

Preparing for Tenure and Promotion Review

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Most Important Advice

- ▶ Know **YOUR DEPARTMENT's** plan
- ▶ Pay careful attention to your annual review.
- ▶ Each year, it should specifically indicate
 - 1. progress toward tenure/promotion is satisfactory
 - 2. progress toward tenure/promotion is questionable, identifying areas for improvement, providing specific suggestions
 - 3. progress toward tenure/promotion is unsatisfactory
- ▶ Heed advice and document how you have addressed feedback.
- ▶ Prepare your materials so that it is obvious that you have met the criteria. Make it easy for the reviewers to do their task.

Research

- »» General Guidelines (Faculty Handbook 4.2.2)

Expand Knowledge in Area of Expertise

- ▶ Peer-reviewed publications
- ▶ External funding
- ▶ Other publications (widespread dissemination)
 - Books
 - Book chapters
- ▶ Presentations
- ▶ Programmatic, *Research Agenda (Faculty Handbook)*
- ▶ JJM's Advice: Achieve level of productivity to make you optimally marketable
- ▶ Know **YOUR DEPARTMENT's** plan

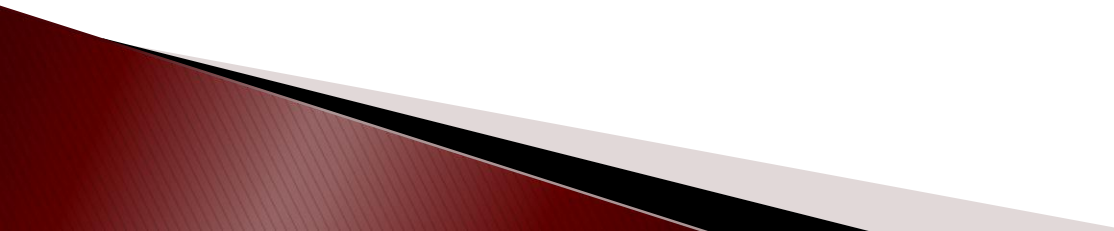
Other Criteria

- ▶ Application of Research to Benefit University Constituents
 - Public/Engaged Scholarship
 - Technical Reports
 - Still “vetted” and widely disseminated
- ▶ Transmission
 - Sharing knowledge that has been peer-reviewed to a broader audience
- ▶ Student Involvement
- ▶ Know **YOUR DEPARTMENT's** plan

Teaching

- »» General Guidelines from Faculty Handbook (Section 4.2.1)

Develop Educated Persons

- ▶ Demonstrate effectiveness in cultivating students' knowledge and skill base, including entry level competencies
 - ▶ Make the relationship between general academic and disciplinary curricula explicit so that students can integrate knowledge and skills for lifelong learning
 - ▶ Maintain appropriate professional credentials, including continuing education
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Exceptional Modes or Qualities

- ▶ Outstanding performance as a classroom teacher
 - Judgments from students, peers, administrators, colleagues
 - External recognition (and/or students receiving external recognition)
 - Clinical outcomes research
 - Noteworthy advisement
 - Grants to support clinical education

Exceptional Modes or Qualities

- ▶ Experiential learning
 - Service learning
 - Internships
 - Structured outreach activities
 - Application of clinical experiences to social issues
 - Multidisciplinary clinical or practice contexts

Exceptional Modes or Qualities

▶ Accessibility

- Beyond one's typical assignments...
- Distance learning
- Online and continuing education for practitioners
- Public lectures/workshops
- Work with community agencies, health care institutions to provide access to education, clinical interventions
- Develop other educational materials to increase accessibility

Exceptional Modes or Qualities

▶ Diversity

- Broaden students' perspectives
- Develop cultural sensitivity, cultural competence
- Invite guest speakers who offer diverse viewpoints
- Take students to locations where they will be exposed to an unfamiliar environment

Evidence of student success on learning outcomes

- ▶ Department head's evaluations of applicant's teaching capability and performance
- ▶ Student evaluations, both quantitative and qualitative
- ▶ Pre- and post evaluations to demonstrate an increase in knowledge and skills taught in the specific content area
- ▶ Explanation of learning outcomes and successful student assignments or portfolios that are connected to the course goals
- ▶ Peer reviews documenting student learning outcomes

