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## Faculty Guide for Reappointment, Promotion and Tenure Review

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### Overview of the Reappointment, Promotion and Tenure Process <sup>1</sup>

MSU has a multi-level review process for reappointment, promotion and tenure (RPT) decisions. Recommendations for reappointment, promotion and tenure are made in the department according to unit, college and university bylaws, policies and procedures. Recommendations that do not involve the award of tenure are reviewed successively by the dean, the provost and the president, who makes the final decision. Recommendations that involve the award of tenure are reviewed successively by the dean, the provost, and the president, who makes the final recommendation to the Board of Trustees for action.

The RPT process includes the following steps:

1. Faculty member and department chairperson/school director complete their respective parts of the Recommendation for Reappointment, Promotion or Tenure Action form.
2. External peer evaluation (letters of reference), if required by unit procedures.
3. Faculty member has an opportunity to confer with the department/school peer review group before a decision is made.
4. Department/school peer review group provides advice to the chairperson/director regarding reappointment, promotion and tenure decisions.
5. Department chairperson/school director conducts an independent evaluation, taking into consideration peer evaluation, and forwards a recommendation to the dean.
6. College-level reappointment, promotion and tenure committee provides advice to the dean about department/school recommendations for reappointment, promotion and tenure.
7. Dean independently reviews each recommendation for reappointment, promotion and tenure and forwards a recommendation to the provost.
8. The Associate Provost and Associate Vice President for Academic Human

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Resources and the Senior Associate Provost consult with the provost on the dean's recommendations.

9. The Associate Provost and Associate Vice President for Academic Human Resources, the Senior Associate Provost, and the Vice President for Research and Graduate Studies jointly review each recommendation with the applicable dean and approve/disapprove the recommendation on behalf of the Office of the Provost. Approved actions that do not involve an award of tenure are forwarded to the president for final action.
10. Board of Trustees takes action on recommendations involving the award of tenure.

The RPT process is initiated by the provost each year in early November with a distribution of materials to be used for that year's review cycle, including a list of faculty for whom tenure action is required.

#### Criteria and Standards

Decisions to promote and tenure faculty members are the most important made by the University, for they will determine MSU's reputation and prominence for many years to come. Departments, schools and colleges are expected to apply rigorous standards and to refrain from doubtful recommendations of reappointment, tenure or promotion.

Departments, schools and colleges are required to base decisions about reappointment, promotion and tenure on criteria and procedures that are clearly formulated, objective, relevant, and made known to all faculty members. These procedures are also required to include a means by which a probationary tenure system faculty member is evaluated and informed annually of his/her progress.

Faculty are reviewed according to the criteria and standards in department/school bylaws or other relevant documents, college bylaws or other relevant documents (if any), and the University's statement on "Appointment, Reappointment, Promotion and Tenure Recommendations." It is critical that faculty learn about the standards and criteria in their department/school and/or college. The department chairperson/school director should provide this information upon initial appointment in the tenure system or as soon as possible thereafter.

The University's statement requires that achievement and performance levels must be competitive with faculties of leading research-intensive, land grant universities of international scope. Expectations of excellence are embodied in the following standards for reappointment, promotion and tenure:

1. Reappointment with award of tenure: Each tenure recommendation should be based on a clear record of sustained, outstanding achievements in education and scholarship across the mission, consistent with performance levels expected at peer universities.
  - a. For the faculty member appointed initially as associate professor on a probationary basis in the tenure system who has established such a record, the tenure recommendation is effective upon reappointment after one probationary appointment period.
2. A recommendation for promotion from assistant professor to associate professor in the tenure system (with tenure) should be based on several years of sustained, outstanding achievements in education and scholarship across the mission, consistent with performance levels expected for promotion to associate professor at peer universities. A reasonably long period in rank before promotion is usually necessary to provide a basis in actual performance for predicting capacity to become an expert of national stature and long-term, high-quality professional achievement.

A recommendation for promotion from associate professor to professor in the tenure system should be based on several years of sustained, outstanding achievements in education and scholarship across the mission, consistent with performance levels expected at peer universities. A reasonably long period in rank before promotion is usually necessary to provide a basis in actual performance to permit endorsement of the individual as an expert of national stature and to predict continuous, long-term, high-quality professional achievement.

Recommendations for reappointment, promotion or tenure are based upon a faculty member's scholarly contributions. In particular, assessment of faculty performance should recognize the importance of both teaching and research and their extension beyond the borders of the campus as part of the outreach dimension, as appropriate to the particular responsibilities assigned to the faculty member and the missions of the unit.

#### Time Table for 2011-12 Reappointment, Promotion and Tenure Actions

This is the University schedule; departments/schools and colleges may have internal due dates.

On or Before

August 5, 2011	Office of the Provost sends advance copy of Timetable and list of faculty for whom tenure action is required, i.e., faculty whose probationary appointment ends on August 15, 2013.
November 10, 2011	Office of the Provost distributes materials electronically to initiate tenure system reappointment and promotion recommendations, including a list of faculty members for whom reappointment recommendations are required.
Date to be determined	Chairpersons and directors inform individual faculty members in a timely manner when their completed Form D "Recommendation for Reappointment, Promotion or Tenure Action" and supporting materials have been forwarded to the dean.
February 29, 2012	The following forms are sent from the Dean through the web application to Academic Human Resources:  Form A: "Tenure System Reappointment Recommendations."  Form B: "Promotion List."  Form C: "Documentation of Annual, Written, Tenure System Faculty Review."  Form D: "Recommendation for Reappointment, Promotion or Tenure Action" and an updated curriculum vitae for each faculty member listed on Form A and Form B  Deans request chairpersons and directors to inform individual faculty in a timely manner of whether or not the dean has approved the department's recommended action and that the dean has forwarded a completed "Recommendation for Reappointment, Promotion, or Tenure Action" form to the provost. Even if the dean does not approve the department's recommended action, all review materials in support of such an action will be made available for review by the provost and her/his staff.
Mar 12-April 18, 2012	Deans' conferences with the Associate Provost/Associate Vice President for Academic Human Resources, Senior Associate Provost and the Vice President for Research and Graduate Studies to review individual recommendations

May 2, 2012	Provost notifies deans of recommendations accepted for recommendation to the president and the Board of Trustees.
May 3-9, 2012	Deans notify chairpersons and directors, who notify faculty members, of actions taken by the Office of the Provost and the president on recommendations not involving the award of tenure.
May 31, 2012	Final lists of reappointments and promotions involving the award of tenure are prepared and forwarded by the Office of the Provost for recommendation to the president and for the agenda for the Board of Trustees.
June 22, 2012	Meeting of the Board of Trustees.
June 25, 2012	Notification to deans of final approval for actions involving the award of tenure; deans notify chairpersons and directors, who notify faculty members.
October 15, 2012	Delayed actions due.
Date to be determined	Those with delayed reappointment, promotion, and/or tenure actions should be informed as soon as possible following final action by the president or Board of Trustees.

December 14, 2012 Deadline for notification to faculty who are not reappointed.

#### Recommendation for Reappointment, Promotion or Tenure Action Form

This (required) form, referred to as Form D, outlines many of the activities that are relevant to decisions on promotion, tenure and reappointment. It provides the opportunity to document, provide evidence for and assess faculty scholarship in the functional areas of instruction, research and creative endeavors, and service within the academic and broader community, as well as in cross-mission initiatives.

Sections I, II and III of Form D are summary evaluations completed by the chairperson, director and/or dean. The following materials are completed and submitted by the faculty member:

1. Evidence of scholarly activities as requested in Section IV
2. A reflective essay about accomplishments over the reporting period (5 page maximum)
3. A curriculum vitae as a more complete listing of scholarly activities and works
4. Other evidence as required by the unit (such as letters from reviewers) or desired by the faculty member

#### Annual Review

All tenure system faculty must be evaluated and informed annually, in writing, about their progress. The Faculty Review policy provides principles and guidelines for implementing these reviews.

#### Peer Review/College-Level Committee Review

##### Unit Level

Each department and school is required to establish procedures so that its faculty can provide advice to the chairperson/director regarding recommendations for reappointment, promotion and tenure. University guidelines for the composition of peer review committees are included in the statement on Peer

## Review Committee Composition and External Evaluations.

### College Level

Each departmentally organized college is required to establish a college-level reappointment, promotion and tenure committee that is charged to provide advice to the dean about department/school recommendations for reappointment, promotion and tenure. College-level committees are required to incorporate a set of principles that are included in the statement on College-Level Reappointment, Promotion and Tenure Committees.

### Joint Appointment

Only the primary unit will make a recommendation for reappointment, promotion or tenure for a faculty member with a joint appointment. However, the chairperson/director of the primary unit is obligated to consult with the chairperson/director of all joint units prior to submitting a recommendation.

### External Letters of Reference

External letters of reference are required for all reviews of tenure system faculty involving the granting of tenure or promotion. External letters of reference are required in order to ensure that individuals recommended have an achievement and performance level that is comparable with faculties of peer institutions. The statement on External Letters of Reference provides principles and procedures that must be applied uniformly to all faculty in the unit for soliciting external letters of reference.

### Confidentiality of Letters of Reference

Letters of reference, as part of an official review file, are held in confidence and will not be disclosed to a faculty member under consideration or to the public except as required by law or University policy. In all such instances, the information made available will be provided in a form that seeks to protect the identity, privacy, and confidentiality of the evaluator.

### University-level Review

All recommendations for reappointment, promotion and tenure are jointly reviewed by the Associate Provost and Associate Vice President for Academic Human Resources, the Senior Associate Provost, the Vice President for Research and Graduate Studies, and the applicable dean. In addition to reviewing recommendations against the standards and criteria of the department/school and/or college and the University, the Associate Provost, Senior Associate Provost and the Vice President assess the candidate's independent role in research and scholarship and the commitment to seek external funding, as appropriate to the discipline and assignment of the faculty member.

Additionally, the Associate Provost and Associate Vice President for Academic Human Resources and the Senior Associate Provost consult with the provost on the deans' recommendations.

### Early Promotion/Tenure

A promotion or tenure action is not considered "early" if justified by a record of performance at another university or during a fixed term appointment at MSU that is required by immigration regulations or other relevant reason, provided the performance meets MSU standards. Early promotion/tenure is based on an exceptional record of accomplishments at MSU that is based on department/school/college and University criteria. Early promotion/tenure is reserved for extraordinary cases.

### Visa Status/Foreign Nationals

Foreign nationals (those holding non-immigrant status) may be appointed within the tenure system, but may not be awarded tenure unless they have acquired permanent resident status or complete a [Tenure Policy Exemption Agreement](#).

Alternatively, an extension of the probationary appointment is automatic if a tenure decision is required before permanent resident status is obtained and the

candidate has been recommended for tenure.

### Stopping the Tenure Clock/Extension of the Probationary Appointment

#### Automatic

The tenure system probationary appointment is extended automatically for one year for the following reasons:

1. Leaves of absence with or without pay that are six to twelve months.
2. Changes in appointment to 50% time or less for one year.
3. Upon request from a faculty member on approved leave of absence (paid or unpaid) for twelve weeks or longer for reasons related to the birth or adoption of a child. Automatic extensions for this reason are limited to two separate one-year extensions.
4. Immigration/visa status that does not permit the award of tenure for candidates who have been recommended for tenure.
5. An extension recommended as an outcome of a hearing and/or appeal conducted pursuant to the Faculty Grievance Policy.

#### Requests

Extension of the probationary appointment may be requested from the University Committee on Faculty Tenure for reasons related to childbirth, adoption, the care of an ill and/or disabled child, spouse, or parent; personal illness, to receive prestigious awards, fellowships, and/or special assignment opportunities, or other such serious constraints.

The procedure for requesting an extension of the probationary tenure system appointment is included in the statement on Implementation Practices (Stopping the Tenure Clock).

#### Delay in Reappointment Decision

On an individual case basis, there may be justification to delay the final reappointment, promotion, or tenure decision until the fall (final recommendations are due on or before October 15). Upon the request of or after consultation with the faculty member, the department/school chairperson/director and dean may concur that another review will be held early in the fall for the purpose of reviewing additional information and making a final recommendation. The request for a delay must be approved by the Associate Provost and Associate Vice President for Academic Human Resources.

#### Effective Dates

The effective date for reappointment with tenure is the first of the month following final approval by the Board of Trustees. The effective date for reappointment without tenure is August 16 of the year following the recommendation, e.g., for recommendations made in April 2006, the effective date is August 16, 2007.

The effective date for promotion with or without the award of tenure is the first of the month following final approval by the Board of Trustees.

