

## Tenure and Promotion

**Co-Sponsored by the Hunter College  
Gender Equity Project and the Office of the Provost**

### I. Pre-Workshop Activities

**Read**        *The GEP tenure and promotion guidelines: Part 4, The promotion/tenure packet* (Cebenoyan, Rabinowitz, Nicols-Grinenko, & Valian, 2005)

**Suggested Readings**        *On the road to tenure* (Abbott, 1991)  
                                  *A look at the record* (Baron, 2002)  
                                  *External reviewers* (Baron, 2003)  
                                  *Life after tenure* (Baron, 2003)  
                                  *Promoting late bloomers* (Baron, 2003)  
                                  *The tenure files: Getting through the college* (Baron, 2003)  
                                  *Tenure narratives* (Bruner, 1990)

#### **Pre-Workshop Activity 1 (complete before the workshop)**

Think about putting together your own tenure or promotion packet. Come to the workshop prepared to discuss the ways in which *The GEP tenure and promotion guidelines* helped you think about putting together your packet as well as the ways in which the guidelines could be improved.

1. Do you have questions about putting together your packet that are not addressed in the guidelines?
2. Did the guidelines adequately represent the norms and practices in your department/discipline?
3. Were the sample CVs useful? Were the comments helpful? Do you have suggestions for additional comments?
4. Are there sections that are unclear, confusing, incorrect, or inappropriate?

#### **Pre-Workshop Activity 2 (complete before the workshop)**

Talk with a colleague in your department who has recently been through the tenure or appropriate promotion process. Ask about what was included in his or her tenure/promotion packet and about the requirements in each of the following areas:..

*Research:* publications, grants, research statement, graduate students

*Teaching:* teaching evaluations, teaching portfolio

*Service:* department, Hunter College, CUNY, discipline, community (if applicable)

*Professional activity:* reviewer, editor, officer of professional organization, chair or organizer of symposia or meeting sessions

What do you see as your areas of strength and areas of weakness?

**II. The Workshop:**            **September 27, 2006**  
   **1:00 – 3:00 pm**  
   **Psychology Department Conference Room (611N)**  
   *Lunch will be provided*

**Presentation:** Tenure and Promotion – *V. Rabinowitz and V. Valian*

**Question & Answer:** Based on presentation

**Discussion:** Based on Pre-Workshop Activities 1 and 2

**III. Post-Workshop Activity**

*We suggest that you complete the following activity to help you better prepare for your tenure/promotion candidacy. This activity will not be discussed during the workshop, but is strongly recommended.*

Talk to a colleague and generate 3 concrete plans to strengthen your package. Make a timeframe to accomplish these goals. Remember that publishing your work is one of the most important things that you can do.

Consider the following:

1. How long do you have before your next review? Which projects can you plan to work on during that time?
2. Do you have a research plan for the next 5 years? Do you have someone in your circle of advisors with whom you can discuss this?
3. What evidence is there that your research has made an impact in your field? How can your impact be strengthened?
4. Who will you suggest as external reviewers?
  - a. What can you do now to ensure they are familiar with your scholarly work?
5. Have you written a teaching statement? When was the last time you updated it? Have you
  - a. contributed to department needs?
  - b. updated and innovated the curriculum?
  - c. mentored undergraduate, masters, and graduate students?
6. What professional organizations and activities are you interested in and how can you be more involved (see the Professional Activities section of the sample CV for ideas)?

### References

- Abbott, D. A., & Sanders, G. F. (1991). On the road to tenure. *Family Relations*, 40, 106 – 109.
- Baron, D. (2002, November 7). *A look at the record*. Retrieved October 1, 2005, from <http://chronicle.com/jobs/2002/11/2002110701c.htm>
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- Bruner, E. (1990). Tenure narratives. *Anthropology Newsletter*. Retrieved November 15, 2005 from <http://websites.usu.edu/advance/FileManager/Download.asp?Parent=6299&FilePath=Tenure+Narrative%2Epdf>
- Cebenoyan, D., Rabinowitz, V., Nicols-Grinenko, A., & Valian, V. (2005). *The GEP tenure and promotion guidelines*. Unpublished manuscript, Gender Equity Project, Hunter College.
- U. C. Irvine. (2003). *Advancement and promotion at Irvine*. Retrieved October 17, 2005 from <http://www.ap.uci.edu/Guides/faculty/TenureHandbook,02.pdf>

### Background Resources

- Hunter College Faculty Handbook. Retrieved November 15, 2005 from [http://www.hunter.cuny.edu/fda/web/handbook\\_Oct02.pdf](http://www.hunter.cuny.edu/fda/web/handbook_Oct02.pdf)
- Report of the Georgia Tech Promotion and Tenure ADVANCE Committee (PTAC). Retrieved May 17, 2004 from <http://www.advance.gatech.edu/ptac/>
- Utah State University Promotion and Tenure resources. Retrieved November 15, 2005 from <http://websites.usu.edu/advance/Document/index.asp?Parent=6299>
- University of Washington Promotion and Tenure resources. Retrieved November 15, 2005 from [http://www.engr.washington.edu/advance/resources/development\\_consultants.html](http://www.engr.washington.edu/advance/resources/development_consultants.html)