Service

- »» General Guidelines (Faculty Handbook 4.2.3)

Criteria

- ▶ **University Citizenship**
 - Program, Departmental Committees
 - College, University Committees, Task Forces
- ▶ **Professional Service**
 - Board member, Editor, Assoc. Editor, Reviewer, Professional Association Committees, Student Organization Sponsor
- ▶ **Public Service**
 - Op Eds; Articles in Newspapers, other Media; TV Radio Pieces
- ▶ **Professional Consultation**
 - Use professional expertise to help business, industry, schools, community organization, community boards, other university programs

Process

University Tenure/Promotion Calendar

- ▶ Years 1 through 5:
 - Submit portfolio for annual review to Department Personnel Committee, Department Head, and Dean.
 - Spring Semester, Year 5, work with your DH to select external reviewers. Provide to Dean by early summer.
- ▶ Decision Year (Year 6):
 - August: Prepare materials for external reviewers; DH sends
 - Submit portfolio to dept. personnel committee (typically early October)
 - Dept. committee reviews and submits recommendation to Dept. Head
 - DH submits reviews and submits recommendation to Dean
 - Dean reviews and submits recommendation to Provost
 - Provost notifies candidate of approval or non-approval

Portfolio

1. Application Form
2. Personal Summary Statement
3. Current Vita
4. Dept. Criteria Matrix: Applicant Accomplishments
5. Yearly Performance Reviews
6. External Review Letters
7. Guidelines at time of hire
8. Teaching Documentation
9. Research Documentation
10. Service Documentation

- ▶ Two 3-Ring Binders
- ▶ Separate with Tabs
- ▶ First Binder
 - Items 1-7
- ▶ Second Binder
 - Items 8-10

Required Items

Preparation Logistics

Organizing Portfolio

- ▶ Use Tab Sheets to Divide/Label Sections
- ▶ Application Form in Front
- ▶ Personal Statement
- ▶ Chart with Criteria and Your Accomplishments (example follows)
- ▶ Yearly Performance Statements; Follow each with your response
- ▶ External Review Letters
- ▶ Teaching Documentation
 - See Department Plan... often have specific requirements
 - At least... summary of course evals over probationary period, peer evaluation of teaching, course syllabi
- ▶ Research Documentation
 - Article reprints, conference program excerpts, etc.
- ▶ Service Documentation
 - List of committee membership from Provost Office, Minutes from meetings, Editorial reviews/decision letters (remove identifying info!), thank-you letters from organizations, etc.

Departmental Criteria Charts

Dept. Teaching Criteria

JJM Accomplishments

Student evals of 2.5 or better; Response to student feedback (required)

Table with each summary course evaluation data is included in Teaching Documentation section. All course evaluations met departmental requirements and improved steadily throughout probation period.

My response to student feedback, including specific course adjustments, is provided in the Teaching Documentation section. Examples of changes I made in response to feedback, as well as course aspects that I did not change along with the rationale, are included.

Peer review of teaching to document a positive learning environment (1 to 2 per year) (required)

A table summarizing all peer evaluations is included in Teaching Documentation section. They indicate steady improvements in the learning environments associated with my classrooms. My response to peer feedback, including specific course adjustments, is provided in the Teaching Documentaton section. Examples of changes I made in response to feedback, as well as course aspects that I did not change along with the rationale, are included.