The effective date for non-reappointment is August 15 of the year following the recommendation, e.g., for recommendations made in April 2006, the effective date is August 15, 2007.

#### Promotional/Tenure Base Salary Increases

Central support for promotional increments for tenure system faculty is provided at \$2,000 per promotion from assistant to associate professor and at \$2,500 per promotion from associate to professor. For those appointed at the associate professor rank but without tenure, \$2,000 will be provided upon receipt of tenure. If unit promotional policy exceeds the above funding, units are responsible for the additional amount. Promotion/tenure salary increases are effective with the general increase, normally October 1, and are in addition to the annual merit increase.

#### Negative Decisions

The decision not to reappoint a non-tenured faculty member does not necessarily imply that the faculty member has failed to meet the standards of the University with respect to academic competence and/or professional integrity. This decision may be contingent, wholly or in part, upon the availability of salary funds and/or departmental needs.

A faculty member who is not recommended for reappointment must be notified in writing by the chairperson/director and/or dean as soon as possible and no later than December 15 preceding the expiration of the appointment. Upon written request of the faculty member, the administrator of the basic administrative unit making the decision must transmit in writing the reasons for the decision.

#### Appeal Procedures

The administrative review procedure is an informal process providing an avenue for faculty/ academic staff to request an independent assessment from their department chairperson/school director, dean, and Office of the Provost on personnel matters such as salary status, reappointment, promotion and tenure.

If a non-tenured faculty member believes that the decision not to reappoint was made in a manner that is at variance with the established evaluation procedures, he/she may, following efforts to reconcile the differences at the level of the basic administrative unit and the dean of the college, initiate an appeal in accordance with the Faculty Grievance Policy. The time frame for initiating a grievance begins upon receipt of notification of the negative decision from the dean or department chairperson/school director.

#### Survive and Thrive in the MSU Tenure System Workshop

The Office of Faculty and Organizational Development in the Office of the Provost sponsors this workshop each fall. This workshop is for probationary tenure system faculty to provide assistance in functioning successfully within the tenure system at MSU.

The workshop has the following objectives:

1. To expand faculty members' understanding of key concepts, topics and issues within their department and about University reappointment, promotion and tenure procedures
2. To discuss approaches to documentation and record keeping for reappointment, promotion and tenure purposes
3. To provide practical information on making choices, balancing conflicting demands, managing departmental politics
4. To provide an opportunity for communication and problem-solving among faculty and academic administrators

#### Data - 5-year Summary of Promotion and Tenure Actions University-wide

Over the five reappointment cycles from 2006 through 2010, there have been 22 associate professors reappointed with tenure; 298 assistant professors reappointed for a second three-year probationary appointment; 213 promotions to associate professor; 164 promotions to professor; and 35 individuals not reappointed. Additionally, extensions of the probationary appointment were approved for 6 associate professors and 27 assistant professors.

Generally, at Michigan State, the tenure rate for starting cohorts is about 70%, i.e., faculty members who have resigned or are no longer appointed in the tenure system are included in the base calculation. The tenure rate is approximately 90% for faculty who are reviewed in a given year.

#### Tenure/Promotion Recognition Dinners

Each fall the Office of the Provost hosts a recognition dinner ceremony in honor of faculty members promoted to the rank of professor and for those awarded tenure.

#### Post-Tenure Review

Post-tenure review is implemented through several existing policies and

procedures (contained in the Faculty Handbook), including a clarifying interpretation by the University Committee on Faculty Tenure on the meaning of the term "incompetence" in the disciplinary and dismissal policies. Performance is monitored through the use of annual written performance evaluations as required by the policy on "Faculty Review." Work performance, as determined in such reviews, is to be reflected in annual merit salary adjustments and as a basis for advice and suggestions for improvement. Although not triggered by a fixed number of years of low performance, discipline in a variety of forms may be invoked under the "Policy and Procedure for Implementing Disciplinary Action where Dismissal is Not Sought." In more serious cases, the "Dismissal of Tenured Faculty for Cause Procedure" can be invoked.

University-level policies/forms relevant to the reappointment, promotion and tenure process

- [Administrative Review](#)
- [Appointment, Reappointment, Tenure and Promotion Recommendations](#)
- [College-Level Reappointment, Promotion and Tenure Committees](#)
- [Conflict of Interest in Employment](#)
- [Disciplinary Action Where Dismissal is Not Sought, Policy and Procedure for Implementing](#)
- [Dismissal of Tenured Faculty for Cause](#)
- [External Letters of Reference](#)
- [Faculty Career Advancement and Professional Development: A Special Affirmative Action Responsibility](#)
- [Faculty Grievance Policy](#)
- [Faculty Review](#)
- [Granting Tenure](#)
- [Implementation Practices \(Stopping the Tenure Clock\)](#)
- ["Incompetence," Definition of the Term by the University Committee on Faculty Tenure](#)
- [Non-Reappointment](#)
- [Non-Tenured Faculty in the Tenure System](#)
- [Operating Principles of the Tenure System](#)
- [Peer Review Committee Composition](#)
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- [Promotion of Tenured Faculty](#)
- [Recommendation for Reappointment, Promotion or Tenure Action Form](#)
- [Reference Letters for Reappointment, Promotion and Tenure Recommendations, Confidentiality of](#)
- [Salary Adjustment Guidelines, Academic](#)
- [Survive and Thrive Workshop](#)
- [Tenure Action and Promotion](#)

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[Footnote:](#)

<sup>1</sup> Web links to all relevant policy statements and forms are listed at the end of this document.

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## Reappointment, Promotion, And Tenure Toolkit

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[Reappointment, Promotion and Tenure Policies and Procedures in the MSU Faculty Handbook](#)

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- [Resources for Faculty](#)
- [Resources for Administrators](#)

[Check List of Required Practices in RP&T – Unit Guidelines](#)

- [Printer Friendly Document](#)

[Check List of Required Practices in RP&T – College Guidelines](#)

- [Printer Friendly Document](#)

### Reappointment, Promotion and Tenure Policies and Procedures in the MSU Faculty Handbook

[Operating Principles of the Tenure System](#)

<http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/TenurePrinc.htm>

**Summary:**

Provides principles regarding the start dates for probationary appointments, leaves of absence, notification of non-reappointment, appointments of foreign nationals, interpretation of the tenure rules and where tenure resides.

[Granting Tenure](#)

<http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/granttenure.htm>

**Summary:** Faculty members with the Rank of [Professor](#) in the tenure system are granted tenure from the date of appointment.

Faculty members appointed as [Associate Professors without tenure](#) and who have served previously at MSU are appointed in the tenure system for a probationary period of, generally, two to five (2-5) years.

A newly appointed Associate Professor can be granted tenure from the date of appointment.

Faculty members appointed as an [Assistant Professor](#) are appointed for an initial probationary period of four years and may be reappointed for an additional probationary period of three years.

[Reassigning Tenured Faculty](#)

<http://hr.msu.edu/documents/facacadhandbooks/facultyhandbook/facultyreassign.htm>

**Summary:**

Tenure at MSU resides in the University. Thus, if a unit is discontinued, reassignment of the faculty is normally in another academic unit and is negotiated with the faculty member and the receiving unit.

### Stopping the Tenure Clock

Implementation Practices

<http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/implementation.htm>

#### **Summary:**

Provides reasons for automatic, one-year extension of probationary appointments and information about the process for requests of extensions for other reasons.

### Post Tenure Review

Po: <http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/posttenure.htm>

#### **Summary:**

There is not a distinct process for post tenure review. Post-tenure review is implemented by monitoring performance through the annual performance evaluation process. The post tenure review process can result in a plan which leads to increased productivity or enhanced professional achievement by the faculty member. Depending on the outcome of the plan, the process can result in disciplinary action, including dismissal.

Faculty Handbook Policies:

- Policy and Procedure for Implementing Disciplinary Action Where Dismissal is Not Sought
- Provides causes for discipline, the process, and possible disciplinary actions.  
<http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/Disciplinary.htm>
- Dismissal of Tenured Faculty for Cause  
Provides grounds for dismissal and the stages of the process.  
<http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/dismissal.htm>

### Appointment, Reappointment, Tenure and Promotion Recommendations

Policies in the Faculty Handbook:

<http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/recommendations.htm>

#### **Summary:**

Handbook outlines the process initiated at the unit level, based on both peer review of candidates and unit standards for performance. Candidates are reviewed at the college and university levels; these reviews are based on explicit unit criteria and quality evaluations, consistent with college and university policies and goals. Recommendations can be positive or negative for: reappointment of an Assistant Professor for a second probationary period; reappointment of a tenure-system, untenured Associate Professor with the award of tenure; promotion of Assistant Professor to Associate Professor with the award of tenure; promotion of an Associate Professor to Professor. An overview of the standards for such recommendations is presented.

### Tenure Action and Promotion

Overview in the Faculty Handbook

<http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/tenureaction.htm>

#### **Summary:**

This section includes an overview of the extensive information needed to evaluate faculty performance for tenure action and promotion. Expectations for action are unit specific and dependent on an individual's particular assignment.

### College-Level Reappointment, Promotion and Tenure Committee Policies

Guidelines in the Faculty Handbook:

<http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/repptTenure.htm>

#### **Summary:**

University Policy

Each college is required to establish a college-level reappointment, promotion and tenure committee that is charged to provide advice to the dean about department/school recommendations for reappointment, promotion and tenure. Deans are responsible for personnel matters in her or his respective college, taking into account the college's advisory procedures. College-level reappointment, promotion and tenure committees provide input to the dean in making reappointment, promotion and tenure decisions.

#### **Principles**

Each college must include in its written materials rules governing the reappointment, promotion, and tenure process, a procedure for establishing a college-level reappointment, promotion and tenure review committee, including methods for selecting committee members and how the committee will function.

### Guidelines for Academic Unit Peer Review Committee Composition

Guidelines in the Faculty Handbook:

<http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/peerReviewUnit.htm>

#### **Summary:**

Each unit establishes procedures to provide peer review advice to unit administrators regarding recommendations for academic personnel actions, including merit salary increases. The unit bylaws should indicate the designated group(s) to whom recommendations regarding reappointment, tenure and promotion should be made. Guidelines for Peer Reviews Committee Composition are outlined.

### External Letters of Reference

Policies in Faculty Handbook:

<http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/refLetters.htm>

#### **Summary:**

External letters of reference are required for all reviews involving the granting of tenure or promotion. Some units require external letters for reappointment. Practices may vary by unit, but the principles of soliciting letters of reference are outlined.

### Policies regarding the Confidentiality of Letters of Reference:

<http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/tenureRecommend.htm>

#### **Summary:**

In soliciting letters of reference a specific statement of confidentiality MUST be included in the request. The suggested wording of the statement is listed in faculty handbook reference above.

### Evaluation of Non-Tenured Faculty in the Tenure System

Policies in the Faculty Handbook:

<http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/nontenured.htm>

#### **Summary:**

The above reference outlines the process for evaluating non-tenured, tenure-system faculty. The actions to be taken upon decision not to reappoint are outlined and the possible responses of the faculty member not reappointed are presented.

### Faculty Guide for Reappointment, Promotion and Tenure – an Overview

General Guidelines:

<http://hr.msu.edu/promotion/facacadstaff/FacGuideTenure.htm>

#### **Summary:**

Provides overview of RPT process including time table, early promotion & tenure, visa status, effective dates for various decisions and outcomes, Survive and Thrive workshop descriptions, University level review and tenure and promotion recognition dinners. Also presents data on RPT processes from the last five years.

## **Workshops, Programs and Resources on Reappointment, Promotion & Tenure**

### **For Faculty**

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#### **1. Survive and Thrive in the MSU Tenure System**

<http://fod.msu.edu/SurviveThrive/about.asp>

Normally scheduled in Mid October – Half day Workshop

The workshop has the following objectives:

- To expand faculty members' understanding of department and University reappointment, promotion and tenure procedures.
- To discuss approaches to documentation and record keeping for reappointment, promotion and tenure purposes.
- To provide practical information on making choices, balancing conflicting demands, and managing departmental politics.
- To provide an opportunity for communication and problem solving among faculty and academic administrators. Many faculty members find it helpful to attend this program more than once, finding different elements useful at different stages of their pre-tenure experience.

## 2. From Associate Professor to Professor: Productive Decision-making at Mid-Career

<http://fod.msu.edu/SurviveThriveII/about.asp>

For Recently Appointed Associate Tenure-System Professors

This one-half day workshop is scheduled during the spring semester and has the following objectives:

1. To clarify expectations for attaining the rank of full professor;
2. To enable new associate professors to better anticipate the opportunities and challenges they will face and to inform their mid career decision-making and experiences; and
3. To provide a venue for faculty members to ask questions about this new stage in their careers.

