

**Guidelines for the Preparation of Materials for
Contract Renewal, Tenure, and Promotion**

Whitman College Faculty Personnel Committee *(updated April 2024)*

For reviews conducted during 2024-2025

Information on this subject can be found in the Faculty Code: Chapter 1, Article IV, sections 3 and 4 and Faculty Handbook: Chapter IV, sections B through E. This Guidelines document, relevant Faculty Handbook and Code excerpts, and information about Faculty Personnel Committee procedures may be found on the P/DoF website (in the Resources / Faculty Personnel Committee folder).

Gathering and Submitting Material to the Provost's Office

Candidates are requested to create two separate folders on a flash drive and save documents in digital format on the flash drive. Do not use special characters (e.g., #, %, @, &, or \$) and use short names when naming files and folders. Candidates should make sure to review all documents before submitting them to the Office of the Provost and Dean of the Faculty. Colleague letters and, when required, external review letters are collected by the Office of the Provost and the Dean of the Faculty and distributed confidentially to all members of the Committee. Note: when there have been changes to the evaluation criteria in the Faculty Code since a candidate for tenure was hired or since a candidate for promotion to Professor was tenured, the candidate must choose to be evaluated by the current criteria or by the criteria at the time of hire or the time of tenure, respectively. **Candidates for promotion to Professor should inform the Provost's office which Code version has been selected.**

Reviewed by all members of the Faculty Personnel Committee

Candidates must submit the Release of Information Form, available on the P/DoF website, which gives permission for staff in the Office of the P/DoF to obtain the selected student evaluations from the Registrar's Office/Office of Institutional Research. **The Provost's office will supply the Personnel Committee with the selected student evaluations.** If the candidate wishes to include non-standard evaluations, these should be included with other evaluation materials in a digital format along with other ancillary teaching materials in Folder #2.

Folder #1

Reviewed by all members of the Faculty Personnel Committee

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** in Folder #1. These three statements combined shall not exceed **8,500 words**. Please place a word count at the end of each statement.

2. Current Curriculum Vitae (CV).

Faculty members shall ensure that CVs are up-to-date and include information that is consistent with other submitted documents.

Folder #2

Reviewed by extra-divisional representative of candidate's case (and available to all members of the Committee)

1. Ancillary Teaching Materials:

The candidate will submit a syllabus for the most recent iteration of each course taught since the last review by the Personnel Committee and representative samples of additional course materials. But note: the Committee does *not* want or need every test, handout, etc., for every class; at least one member reviews *everything* you submit. Whenever possible, candidates should submit ancillary materials electronically, in Folder #2. Hardcopy materials may be submitted to the PDoF Office, if needed.

2. Scholarly and/or Professional Output:

The candidate will submit the following: copies of all publications since the last review by the Personnel Committee; copies of all accepted, but unpublished, articles and/or books; copies of manuscripts that have submitted for publication but not yet accepted (especially helpful in the case of contract renewal); copies of contracts or publication agreements for all accepted, but unpublished, materials; letters of acceptance/documentation of any grants or awards. Candidates should submit hard copies only when necessary. The items included in ancillary materials are dependent on the disciplinary norms for each candidate (e.g., images of gallery exhibits, published and unpublished manuscripts, audio/visual recordings of productions, etc.).

3. A Current Annual Faculty Activity Report:

The candidate will submit a partial report that covers January to August of the year of the evaluation. **The Provost's office will supply the Personnel Committee with all previous annual reports** if the candidate is up for contract renewal, or with all annual reports since contract renewal if the candidate is up for Tenure and Promotion. If the candidate is applying for Promotion to Professor, the Committee will consider all annual faculty activity reports since the last five year review.

Colleague Letters

Reviewed by all members of the Faculty Personnel Committee

1. Internal Letters:

The candidate will ask at least three faculty members to write recommendation letters and submit them directly to the Provost's office by the due date specified by the Provost's office. Solicited letters can come from faculty in any department or program. Letter writers are expected to comment on teaching; candidates should contact colleagues far enough in advance to permit them time to visit classes. **Please inform the Provost's office from whom they should expect to be receiving letters.** In addition to those letters requested by the candidate, the Provost will invite all tenure-track departmental and joint-program colleagues to submit letters regarding the candidate's performance. Candidates will be informed as to which colleagues submitted letters.

In line with the Mentoring Program's desire to keep the mentoring relationship outside the formal review process, mentors assigned through the program cannot have any formal role in the evaluation process of a mentee until after the mentor-mentee relationship has ended, and shall not submit letters of candidate assessment until the mentee has passed through the next Personnel Committee review after the completion of the relationship.

2. External Letters (if the candidate is applying for Tenure and Promotion or Promotion to Professor):

In cases of tenure and promotion, the Provost and Dean of the Faculty (or their designee) solicits letters from external reviewers. 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 CV from each external reviewer who agrees to submit a letter, and these CVs are shared with the Personnel Committee. Instructions regarding external reviewers are found on the P/DoF website.

