4th Annual ACM NDC Study
Of Non-Doctoral Granting Departments in Computing
(with supplementary survey on Booming Enrollments)

If you…

- Are at a 4-year or Master's granting, not-for-profit school, with 1 or more programs in in Computer Science, Computer Engineering, Information Systems, Information Technology, or Software Engineering…
- Do <u>NOT</u> report data to the Taulbee Survey…
- Did <u>NOT</u> already participate…

Please remind your department chair to participate in this year's ACM NDC survey. If no invitation was received, she/he can contact ACM Education Manager Yan Timanovsky (timanovsky@hq.acm.org) and request participation.

Why participate?

- As an annual survey, NDC produces timely data on enrollment, degree production, student body composition, and faculty salaries/demographics that can **benchmark your institution/program(s)** and invite **useful conversations** with your faculty and administration.
- This year the NDC is accompanied by a survey conducted by the Booming Enrollments task force, led by Tracy Camp. This survey was also included along with this year's Taulbee survey and got high participation from the Ph.D. granting institutions. Please encourage participation as the task force studies the effects of high enrollment growth on computing programs, student demographics, and other areas of potential concern.

New Educators Workshop: Promotion and Tenure

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Baldwin Wallace University

March 2, 2016

Agenda

- About the speaker
- Understanding the promotion and tenure process
- Planning to increase the probability of success
- Challenges and strategies for handling them
- Questions and discussion

About the Speaker

- Began teaching at the college level in 1982 at the Instructor level with B.S. in Math/Computer Science
- Completed M.S. in Computer Science in 1988; moved to tenure stream at Assistant Professor rank
- Tenured and promoted to Associate Professor in 1994
- Completed Ph.D. in 1998
- Moved institutions in 1999; retained rank; forfeited tenure
- Moved institutions in 2002; retained rank
- Promoted to Full Professor in 2004
- Tenured at current institution in 2008
- Currently serving as Chair of the Department of Mathematics and Computer Science

Is My Institution a Good Fit for Me?

- **Every institution has a mission statement – read it!**

Baldwin Wallace University is an academic community committed to the liberal arts and sciences as the foundation for lifelong learning. The University fulfills this mission through a rigorous academic program that is characterized by excellence in teaching and learning within a challenging, supportive environment that enhances students' intellectual and spiritual growth. Baldwin Wallace assists students in their preparation to become contributing, compassionate citizens of an increasingly global society and encourages their pursuit of personal and professional excellence. (Statement of Mission, October 2000)

- **Every institution has a faculty handbook – read it!**
- *Teaching effectiveness is the single most important criterion for promotion and tenure*. (BWU Faculty Handbook)

The Role of Promotion and Tenure Guidelines

- Understanding the guidelines is critical to success
- Criteria may vary between promotion and tenure or between promotion to associate vs. full professor
- Institutional criteria may be augmented by school, divisional, or departmental criteria
- Criteria are intentionally vague

Sample Tenure Criteria

- Completion of five years at institution is required
- Earned Ph.D. is required (in most departments)
- Effectiveness in five areas is assessed:
  - Teaching
  - Scholarship and Professional Development
  - Student Advising
  - University Service
  - Professional and Ethical Relationships
- Departmental guidelines may supersede university guidelines when differences occur
  - e.g., CS adds community service as a separate category
- Application must be accompanied by a portfolio of evidence of effectiveness

Building the Portfolio

	Examples of Evidence
Teaching	• Student evaluations • Peer evaluations • Unsolicited letters of appreciation • Participation in pedagogical activities
Scholarship	• Original research • Publications including books, articles, and electronic media • Directing student research • Presentation at professional meetings • Pedagogical development • Continuing education within one's discipline • Professional consulting
Service	• Committee work • Service within the school/college or department • Curriculum development efforts • Teaching to meet needs outside one's discipline • Contributions to assessment program • Participation in non-required events
Student Advising	• Meet regularly with advisees • Results of advising evaluations • Availability for students in courses • Involvement with student organizations • Mentoring activities

Is Promotion Different than Tenure?

- **There may be restrictions on the time frame**
  - At BWU, promotion may not occur sooner than six years after hiring or previous promotion (unless negotiated upon hiring)

  - No time toward tenure is ever awarded at hire at BWU, but time toward promotion may be negotiated at hire

- **There may be different criteria for evaluation but not always**
  - At BWU, no official distinction is made either in regard to criteria for promotion vs. tenure or promotion to Full vs. Associate Professor

  - Commonly, when tenure and promotion application are made in the same year, both are either approved or denied

  - In practice, promotion to full professor requires evidence of a higher level of sustained commitment to the principles addressed by the criteria

Planning for Success

- Strive for steady involvement and professional growth in all areas

- Stay focused on the criteria for tenure & promotion and address each one

  - Talk often with Full Professors and your Department Chair about expectations

  - Understand the relative importance of various types of creative scholarly and service activities as perceived by the Provost, Dean and Department Chair