		previously taught	students	score (1 Superior... 5 Deficient)
CSD 312	F 2005 (Y1)	0	95	2.2
CSD 628/728	F 2005 (Y1)	0	25	1.75
CSD 684/784	F 2005 (Y1)	0	4	1.3
CSD 699/799	F 2005 (Y1)	0	3	1.1
CSD 210	Sp 2006 (Y1)	0	60	2
CSD 613/713	Sp 2006 (Y1)	0	25	1.9
CSD 684/784	Sp 2006 (Y1)	0	4	1.3
CSD 699/799	Sp 2006 (Y1)	0	3	1.1
CSD 312	Sum 2006- Online (Y1)	1	30	4.6 (scale is reversed)
CSD 312	F 2006 (Y2)	2	95	2.1
CSD 628/728	F 2006 (Y2)	1	25	1.65
CSD 684/784	F 2006 (Y2)	1	4	1.2
CSD 699/799	F 2006 (Y2)	1	3	1
CSD 210	Sp 2007 (Y2)	1	60	1.9
CSD 613/713	Sp 2007 (Y2)	1	25	1.8
CSD 684/784	Sp 2007 (Y2)	2	4	1.2
CSD 699/799	Sp 2007 (Y2)	2	3	1
CSD 312	Sum 2007- Online (Y2)	3	30	4.7 (scale is reversed)
CSD 312	F 2007 (Y3)	4	95	2
CSD 628/728	F 2007 (Y3)	2	25	1.55
CSD 684/784	F 2007 (Y3)	3	4	1.1
CSD 699/799	F 2007 (Y3)	3	3	0.9
CSD 210	Sp 2008 (Y3)	2	60	1.8
CSD 613/713	Sp 2008 (Y3)	2	25	1.7
CSD 684/784	Sp 2008 (Y3)	4	4	1.1
CSD 699/799	Sp 2008 (Y3)	4	3	0.9
CSD 312	Sum 2008- Online (Y3)	5	30	4.6 (scale is reversed)
CSD 312	F 2008 (Y4)	6	95	1.9
CSD 628/728	F 2008 (Y4)	3	25	1.45
CSD 684/784	F 2008 (Y4)	5	4	1
CSD 699/799	F 2008 (Y4)	5	3	0.8
CSD 210	Sp 2009 (Y4)	3	60	1.7
CSD 613/713	Sp 2009 (Y4)	3	25	1.6
CSD 684/784	Sp 2009 (Y4)	6	4	1
CSD 699/799	Sp 2009 (Y4)	6	3	0.8
CSD 312	Sum 2009- Online (Y4)	7	30	4.6 (scale is reversed)
CSD 312	F 2009 (Y5)	8	95	1.8
CSD 628/728	F 2009 (Y5)	4	25	1.35
CSD 684/784	F 2009 (Y5)	7	4	0.9
CSD 699/799	F 2009 (Y5)	7	3	0.7
CSD 210	Sp 2010 (Y5)	4	60	1.6
CSD 613/713	Sp 2010 (Y5)	4	25	1.5

The table above contains my student evals over the past 5 years. The undergraduate evals started within expected levels; however, they were relatively low. Student feedback indicated a lack of clarity in lectures, excessive assignments that were not apparently related to lecture material, and unreasonable demands on exams. Despite the student comments about excessive assignments and demanding exams, I did not want to decrease the course requirements or my expectations because I felt the content was appropriate for a 200 or 300 level course, and future graduate courses would be based on assumptions that the content had been covered in undergrad courses. Consequently, during the next few years, I posted PPT slides in order to facilitate lecture clarity, I reorganized my syllabi so that each assignment was specifically tied to the lecture topics, and I scheduled outside exam prep sections.

Dept. Research Criteria	JJM Accomplishments
3 peer-reviewed articles, 2 of which are first authored by Applicant (required)	<p>Powell, A. & Masterson, J. (June, 2009). The effects of structured writing intervention for elementary students with special needs: A systematic review. <i>Evidence-Based Practice Briefs</i>, 3, 59-73.</p> <p>Masterson, J. (2009). Curriculum-based measurement procedures for writing meet minimal reliability and validity standards: More complex measures offer promise for secondary students. [Abstract]. <i>Evidence-Based Communication Assessment and Intervention</i>, 3, 4-7. Abstract of McMaster, K., & Espin, C. (2007). Technical features of curriculum-based measurement in writing. <i>The Journal of Special Education</i>, 41, 68-84.</p> <p>Masterson, J., & Apel, K. (2006). Effects of modality on spelling words varying in linguistic demands. <i>Developmental Neuropsychology</i>, 29(1), 261-277.</p>
3 peer-reviewed presentations (required)	<p>Masterson, J. (2009). Classroom implementation of the multilinguistic model for literacy instruction. Poster presented at the annual meeting of the American Speech-Language-Hearing Association, November, New Orleans.</p> <p>Masterson, J., Henbest, V., White, L., & Najim, F. (2009). Behavioral and non-behavioral measures of literacy development. Poster presented at the annual meeting of the American Speech-Language-Hearing Association, November, New Orleans.</p> <p>Masterson, J., & Apel, K. (2009). The spelling sensitivity score: Representing increases in accuracy and complexity. Poster presented at the annual meeting of the American Speech-Language-Hearing Association, November, New Orleans.</p>
At least 4 additional articles or presentations (required)	<p>Masterson, J. & Basye, S. (May, 2008). <i>Optimal treatment for sound system disorders</i>. Technical report for Missouri Department of Elementary and Secondary Education.</p> <p>Masterson, J. & Basye, S. (September, 2007). <i>Proposed Missouri DESE developmental standards for sound system disorder</i>: Research base. Technical report for Missouri Department of Elementary and Secondary Education.</p> <p>Kamhi, A., Masterson, J., & Apel, K. (Eds). (2007). <i>Clinical decision making in developmental language disorders</i>. Baltimore: Paul H. Brookes Publishing Company.</p> <p>Masterson, J. & Apel, K. (2007). Spelling and word-level reading: A multilinguistic approach. In Kamhi, A., Masterson, J., & Apel, K. (Eds). (2007). <i>Clinical decision making in developmental language disorders</i> (pp. 249-266). Baltimore: Paul H. Brookes Publishing Company.</p> <p>Masterson, J., Apel, K., & Wasowicz, J. (2006). <i>Spelling evaluation for language</i></p>