By the date (during the spring semester) specified by the Provost and Dean of the Faculty Office, a candidate for tenure or promotion to Professor will provide a current CV and 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 candidate will 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 list will be constructed by the candidate in consultation with the candidate's department Chair and the Associate Dean for Faculty Development and must be submitted by the spring due date of the calendar year in which they are applying for tenure/promotion. 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 they have with the potential external reviewer. Generally, the external letter writer should have no close personal or professional relationship to the candidate; if such a relationship does exist, the candidate will need to present a particularly strong argument for their inclusion. The candidate may also identify up to four of 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.

Upon submission of the external reviewer list, the candidate will be provided four USB flash drives by the Office of the P/DoF. The candidate should upload digital copies of scholarly materials for reviewers on each flash drive. In addition to published works, candidates may choose to include unpublished manuscripts to provide evidence of ongoing scholarly activity and context for the trajectory of their research. Manuscripts that have not yet been accepted for publication cannot substitute for peer-reviewed published works, but they might enhance the overall package presented to the reviewer. The candidate may also include, if desired, their professional activity statement. Pre-loaded USB drives should be submitted to the Office of the P/DoF by the established deadline. The Office of the P/DoF will be responsible for distributing scholarly materials to the outside reviewers.

Preparation of Materials

Statement on Teaching (Folder #1)

Information on this subject can be found in the Faculty Code, Chapter I, Article IV, Section 3.1 (passages in *italics* below are quoted from this source).

Excellence in teaching should be consistently apparent with successive appointments and be 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 candidate's responsibility to demonstrate excellence in teaching. Because this is the most important criterion for retention and advancement, the Faculty Personnel Committee evaluates faculty members by high standards in this area. The Personnel Committee expects the candidate to begin the process of demonstrating excellence in teaching by clearly and

thoughtfully defining how they conceive 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 is responsible for reading and reporting on the ancillary course materials, although all members have access to these materials. The written statement (Folder #1) is the candidate's primary means of communicating with all members of the Committee. The candidate should begin with a general statement, which addresses overall teaching philosophy, goals, and anything specific to the candidate's area of expertise that might help the members of the Committee better understand and appreciate the context in which the instruction occurs. The candidate must address areas of concern mentioned in previous letters to the candidate and should clarify to the Committee how the candidate has responded. When relevant, candidates are also encouraged to describe how the pandemic or other extenuating circumstances has impacted their pedagogy.

Candidates should include the name, number, and enrollment for courses they discuss individually. Discussion of individual courses provides 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.

Regarding team-teaching, the Committee needs clarity as to the candidate's actual role in team-taught classes. Course evaluations for team-taught classes can be set up to evaluate individual instructors separately, or evaluate professors together on the same form. Professors are encouraged to contact the Office of Institutional Research before the evaluation period to indicate their evaluation preference.

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

As with any aspect of teaching, candidates should frankly discuss their progress in these areas. Know that the Personnel Committee recognizes that these tasks are among those that involve special challenges.

Pre-major and major academic advising 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 adviser as a form of teaching, and how they have worked to fulfill that role at Whitman College. Because 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.

Statement on Professional Activity (Folder #1)

Information on this subject can be found in the Faculty Code, Chapter I, Article IV, Section 3.A.2.

The statement on professional activity is the candidate's opportunity to explain their scholarly or creative work to the Faculty 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? What is the candidate's professional trajectory?

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 candidate's scholarly or creative work, including full citations for published work. The most important demonstrations of professional activity are those that have been peer reviewed, so candidates shall indicate clearly the nature of the vetting process (including routes beyond a more traditional review process, such as invitations) for any professional activity under consideration. Items that are in progress or are currently under review are not considered to be peer reviewed.

Regarding external grants and awards, the Committee asks the candidate to state clearly the nature of the grant/award and its status within their discipline. If a grant is positively peer reviewed, or if the candidate was shortlisted for a peer-reviewed award, even if it is not ultimately funded, they should let the Committee know and provide any available evidence of the reviews or of the shortlisted status.

The Committee is not solely interested in the quantity of professional activity, but also in its

quality, breadth, impact, and contributions to teaching and the mission of the college. Candidates can assist the Committee in determining quality by describing the modes or venues of activity they have chosen and why they have chosen them. The candidate will indicate whether or not they are the primary author; if not, the candidate should clearly state their role in the project. Also, if a candidate can assess the impact that their 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 may be.

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. The statement on professional activity should position the candidate's accomplishments in light of scholarship requirements in the Faculty Code. It would also be useful for the committee to understand how they relate to the department scholarship guidelines (although department guidelines do not supersede the Faculty Code). Candidates are also encouraged to describe how the pandemic or other extenuating circumstances has impacted their professional activity.

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

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

Information on this subject can be found in the Faculty Code, Chapter I, Article IV, Section 3.A.3.

If the service provided a course reduction, that fact should be mentioned. For each item, state the name(s) of any relevant committee(s), dates of service, and any extraordinary duties they required. A list or outline is sufficient for summarizing most kinds of service.

- a) Service to elected committees
- b) Service to appointed committees
- c) Running for elected committees, but not being elected (which demonstrates a willingness to do a fair share of service)
- d) Extraordinary service to a department
- e) Mentoring
- f) Contributions to student life

g) Contributions to enhancing diversity

h) Other College service

i) Community service (which is not a substitute for College service)

Those who are applying for promotion to full professor should write more about their service, speaking to the significance of their contribution to the college (rather than only service to the department or to the profession).

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