## 3. Spring Institute on College Teaching and Learning

<http://fod.msu.edu/SpringInstitute/about.asp>

Single and multi-day workshops are offered on topics related to active learning, inclusive teaching, and assessment.

## 4. Online Instructional Resources

<http://fod.msu.edu/oir/index.asp>

Instructional resources on a large number of instructional resources that are available on the web are available from this site, organized by major topical areas.

## 5. Orientation For New Tenure System and Health Programs Faculty, Continuing System Librarians and National Superconducting Cyclotron Laboratory Appointments

[http://fod.msu.edu/orientation/TSHP\\_about.asp](http://fod.msu.edu/orientation/TSHP_about.asp)

Orientation for all NEW tenure system faculty events occur in late August and includes, in addition to the general orientation, a research section and an additional technology workshop.

## 6. Workshop for Faculty Leaders

<http://fod.msu.edu/wfl/about.asp>

Workshops for Faculty Leaders (WFL), provide leadership development for faculty in their many roles in governance, search committees, research projects and large labs, and the myriad of contexts in which faculty rely on leadership skills.

## 7. Support for Research

<http://resfacil.msu.edu/>

Office of Research Facilitation and Dissemination sponsors a variety of faculty research workshops, seminars and discussion groups.

## 8. Events and resources provided by the Women's Resource Center:

<http://wrc.msu.edu/events.php?events>

Past programs have included:

- "Letting Off a Little Self Esteem"
- "College to Career Transition"
- "Training for a Future in Political Office"

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## For Administrators

### Orientation for New Administrators – Office of Faculty and Organizational Development

[http://fod.msu.edu/orientation/EXM\\_about.asp](http://fod.msu.edu/orientation/EXM_about.asp)

Three half-day sessions, mandatory orientations for department chairs, school directors, and deans, are held in early August. The program includes:

1. Hiring, Promotion, Tenure and Performance Review
2. University Research Policies and Procedures
3. Survival Skills for New Administrators
4. Conflict Resolution Resources
5. Legal and Regulatory Environment

**LEAD programs – Office of Faculty and Organizational Development**

<http://fod.msu.edu/lead/about.asp>

LEAD workshops are offered for deans, chairs, directors and executive managers, sponsored by the Office of Faculty and Organizational Development in the Office of the Provost. These programs are designed to promote ongoing communication among academic administrators, provide leadership development opportunities, and support campus leaders (deans, chairs, directors, and executive managers) in their efforts to foster organizational change in their units.

Past programs have included topics such as:

1. Making Joint Appointments a Success
2. Tackling the Human Resources Challenges of the Chair/Director
3. Study of Mid-Career Faculty: Implications for Practice
4. Strategies for Advancing Diversity and Quality at MSU in a Post-Prop 2 Environment
5. Success in the Academic Hiring Process from Start to Finish
6. Faculty Performance Review and Development: Improving the Process and its Outcomes

**Resources from the Office for Inclusion and Intercultural Initiatives**

<http://www.inclusion.msu.edu/>

1. Bias-Free Communication Brochure
2. Sexual Harassment training programs
3. Bias Incident Reporting and Training
4. Brochure on Assuring Equity and Non-discrimination
5. Annual Data Reports on Inclusion and Diversity at MSU

**Check List of Required Practices**

**In Reappointment, Promotion & Tenure Practices (Unit Guidelines)**

**Printer Friendly Document**

*Below are guidelines regarding required practices for UNITS when reviewing Reappointment, Promotion and Tenure Policies and Procedures.*

\_\_\_\_\_ The unit has written materials governing the appointment, promotion and tenure processes and the procedure for establishing a unit-level merit review committee.

\_\_\_\_\_ The unit has developed general guidelines and expectations for tenure-system faculty reappointment as Assistant Professor, Associate Professor with Tenure, and for promotion from Associate to Full Professor.

\_\_\_\_\_ All guidelines and expectations for reappointment, promotion and tenure are available to all faculty in the unit.

\_\_\_\_\_ Guidelines and expectations for RPT are discussed on a regular basis by the faculty.

\_\_\_\_\_ Guidelines and expectations for RPT at the Unit level are reviewed to be consistent with the guidelines and expectations of the College (or Colleges for jointly administered units).

\_\_\_\_\_ Description of the materials that must be submitted for the unit-level RPT reviews for reappointment and promotion are readily available to all faculty members.

\_\_\_\_\_ The process for evaluation of RPT packages at the unit level is clearly defined and readily available to all faculty members.

\_\_\_\_\_ The chair/director or designated person(s) uses the annual performance review process to inform and guide pre-tenure faculty regarding progress to promotion/tenure.

\_\_\_\_\_ The chair/director or designated person(s) uses the annual performance review process to inform and guide tenured Associate Professors regarding progress to promotion to full professor.

- \_\_\_\_\_ The unit guidelines regarding the number and type of external evaluation letters to be included in the performance review are clearly defined and readily available to all faculty.
- \_\_\_\_\_ The timeline for the unit-level RPT process is made readily available to the faculty each year.
- \_\_\_\_\_ The guidelines for RPT for faculty jointly appointed in multiple units are made readily available to all RPT peer review committee members.
- \_\_\_\_\_ The multiple appointment memorandum is consulted when reviewing faculty members who are jointly appointed in more than one unit (see - [http://hr.msu.edu/forms/faculty\\_forms/FormInfoMam.htm](http://hr.msu.edu/forms/faculty_forms/FormInfoMam.htm)).
- \_\_\_\_\_ The unit makes information regarding unit, college and university resources to assist faculty in preparing for RPT readily available to all faculty members.
- \_\_\_\_\_ The Unit RPT committee is given input and guidance regarding the review process so that evaluations are consistent, objective, and are aligned with the written unit-level expectations for the faculty.
- \_\_\_\_\_ The unit and college guidelines and expectations, as well as the university RPT policies are reviewed by the unit RPT committee prior to reviewing RPT materials. Unit (and college) expectations should support the missions of MSU.
- \_\_\_\_\_ The chair/director meets with the unit RPT committee and discusses each recommendation made by the committee.

### **Check List of Required Practices**

#### **Reappointment, Promotion & Tenure (Colleges Guidelines)**

#### **Printer Friendly Document**

*Below are guidelines regarding required practices for COLLEGE DEANS' OFFICES to consider when developing, reviewing or revising Reappointment, Promotion and Tenure Policies and Procedures.*

- \_\_\_\_\_ The College has written materials governing the reappointment, promotion and tenure process and procedure for establishing a college-level RPT review committee
- \_\_\_\_\_ Dean has informed the unit administrators about the procedures and criteria that the College will use regarding decisions about reappointment of Assistant Professors and untenured Associate Professors with the award of tenure.
- \_\_\_\_\_ The College has developed general guidelines and expectations for promotion to Associate Professor with tenure and from Associate to Full Professor.
- \_\_\_\_\_ All guidelines and expectations for reappointment, promotion and tenure are available to all tenure system faculty members in the College.
- \_\_\_\_\_ Guidelines and expectations for RPT are discussed on a regular basis with the unit chairs and directors.
- \_\_\_\_\_ Guidelines and expectations for RPT at the College level are reviewed to be consistent with the University guidelines and expectations.
- \_\_\_\_\_ The process for evaluation of RPT packages at the College level is clearly defined and readily available to all faculty members in the College.
- \_\_\_\_\_ The College RPT committee reviews (1) the unit and college criteria for reappointment or promotion prior to reviewing unit recommendations, and (2) the university policies and procedures regarding the RPT process.
- \_\_\_\_\_ The Dean meets with the College RPT committee and discusses each recommendation from the committee.
- \_\_\_\_\_ Information regarding unit and college evaluation criteria and expectations are included with the Dean's recommendation to the Provost's Office.
- \_\_\_\_\_ The multiple appointment memorandum is consulted when reviewing faculty jointly appointed in more than one unit (see - [http://hr.msu.edu/forms/faculty\\_forms/FormInfoMam.htm](http://hr.msu.edu/forms/faculty_forms/FormInfoMam.htm)).
- \_\_\_\_\_ For faculty jointly appointed in another college, input is sought from the secondary college when reviewing RPT recommendations at the college level.

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## Survive and Thrive in the MSU Tenure System



June Youatt, Senior Associate Provost; Theodore H. Curry II, Associate Provost and Associate Vice President for Academic Human Resources; J. Ian Gray, Vice President for Research and Graduate Studies; and a Panel of MSU Deans, Department Chairs, College Advisory Committee members and recently tenured faculty

Thursday, October 13, 8:00 a.m. to 12:00 p.m., MSU Union, Parlors B&C

(Registration at 8:00 a.m.; program begins at 8:30 a.m.)

This workshop is designed for probationary tenure system faculty to provide assistance in functioning successfully within the tenure system at MSU. Workshop objectives include:

1. to expand faculty members' understanding of a department and University reappointment, promotion and tenure purposes;
2. to provide practical information on making choices, balancing conflicting demands, and managing departmental politics;
3. to provide an opportunity for communication and problem solving among faculty and academic administrators; and
4. to provide a venue for questions and answers. Many faculty members find it helpful to attend this program more than once, finding different elements useful at different stages of their pre-tenure experience.

Intended Participants

Tenure System Probationary  
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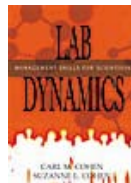
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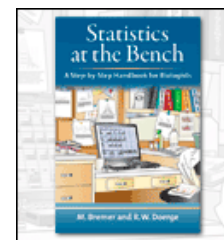


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About the author: Kathy Barker received her B.A. in Biology and English, and her M.A. and Ph.D. in Microbiology, from various branches of the University of Massachusetts. She did her postdoctoral work in the laboratory of Viral Oncology at Rockefeller University and was an Assistant Professor in the Laboratory of Cell Physiology and Immunology at Rockefeller University. She is now based in Seattle, where she writes and gives workshops on various aspects of running a lab.

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## Annual Schedule of RTP Reviews

### DEPARTMENT-SCHOOL LEVEL

RTP discussions with chair and department-school review committee	Spring-Summer
Organizing RTP dossiers	Summer-early Fall
Solicitation of external reviews (only for 2 <sup>nd</sup> reappt and prof reviews)	Summer-early Fall
Department-and school-level review of RTP candidates	Middle-late Fall
Submission of RTP dossiers to College	2 <sup>nd</sup> Fri in December

### COLLEGE LEVEL

*(To go into effect Fall 2011: Preliminary presentation of RTP candidates by CANR chairs and directors to Dean and Directors, Early Fall)*

CANR RTP Committee reviews	Very early January
College-level Dean and Director reviews	Late Jan-early Feb
***Initial feedback to candidates re status from chairs-directors to candidates	Early -mid Feb
Revision of dossiers, if needed, with resubmission to College	Mid-late Feb
Submission of dossiers, including Dean's recommendation, to University Committee (Gray, Youatt, Curry)	Late Feb

### UNIVERSITY LEVEL

Dean's meeting with University Committee to review dossiers	Mar-Apr
***Preliminary decision from Univ review communicated to candidates by chairs-directors	Mar-Apr
Review of Univ-level decisions by provost, then, president	Apr-mid May
**Final decision communicated to candidates by chairs-directors	late May-early June
Tenure actions taken by MSU Board of Directors	June board meeting

(RTP decisions go into effect July 1 of that year; declinations of first and second reappointments result in position terminations on August 15 of the following year)

## CANR P&T 2012-2013

<u>Department/School</u>	<u>Representative</u>	<u>Term Expires August 15<sup>th</sup></u>
AFRE	Lindy Robison	2015
CARRS	Pete Kakela	2013
BAE	Brad Marks	2014
ANS	Rob Templeman	2014
ENT	Rufus Isaacs	2013
FW	Bill Taylor	2014
FSHN	Sharon Hoerr	2013
FOR	David Skole	2015
HRT	Randy Beaudry (chair)	2014
PKG	Pascal Kamdem	2015
PSM	Brian Teppen	2013
SPDC	Jo Westphal	2015

## Principles for Faculty Evaluation

### CANR Promotion and Tenure Committee

1. To effectively evaluate a faculty member, the Committee must consider and evaluate three major categories for excellence:

- a. an assessment of the faculty member's performance of assigned duties;
- b. an assessment of the person's scholarly achievements; and
- c. an assessment of the person's service activities.

In conducting assessments, the Committee operates on the premise that faculty excellence is a matter to be judged, not measured.

