are remaining current in your field of expertise.

SCHOLARSHIP/CREATIVE ACTIVITIES

Scholarship is defined in the *IU Kokomo Policy Manual*. Criteria and suggestions of evidence may be found in the *IU Academic Handbook* and the *IU Kokomo Policy Manual*. Any unit criteria that applies to the candidate needs to be included in the dossier. Unit criteria are very important to your review since different disciplines have unique variances that make it difficult to judge all disciplines the same. There is NO university criterion that states specific numbers regarding scholarship/creative activities. Instead the criteria speak to a single work of considerable importance or a series (i.e. more than one!) of studies constituting a general program of worthwhile research. This includes shows or exhibits by Humanities faculty. Quality is more important than quantity.

Suggestions (not required or rules!) for sections of the scholarship/creative activities volume include:

- A written self-evaluation statement or summary statement that articulates the faculty member's philosophy of scholarship, the connection between the faculty member's

goals, area of expertise, summary of the candidate's research plan that shows "definite continuing program of studies, investigations or creative works", and the progress to date. Identify your claim of excellence or satisfactory for scholarship/creative activities.

- Explanation of the quality of each publication—do not assume committee members will know the "best" journals for your discipline. A brief explanation placed before the publications will be extremely helpful to the reviewers. Who is the intended audience?
- External letters reviewing scholarship; begin work early with your Chair/Dean to obtain external letters.
- Copies of publications in peer reviewed journals.
- Shows/Exhibits. Provide information regarding whether or not the exhibit was solo or group. Provide information regarding whether or not the exhibit/show was competitive or invited. Was the show/exhibit local, state, national or international? Was the exhibit peer-reviewed?
- Acquisition of research grants.
- Copies of materials in non-refereed publications; case studies, monographs, book chapters, book reviews and newspaper articles.
- Presentations at professional meetings. Provide information regarding whether or not the presentation was competitive, invited, etc. How large of a pool were you judged against if competitive? Was it local, state, national, international? Was the presentation made as a featured speaker, round table or discussion group leader, poster session, etc.?
- Significant reports.
- Participation on editorial boards of professional/research journal.
- Involvement in facilitating student participation in creative/scholarly activities.
- Participation in ongoing scholarly programs of quality and relevance to the discipline.

SERVICE

Service is defined in the *IU Kokomo Policy Manual*. Criteria and suggestions of evidence may be found in the *IU Academic Handbook* and the *IU Kokomo Policy Manual*. Any unit criteria that applies to the candidate needs to be included in the dossier. Listing committees you have served on is inadequate to document satisfactory service. The impact of your **leadership, participation, and effort** must be clearly identified.

Suggestions (not required or rules!) for sections of the service volume include:

- A written self-evaluation or general summary statement that articulates the faculty member's philosophy of service, the connection between the faculty member's goals and the chosen service activities, and significant accomplishments.

- Documentation of successful mentoring of students on special projects (that is not part of teaching or scholarship).
- Documentation of successful mentoring of colleagues.
- Documented leadership or significant participation in service activities for the unit, IU Kokomo, community, or professional organizations that **produce meaningful outcomes**.
- Representing your unit or IU Kokomo at community events.
- Active membership in professional related organizations.
- Leadership on professional boards, offices, committees.
- Serving as faculty sponsor for student and alumni organizations.
- Service presentations to community organizations.
- Consulting for community or campus organizations.

FINAL RECOMMENDATIONS

- Start immediately, don't procrastinate, plan ahead.
- Use your annual report wisely! Effort expended on annual reports, with copies of appropriate evidence, will make the creation of a dossier for 3rd year review and promotion and/or tenure much simpler.
- Don't double-dip. Often time there is a fine line between teaching, scholarship and service. Make the case for any activity, publication etc. in one area only .
- Find a mentor immediately—preferably a colleague who has recently been through the process and is familiar with the peculiarities of your discipline.
- Spell check!!!!
- Grammar check!!!!
- Ask to see colleagues' dossiers.
- Request peer reviews for teaching, from colleagues from on and off campus, for multiple courses for each semester. Don't wait until the last semester before the dossier is due.
- Ask for advice and feedback: Consult colleagues and supervisors to determine the types of activities that are appropriate to help present a strong case.
- Only you are responsible for meeting the criteria and presenting your case.
- Finish the dossier early enough that you can have several proofreaders. The more the better!

Promotion & Tenure Workshop Presentation

April 26, 2010

Presenters: Erv Boschmann, Susan Hendricks, Kasem Kasem, Ria Lukes, Michael Tulley