2030 Teaching and Mentoring Excellence Committee Report

Prepared for the Office of the Provost

DUKE UNIVERSITY

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1. Introduction

Teaching and mentoring are at the core of Duke's mission. Maintaining world-class educational programs enables us to attract exceptional students who in turn support our ambitions in research and scholarship, animate the intellectual life of our campus, and energize our faculty and staff. These students become alumni who extend Duke's influence globally, drawing on their Duke experience to act as thoughtful changemakers and ambassadors in the world beyond campus.

Duke offers outstanding educational experiences for our students. We have numerous faculty who are deeply committed and highly effective teachers and mentors, many of whom are thought leaders in research and scholarship. At the same time, our current systems for supporting, evaluating, and rewarding teaching and mentoring lack consistency and clarity. They create headwinds that make it more difficult for Duke to achieve its educational mission. However, they also present opportunities for Duke to strengthen its commitment to, and capacity for, outstanding teaching and mentoring.

This report responds to the charge of the 2030 Teaching and Mentoring Excellence Committee, constituted by Provost Gallimore, to provide guidance on how Duke can foster teaching and mentoring excellence. The committee includes representation from a range of disciplines across Duke (see Appendix A for the committee roster). At a high level, the committee was charged with (see Appendix B for the full charge):

1. Creating evidence-based rubrics to define and evaluate teaching and mentoring effectiveness
2. Revising appointment, promotion, and tenure standards to clarify teaching and mentoring expectations
3. Creating defined career pathways and consistent titles for regular rank non-tenure track faculty, including considering whether a tenure option should exist for this track
4. Suggesting policies and practices for cultivating a culture that supports and values teaching and mentoring excellence at the department and university level

The committee has developed recommendations on each topic of the charge. Some of these recommendations can be implemented over shorter time horizons, whereas others are expected to be implemented over longer terms. In making these recommendations, our aim is not simply to enhance support for individual faculty, but to build structures that foster teaching and mentoring excellence across all schools and units.

We note that the Teaching and Mentoring Excellence Committee is one of three ad hoc committees charged by Provost Gallimore in 2024-2025 with advancing teaching practices

and pedagogical innovation as part of the 2030 Teaching Excellence & Innovation Initiative.[1] Those committees met separately, and their work is not covered here.

1.1. Executive Summary

This report is organized around a set of recommendations and suggestions developed to fulfill the committee's charge. The report is divided into sections that align with the core components of this charge, each offering ways to foster teaching and mentoring excellence at Duke while also promoting institutional clarity, equity, and recognition of faculty efforts related to teaching and mentoring.

- **Section 2** introduces the Duke Teaching Effectiveness Framework. It presents a baseline definition of what effective teaching looks like at Duke, developed from a review of best practices and relevant scholarly work, and discusses sources of evidence for evaluating teaching effectiveness. Key recommendations include:
    - Duke should adopt the Duke Teaching Effectiveness Framework, which includes three criteria: 1) effective course design, 2) engaged learning community, and 3) continual improvement.
    - Units should adapt this framework to their own contexts while maintaining fidelity to the core criteria.
    - Units should assess teaching effectiveness using evidence from three sources: 1) the faculty member, 2) peers, and 3) students.
- **Section 3** introduces the Duke Mentoring Effectiveness Framework. It presents a baseline definition of effective student mentoring, developed from a review of best practices and relevant scholarly work, and describes how units can use the framework for faculty development and evaluation. Recommendations include:
    - Duke should adopt the Duke Mentoring Effectiveness Framework, which includes three criteria: 1) academic and career guidance, 2) supportive environment, and 3) continual improvement.
    - Units should adapt this framework to their own contexts while maintaining fidelity to the core criteria.
    - Units should assess mentoring effectiveness using multiple sources of evidence, such as faculty self-reflections, confidential mentee surveys or letters, and student outcomes. Duke needs to help units develop mentoring assessments as—with only

[1] The other two committee include the **Cross-School Teaching Opportunities committee,** charged with exploring policies and practices that lower the threshold for faculty to teach across schools, and the **Adaptable Academic Structures committee**, charged with developing ideas for improving educational programming through increased modularity and varied modalities.

a few exceptions—there are not robust systems in place for assessing mentoring effectiveness.