2. Assigned duties for a faculty member can include research, teaching, extension/outreach and/or administration. Because the college is a collaborative effort, contributions to collaborative works are included in the assessment of performance of assigned duties. Furthermore, it is expected that a faculty member will demonstrate a commitment to standards of intellectual and professional integrity in all aspects of faculty responsibilities. The Committee acknowledges that some faculty positions will be more disciplinary oriented with few additional responsibilities, whereas others may have extensive assigned duties in teaching, extension/outreach, advising) or administration. However, some scholarly activities are expected of all tenure-track faculty members regardless of assigned duties. The Committee assesses performance according to assigned duties, not in relation to the budgetary appointment.

3. In order to evaluate a faculty member, the Committee – following Boyer (1990) and Weiser (1999) defines scholarly achievements as a creative work that is peer-reviewed and publicly disseminated.

As such there are six forms of scholarship:

- a) discovery of knowledge;
- b) multidisciplinary integration of knowledge;
- c) development of new technologies, methods, materials or uses;
- d) application of knowledge to problems;
- e) dissemination of knowledge; and,
- f) interpretation in the arts.

This definition can be applied to teaching, research, extension/outreach, service and administration duties. The Committee is interested not only in how faculty invest their time, the activities in which they



participate, and who they reach, but also in the short, medium and long term results and impacts of the faculty's scholarly efforts.

4. Service activities are implicit in the appointment of all faculty members. A faculty member is expected to demonstrate excellence in service through a continuing commitment to academic professional and public service activities.

5. A faculty member is expected to demonstrate continual involvement in his or her intellectual and performance capabilities by improving his or her effectiveness in teaching, research, extension/outreach) service and/or administration. A faculty member also is expected to make contributions to the collegial environment of his or her academic unit.

## References

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College of Agriculture and Natural Resources, *Guidelines for Tenure and Promotion*. Michigan **State University**) East Lansing, Mich. **November 2, 1995**.

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2004.

Department of Agricultural Economics, *Bylaws Annex II: Guidelines for Performance Evaluation of New Tenure System Faculty for Reappointment*, Tenure and Promotion, (Approved December 6, 1993; Effective July 1, 1994.) Michigan State University. East Lansing, Mich.

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*Evaluation of the Professorate*. San Francisco; Josey-Bass Publishers.

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## **Points of Relevance for Junior Faculty**

### **Promotion and Tenure Committee**

Review the Principles for Faculty Evaluation that the CANR P&T Committee uses.

Quality not quantity. The Committee emphasizes quality, impact and that the tendency to list everything is not helpful and tends to obscure the more significant.

Top Journals in your field. A part of quality is to publish at least some work in the top journals in your subject area. The Committee looks for that evidence, especially at tenure decision time.

Reflective essay. This is your opportunity to show the quality of your thinking, your vision and the logic for your program, your strategy and implementation, including weaving in what you have achieved to date, your trajectory and where you plan to be in 10 years. The essay should emphasize the intellectual foundation of your work and plan in contrast to reporting or listing what you have done; the later should be well covered in the university forms and your vitae.

Early promotion. The Committee looks [or compelling reasons for this award, a truly an extraordinary record of scholarship. A significantly higher standard of achievement is expected than for promotion in the normal time period for the rank. Life is long and there is no great benefit to the individual and institution to rush its major stages, except for the very exceptional case.

Your area of scholarly excellence. Begin early to think about and develop your topic of excellence, what you will be known for, and articulate this expertise in your documents. For example, your goal is for anyone in your national or international field, if asked, to identify you as a world authority on the subject (modified of course for the culture of excellence in your discipline/assignment area).

## Elements of a Strong RTP Package

*Guidelines were prepared by Professor Doug Landis, CANR RTP Committee, Entomology.*

*These recommendations have been adopted by the CANR RTP Committee and are used in portfolio reviews.*

### Promotion to Associate Professor with Tenure

**Bottom line:** Clear evidence that the candidate has established a program of excellence in the area(s) of major appointment and has at minimum good performance in area(s) of minor appointment.

Generally this will include evidence of national recognition from solicited letters with invited presentations at peer universities and national meetings

### In Research

- Obtains sufficient funding to support and grow a program
- Obtains funding from diverse sources, including competitive national sources (USDA, NSF, NIH etc.)
- Attracts students/post-docs
- Has graduated students who obtain suitable positions
- Has established a record of consistent publication in peer-reviewed journals
- Publishes in the best journals available for the particular discipline as measured by impact factors and within-discipline journal ranking
- Is achieving suitable citation rates

### In Teaching

- Is recognized as an excellent teacher by colleagues and students
- Shows passion/innovation
- Consistently obtains excellent to very good SIRS summary scores (1's and low 2's)
- Shows evidence of scholarship in teaching and learning

### In Outreach

- Obtains sufficient funding to support and grow a program

- Is recognized by clientele and colleagues as excellent in outreach
- Shows passion/innovation
- Shows evidence of scholarship in outreach

#### **In Service**

- Consistent contributor to Departmental activities
- Contributes to University level activities
- Consistent contributor at national level
- o Sought out as journal peer reviewer, potentially editorships
- o Sits on national (USDA, NSF, NIH) grant review panels
- o Leadership in regional/national committees
- o Organizes national symposia, meetings, workshops

**CANR Initiative: Strengthening faculty scholarship across the mission 1/25/08  
(revised)**

Background

During Fall Semester 2007 there was a robust discussion of scholarship – what it is and how it might be evaluated – in our College. This discussion was prompted by a call from the Dean’s Office: the need to sharpen our ability to fulfill mission-related obligations as we do a better job of acknowledging and rewarding faculty for the work they do.

While faculty at MSU and CANR are expected to make contributions through research that move the frontiers of knowledge in their respective fields, they also undertake a variety of other work –undergraduate education, graduate education, and an array of Extension outreach and engagement responsibilities, on campus, around the state, across the nation, and all over the world – that often falls outside of the conventional way that we acknowledge and reward faculty for work in the research domain. It appears to some that research has become (or is becoming) the primary frame of reference for evaluating and rewarding faculty work. At issue, then, is how do we judge the quality of work undertaken across the mission (not just in research)? And, what does scholarship look like when it is expressed outside of research?

While these are important questions, it became apparent quickly that there are differences of opinion about what scholarship is and how it might be evaluated across the mission. For example, some saw virtually any work undertaken by faculty members – when that work is prepared and deployed thoughtfully (e.g., teaching an undergraduate class) – as scholarship. Others saw teaching classes as an important scholarly activity, but not as scholarship, which they saw as creating something new for a body of knowledge through peer-validation.

In addition, two primary concerns were expressed about the discussion of scholarship, generally. First, there were concerns that these discussions might lead to “one size fits all” metrics across CANR –applied to everyone, everywhere irrespective of potential differences in the work they do (e.g., teaching a study abroad course vis-a-vis involving students in an engagement experience overseas). In other words, while there is not likely to be one answer to any core question (e.g., What is quality of Extension work), there probably are multiple answers to any question, with each answer fitting the nature of the work undertaken and/or the academic context in which it is being exercised. Second, concerns were expressed that emphasizing scholarship across the mission might diminish the value of work associated with teaching classes, doing Extension, and undertaking other non-research roles. If we were to emphasize work associated with scholarship in teaching, for instance, would that emphasis diminish the value of teaching classes? If so, then it might be better to have these discussions at all.

**Points of Agreement**

Interestingly, while no consensus emerged about how to frame the discussion, including how to define basic terms, there was general agreement about a framework— advanced in first form in September that stayed intact as the semester-long discussion unfolded:

**1) for evaluating the quality and impact of teaching, research, and Extension-outreach-engagement activities; and 2) for defining and evaluating the quality and impact of scholarship associated with teaching, research, and Extension-outreach-engagement.** Both outcomes seemed to be worthy in intent and outcome. The dual focus is expressed in the text that follows.

In all activities associated with teaching, research and Extension-outreach-engagement, faculty members undertake work that is informed by an academically recognized body of knowledge, undertaken in a scholarly manner, and evaluated as having quality with impact.

Scholarship across the mission – irrespective of whether it is associated with teaching, research or Extension-outreach-engagement – involves creating something new and valuable (that is, makes a contribution) in a disciplinary, professional, multidisciplinary, or interdisciplinary field; having the work validated such as by peers; and making the work “public,” that is, is available in an academically legitimate location for use in teaching, research, or Extension-outreach-engagement work.

Undergirding this two-pronged framework—again without much disagreement, although with interpretive differences— were statements authored at various times by faculty committees at the University and CANR levels, respectively.

From MSU policy:

<http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/index.htm>.

Through its faculty, MSU will create knowledge and find new and innovative ways to extend its applications, to serve Michigan, the nation, and the international community. The faculty must infuse cutting-edge scholarship into the full range of our teaching programs. At MSU, faculty are expected to be both active scholars and student-focused, demonstrating substantial scholarship and ability to promote learning through our on-campus and off-campus education and research programs. The essence of scholarship is the thoughtful discovery, transmission, and application of knowledge, including creative activities, that is based in the ideas and methods of recognized disciplines, professions, and interdisciplinary fields. What qualifies an activity as scholarship is that it be deeply informed by the most recent knowledge in the field, that the knowledge is skillfully interpreted and deployed, and that the activity is carried out with intelligent openness to new information, debate and criticism.

From CANR Promotion and Tenure Committee Policy:

In order to evaluate a faculty member, the Committee defines scholarly achievements as a creative work that is peer reviewed and publicly disseminated. As such there are six forms of scholarship: discovery of knowledge; multidisciplinary integration of knowledge, development of new technologies, methods, materials or uses; application of knowledge to problems; dissemination of knowledge; and interpretation in the arts. This definition can be applied to teaching, research, extension/outreach, service and administration duties. The Committee is interested not only in how faculty invest their time, the activities in which they participate, and who they reach, but also in the short, medium and long term results and impacts of the faculty's scholarly efforts.

## CANR-Faculty Statement on Scholarly Activities, Scholarship, and Impact

Spring 2012

**Purpose.** This statement has been created by the Faculty within the College of Agriculture and Natural Resources (CANR) to clarify the definitions and expectations for scholarly activities, scholarship, and impact in the context of review for reappointment to Assistant Professor (after the third year probationary period), and for promotion to Associate Professor with tenure to enable new faculty to understand current expectations. Additionally, the purpose of this statement is to enable mid-career faculty to understand how expectations have changed over time for promotion to the rank of Professor, and for Senior faculty to use within mentoring activities. Further, the goal of this statement is to share with the University our types of work and what we do. The criteria the document contains identify how we can move our work from scholarly activity to scholarship. The definitions and examples within this statement can be applied to teaching, research, extension/outreach, service and administration. It is important to remember that the evaluation of scholarly activities, scholarship, and impact will be consistent with an individual's programmatic thrust and CANR appointment.

This document is to provide a faculty voice to join the existing documents of: *Promotion and Tenure: Philosophy and Protocol*; *Dean's-Level Expectations*; and *Elements of a Strong RTP Package*, which are used for portfolio review by the CANR RTP Committee. All of these documents can be found on the CANR web page at the following link:

[http://www.canr.msu.edu/canr/search\\_results?search=yes&query=Scholarship+Across+the+Mission](http://www.canr.msu.edu/canr/search_results?search=yes&query=Scholarship+Across+the+Mission).

**Process.** During the fall of 2011, a faculty representative from each unit was invited to attend the Faculty Scholarship Retreat, which was convened by the CANR Office for Faculty Development. Existing documents and scholarship across the mission statements from CANR units were reviewed and used as a basis for discussion of how to define scholarly activities, scholarship and impact as they apply to the expectations for reappointment, tenure and promotion within the context of the CANR and MSU missions. From those discussions, the statements within this document were created. The document has been vetted with Faculty within each unit by the respective College Advisory Council (CAC) representative, and has been approved by the CAC during December 2011. The document has also been vetted with the CANR Dean, Chairs and School Directors for their feedback. The statement is intended to lend clarity and transparency to the RTP process within CANR.

