

## Gender Equity Project Colloquia and Workshops

### Tenure and Promotion Activities and Discussion

Read: *The GEP tenure and promotion guidelines* (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)  
*The tenure files: Getting through the college* (Baron, 2003)  
*Tenure narratives* (Bruner, 1990)

Activity 1 (complete before the workshop): Read The GEP Tenure and Promotion Guidelines. Think of suggestions for improving the packet. When reading the packet, did you encounter

- sections where you believe your department/discipline may not have been represented (e.g., types of publications, such as books, that were not presented sufficiently)?
- relevant experience(s) or personal information you think has not been addressed?
- unnecessary information that has been emphasized?
- anything that is confusing or unclear?
- anything else you feel is inappropriate, or any advice we gave that maybe we shouldn't have?

Think of the sample CVs as well – were the comments helpful? Can you think of other comments (both good and bad) that were not included?

Reflect on the format of the packet. Was it easy to navigate? Are there ways in which it could be made a more efficient, friendly, and approachable read?

Think of any other suggestions or general comments you may have regarding the packet. What were its strengths and weaknesses? If you were to change it in any way, how would you go about doing so?

If you have already gone up for either promotion or tenure, do you think having had a packet as such would have helped you more? What were the things you wish you had known then? Does this packet address them?

Come prepared to discuss any comments and suggestions you think of while reading the toolkit.

Presentation: Dos and Don'ts for tenure and promotion packages (*V. Rabinowitz*)

Question & Answer: Based on presentation.

Discussion: Based on Activity 1.

Suggested Activities: These are some activities we suggest you do that may better prepare you for your tenure/promotion candidacy. They will not be discussed during the workshop, but are strongly recommended.

Activity 1: Talk with a colleague who has recently been through the tenure or appropriate promotion process. Ask him or her about what the requirements are and what was included in his or her package. How do you stand in terms of these requirements? Write down the requirements and what you see as your areas of strength and areas of weakness.

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

*Teaching:* teaching statement, teaching evaluations, , teaching portfolio

*Service:* departmental, Hunter College, and community (if applicable) service

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

Activity 2: 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 the most important thing that you can do.

Consider the following:

1. How long do you have before your next review and which projects can you plan to publish work on during that time?
2. Do you have a research plan for the next 5 years? Do you have someone on your board of advisors with whom you can discuss this?
3. What indicates the impact of your research? How can this 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 professional activity in Activity 1 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. *The Chronicle of Higher Education*. Retrieved October 1, 2005, from Web site:  
<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). Accessed 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)

It's not too late to start keeping track:

*"When you walk into your office as a brand-new faculty member, your first official act should be to grab a file folder, label it "Tenure," and put it in the file drawer of your desk (not that filing cabinet across the room). EVERY time you give a talk at the local high school, organize a meeting, serve on a committee or receive an award, make a note of the date and event and put it into the file. Otherwise, you will never remember the many contributions you have made when you are under pressure to assemble your tenure file five years later.*

*Be aware of your own tendency to be self-effacing. This is the time to highlight your achievements. Include documentation of your papers' citations and a summary of scientific achievements." (Tobin, 2004, p. 74)*

[http://www.ascb.org/committees/wicb/careerpdfs/WICB\\_chapter7.pdf](http://www.ascb.org/committees/wicb/careerpdfs/WICB_chapter7.pdf)