

APPENDIX PT. II-B

Notes from interviews/conversations with assistant and associate professors in creative/professional track.

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Emailed all assistant/associate professors in creative track. One associate and one assistant said that they had no lack of clarity about tenure/promotion requirements. The associate professor said his mentor who was also on P&T really helped him navigate the system. The assistant professor said he was very clear about what he needed to do and did not what to see the tenure requirements weakened.

After that: conversations or emails with 3 assistant professors and 3 associate professors in creative/professional track.

Key Issues

Mentoring and coaching are very important. Main issue is that what the mentor is telling you is pointing you in the direction that is in alignment with what P&T committee is talking about. (A): need to have mentor involved in P&T conversations about untenured faculty)

If something is valued, then we need to clearly communicate that to faculty member...and if something is not valued...then we also need to clearly tell the faculty member that the work/the outlet is not valued. Caution...re: how the dean talks with person and what the dean says is valued.

Definitions of positions or roles for creative work. Developing a guide to understanding (all faculty understanding) of what those roles mean. How do we judge them, what are the differences among the creative folks, how to best develop guidelines that would be inclusive of all of the creative work being done by the professional track faculty members.

Work through tenure document to edit out confusing language. Some examples:

"No set number of publications or projects is required. Both quantity and quality are important." Can we clarify that...could be seen as contradictory.

"In case of new or emerging forms of publication or presentation, faculty should provide the metrics by which the work can be evaluated." Onus is on faculty to validate their work. But each creative unit of our school might have different metrics. How do we develop a list of criteria that would encompass all of the creative work that our faculty members do.

"Faculty must also clarify their individual contributions to work that is group or student-produced." This one caused lots of discussion. Do you have to talk about your contribution to the idea? What is the role of

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collaborative work if the role of the faculty member is to direct the student work on a project? Should the faculty member get 'credit' for that? So...should creative projects that involve our students be considered our creative work? Or should they be considered our teaching? What's our 'own' work versus that we are mentoring our students on.

In what ways could you evaluate your contributions to a project? One faculty member said that the co-creation of a professional project like a documentary can be very different from co-authoring. How are they different? What guidelines can we provide to clarify the contributions?

How are we defining "applied" research? Are we using this with creative track folks in the same way we think of applied research in the research track? Does it mean "solving practical problems" and using distribution methods that allow the faculty member to showcase professionally how to solve those problems?

Guidelines to understand how we should interpret impact or influence of creative work. Is it the distribution of our work? Is it the national or regional impact? Does it include the actual form we use to get our work out?

Explore the professional complexity of media work... and perhaps a workshop on CVs...but most importantly agreement among the creative types of how to be judged. What are the job roles and what do they mean. Definitions of job roles: are they helping roles or direct? Creative director, consultant, etc.

What counts as our peer institutions? Could we argue and have some folks from excellent departments and units that are excellent in the faculty member's creative/professional area. Not just the peer institution. How do we articulate that to the Provost's APT committee?

Some things we could do:

1. Workshop on CVs...with P&T committee and some professors.
2. Guidelines written for each creative unit. Vis comm, Public relations-strat comm, News/Editorial. We may need to have guidelines that have some broad aspects and language that would be inclusive...but we may also need to come up with some criteria that are idiosyncratic to the forms and expertise that our professional track/creative track professors use. Each sequence writes up set of criteria. We might ask each unit to come up with some important criteria and ask full professors in creative/professional track to write them up for our policies.
3. Formalize the process where a mentor is included in any review conversation with candidate. May also want to ask mentor to come in to P&T meeting.
4. More broadly, yearly meeting between dean (maybe P&T chair?) and untenured assistant professors (and maybe add associate professors) about progress/goals and how moving toward tenure.