- **Section 4** presents revised promotion standards for tenure track faculty related to teaching and mentoring. It recommends integrating the teaching and mentoring effectiveness frameworks into departmental standards and promotion criteria and clarifies expectations at each stage of the tenure track. Key recommendations include:

  - Units should revise their bylaws as needed to articulate expectations for teaching and mentoring effectiveness among tenure-track faculty.
  - Duke should implement policies that reward and recognize tenured full professors who contribute to a culture of excellence in teaching and mentoring.

- **Section 5** focuses on career pathways, promotion standards, and policies and practices for recognizing faculty currently referred to as "regular rank non-tenure track" faculty. Key recommendations include:

  - Duke should replace the terminology "regular rank non-tenure track" with "regular rank career track faculty." We will henceforth use this terminology.
  - Duke should create new regular rank career track titles with defined career pathways. Recommended career track series for teaching-focused faculty include: Teaching Professor (replacing the Lecturer series, but also applicable to some currently classified as Professors of the Practice), Teaching and Scholarship Professor (a new series for faculty currently classified as Professors of the Practice who engage in scholarship and have limited non-academic experience), and Professor of the Practice (for faculty who have a background in practice or who wish to retain their current title).
  - Externally and colloquially, all regular rank faculty should have the option to use simplified titles, i.e., "professor," without modification by their track title.
  - Once the new career pathways are adopted, units should update their bylaws (as needed) to clarify promotion standards for relevant career track series, in alignment with the teaching and mentoring effectiveness frameworks.
  - Units should strive to use ten-year contracts more regularly and streamline renewals for full career track professors. The committee does not recommend tenure or a tenure equivalent for career track faculty at this time due to the need to strengthen foundational systems by addressing our other recommendations; however, we recommend that this be revisited in five years.
  - Schools and units should expand the participation of career track faculty in unit votes, provide access to professional leave, and strive to attract the best career track faculty.

- **Section 6** suggests strategies to build and sustain a culture of teaching and mentoring excellence. We recommend that the Office of the Provost charge appropriate groups

and units at Duke with developing practices pertaining to faculty hiring, support for professional development, forms of recognition (e.g., awards, named professorships), and peer mentoring communities.

- **Section 7** outlines a phased implementation plan from 2025-2026 through 2030-2031. This timeline allows for faculty governance review, the development of new or revised sources of evidence for assessing teaching and mentoring excellence, resources and guidance to support faculty and units, and time for faculty to adjust to the expectations as needed. While the recommendations in this report should be prioritized, we advise proceeding with flexibility and support to ensure that current faculty are not disadvantaged.

We recommend that the Office of the Provost oversee the implementation of these recommendations. This oversight should include collaboration with the Academic Council to identify any changes that require Council review, as well as active engagement with deans and unit leaders to facilitate implementation. Central units—such as school leadership, the Office of Faculty Advancement, Faculty Affairs, and Learning Innovation & Lifetime Education (LILE)—should be tasked with developing guidance and resources to support academic units and their faculty. For this initiative to succeed, however, each unit must take ownership of the recommendations and determine how best to adapt and apply them within their specific context. Accordingly, the creation of resources—centrally or at the unit level—should be driven by the needs identified by individual units.

Finally, the committee acknowledges the uncertainties, financial and otherwise, that Duke and higher education face at the current moment. The committee proceeded with its work by keeping these uncertainties in mind but not being constrained by them. Many of our recommendations are expected to play out over the long term, and the committee did not attempt to predict what the landscape at Duke will look like in the future. The committee expects the implementation of its recommendations to be an iterative process in which proposals or ideas are tried first as pilots and then refined, improved, and eventually rolled out with general approval from the faculty. The committee is confident that Duke can adapt the recommendations to fit its resources and priorities in future moments.

1.2. Committee Process

The committee's work builds on the work of other committees, particularly the 2030 Strategy Team, the 2021 Academic Council Ad Hoc Committee on Regular Rank Non-Tenure Track (RRNTT) Faculty Designations, and the 2018 Research Tenure Standards Committee. The committee was instructed to take the recommendations in the 2030 Strategy Team report as a foundation—rather than revisiting those recommendations—and to provide implementation guidance for those recommendations.

