

GENERAL PRINCIPLES

The faculty is the university's most critical resource, and their productivity helps build on the investment made to establish their research and teaching programs. Faculty rank is one set of career hallmarks, while tenure is another. Good decisions about promotion in rank and tenure occur when there is transparency in the process, institutional support to enable qualified people to be successful, and careful unbiased evaluation of faculty performance. A collegial and collaborative environment is a key factor to enable the university to diversify and strengthen its faculty, to facilitate success of all members of the faculty and to enhance the retention of strong faculty.

ENSURING TRANSPARENCY IN THE PROCESS

The following are some general principles to be implemented to ensure transparency in the process of annual evaluations, reappointments, promotion in rank, and tenure decisions.

- Department chairs should create and distribute documents detailing review processes that are appropriate for their department. More detailed recommendations about the kinds of information that may be developed in these departmental documents may be found in the ADVANCE Nebraska Best Practices flyer "*Annual Evaluation of Faculty*".
- Make available to all faculty clearly written documents detailing the process and timelines for annual reviews, reappointments and P&T decisions. Such documents should be consistent with departmental, college and UNL bylaws.
- For appointments involving interdisciplinary work, ensure that there are clear written guidelines and MOU's about how annual reviews and P&T decisions are to be made.
- Expectations should be made clear to all faculty. Development of a document that clarifies expectations for faculty in each rank and for periodic reviews can facilitate this.
- Ensure that all faculty know who is responsible for annual evaluation, reappointment recommendations and P&T decisions.
- Ensure that policies relating to medical leaves, family leaves, tenure clock stoppages and other workload policies are transparent. Make certain that people who are conducting reviews are fully aware of workload policies and that these policies are adhered to during review processes. Note that to advise faculty members

against policies such as stop the clock for promotion and/or tenure is illegal.

- Enhance communication about implicit bias, and in particular encourage discussion and awareness of this issue among people involved in conducting annual and P&T reviews. (See the faculty ADVANCE committee document "Best Practices; Faculty Recruitment, Development and Retention" for more detail about implicit bias.)
- Facilitate transparency by implementing a rubric with a set of objective evaluation criteria. Discuss the evaluation criteria/rubric with the faculty annually, and apply the same set of decision-making practices to all faculty.

GETTING NEW FACULTY "UP AND RUNNING"

- Meet with new faculty members to discuss annual review, and promotion and tenure processes. Provide a written timeline summary for the review stages associated with the P&T process.
- Advise new faculty on how to maintain a system for keeping records of all professional activities for use in preparing files for P&T decisions. As a guide, make examples of complete tenure/promotion packages available.
- Mentor for success — institute a formal advising program, identifying proven, committed, senior faculty to advise about both teaching and research. Provide training for mentors; online guides are available.
- Ensure that untenured faculty receive regular detailed advice about workload management that is consistent with the apportionment of duties specified in their appointment.
- Negotiate equitable teaching assignments and other workload policies with new faculty to enable them to get off to a good start.
- Encourage new faculty to become engaged in all aspects of the department's work, including opportunities for professional service that are appropriate for their rank and appointment.
- Notify new hires about resources in support of research and teaching, and encourage participation in workshops and seminars targeting grant writing and teaching.
- Encourage untenured faculty to participate in institutional workshops dealing with preparation of files for promotion and tenure.
- Encourage collaborations within the unit, elsewhere in the university, and with colleagues at other institutions.
- Facilitate development of a network of professional contacts for new faculty.

PROMOTION PATHS FOR ASSOCIATE PROFESSORS

Work closely with tenured associate professors seeking promotion to the rank of full professor.

- Recognize and discuss the challenges that mid-career faculty face, e.g., redefining career goals, staying current in one's field, taking on increased service, mentorship and leadership responsibilities, difficulties in shifting into new areas, keeping teaching fresh, remaining competitive.
- Clarify and communicate expectations for attaining the rank of full professor.
- Connect associate professors with existing resources/expertise and potential collaborators.
- Help associate professors develop an "action plan" regarding career goals.
- Support associate professors in developing an external grant proposal related to long-term teaching, research, and/or outreach goals.
- Encourage associate professors to participate in workshops dealing with preparation of files for promotion to full professor. The A&S associate professor "Paths to Promotion" program may be viewed as a model to emulate.

FOSTER A COLLEGIAL AND COLLABORATIVE CLIMATE

"The workplace climate is the interpersonal environmental context for our work lives. It includes cues that we are taken seriously (that is, included and consulted), valued, and appreciated, in contrast to cues that we are invisible or unheard, devalued, and not appreciated" (U of Michigan ADVANCE).

Women depart due to climate more often than men, even when tenured, thus policies must ensure a supportive, inclusive climate: this facilitates retention and enhanced productivity for all faculty.

- Foster a sense of departmental community and mutual respect. Create a communal space for interaction in the department and at the university level. Promote an atmosphere that encourages and embraces a diversity of ideas, skills and experiences and does not tolerate personal discussion and work/life judgments.
- Ensure that all faculty have a voice in governance by having them serve on important committees.
- Encourage faculty members to contribute items to departmental meeting agendas. In order to stimulate leadership development and to ensure equity, consider instituting practices to rotate responsibilities for elected and appointed committees among faculty.
- Encourage active listening and productive

discussions, while discouraging dominance of a few participants. Solicit input from those who are reticent to participate by asking them for an opinion. Acknowledge/attribute ideas, suggestions, and comments accurately.

- Foster open and non-judgmental communication among all ranks of faculty. Promote inclusion during discussion of strategic planning, new initiatives and major policy issues.
- To ensure fairness, establish policies to avoid ad hoc decisions for faculty evaluations, distribution of resources, and workload assignments.
- Ensure that all aspects of faculty work that contribute to the department's mission are valued and recognized in the department's recognition and reward system. Ensure appropriate recognition of exceptional contributions to all aspects of the mission.
- Ensure that women and minorities are not subject to higher expectations for number/quality of publications. Be vigilant for inadvertent biases/assumptions, including student and departmental evaluations that may introduce disparity in the evaluation process.
- Effectively address dual career opportunities.
- Accommodate balance between professional work and personal life. Ensure fair dissemination and application of university policies on work-life balance.
- Ensure that teaching workload and service workload balance across the faculty. Reevaluate teaching and service commitments of each faculty member regularly.
- Encourage faculty to communicate concerns to the chair and/or upper level administrators. Advocate for faculty, and communicate their concerns to the upper administration.
- Be proactive in identifying/nominating faculty for intramural and extramural awards. Publically recognize and celebrate achievements of all faculty members.
- Distribute resources equitably. Ensure that appropriate research space and other research support are provided to all, with accommodation for changing needs. Ensure adequate support for teaching and mentoring activities by all faculty.
- Notify all faculty about campus-wide development opportunities, including grantsmanship seminars, workshops on team building (including supervising members of a research group, and managing a laboratory), teaching and leadership programs. Provide avenues for teaching guidance throughout all faculty members' careers.