

**Guidelines for the Preparation of Materials for
Contract Renewal, Tenure, and Promotion
Whitman College Personnel Committee ~ January, 2012
For reviews conducted during 2012-2013**

Organization of Materials

Information on this subject can be found in the Faculty Handbook, Chapter IV, D.2.

In order to facilitate uploading materials for the Personnel Committee to CLEo, the Committee recommends that the candidate create two separate folders on a **Flash Drive**. **Folder #1** should have materials that all members of the Committee read (described below) including your current Annual Faculty Activity Report and **Folder #2** should have ancillary materials that only one Committee member reads. Candidates are requested to save documents as .doc, .docx or pdf and to review their flash drive documents before submitting them to the Office of the Provost and Dean of the Faculty.

1. **Statements:** The statements on teaching, professional activity, and service, *without ancillary materials such as syllabi, slides, or manuscripts*, should be contained in **three separate** documents on Folder #1. In other words, differentiate the statements from ancillary materials. However, any *commentary* on individual classes, or items included in the professional activity portion of the candidate's file, should be included within the statements. The recommended length of these three statements combined should not exceed fifteen single-spaced pages.
2. **Course Evaluations:** Candidates should complete and return the Release of Information Form sent by the Office of the Provost and Dean of the Faculty (P/DOF). This signed and completed Release of Information Form gives permission for staff in the Office of the P/DOF to obtain student evaluations listed on the form from the Registrar's Office; therefore, the candidate does not need to provide them. If the candidate wishes to include evaluations that are not standard, these should be included with other evaluation materials (may be digital on Folder #1 or hardcopy).
3. **External Letters for Tenure and Promotion Cases:** A candidate for tenure or promotion to professor will provide a list of the names of a minimum of eight and maximum of ten established scholars, artists or performers in the candidate's field. The list will be constructed by the candidate in consultation with the candidate's department Chair and the Associate Dean of the Faculty. From this list, the Provost and Dean of the Faculty will request four letters of evaluation for the candidate. For all names submitted, the candidate will provide a justification for each reviewer on the list. The candidate should disclose the nature of the relationship he/she has with the potential external reviewer. Generally, the external letter writer should have no close personal or professional relationship to the candidate; however, should this be necessary, the candidate will need to present a particularly strong argument for their inclusion. The candidate may also identify up to four of the potential external reviewers in their list of eight to ten as preferred reviewers, from which at least three of the final letters will be solicited. Please include the full name and title as well as the complete mailing address (including street address), telephone number and email contact information for each reviewer. The candidate should provide the Office of the P/DOF with four sets of materials for reviewers individually packaged and ready to be mailed. The Office of the P/DOF will prepare the label and provide postage to mail the candidate's review materials to the outside reviewers.
4. **Ancillary Materials:** Whenever possible, candidates should submit ancillary materials on Folder #2. Hardcopy materials may be submitted in whatever container is most convenient. The items included in this set of materials are dependent on the disciplinary norms for each candidate (e.g., slides of gallery exhibits, copies of syllabi, full published manuscripts, DVDs of productions, etc.). However, the candidate will submit syllabi for ALL courses taught since the last review by the Personnel Committee. But note: the Committee does NOT want or need *every* test, handout, etc., for *every* class. Take pity on the Committee: we read everything you give us! We need a representative sampling of class materials, **not** class portfolios. Items such as informal notes from students or other materials that are not directly related to the evaluation of the candidate in the areas of teaching, professional activity, and service are discouraged.

Statement on Teaching

Information on this subject can be found in the Faculty Handbook, Chapter IV.C.1.
(passages in **bold** below are quoted from this source).

Excellence in teaching should be consistently apparent with successive appointments and be clearly evident at such key points as the granting of tenure and promotion to the rank of professor. The Personnel Committee will be guided by high standards of evaluation in this category, while simultaneously recognizing that diverse pedagogical approaches can result in excellent teaching.

It is the responsibility of the candidate to demonstrate excellence in teaching. Since this is the most important criterion for retention and advancement (see the last sentence of Subsection 1), the Personnel Committee is instructed to evaluate faculty members by high standards in this area. It is suggested that the candidate begin the process of demonstrating excellence in teaching by clearly and thoughtfully defining how she or he conceives of excellence in teaching. A well-articulated definition can guide both the candidate and the Committee members as each party works to, respectively, demonstrate and evaluate excellence in teaching.