Dept. Service Criteria	JJM Accomplishments
Departmental (required)	Chair, Search Committee, Assistant Professor Line, 2009–2010 Coordinator, Speech–Language–Pathology Program, 2005–2008 CSD Graduate Coordinator, 1999–2005 Coordinated Development of New Courses to Meet 2005 CAA Accreditation Requirements Preparation of SLP Academic Portion of CAA Accreditation Report, 2002, 2009 Speech–Language Pathology Curriculum Committee, 1993–present
College/University (required)	Faculty Handbook Revision Committee, 2007–2009; Chair, 2009–10 Co–Chair, T. Berry Brazelton Presentation, 2006–2007 Chair, Faculty Senate Rules Committee, 2006–2007 Provost Tenure and Promotion Committee, 2006–2008 CHHS College Compensation Committee, 2007–2008 Missouri State University Futures Committee, 2005–2006 Task Force on Research, 2004–2005
Community State National International (required)	Reviewer for <i>Language, Speech, and Hearing Services in the Schools</i> , <i>Journal of Speech and Hearing Research</i> , <i>American Journal of Speech–Language Pathology</i> , <i>Journal of Medical Speech–Language Pathology</i> , <i>Topics in Language Disorders</i> , <i>Developmental Science</i> (Great Britain), 2004–present Item Developer/Reviewer, SLP Praxis Exam, Educational Testing Service, 2009–present Review Committee, Language Disorders in School–Age Children and Adolescents, Annual Convention of the American Speech–Language–Hearing Association, 2004–2010 Advisory Board, The Psychological Corporation/Harcourt, 2007–2008 Reviewer, Leadership Development Program, American Speech–Language–Hearing Association,

Balancing it All



- ▶ Time = Research + Teaching + Service + Other Stuff + Personal Life

Enhancing Research Productivity



- ▶ Be Programmatic!
- ▶ Student research can be your life blood
 - Encourage, entice, have an incentive....
- ▶ Direct students' research, rather than being directed by students' research interests
 - Caveat: Not everyone agrees with JJM on this! Talk to your DH and your mentor
- ▶ Set reasonable yearly goals and meet them.
 - Finish and submit, finish and submit, etc.

Suggestions for Optimal Teaching



- ▶ Find a mentor who's willing to share materials
- ▶ Be realistic regarding course development
 - It's an ongoing process
 - Year 1 = "Draft" 1, Year 2/Draft 2 will improve, etc.
- ▶ Be mindful of course requirements
 - Consider overall demands placed on students; if possible, coordinate at departmental level
 - Consider demands that assignments place on you!
- ▶ Supplemental Teaching Tools
 - Allow additional practice (outside of class)
 - Can meet individual student needs
 - Good: Look way cool, fun to develop, students love them
 - Bad: Can be VERY TIME-CONSUMING to develop and even implement

Service



- ▶ Valuable, but reasonable
- ▶ Focus on program, departmental needs
- ▶ Focus on professional service
 - Establish credibility
 - Facilitate networking for research collaboration

Questions? Comments?