



Who Should Read

Provosts
Faculty affairs leaders
Divisional promotion and tenure committees
Current and prospective faculty

Divisional Faculty Evaluation Checklist

Guidance for Structuring Hiring, Promotion, Tenure, and Ongoing Faculty Development in a Multidisciplinary Divisional Model

4 Ways to Use This Checklist

- Audit existing promotion and tenure guidelines
- Track necessary steps for transitioning promotion and tenure to divisions
- Inform materials for faculty candidates
- Educate faculty about changes to expectations in a divisional model

Divisional Faculty Hiring and Development Checklist

Flexible Processes Account for Each Faculty Member’s Unique Contributions

For each row, check the box in either the left or right column to indicate whether your institution’s hiring and development processes are more aligned with a departmental or divisional model.

Departmental Promotion and Tenure	Divisional Promotion and Tenure
<ul style="list-style-type: none"> <input type="checkbox"/> Faculty are tenured in departments <input type="checkbox"/> Department promotion criteria prioritize evidence of disciplinary excellence <input type="checkbox"/> Committee members include only departmental peers, or a single college- or institutional-level committee evaluates all tenure cases <input type="checkbox"/> Promotion and tenure decisions are approved by a college-level committee and an institution-level committee after chair sign-off <input type="checkbox"/> All faculty are expected to produce promotion dossiers that follow a single format 	<ul style="list-style-type: none"> <input type="checkbox"/> Faculty are tenured in divisions <input type="checkbox"/> Divisional promotion criteria prioritize divisional and institutional mission <input type="checkbox"/> Committee members include disciplinary peers and faculty lead, cross-disciplinary divisional peers, and other representatives who can evaluate the candidate’s work <input type="checkbox"/> Promotion and tenure decisions pass directly from the division head to the provost for final approval <input type="checkbox"/> Faculty work with faculty leads and division heads to decide what will be included in dossiers
Departmental Hiring Guidelines	Divisional Hiring Guidelines
<ul style="list-style-type: none"> <input type="checkbox"/> Memoranda of understanding (MOUs) are used for joint hires only <input type="checkbox"/> Memoranda of understanding follow one or two predetermined templates <input type="checkbox"/> Statements of context are encouraged for faculty who deviate from traditional scholarship expectations 	<ul style="list-style-type: none"> <input type="checkbox"/> All faculty with multidisciplinary research interests have the option to develop MOUs with division heads <input type="checkbox"/> MOUs are customizable based on the needs of each faculty member, division, and faculty lead(s) <input type="checkbox"/> Statements of context are encouraged for all faculty to explain how their work supports the divisional mission
Departmental Faculty Development	Divisional Faculty Development
<ul style="list-style-type: none"> <input type="checkbox"/> Candidates meet with department chairs in the year prior to promotion review to discuss upcoming review <input type="checkbox"/> Some departments match faculty to mentors with varying degrees of formality <input type="checkbox"/> Mentoring is directed only toward new faculty <input type="checkbox"/> Education about norms and expectations of the department happens informally <input type="checkbox"/> Mentoring programs focus primarily on helping faculty progress toward tenure 	<ul style="list-style-type: none"> <input type="checkbox"/> Faculty leads meet with faculty yearly to discuss progress toward tenure <input type="checkbox"/> All divisions have formal faculty mentorship programs <input type="checkbox"/> Mentoring programs are expanded to senior faculty to support them in evaluating interdisciplinary work <input type="checkbox"/> Mentoring programs for all incoming faculty feature formal development around divisional expectations and values <input type="checkbox"/> Mentoring programs instruct faculty about a range of topics, including basic teaching best practices and how to navigate university policies and procedures

Divisional Promotion and Tenure Guideline Checklist

Explicit Evaluation Criteria Reward Interdisciplinary Contributions

For each row, check the box in either the left or right column to indicate whether your institution's promotion and tenure guidelines are more aligned with a departmental or divisional model.

Departmental Scholarship Evaluation	Divisional Scholarship Evaluation
<ul style="list-style-type: none"> <input type="checkbox"/> Research defined primarily as publication in disciplinary journals <input type="checkbox"/> Public-facing scholarship counts as service and receives 20% weighting <input type="checkbox"/> Departments reward research that raises the institution's eminence in the eyes of academic peers <input type="checkbox"/> Departments reward scholarship's impact on the discipline <input type="checkbox"/> All research is reviewed by external reviewers from within a candidate's discipline 	<ul style="list-style-type: none"> <input type="checkbox"/> Research expanded to include scholarly artifacts such as white papers, public policy briefs, and interdisciplinary grants <input type="checkbox"/> Public-facing scholarship counts as research and receives 40% weighting <input type="checkbox"/> Divisions reward distinctive scholarship that differentiates institution from its peers <input type="checkbox"/> Divisions reward scholarship's impact on the university and community <input type="checkbox"/> External reviewers include representatives from outside a candidate's discipline or outside the academy
Departmental Teaching Evaluation	Divisional Teaching Evaluation
<ul style="list-style-type: none"> <input type="checkbox"/> Teaching quality is assessed primarily through written student evaluations <input type="checkbox"/> Faculty are rewarded for teaching specialized courses in their discipline <input type="checkbox"/> Culturally relevant, emerging forms of pedagogy are not formally rewarded <input type="checkbox"/> Co-teaching is not explicitly rewarded in promotion and tenure documents 	<ul style="list-style-type: none"> <input type="checkbox"/> Teaching quality is assessed via written evaluations and classroom observation by peers <input type="checkbox"/> Faculty are rewarded for teaching within and across disciplines and programs <input type="checkbox"/> Divisional review committees reward faculty who test innovative, culturally relevant pedagogy <input type="checkbox"/> Co-teaching and paired courses are explicitly rewarded in promotion and tenure documents
Departmental Service Evaluation	Divisional Service Evaluation
<ul style="list-style-type: none"> <input type="checkbox"/> Faculty are evaluated based on service to their discipline <input type="checkbox"/> Faculty are expected to participate in one or more department-level committees <input type="checkbox"/> Service expectations vary from one department to the next and may not always be explicit 	<ul style="list-style-type: none"> <input type="checkbox"/> Faculty are evaluated on their contributions to building and sustaining the institution <input type="checkbox"/> Faculty are expected to participate in key decisions at the faculty (discipline or program), division, and institution level <input type="checkbox"/> Service expectations are explicit in terms of time and effort; division heads make note of any service disparities that arise during evaluation

Source: EAB interviews and analysis.



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