The committee first met at the start of the fall semester and proceeded until the end of the 2025 academic year. At the first few meetings, the committee developed a set of core

principles to guide its work. These are presented below.

1. Recommendations should address the specific charges to the committee.
2. Recommendations should consider extant scholarship on evidence-based, best practices in teaching, mentoring, and learning.
3. Recommendations should be consistent with the 2030 Strategy report, including:
    - Duke is and will remain a world-class research university that has integral undergraduate and graduate teaching missions.
    - Duke fosters innovation in teaching and learning.
4. Recommendations that incentivize and reward excellent teaching or mentoring are preferred over recommendations focused on the consequences of poor teaching or mentoring.
5. Recommendations should be sensitive to faculty workloads and responsibilities.
6. Recommendations should be practical and possible to implement.
7. Recommendations can be for the short-term (ready to implement within one year) and medium-term (ready to implement in more than one year).

The committee spent the fall semester reviewing the scholarly literature and practices at other universities related to teaching and mentoring effectiveness, including methods for assessment (see Appendix C).[2] The committee also reviewed Duke's current practices at both the university and unit level. This research informed the development of the Duke Teaching Effectiveness Framework (see Section 2), which was refined through conversations with faculty and administrators in late fall and throughout Spring 2025. The committee also divided into small working groups in the fall to focus on research and resources related to evaluating teaching.

In Spring 2025, the committee divided into two subcommittees:

- The **Tenure Track subcommittee** referenced the literature to develop a Mentoring Effectiveness Framework to complement the Teaching Effectiveness Framework and developed recommendations for revising promotion and tenure standards to clarify teaching and mentoring expectations.
- The **Career Track subcommittee** built on prior work from the Academic Council to develop clear and consistent career pathways and titles for career track faculty. This subcommittee developed recommendations for revising appointment and promotion standards for these faculty related to teaching and mentoring effectiveness. It explored mechanisms to support the careers of these faculty, including practices around contracts, voting rights, and professional leave.

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[2] The committee acknowledges and thanks Elyse Veloria, PhD Candidate in Cultural Anthropology, for her research assistance.

Also in the spring, committee members divided into small working groups to develop recommendations for: 1) considering teaching and mentoring in the hiring process; 2) providing faculty with more support and training; and 3) improving our teaching evaluation systems. The results of their work are described in Section 6.

Throughout the year, committee members sought feedback from and met with various stakeholders on campus, including the Provost cabinet, the Deans cabinet, the Executive Committee of the Academic Council, Arts & Sciences Council, the Academic Programs Committee, the Appointments, Promotion & Tenure Committee, the Directors of Undergraduate Studies in Trinity, and individual deans of several schools. See Appendix J for details. The committee would have liked to meet with more stakeholders but, due to the timeline for the work, was not able to do so before June 30. Nonetheless, the committee recognizes that individual faculty and unit leaders, especially department chairs, will play critical roles in implementing these recommendations.

2. Duke Teaching Effectiveness Framework

The Duke Teaching Effectiveness Framework is designed to clarify what effective teaching looks like, guide faculty and academic units in the development of strong teaching practices, and provide clear, evidence-informed standards for evaluating teaching. While the framework outlines broad principles that apply across diverse learning environments—including classrooms, laboratories, and field settings—it is intended to be adapted and customized by individual units to reflect specific disciplinary and instructional contexts. **We recommend that Duke adopts this framework and that units modify the framework to their context, thereby creating a more consistent understanding of effective teaching practices at Duke.**

See Section 2.4 for further discussion of how units can adapt the framework.