### Scholarly Activities

All professional activities of the CANR Faculty are expected to be scholarly. *Scholarly activities* do not necessarily result in works of scholarship; however, works of scholarship are always culminations of scholarly activities. Examples of scholarly activities include:

- Papers, such as abstracts or proceedings, that are not peer-reviewed
- Non-competitive funding such as contracts or repeatedly renewed grants where proposed research funding is highly probable.
- Presentations to professional or stakeholder meetings
- Non-competitive exhibits, performances, or built works



- Public press materials
- Scholarly Activities that have not been peer validated or adopted by others such as:
  - Development of educational or pedagogical materials
  - Bulletins
  - Audio-visual productions
  - Handbooks
  - White papers
  - Workshops
  - Information databases
  - Development of germplasm
  - Student products
  - Bibliographies
  - Book reviews
- Student advising (undergraduate and graduate)

### **Scholarship**

The essence of *scholarship* is the thoughtful discovery, transmission, and application of knowledge, including creative activities, that is based in the ideas and methods of disciplines, professions, and interdisciplinary fields. Scholarship is deeply informed by the most recent knowledge in the field, is skillfully interpreted and deployed, and is carried out with intelligent openness to new information, debate, and criticism. Scholarship meets three defining criteria: the activity creates something new, the work is peer-validated, and the work is publicly disseminated and available. Forms of scholarship include discovery of knowledge; multidisciplinary integration of knowledge; development of new technologies, methods, materials or uses; application of knowledge to problems; dissemination of knowledge; and interpretation in the arts. The outputs of scholarship are given a special place in evaluating Faculty performance at MSU and these objective creations are distinct from both the scholarly activities that undergird them and the impacts that flow from scholarship.

The objective outputs of scholarship are creative works that receive critical and appropriate validation (e.g., peer-review) and are publicly disseminated or accessible. Works of scholarship are viewed as the critical objective products of scholarly activities, and examples of such works include:

- Refereed publications
- Juried competitions
- Successfully funded competitive grants
- Peer reviewed/competitive exhibits, performances, and built works
- Patents, crop/cultivar releases, and licenses
- Books and peer validated/competitively selected book chapters
- Scholarly activities that become validated upon adoption by others:
  - Pedagogy development
  - Bulletins
  - Handbooks
  - White papers
  - Workshop materials

- Information databases or software
- Audio-visual productions and new media
- Policy

### **Impacts**

*Impacts* of scholarship and scholarly activities can be defined as their effects on practice, thought, and systems. Each faculty member contributes a body of knowledge to society, and assessment of impact is an attempt to integrate the quality of productivity over a career. Thus, individual flexibility needs to be allowed in the use of criteria, and weighted for career stage, to evaluate impact by examining changes over time, as well as the depth, breadth and quality of the impact. The ability of the impact to catalyze/instigate positive and sustainable change while aligning with the mission of CANR is valued.

Examples of impact include:

- Significant improvement in economic, social or environmental conditions of a community, region, agency, industry or other sector
- Invitations to present or write
- Generation of major gifts to endow a program
- Citations of work by others
- Adoption or use of work by others
- Awards, honors, and professional recognition
- Invitations to serve on review panels or to review papers or proposals
- Leadership in field/discipline and duration of such leadership
- Awards or competitive work by students
- Placement and career success of former students in the discipline/industry
- Students taught and student responses to classes

### **Summary**

This document defines scholarship as a creative work that is peer-reviewed and publically disseminated. It is important that we define and apply basic, uniform principles of scholarship across the multiple forms of scholarship in CANR. It is critical to always remember that scholarship is not defined by what one does, but by the results and impacts on target audiences.

## What is an Associate Professor?

(with specific reference to MSU as a research-intensive, land-grant institution, with international obligations)

There is clear and abundant evidence that the associate professor has established himself or herself as an accomplished academic.

1. **It is obvious-by declaration, evidence, and reputation-that the associate professor has established her or his "headline" of academic focus.** Focus represents a targeted area of scholarship for which one is known, a domain in which a scholarly reputation is built. The associate professor's reputation is substantiated by high-quality, nationally (and/or internationally) competitive work in at least one dimension of the academic mission.
2. **There is abundant evidence that all assignments are being undertaken with attention to scholarly quality and with work completed on a timely basis.** Put another way, there are no apparent weaknesses in any of the primary areas of responsibility. The faculty member is perceived to be competent and has her or his "act together."
3. **There is widespread recognition of collegial engagement and contributions.** The faculty member works collaboratively with peer and takes on and completes (with quality) assignments in teams. This includes project work, team-teaching, and governance and related assignments at the unit level and beyond. In taking on these assignments, the associate professor is viewed by many peers and others (e.g., administrators) as an academic leader-a person who (with time) will have senior standing in the Academy.
4. **There is evidence of contributions being made to students-undergraduate and/or graduate.** These contributions include guest lecturing, teaching courses, serving as a club advisor, and mentoring-advising graduate students.
5. **There is a strong conviction that the faculty member "is on the right track" with a high probability of experiencing a positive review at time of promotion to professor.** Weaknesses in 1-4 are noted at the time of promotion to associate professor ... unless it is felt that the burden of evidence suggests against a reasonable chance of success at the time of the next review.

## **Faculty Mentoring Policy**

*This policy was issued by the Office of the Provost on March 1, 2011 (to be effective Fall semester 2011); it reflects advice by the Faculty Council and the University Committee on Faculty Affairs*

### **Academic Human Resources Policy**

Each college shall implement a formal mentoring program by August 16, 2011. As a part of the college program, colleges may also require that each department or school develop its own unit level-mentoring program. Effective mentoring is important to enhancing academic excellence and building a progressively stronger faculty composed of members who meet continuously higher standards and are competitive nationally and internationally. Mentoring programs will help the University achieve its goals for a high-quality faculty, diversity, inclusive excellence, and a respectful, positive work environment in which all members of the University community can thrive. While the responsibility for career development and success is ultimately that of the individual faculty member, opportunity, mentoring and the degree of environmental support that is available can affect success.

There are many forms of mentoring programs and no single model will meet the needs of all units or individuals. Each college (and/or unit) should develop a program that is most relevant to its needs based upon evidence based best practices. The practices and procedures in colleges may vary; however, all college mentoring programs must incorporate, at a minimum, the principles included below.

#### **Principles**

1. For faculty members with joint appointments, there should be one mentoring plan for the faculty member, coordinated among the units, with leadership from the faculty member's lead unit.
2. Faculty members need different kinds of mentoring at different stages of their career. Initially, at minimum, colleges are expected to provide a mentoring program for pre-tenure, tenure system faculty, and build upon the program as capacity allows. This might include, for example, the addition of associate professors, HP faculty, or fixed term faculty for whom there is a long-term commitment.
3. Colleges, units and mentors should demonstrate sensitivity to potentially different challenges faced by diverse faculty including women, persons of color, and other facets of identity.
4. Conflicts of interest should be minimized, confidentiality protected, and all faculty members provided an environment in which they can address concerns without fear of retribution.
5. A faculty member may choose not to have a mentor.
6. Mentoring policies should be clearly communicated to all faculty members, and efforts must be made to ensure that there is clarity of both expectations and roles for all parties.
7. Mentoring excellence will be considered in the annual review of faculty.
8. Formative evaluation shall be incorporated into the design of the mentoring program to maximize benefit to each individual being mentored.
9. Colleges shall assess the effectiveness of their mentoring program on a cycle not to exceed five years.

## Frequently asked questions about the MSU Mentoring Policy:

1. ***What constitutes a formal, college-level mentoring program?*** A formal mentoring program intentionally ensures that every faculty member has access to formal mentoring relationships and resources. It is written, based on best practices, incorporates the principles of the MSU policy, and is explicitly communicated to all faculty.
2. ***Will every department now be required to have a formal policy and/or program?*** This will be up to each college. Each college will be required to implement a formal program that ensures that all faculty members have access to formal mentoring. Colleges may opt to administer formal mentoring at the college-level or require that each department or school develop a program, with college oversight.
3. ***Will the Office of the Provost mandate specific mentoring models for colleges, department, units, or individuals?*** There will not be a requirement that specific models be adopted, either at the unit or mentor/mentee levels. The intent is that colleges and departments choose models that provide the highest likelihood for individual career development. Resources are available to assist in determining which models best meet a college's needs including consultations with college appointed Faculty Excellence Advocates, ADAPP-ADVANCE team members and the Office of Faculty and Organizational Development.
4. ***Will every faculty member be required to have a mentor?*** The policy explicitly states that a faculty member may choose not to participate in the formal mentoring program. Programs should, therefore, include explicit language that specifies both no penalty to the faculty member for opting out, as well as the option to rejoin the program.
5. ***How will the confidentiality of mentoring conversations be safeguarded?*** This is not a question that can be answered a priori. However, each college is required to address the protection of confidentiality in its program.
6. ***Does a mentor have to be a senior faculty member from within the college or department? Can he or she be a senior leader in the field?*** Many mentoring models now exist in addition to the traditional single mentor/mentee dyad. The Policy does not require that specific models be adopted, either at the unit or mentor/mentee levels, but is interested in colleges and departments choosing models that provide the highest likelihood for individual career success. Resources are available to assist in determining which models best meet college and individual needs including consultations with college appointed Faculty Excellence Advocates, ADAPP-ADVANCE team members and the Office of Faculty and Organizational Development.

7. ***How will mentoring programs be evaluated or assessed for effectiveness?*** As the policy indicates, formative evaluation measures should be incorporated into the design of college-and/or unit-level program, in order to be responsive to needs of and maximize benefits to each individual being mentored. More broadly, the college should formally and regularly assess the mentoring program(s) in five-year cycles, at minimum. ADAPP-ADVANCE resources are available to help colleges and departments decide on assessment strategies that are relevant to their program.
  
8. ***What resources are available to assist colleges and department in developing formal mentor programs?*** The Office of the Provost is committed to assisting colleges and departments as they implement improved or new mentor programs, For more information about the mentor policy, current or planned resources, assistance with getting started, or about the ADAPPADVANCE Institutional Transformation Initiative at MSU, please contact your FEA, or call the ADAPP-ADVANCE office at 353-8818, or visit .

## **Faculty Mentoring Policy**

### **College of Agriculture and Natural Resources (CANR)**

#### **Introduction**

CANR is committed to the professional development and successful advancement of its faculty members. Toward that end, steps need to be taken to ensure that faculty reviews are conducted annually at the unit level (to include written assessments given to faculty members) and that faculty members are informed about the measures and indicators that will be used to evaluate their performance.

In addition, the College believes that effective faculty mentoring is an important component that contributes to successful professional development. Effective mentoring involves activities undertaken at the university, college, and unit levels. University policy requires that all colleges have a formal and substantive mentoring program for pre-tenure, tenure-stream faculty.

#### **Department/School Obligations**

CANR recognizes the central role that academic units play in enabling faculty development and it also respects the variation in disciplines-professions and missions across academic units in the College. With those points in mind, academic units will play the primary role in establishing formal and substantive mentoring for pre-tenure, tenure stream faculty members; and this mentoring will continue through the time of advancement to the rank of professor. Mentoring will also be available to fixed-term faculty members who hold the ranks of assistant professor and associate professor; and academic specialists who are appointed in the Continuing System, but who have not as yet earned Continuing Status.

The goals of department/school mentoring may vary by academic unit, but at a minimum should:

- Support faculty excellence across the mission by helping faculty establish and sustain a leading research program; effective teaching and engagement of undergraduate and graduate students; and an effective and high-impact extension, outreach, and engagement program.
- Encourage faculty involvement in professional activities, nationally and internationally.
- Help faculty strengthen their institutional and disciplinary-professional leadership skills.

The mentoring approach may vary among academic units, but must include the following elements:

1. There will be a written document incorporated into the unit bylaws and actively implemented, which identifies and communicates policies, goals, and expectations for mentor(s) and those being mentored.
  1. There will be a description of the process to select mentors and a mechanism allowing for changes in assignment of mentors as appropriate for the junior faculty member's needs, and an alternative provision for faculty members to

choose not to have mentors. One or more senior faculty members (not the including the academic unit administrator) should be assigned as mentors. Selection of mentors is not limited to the academic home of the junior faculty member.

2. For faculty members with joint appointments, there will be a single mentoring plan coordinated across units—with leadership provided by the lead unit.
  3. There will be a description of expected mentoring activities with elements addressing research, teaching, extension and outreach, engagement, and leadership development.
  4. There will be clarity regarding the roles of mentor(s) and the faculty member being mentored; expectations for confidentiality; the role of mentor(s), if any, in the annual evaluation and RPT process; and who (including the mentee) does/does not see written mentoring reports, if such reports are prepared.
  5. There will be a description of how mentoring activities will be reported and evaluated as a portion of an individual's service to the unit.
1. There will be support and leadership from the chair/director in integrating mentoring into departmental activities. Recognition of mentoring as a formal component of faculty service to the department and college should be incorporated into annual faculty evaluations for individuals who serve as mentors.
    1. There will be sensitivity in the academic units and mentors to potentially different challenges faced by diverse faculty.