The Personnel Committee will consider the candidate's written statement, peer and student evaluations, and the quality of course materials.

All members of the Personnel Committee read the teaching statement, any previous letters to the candidate from the P/DOF, and all evaluations of teaching made by students and peers. One member of the Committee outside of the candidate's Division reads and reports on the ancillary course materials.

The written statement (Folder #1) is the candidate's primary means of communicating with all members of the Personnel Committee. Although the candidate may organize materials in any manner that best fits her or his needs, this statement should be viewed as the central document representing the perspective of the candidate on all aspects of his or her teaching. For example, if a candidate wishes to remark on student evaluations or course materials, those comments should be placed here. The statement should be well written and concise.

It is often helpful to include a general statement, which would address overall teaching philosophy, goals, and anything specific to the candidate's area of expertise that might help the members of the Personnel Committee better understand and appreciate the context in which the instruction occurs. Candidates must address areas of concern mentioned in previous letters to the candidate and should clarify to the Committee how the candidate has responded.

Candidates should include the name, number, and enrollment for courses they discuss individually. Discussion of individual courses is an opportunity for the candidates to demonstrate how they have worked to achieve excellence in teaching in terms specific to each course. An open, honest assessment of challenges, failures, and successes is most helpful, as it allows the Committee to appreciate the progress made by a candidate. This is also the time to discuss *trends* in teaching evaluations, in terms of questions with both numeric and written student responses; one need not respond to every outlier. The numeric component of the student evaluations is neither the only nor the most important aspect of the student evaluations. Students' written comments are carefully considered by the Committee, and candidates should provide students adequate time and encouragement to complete thoughtful written comments.

Regarding team-teaching, the Committee needs clarity as to the candidate's actual role in team-taught classes. Also, having one collective evaluation for all faculty involved in a team-taught class is confusing for the Committee, and not necessarily good for the candidates being evaluated. Therefore, the Committee recommends that each professor solicit an individual set of evaluations, if possible. Individual professors can contact the Registrar to set this up for online evaluations; hardcopy evaluations can be handed out by individual professors.

Contributions to General Studies 145/146/245, along with course development and interdisciplinary teaching are valued and meritorious aspects of teaching.

It is recognized that these tasks involve special challenges. Candidates should discuss frankly their progress in these important areas of teaching, with the understanding that the Committee acknowledges their specialized nature.

Pre-major and major academic advising [will be evaluated as part of teaching] and will be expected to reflect excellence, as will other non-classroom work related to student learning, such as supervision of independent studies, senior thesis work, and independent research with students.

Candidates should clearly indicate the number of advisees and the nature of the advising activities undertaken each semester. When discussing advising, it would also be helpful if candidates included a statement of how they view the role of an advisor as a form of teaching, and how they have worked to fulfill that role at Whitman College. Since independent studies and research or thesis work vary greatly by discipline, candidates should include whatever information may assist the Committee in better appreciating the challenges involved.

Excellence in teaching is the most important criterion for faculty excellence, necessary but not in itself sufficient for retention and advancement.

Candidates are encouraged to be thoughtful in the statements on teaching. The statement on teaching requires reflection rather than a mere listing of accomplishments.

Statement on Professional Activity

Information on this subject can be found in the Faculty Handbook, Chapter IV.C.2 and Chapter IV.D.2.f

The statement on professional activity (Folder #1) is the candidate's opportunity to explain her or his scholarly or creative work to the Personnel Committee. Bear in mind that while the Committee is made up of the candidate's faculty peers, they are not necessarily experts in the candidate's field. Candidates are thus encouraged to include in their statement an overview of their professional activities, written with an educated lay reader in mind. The Committee is interested in answers to questions such as: What are the goals or themes of the candidate's activities? What types of activities does the candidate engage in and what are the types of products that emerge? How do these activities fit within the context of the candidate's discipline and/or the mission of the College? Talk about your professional trajectory—where you've been and where you are going.