  - Stay on top of the criteria… they evolve!
    - Assuming that you can use the ones in effect when you were hired/previously promoted may be incorrect

  - Maintain a balanced approach to addressing all criteria, but never to the detriment of those identified as most important by the institution

Planning for Success

- Keep a log of activities – documentation is critical

  - Accumulate evidence as soon as possible after you have done something
    - Save documents that indicate your participation on committees, at events, etc.
    - Ask for letters to document your role on committees or important projects
    - Save unsolicited feedback from students, colleagues, etc.
    - You may decide not to include some things later, but saying "I wish I had that note from…" or "Where did I put…" as you put together the final portfolio isn't a good feeling

  - Save everything in an organized fashion; e.g., categorized via criteria
    - Most institutions have a format for developing the portfolio/e-portfolio

Planning for Success

- Be a keen observer of the P & T process

- Assume leadership roles at all levels
  - Chair committees at the department, college/school and university levels

  - Consider a leadership role in a professional organization or civic group

  - Be willing to take on responsibilities for activities that are valued by the university **BUT** understand the risks (more later!)

- Seek out a mentor

  - Those who have already completed the process have good advice

  - If an external evaluation is required, be sure to foster a continuing relationship with an appropriate individual

Planning for Success

- Become a team player

  - Don't under-estimate (or over-estimate) the value of collegiality

  - Collaborative projects create a synergy that speeds up the professional development process – but be careful if the expectation is that some of your publications are single author

- Build in time for activities that foster professional growth

  - If the institution offers workshops on teaching pedagogy or grant writing, participate in some of those activities

- Choose an arena where your individual strengths can be applied and make a difference

- Be honest with yourself about your strengths and weaknesses; Don't over-estimate or under-estimate yourself.

Challenges & Strategies for Handling Them

- Heavy teaching loads
  - Show wisdom in the number of new preps you agree to take on
  - Explore opportunities for collaborative teaching when possible
  - Mitigate grading stress
    - Utilize student graders when possible
    - Don't "over grade" assignments

- "Over serving"
  - Balancing the service load – recognize service that "counts" and service that doesn't
  - Be wary of getting side-tracked with administrative duties, grants, curriculum development, & service that may not count, yet be willing to take on responsibilities for valued activities

Challenges & Strategies for Handling Them

- Working toward tenure and promotion can be exhausting

  - Don't be overzealous – can lead to burnout and a premature attempt at applying for promotion or tenure

  - Pay attention to personal health and well-being
    - Don't sacrifice life beyond work
    - Ask for help if/when needed
    - Create a support network including fellow academicians and non-academicians
    - Learn to say "no" – qualified people get asked to do a lot of things but everyone has effectiveness limits

Challenges & Strategies for Handling Them

- Misunderstanding or misinterpreting expectations

  - While usually well-intentioned, advice from peers can sometimes be misleading. Discuss your progress with multiple persons including the chair and members of the P&T committee.

  - Get a clear understanding of the impact of changes in Department Chair, Dean, etc.

  - Stay balanced and active in all areas

Challenges & Strategies for Handling Them

- Rushing the process

  - There is often no "expected" timeline for promotion; and even when there is, you needn't be at the early end of it

  - In some cultures, going up for promotion in the first year eligible, particularly to full professor, or asking for early tenure can result in getting turned down

  - Be realistic in your self-evaluation and apply for tenure or promotion when you truly believe you are qualified to receive it even if it means delaying a year or two beyond the first eligibility

  - Be aware of external factors that may impact tenure and promotion decisions (e.g., economic factors, number of promotions institutionally awarded per year, etc.)

Challenges & Strategies for Handling Them

- Tenure & promotion review can be a "political" process

  - Get an understanding of the "personality" of the groups involved in the review process – there is a subjective angle to the interpretation of criteria and it is helpful to know if there will be any "spin" that should be addressed

  - Understand the institution's "balance of power" – administrative input may be far more/less important than peer review input

  - Make sure that the first time those involved in the review process see your name is not while they are reviewing your application for tenure or promotion

  - Be aware that promotion decisions are more often overturned at higher levels than tenure decisions

Overcoming the Challenges

- Maintain a positive attitude
  - Pay attention to the institutional/departmental environment, but don't be overly swayed by "gossip"
  - Don't lose heart (or face) if denied tenure or promotion the first time up. It occurs more often than you may think

- Keep a healthy perspective
  - Recognize that any effort you expend in preparing for tenure and promotion increases your marketability if you decide to move institutions at some point
  - Don't let concerns about tenure and promotion overshadow your motivations for entering an academic career – the intrinsic rewards are ultimately the more valuable ones
  - Practically speaking, if you're loving what you do and are working hard at it, you're probably a good part of the way there

Questions and Discussion