### **College Obligations**

Support for mentoring CANR faculty members will be provided under the leadership and direction of the CANR Director of Faculty Development (DFD), who will also be responsible for the development and regular review of the policy. The DFD will also have responsibility for ensuring that all faculty members are informed about faculty development programs in CANR and at MSU. This support will include:

1. Provision of sources of information/link to available university resources concerning good mentoring practices and information about CANR unit policies;
2. Organization of workshops and faculty development programs(either by the College or in conjunction with the university, through such units as the Office of Faculty and Organizational Development);
3. Assistance for units (through the respective chair's or director's office) to create and maintain a central repository for information about mentoring policies; and
4. Provision of information to prepare new faculty (e.g., resources, expectations) as part of annual college orientation;



The DFD will also serve as a confidential source available to all CANR faculty members—to serve as a resource (by identifying appropriate individuals with relevant expertise for advice/consultation for professional development) and/or by discussing sensitive issues with CANR faculty members at the faculty members' invitation.

### **Review and Evaluation**

The effectiveness of the college and unit mentoring programs will be assessed at an interval not to exceed 5 years.

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## External Letters of Reference - Faculty Handbook

### IV. ACADEMIC HUMAN RESOURCES POLICIES **(Cont.**

*This statement was endorsed by the University Committee on Faculty Affairs on March 14, 2006 and by University Committee on Faculty Tenure on February 8, 2006; it was issued by the Office of the Provost on May 3, 2006. Implementation is encouraged during 2006-07 and is required in 2007-08. It was revised and endorsed by the University Committee on Faculty Tenure on October 12, 2011 and the University Committee on Faculty Affairs on October 25, 2011. It is reissued effectively immediately.*

External letters of reference are required for all reviews of tenure system faculty involving the granting of tenure or promotion. External letters of reference are required in order to ensure that individuals recommended have an achievement and performance level that is comparable with faculties of peer institutions. It is recognized that practices and procedures in units may vary; however, the process of soliciting external letters of reference must incorporate the following principles and procedures, which must be applied uniformly to all faculty in the unit. Any exception to these principles must be approved by the Office of the Provost prior to implementation.

1. External letters of reference should be submitted on institutional letterhead and carry the evaluator signature.
2. All external letters of reference solicited and received must be included in the review materials. Unsolicited letters will not be included in the review materials.
3. If an external letter of reference is solicited and the referee fails to or declines to submit a letter of evaluation, this information shall become part of the candidate's review materials. If a reason is provided in writing, it shall become part of the candidate's review materials unless precluded by an agreement on confidentiality.
4. College/department/school procedures will specify the minimum number of external letters (with a recommended minimum of four).
5. The department chairperson/school director/dean of a non-departmentally organized college shall form a list of external referees. Department/school/non-departmentally organized college procedures will specify the number of evaluators to be suggested by the candidate, to which the department chairperson/school director/dean of a non-departmentally organized college (and others as provided by department/school/ college procedures) will add names. In accordance with college/department/school procedures, the chairperson/director/dean will determine which of the potential external referees will be asked to provide letters of reference. College/department/school procedures will specify a proportion or number of external letters of reference to be solicited from persons suggested by the candidate.
6. Candidates must not discuss their case with prospective or actual external evaluators at any stage of the review process, except as provided by department/school/college procedures. Soliciting external letters of reference and providing materials to the referees is solely the responsibility of the department chairperson/school director/dean of a non-departmentally organized college.
7. External referees must be professionally capable to evaluate the candidate's scholarly work objectively and to comment on its significance in the discipline. Letters must predominantly represent persons other than collaborators and in no case faculty formerly serving on the equivalent of the candidate's guidance committee when the candidate was a graduate student.
8. College/department/school procedures will specify the materials sent to

external referees.

9. The unit administrator's request to an external referee must include:
  - a) the unit's statement on confidentiality, which must be consistent with the University's statement as contained in the policy "Confidentiality of Letters of Reference for Reappointment, Promotion and Tenure Recommendations"
  - b) a request to disclose any potential conflicts of interest
10. For each external referee, the unit administrator shall provide:
  - a) Name, rank/title, institutional affiliation.
  - b) Brief summary of the referee's qualifications or CV
  - c) Name of the person who recommended the evaluator, e.g., candidate, chairperson/director/dean, or other (specified).
  - d) An assessment of the evaluator relationship to the candidate, including potential conflicts of interest.

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THE REFLECTIVE ESSAY:  
PERSPECTIVES AND GUIDELINES

College of Agriculture and Natural Resources  
Michigan State University

### Introduction

The Reflective Essay is an integral part of the reappointment, tenure and promotion process at virtually all universities. The reason for its universal importance is that "a capacity for reflection and self-evaluation ... is a critical ingredient in a professor's life" (McGovern, p. 96).

As such, the Reflective Essay holds a unique position in the candidate's dossier of supporting evidence. The CV (curriculum vitae) and Form D--no matter what the length--will be read and discussed by reviewers. Consequently, the Reflective Essay should *not* be a summary of evidence presented in those documents. Instead, the Reflective Essay is "an opportunity to weave a tapestry of understanding of [your] scholarly pursuits" (Smith, p. ii).

### Intent and Use

The Reflective Essay serves as the "key orienting and organizing element of the [dossier]" (Froh, et. al. p. 108) with the purpose of "providing a frame of reference or context for the items submitted to the committee" (Diamond, p. 24). Consequently, the Reflective Essay is the primary opportunity the candidate will have to convey the nature and meaning of her/his scholarly work and philosophy to those reviewers from his/her and other disciplines (Millis, p. 69).

Above all, the Reflective Essay should (a) convey the candidate's

vision of herself/himself as a maturing or mature scholar (including describing one's scholarly niche); (b) communicate the contributions made during the reporting period in advancing toward that vision; (c) provide an indication (evidence) of the impact of the candidate's scholarly efforts; and (d) show development-evolution of the candidate's scholarship.

The objective of the Reflective Essay "is to convey as much depth and richness as possible by [employing] selective evidence of [scholarly] accomplishments" (Froh, et. al., p. 106). Above all, candidates should remember that the Reflective Essay is "a reflection of the care [the candidate] take(s) in communicating scholarship" (Smith, p. ii).

### Preparation Guidelines

The preparation of the Reflective Essay should begin early in one's MSU--CANR career, and should be updated on a periodic basis throughout the reporting period (c. g., during the annual evaluation process). Approaching it this manner will enable the candidate to prepare a document that represents a more accurate and convincing expression of the evolution of one's scholarly development. With all of this in mind, here are 8 guidelines for the development of a Reflective Essay:

1. Because the Reflective Essay is just that--a personal reflection written in essay format--*it is important that it*

- be crafted as an intellectual piece, an academic contribution in its own right, rather than as a document that reports academic accomplishments.* Most of all, the essay should
2. The Reflective Essay *should convey the candidate's vision of himself/herself as a maturing or mature scholar.* It is an opportunity to convey one's scholarly philosophy and vision; to describe how Scholarly priorities were established; to share the logic of one's program of scholarship (and its development); to make explicit the strategy (choice making) used over the years; and to be clear about one's future trajectory.
  3. The Reflective Essay should be *expressed in manner that is consistent with CANR's interpretation* of scholarly activities and scholarship. Scholarly activities cut across the mission of teaching, research, and outreach / Extension / engagement. Activities are "things scholars do" (e.g., designing and offering an undergraduate class). While scholarship also applies to all mission dimensions, it is an outcome, not an activity. Scholarship involves creating something new; and it is designed to advance understanding by contributing something new to a body of knowledge. "Newness" is peer reviewed or validated; and products of scholarship are made available in publicly accessible forms and ill publicly available locations. The worth of both scholarly activities and scholarship is evaluated in multiple ways: in terms of intellectual quality (substance-content); quality of
- "demonstrate a capacity to be reflective and self-critical; hence, capable of continued growth and change" as a scholar (Diamond, p. 24).
- expression (how the work is constructed and presented, particularly in terms of its relevance to intended audiences); and its impact on and/or use by intended audiences.
4. Because each candidate's mix of assigned duties is unique, *the essay should address all aspects of the candidate's assigned duties---activities and scholarship--in a manner roughly proportionate to those duties-teaching, research, outreach / Extension/ engagement, and service to MSU and profession* (Froh, et. al., p. 107). It is understood that scholarly activities and scholarship influence a wide range of audiences (e.g., disciplinary peers, scholars ill other disciplines, students, public officials, industry members, members of nongovernmental organizations). Consequently, just as each candidate's assigned duties is unique, the impact of each candidate's activities and scholarship is also likely to be unique (at the very least distinctive in nature and contribution).
  5. Because the hallmark of the scholarly life is integration and connections across the mission, the Reflective Essay should demonstrate the candidate's integration of work across her/his assigned duties (e.g., how research influences teaching; how Extension influences research).

6. The Reflective Essay "*provides a vehicle for discussion of special circumstances that have affected your work to-date*" (Diamond, p, 24), There are always critical times or points in an academic's life, when an academic decides to move in one way or another. Sometimes these
7. The Reflective Essay also provides an opportunity for the candidate to explain "*any contradictory or unclean materials in the [dossier]*" (Seldin, p. 10). However, explanations should be reserved for unique events; and, when included in the essay, the description should not consume an undue portion of the essay.
8. A useful means of developing a Reflective Essay may be to periodically consider a series of "*reflective prompts*" that will induce reflection about "*why we teach; why we work as we do; why we choose certain priorities in... scholarship; why we publish in this or that field or particular topic; ... [thereby leading to] meaningful inquiry into what we do and how we do it*"

times or points are products of one's own doing--a outcome of intent. At other times, they are either a result of opportunity ("being in the right place at the right time") or unexpected circumstance (e.g., departure of a senior collaborator from MSU).

(Zubizarreta, p. 208, italics in original; for additional useful prompts, see McGovern, pp. 103-08).

#### Final Comments

Remember..., the Reflective Essay is the candidate's opportunity to communicate the quality of thinking, vision and logic of the program, strategy and implementation--incorporating what has been achieved to date; the trajectory of the program; and the targets and milestones anticipated in the next 10 years, The Essay must emphasize the intellectual foundation of the work and plans for the future. The Essay must *not* be a reporting or listing of what has been done in the past; this is well covered in Form D and the CV.

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Science Foundation (NSF Early CAREER and Arabidopsis 2010), as well as from the USDA Specialty Crop Research Initiative.

In parallel with my Arabidopsis-*Pseudomonas* focus, my research interests have grown to include investigations into the field of oomycete-plant interactions. This was, at first, an intimidating venture into the unknown. Through conversation with faculty here at MSU (Dr. Mary Hausbeck, Dr. Ray Hammerschmidt and Dr. Robin Buell), as well as support from Dr. Sophien Kamoun, the “Day Lab” became heavily invested in the genomics and genetics of cucumber downy mildew, elicited by the obligate oomycete pathogen *Pseudoperonospora cubensis*. At present, we have secured a USDA grant, as well as industry funding, to establish a foundation in this area. We have published 2 manuscripts (Mol. Plant Pathol. And MPMI), and have 3 more under review (2 at *PLoS One*, and 1 at *PLoS Path*). All in all, this has been a sound investment, and more importantly, has broadened my group’s interactions with some of the World’s leaders in the field of oomycete biology, while growing my curiosity in plant-pathogen interactions. Over the next 5-10 years, I see my research program developing more avenues of research similar to the work we are pursuing with downy mildew of cucumber.

Beginning in January 2012, my laboratory will move to the new, state-of-the-art Plant Science Building, sharing a 15,000 square foot lab space with Dr. Gregg Howe and Dr. Sheng Yang He. Across the plant sciences at MSU (>150 faculty), 12 research groups were selected. This is a unique opportunity, not only in providing me with two excellent mentors and potential collaborators, but for the students and postdocs in my research group, this will provide them with numerous learning and mentoring opportunities.

### **Grantsmanship**

My lab is not poor, but we aren’t what I would consider “rich”. We rewrite, we submit, we revise, resubmit, and more often than not (so far!), we’re funded. We pick and choose carefully, not submitting a proposal for funding until we are confident we have an exciting story to tell. That said, in the current climate, my general philosophy is to limit the number of (relevant) submission deadlines that pass without having one of my grants submitted. At the same time, however, I am very critical as to the quality of the proposal; I will not submit a proposal that I feel is not ready for funding. To this end, my first proposal was more than 6 months in the making. Before arriving at MSU, I began drafting the outline for my first submission. When I arrived at MSU, I began the experimentation necessary to generate the preliminary data, and when Miaoying arrived, the experimentation was validated, and the preliminary data assembled. In the end, the proposal was funded by the National Science Foundation as a Young Investigator CAREER Award. There’s nothing like getting your first grant funded; I will admit, I still jump when every proposal is funded. At present, I have had 3 NSF grants, a USDA grant, substantial funding from industry, and a significant amount of funding through internal mechanism at MSU.