It is helpful for the Committee to have a list and description of the products (articles, books, performances, etc.) that have come out of the scholarly or creative work of the candidate (While the Committee also has access to annual activity reports, it is convenient to have this information collected together in this statement.) Include full citations for published work, and let the Committee know whether and to what extent students were involved. The most important demonstrations of professional activity are those that have been peer reviewed, so please indicate clearly which products have undergone peer review and of what sort. Items that are in progress or have been submitted are not considered to be peer reviewed.

The candidate will submit the following to the Personnel Committee: copies of **all** publications **since the last review by the Personnel Committee** (these can be digital); copies of **all** accepted, but unpublished, articles; a table of contents and sample chapters from **all** accepted, but unpublished, books; copies of **contracts or publication agreements** for all accepted, but unpublished, materials. These should be on Folder #2, or hardcopy. In some disciplines, such as music, art, and theatre, the candidate may need to submit several separate folders of performances, exhibits, etc.

The Committee is not solely interested in quantity, but also in quality. Candidates can assist the Committee in determining this by describing the modes or venues of presentation they have chosen and why they have chosen them. The candidate will indicate whether or not s/he is the primary author; if not, the candidate should clearly state his or her role in the project. Was an article published in a top-tier journal? Is a particular gallery considered prestigious? What percentage of grant proposals submitted at that time were funded? Was a particular presentation invited? Also, if candidate can assess the impact that his or her activities have had on their discipline, it is appropriate to share this information with the Committee.

The candidate should also describe other forms of professional activity or service. For example, while membership in a professional organization or society is not particularly noteworthy, active involvement in such an organization is.

Regarding external grants and awards, the Committee asks the candidate to submit a copy of the letter of acceptance/documentation of the grant or award, and should clearly state the nature of the grant/award and its status within his/her discipline.

The Committee is aware that not all endeavors bear fruit. Sometimes projects that are described in activity reports or during previous reviews are set aside. In such cases it is appropriate to describe why these activities are no longer being pursued.

In cases of tenure and promotion, the Provost and Dean of the Faculty solicits letters from external reviewers selected by the candidate. The purpose of these letters is to present an assessment of the candidate's professional activity. The Provost and Dean of the Faculty requests a curriculum vitae from each external reviewer who agrees to submit a letter, and these documents will be shared with the Personnel Committee.

In addition to the statement, the candidate will provide to the Committee evidence of professional activity (included separately from the statement). This evidence can consist of copies of articles or books, reviews, DVD's of performances, photos of gallery shows, etc. Since these materials are not reproduced for every member of the Committee, it is helpful if the statement contains a brief description of them.

Finally, the Committee is not only interested in where the candidate has been, but where she or he is going, so candidates are encouraged to describe their plans for the future.

Candidates are encouraged to be thoughtful and reflective in the statements on professional activity, and to remember that these are different from annual activity reports. The statement on professional activity requires reflection rather than a mere listing of accomplishments.

Statement on Service (may be in outline form; Folder #1)

Information on this subject can be found in the Faculty Handbook, Section IV.C.3. If the service provided a course reduction, that fact should be mentioned.

1. Service to *elected* committees:

- name of committee(s)
- dates of service
- if the committee(s) required extraordinary duties, such as travel or summer work, a sentence or two of explanation may be useful

2. Service to *appointed* committees:

- name of committee(s)
- dates of service
- if the committee(s) required extraordinary duties, such as travel or summer work, a sentence or two of explanation may be useful

3. Running for elected committees, but not being elected, demonstrates a willingness to do a fair share of service:

- name of committee(s)
- semester during which the election occurred

4. Extraordinary service to a department:

- explain duties *above and beyond* attending departmental meetings and attending to routine tasks
- example: Chair of a department or search committee

5. Mentoring

- participation in the Faculty Mentoring Program
- mentoring in one's capacity as a Department Chair
- informal mentoring

6. Contributions to student life:

- nature of the service
- dates of service
- examples: guest speaker at a dormitory gathering; language professor attending weekly language lunch sessions; arranging guest speakers

7. Contributions to enhancing diversity:

- nature of the service
- dates of service
- example: mentoring students of color

8. Community service (which is not a substitute for College service):

- nature of service
- dates of service
- example: coaching the local youth symphony