As part of several of my funded proposal, collaborative efforts have enabled me to be a part of larger (\$\$\$) grants, thus enabling a broader scope in our investigation of various problems related to disease resistance in plants. For example, together with Chris Staiger (Purdue) and Jeff Chang (Oregon State), a NSF-funded Arabidopsis 2010 grant is allowing us to investigate the role of actin in defense signaling. Similarly, as co-PI on a grant with Dr. Yiqun Weng (USDA-ARS, Madison, WI), I am simultaneously investigating the genetic determinants of downy mildew resistance in cucumber. Both of



these opportunities have impressed upon me the necessity of collaboration in science, and more importantly, the pace at which good science....important science....moves.

### ***Mentoring***

This area is an on-going challenge for me, not because I don't enjoy it, but because I want to do the best I can. Mentoring, as I have learned over the past 5+ years, is more than serving as a training mechanism for postdocs and students. Mentoring is an all-inclusive commitment to the personal and professional development of the individuals I ask to work in my lab. As I began building my research group, integrating personalities was one of the toughest tasks I encountered, and at present, still presents a minor hurdle now-and-again. Decisions related to work ethic (i.e. motivation), career stage and the ability to work well with others are factors that weigh heavily in my decision to hire someone. Looking back over the previous 5 years, I feel I have been successful in this arena.

Beyond my direct interactions with postdocs and students, I have also developed a personal philosophy as to how these two groups of individuals should interact (in a perfect world!). My current philosophy is to have a 1:1 ratio of postdocs to students; however, as I write this, I look into the lab and see more students than postdocs. I have great students! Regardless, a balance of personnel facilities several important social and professional networks within the lab. First, it provides postdocs with an opportunity to develop the mentoring skills they will need/use as they move into their own independent research positions. Over the course of my training and education, I have had the opportunity to work directly, one-on-one, with postdoctoral researchers. I found these interactions to be invaluable not only in my professional development, but also as bridges in building long-lasting friendships. Secondly, and most importantly, ratios of postdocs and students can significantly transform the lab environment. Too many postdocs can create a competitive atmosphere within the lab whereby students feel intimidated, less creative and may retreat to secondary roles within the lab's infrastructure. At the same time, students bring youth, inquisitiveness and a bit of chaos and spontaneity to a stressful environment. As I have watched my lab grow over the last 5 years, it has been transformed with laughter, (yes even) tears, shouting, high 5's and the occasional "look at this result....this is cool!". I am hopeful the next 20 years will echo with the same sounds!

### ***Teaching***

Mentoring and teaching go hand-in-hand. Beyond my roles as an educator in the lab, I also assume duties as an instructor for a graduate-level course in plant-microbe interactions (Plant Pathology 881). To date, Dr. Hammerschmidt and I have co-taught this class 3 times (2007, 2009, 2011), and I found this experience to be both rewarding and challenging. On the one hand, this is an area that I feel very comfortable teaching—it *is* my area of expertise. On the other hand, making the information accessible to a broad audience sometimes proves challenging. Fortunately, I teach a course that I feel very comfortable teaching, both in terms of understanding the content, as well as communicating it to a broad audience. Over time, I would like to further develop this into a course that is, for all intents and purposes, my own.

My general philosophy is, and always has been, that teaching is an engaging profession. The responsibility of the instructor is to interact with, excite and challenge the students. Over the next 5

years (2 course offerings), I would like to begin the transition towards developing this course into a class that is widely recognizable across multiple departments and programs, and moreover, has a consistent enrollment of 20 students per semester. This past spring, Dr. Hammerschmidt and I made a significant step in achieving this goal, with approximately 20 students from 6 departments enrolled. As the administrative mechanisms at MSU are changing to accommodate increasing budget constraints, we too must recognize that in an ever-increasing competitive environment, instruction also competes for the attention and focus of the next generation.

***Service: University, Discipline and Community***

Community service is one area of my professional development that I find the most rewarding. At the University level, “service” has many definitions, yet none as important as recognizing the vision and role of the institution in the years to come. Just as I have 5, 10, and 20 year plans, so does MSU. In recognizing that I will likely be here for some time to come, it behooves me to help the administration find the vision and direction for the University, both locally, nationally, as well as internationally (see below). To this end, I have volunteered my time to serve on several University committees during my tenure here at MSU. In 2006, I had the privilege of working with Dr. Eunice Foster as part of the CANR’s office of Diversity and Pluralism. This was hands-down the single-most rewarding experience of my time here at MSU. I had the opportunity to serve as an Ambassador and recruiter for MSU, visiting several Historically Black Colleges and Universities (HBCU) in Mississippi, speaking with students about their plans for the future, and telling them about MSU. In all of this, I was reminded of my role as (assistant) professor at a top-tier University—education, outreach and research.

The second instance of my service to MSU was part of the Plant Sciences Excellence Committee, which was charged with the task of designing the future of the plant sciences at MSU. Our plan was grand. In 2010, I was fortunate to witness the first of many significant steps that MSU will take in advancing the prowess of Plant Science research at MSU—the beginning of construction of the new Plant Science building, designed to accommodate state-of-the-art interdisciplinary research in the plant sciences. As an aside, I am fortunate to be moving into this building in January 2012, where I will share a 15,000 square foot lab space with Sheng Yang He and Gregg Howe.

“Be careful what you ask for!”. As I donned the role of eager young assistant professor, taking every opportunity to assist and serve within my MSU community, I was presented with an opportunity to serve as my Department’s representative on the MSU Plant Science Graduate Recruiting Committee, a unit borne out of the vision of the late Dr. Hans Kende, charged with bringing the best and brightest to Michigan State University. For 3 years, I observed, learned, and participated in the tough task of identifying from more than 200 applicants the top 30 to invite to campus. From this, 5 were selected for fellowships. In 2010, after more than 10 years of service, Rebecca Grumet stepped down as chair, and recommended to the Dean of the Graduate School that I take her place. I am now in my second term as chair of the committee, and am enjoying it immensely. We have continued the success of this program, increasing our new plant science student population to more than 20 each year; this is in addition to the academic unit recruits, which themselves currently surpass 30.

Finally, service to the community and my discipline is equally important. I rarely pass on an opportunity to review manuscripts that I am qualified to review, nor do I miss an opportunity to

participate in a review panel at the NSF; the latter is equally important as a learning opportunity for me! To this end, I have participated in close to 10 NSF panels (Integrative Organismal Systems, Major Research Instrumentation, East Asia Pacific Graduate Fellowship) in the 5 years since beginning my tenure as Assistant Professor. These have been rewarding opportunities, not only in seeing how the process of peer review and funding works, but as noted above, I get to read some of the best proposals in the US! I learn communication skills, what it takes to assemble a grant, and more importantly, train myself as a visionary (of sorts!), gaining a “high altitude” perspective of science and research. For my MPMI meeting, to be held in 2012 in Kyoto, Japan. Pay it back, or pay it forward. I have been fortunate in receiving support from my colleagues and the mechanisms (i.e. grants) that support us. I wholeheartedly recognize that as part of the process, my duties often require me to participate in the peer review process, for it is the same process that determines my own success.

### ***International Presence***

I sometimes ask myself “what would I do if I could choose another profession?”—this question often rings through my mind sometime between 24 and 72 hours before a grant deadline! My answer is always swift: “*I want to work for the NSF in the Office of East Asia and Pacific Programs.*”. I want to travel. I want to talk about science with professors from Tokyo University, with farmers in Brazil and students in Africa. I had a plan, but no real desire to leave MSU. Then I remembered something my Ph.D. advisor, Dr. Gary Stacey, said to me in 2009. Now at the University of Missouri, Gary is involved in International Programs and Research at MU. I remember him regaling tales of his travels, from Cambodia and Vietnam to Korea and China. He talked of dinners with the Provost and President, with senators and the like. After 10 minutes of this, he looked at me and said, “but Brad, you know, no matter where we go, what we (MU) promise and propose to each of these international research institutions, the first thing they say is, Michigan State was here 2 weeks ago!” With that, I realized that MSU is a global institution.

As a Faculty member at MSU, I am responsible for maintaining an international presence through science, outreach and education. To this end, I have begun to actively pursue international opportunities as a means to not only broaden the scope of my research interactions, but to “test the waters” if I might contribute to the research of others. Thus far, I have visited China, Thailand and Kenya as part of education and outreach opportunities. In the case of the latter, I have maintained contact with many new colleagues in Africa, and together with Dr. Jeff Chang (Oregon State), I will be preparing a short proposal for initiating research activities with BecA (Biosciences eastern and central Africa). Similarly, my connections in China have sustained the test of time and distance, and I continue to build and renew initial conversations, developing collaborative interactions with some of the world’s leaders in the field of genomics, genetics and vegetable research.

### ***Summary***

In short, my time here at MSU as an Assistant Professor has been rewarding. I’ve come to realize that I will never be able to give back as much as MSU gives to me. I doubt anyone can and ever will. That is what makes MSU great. I can say that I have met most, if not all, of my goals I put forth on Day 1. I am funded by the National Science Foundation (CAREER and Arabidopsis 2010), the USDA through a

Brad Day, Reflective Essay

Specialty Crop Research Initiative grant, the Pickle Packers International Agriculture Research Fund, and MSU Project GREEN. My lab works hard, and we are having fun. I can honestly say at the end of all of this "I am pleased with our successes, and looking forward to building upon these in the future!".

## Tenure Statement

Tariq Abdelhamid  
Construction Management Program  
School of Planning, Design and Construction  
Michigan State University

October 15, 2005

In this document, I summarize my achievements and future plans in teaching, research, and service at Michigan State University (MSU) for my tenure case.

### **Becoming a Construction Management Scholar**

*"The whole secret o<sup>l</sup>f life is to be interested in one thing profoundly and in a thousand things well."- Uoroce Walpole*

During graduate School, I found Construction Management to be full of simple and powerful ideas, clever techniques, challenging projects and problems. But the experience of graduate school did more than just convert me to a learned construction manager. It made me realize that I have a knack for sharing information about construction management and making it more accessible to a wider audience. I also recognized, through research assistantships and professional experiences, how much I enjoyed the discovery and application of new ideas, methods, and techniques. This affinity for teaching and research crystallized into a professional aspiration of becoming a bona fide scholar of teaching and research in Construction Management. Therefore, I left a secure position at Ford Motor Company to join the Construction Management Program at MSU as an assistant professor.

Upon joining MSU, I realized that the scholarship I have been trained to do at the University of Michigan contained two basic features (Diamond and Adam 1993)<sup>1</sup>:

- The activity requires a high level of discipline-related expertise, breaks new ground, is innovative, can be replicated or elaborated, and has significance or impact.
- The work and its results can be documented, and can be peer-reviewed.

This definition of scholarship was disheartening to me because it seemed to encompass only one type of scholarly pursuit (that of the discovery of new knowledge), at the expense of other forms such as teaching. This was particularly important to me because I had no prior teaching experience and I wanted to be the best teacher that I could be. As a consumer of great and terrible teaching, I thought I knew exactly what my teaching should be, but quickly realized that I didn't know how to do it in a genuine and authentic way. I intuitively believed that the way to approach pedagogy should be no different from approaching research problems, i.e., through the scientific process. This meant I have to be a scholar of teaching as much as one of construction management. However, I have long heard that in academia, instruction does not get the same rewards as disciplinary scholarship.

I found solace after reading the reference "Scholarship Reconsidered: Priorities of the Professoriate" by Ernest L. Boyer<sup>2</sup>, wherein he defined the following forms of scholarships: Discovery, Integration, Application, and Teaching. To me, Boyer captures the epitome of scholarship, one that is observed and practiced in every aspect of academic life. That is the type of scholarship I have been working towards in the past five years and look forward to continue pursuing at MSU in the future.

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<sup>1</sup> Diamond R. li Adam, B (1993). *Recognizing faculty work: Reward systems for the year 2000*. Jossey•Bass, San Francisco, CA

<sup>2</sup> Boyer, E. L. (1997). Carnegie Foundation for the Advancement for Teaching.

### Teaching at MSU

*"Education is not to teach men facts, theories or laws, not to reform or amuse them or make them expert technicians. It is to unsettle their minds, widen their horizons, inflame their intellect, teach them to think straight, if possible, but to think nevertheless." Robert M Hutchins.*

I believe that each teacher has to arrive at his/her own style of instruction that is commensurate and compatible with their own personality. I, therefore, worked on a statement of teaching philosophy to guide me in the design and delivery of instruction. Basically, I am fully in favor of a topic-based approach where students and teacher all form a "circle" around the topic and have vigorous discussions about it. I also want every student to leave my class at the end of the semester saying, "I didn't know that I could work so hard, and I didn't realize that I could learn so much." Anything less is unacceptable. Upon sharing this position on teaching in the first class, students are typically not sure how to react to because they have been socialized to be passive learners during most of their education years. An open discussion regarding this philosophy helps them to realize how it will be achieved.

My teaching assignment in the program has been the undergraduate and graduate courses on construction scheduling, BCM411 and BCM811, respectively. BCM411 is offered as a 2-hour lecture section with multiple 2-hour lab sections, BCM811 is similar to the 411 model. Also, as part of my teaching assignment, I was to develop a new graduate course on a topic of my choosing, I have developed this course and it is titled "Lean Construction Principles and Methods". The course has been well received by students and will become a regular course offering as of the academic year 05/06, During the academic year 04/05, I also taught the Commercial Capstone course, BCM436, and supervised the Professional Internship class, CMP493, The average SIRS score I received in all the classes I have taught at MSU is 1.4 (1 = superior and 5 = inferior), and the range of the SIRS scores received was between 1,18 and 1,86.

As I continued to attend more and more teaching seminars at MSU and through independent readings, my curiosity about the scholarship of teaching and learning grew. Consequently, during the academic year 02/03, I applied and was accepted to the MSU Lilly Fellowship program, The main goal of my Lilly research project was to enhance teaching delivery methods in the Construction Management Program through a study of teacher-student learning style disparity, I successfully completed the Lilly Fellowship year with a detailed report about the project I conducted and a published paper in the Journal of Construction Education -an on-line peer-reviewed journal published by the Associated Schools of Construction, Although I benefited tremendously from the project, the longer-lasting impact of the Lilly Fellowship on me was in the re-orientation and transformation of my perspective on teaching and learning that occurred through mentorship under Dr. Steve Yelon, the guidance of the Lilly leaders Dr. Karl Smith and Dr. Cathy Bristow, and the thoughtful conversations with the other Lilly Fellows.

Advising graduate students brings me particular enjoyment because of the immediate change and influence one can see in the students. My strategy in advising graduate students is to clarify early on what will constitute a win-win outcome for both of us. We discuss and agree upon the following five elements of a win-win agreement, which are adopted after Covey (1990)<sup>3</sup>: (1) Desired results (goal, objectives, and outcome); (2) Guidelines (boundaries and deadlines); (3) Resources (those needed against those available); (4) Accountability (measurements of progress and accomplishments); and (5) Consequences (what happens if win-win is achieved or not achieved).

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<sup>3</sup> Covey, S. R. (1990). *The 7 Habits of Highly Effective People*. Free Press, New York, NY.

### **Future Teaching Plan**

Student feedback has been a great source of inspiration and validation for my efforts to improve my teaching. I regard the content I choose to teach as mostly quite fascinating, very exciting and fundamentally important. To me that this sense of fascination, excitement and importance is the core of much of what students respond to most positively in my teaching.

To date, I continue to work on improving class content and delivery methods to keep the students engaged and to direct classroom activities towards the development of critical thinking. I have also invited a teaching consultant to attend class. I also continue to attend teaching and learning workshops, symposia, or similar programs. My long-term teaching plans focus on experimenting with new teaching methods, and instructing in other existing courses and developing new ones. In addition, I am planning to pursue research in the scholarship of teaching and learning based on ideas from observations during and reflection after the Lilly Fellowship year. In particular, I am interested in developing a framework to assist students in arriving at better studying strategies based on their preferred learning style.

### **Research at MSU**

*"Do not go where the path may lead, go instead where there is no path and leave a trail."--Ralph Waldo Emerson*

To me, research follows the motto of the Tiger Cubs (first level for Boy Scouts), which I helped my son commit to memory and practice: "Search, Discover, and Share", This Simple phrase helps my graduate students orient themselves to the process of research. It also provides them with a roadmap to what needs to be accomplished in their individual research projects.

When I arrived at MSU, I had an overarching research goal that was shaped by job experiences at Ford Motor Company. In particular, my training as a Lean Production subject matter expert made me recognize that the Construction Management field lacked a theoretical framework that was capable of fully explaining problems that arose in practice. In essence, the conceptual models of construction management were unable to consistently deliver on the mantra of completing a project on-time, on budget, and at desired quality'. This inability was also evident from empirical data indicating that construction projects were low efficiency systems with high rate of injuries and fatalities, endemic quality problems, and rising litigation.

I surmised that the crux of the problem was in the production paradigms that dominated and guided the thinking about the construction process. I concluded that a paradigm shift was clearly needed in how construction as a process was conceptualized, similar to how lean production, as originally practiced by Toyota Motor Company and now by many others, evolved from craft and mass production. However, I was not convinced that construction management only needed an additive change; rather it needed one that was "ecological" wherein everything had to change.

Given that the scientific process is a social process, and not a solo adventure, I realized that this research goal cannot be achieved without the creation and involvement of an entire community of scholars. After a couple of months of critical literature review, I found that, as is always the case, other researchers were working on the same goal. The two primary entities that were active in research in this area were the International Group for Lean Construction (IGLC), formed in 1993 and the Lean Construction Institute (LCI), a non-profit organization that was formed in 1997. I immediately began the 'search' phase and read most of the available literature that both organizations produced also attended two workshops run by LCI that provided an overview of Lean Construction thinking and insights into teaching the topic in undergraduate and graduate

programs.

Since discovering this community of researchers and practitioners interested in changing what we build and how we build it, I have been intrigued by the study of construction projects as project-based production systems. Another term for project-based production systems is Lean Construction wherein production is conceptualized in three complementary ways, namely, as a Transformation (T) of raw materials into standing structures, as a Flow(F) of the raw material and information through various production/assembly processes, and as Value (V) generation and creation for owners through the elimination of value loss (realized outcome versus best possible) by ensuring customer needs and wants are captured and challenged.

Lean Construction principles inform and guide my primary research interests in the discovery, exploration, and application of new theories and methods to:

(1) Protect and safeguard construction workers from occupational injuries and fatalities. Specifically, I am interested in the following three main topics of research:

- Prediction techniques for physiological demands during construction work.
- Construction worker's hazard perception models.
- Construction Accidents Causation models.

(2) Develop construction production planning and control models.

After five years of working according to the research plan outlined above (tracks A and B), I have supervised 7 Plan A masters students (with 5 completed), published 4 refereed journal articles, 2 paper closures, and 17 refereed conference papers, and 2 research reports. A search on Google's scholar database (<http://scholar.google.com/>) reveals that my publications have been cited in 14 scholarly works (excluding self-cited work), and listed as recommended readings on a number of sites.

I have also received a 3-year NIOSH grant in the amount of \$143,173, a one-year Consumers Union Southwest Regional Office-- Manufactured Housing Research Initiative grant in the amount of \$45,000 (co-investigator). In 2004, I was extensively involved in the launch of the Lean Construction Journal (<http://www.leanconstructionjournal.org/>), an on-line peer-reviewed journal published by the Lean Construction Institute. I currently serve as co-editor for the Lean Construction Journal and as chair of the Lean Construction Institute Academic Forum. I also review for 10 different peer-reviewed journals and conferences (to date, I have reviewed a total of 76 papers).

### **Future Research Plan**

*"Just because something doesn't do what you planned it to do doesn't mean it's useless."--Thomas A. Edison*

During the past five years, I have developed 9 full proposals based on findings from the NIOSH grant, the Consumers Union project, and various Master's theses, as well as numerous pre-proposals. While these proposals were not successful, I am learning valuable lessons from writing each one, specifically from the peer--review feedback received. For example, I realize now that on large grants, the presence of two or more principal investigators, both from MSU and from other institutions, is critical. In addition, I have learned that establishing a professional working relation with the granting agency is equally critical, e.g., through presenting seminars about ongoing research efforts and engaging agency staff early-on in



discussions regarding the relevance and significance of the proposed research topic to the agency's research priorities. I also need to target smaller grants offered by construction trade associations and other professional associations, which will create a track record that would be valued by federal and state funding agencies. These grants will also allow me to focus on a particular construction domain wherein I can apply and focus my disciplinary expertise (occupational safety and production planning).

In the years to come, I will continue to conduct research in the two tracks mentioned earlier. This is not in defiance or denial of the outcomes of my grant seeking efforts thus far. This is primarily driven by the fact that all the proposals I have submitted have been found to have merit. However, without compromising my idealist views and belief in the power of ideas in changing people and the world, my approach will be vastly different in seeking funding based on the lessons learned explained earlier. I believe also that the launch of the Construction Management PhD program in fall 2005 as well as the planned addition of more faculty to the program will help tremendously in being more prolific in scholarly pursuits and more successful in grant-seeking activity.

I will continue to establish strong presence and name recognition in Construction Safety and Lean Construction through publications in peer-reviewed journals and attending conferences, conventions, professional meetings, colloquia and seminars. I also intend to organize/chair/host conferences on Construction Safety and/or in Lean Construction at Michigan State University.

As of the writing of this statement, the following is brief listing of ongoing and planned research projects:

**Current Projects:**

- Investigation of Construction Workers' and Managers' Attitudes Towards Project Planning Uncertainty· Plan A thesis.
- Assessment of Construction Worker Hazard Perception using Fuzzy Signal Detection Theory Plan A thesis.

**Future Projects:**

- Assessment of Alertness Levels During Construction Work Activities Using Ambulatory Electroencephalography (EEG)
- Ergonomic Evaluation of Manufactured Housing Production Operations.
- Validation of Energy Expenditure Production Models for Construction Work Activities
- Work-Rest Cycle Management to Improve Worker Performance In Construction
- Production Planning Assessment During Manufactured Housing Installation Operations Using Lean Production Principles
- Improving quality of pre-fabricated wood truss elements using Six-Sigma techniques

**Service**

*"One act of beneficence, one act of real usefulness, is worth all the abstract sentiment in the world" -Ann Radcliffe*

I enjoy working with students and colleagues on matters important to the program, college, and university. Interaction with industry through outreach has also been a

source of great insight and validation of the importance of the research ideas that I am pursuing.

In general, my approach to service is the same as my approach to teaching and research. Regardless of the service engagement, I find delight in researching the topic(s) at hand, identifying a strategy to address issues, and bringing rigor to the process and outcomes. An example of this is the outreach project that the Construction Management Program (CMP) was requested to develop by Haworth, Inc. (a Michigan-based manufacturer). The project consisted of development and delivery of five 4-day construction management workshops, to be offered in 2005. I served as the project manager for this outreach program. In that capacity, I developed the program proposal (including content, delivery formats and structure, and budgets), and coordinated and managed training logistics, training materials, and instructors. In working with my colleagues on selecting content and delivery formats, I read available literature on andragogy because of the type of audience we expected to have. I found it interesting to see how the learner, the learner's experience, readiness to learn, and orientation to learning have been portrayed as having different characteristics in pedagogy compared to andragogy (Hanson 1996)<sup>4</sup>. These factors were all taken into consideration, and Haworth considers this program as one of their best offerings. This outreach project generated \$115,000 in revenue to CMP. Another round of workshops is being seriously considered by Haworth for 2006.

In the future, I will continue to participate in all dimensions of service when requested as well as proactively seek and engage service opportunities and develop outreach events for professionals.

### **Final Thoughts**

*"Not everything that can be counted counts and not everything that counts can be counted."--A. Einstein*

After five diverse, challenging, emotionally and professionally enriching, and rewarding years at MSU, I believe that my efforts are consistent with the forms of scholarships described by Boyer (1997)--Scholarship of discovery, integration, application, and teaching. I believe that my accomplishments reflects this by showing: (1) a demonstrated record of effectiveness as a teacher; (2) a record of peer' reviewed publication and peer-reviewed creative activity which has contributed to the field of Construction Management, to my intellectual development, and to the quality of the Construction Management Program; (3) a record of professional service, which is proportionally appropriate to my appointment, to the program, college, university, and the construction industry; and (4) promise of growth in teaching and research.

No one, at least among the people I know, springs full-grown from the brow of Zeus. I came to MSU capable of certain things and full of promise to do others, and I am getting better at the time. I am very proud of what I have been able to accomplish at MSU. I realize I need to, and I will, bring my grant activity to be on par with my scholarly productivity in teaching, research, and service. I believe that I am on track towards fulfilling my overriding mission of spreading and

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<sup>4</sup> Hanson, A. (1996) "The search for separate theories of adult learning: does anyone really need andragogy?" in Edwards, R., Hallson, A., and Raggatt, P. (eds.) *Boundaries of Adult Learning. Adult Learners, Education and Training* Vol. 1, London: Routledge.

contributing to the body of construction knowledge as a teaching and research scholar of Construction Management. That is why I look forward to being a part of Michigan State University.