2.1. Background Research and Process

Aligned with our committee's guiding principles, we anchored our efforts to define and evaluate effective teaching in both the research literature and best practices from other institutions. Effective teaching is not defined by what faculty or students like; rather, it is built on decades of research into the practices that best support student learning. In response to the first part of our charge—developing an evidence-based rubric for assessing teaching effectiveness—the committee agreed on the following objectives: 1) define teaching excellence as it relates to adoption of effective teaching practices,[3] 2) identify

[3] The committee discussed defining teaching excellence in terms of how much students learn (e.g., based on test performance). The literature indicates that it can be difficult to assess the effect of teachers on students' knowledge gain. Many factors come into play, such as the background knowledge of the students, which make such evaluations challenging to implement in practice. In contrast, assessing characteristics associated with evidence-based, effective teaching is achievable. Thus, the committee prefers to define excellence in teaching in terms of teaching effectiveness.

criteria for assessing whether faculty are making progress towards that definition of excellence, and 3) identify mechanisms for measuring those criteria. For each of these objectives, the committee consulted relevant research frameworks and institutional models, which we then adapted for the Duke context (see Appendix C for a summary of supporting research).

To inform our definition of teaching excellence, we examined several prominent research-based frameworks. Key among these were works by Wieman (2015), the National Academies of Sciences, Engineering, and Medicine (2020), and the Framework for Accessing Teaching Effectiveness (FATE) developed by Simonson, Earl & Frary (2022). We also reviewed teaching effectiveness models developed at other institutions, including Colorado State University, the University of Delaware, and TEval—an NSF-supported initiative co-led by UMass, UC Boulder, and the University of Kansas. These frameworks consistently identified similar core dimensions of effective teaching, differing mainly in organization and emphasis.

After evaluating multiple models, the committee decided to use FATE as the foundation for its recommendations. Developed with National Science Foundation support, FATE offers a comprehensive, research-grounded structure for defining and assessing teaching effectiveness. It centers on four key domains: 1) clear and objective-focused course design, 2) evidence-based instructional techniques, 3) welcoming and inclusive classroom environments, and 4) ongoing faculty professional development. It offers a rubric that guides faculty towards effective teaching practices and suggests sources of evidence for evaluating progress.

While the FATE framework provided a valuable starting point, the committee found it overly complex and encumbered by jargon that could hinder widespread adoption at Duke. Additionally, it lacked components we considered essential to Duke's context—particularly around fostering strong learning communities. Consequently, we revised and streamlined the framework, resulting in a customized definition of teaching excellence for Duke that is both evidence-based and practical for implementation. We have named this the Duke Teaching Effectiveness Framework.

After developing the framework, the committee enlisted research assistants to identify evidence-based tools, resources, and guidance to support faculty and academic units in aligning their teaching practices with the Teaching Effectiveness Framework. These resources were designed to be accessible and practical, providing concrete support for implementation. The committee will transfer this collection to LILE and other appropriate groups at Duke for further refinement. We suggest that it be used as the foundation for building a robust, user-friendly resource center to assist faculty in their ongoing efforts to enhance teaching effectiveness.

2.2. Duke Teaching Effectiveness Definition

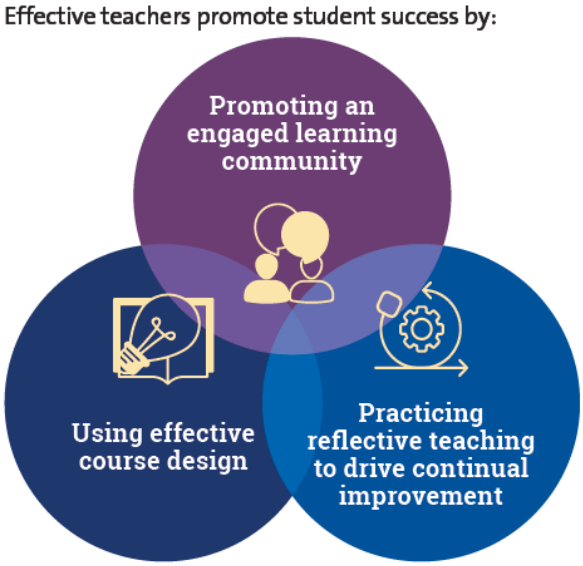
Faculty play a critical role in all aspects of Duke's mission. As scholar-educators they are entrusted with providing a superior education that prepares all students to carry Duke's values forward.

Duke University Mission Statement

The mission of Duke University is to… "provide a superior liberal education to undergraduate students, attending not only to their intellectual growth but also to their development as adults committed to high ethical standards and full participation as leaders in their communities; to prepare future members of the learned professions for lives of skilled and ethical service by providing excellent graduate and professional education; to advance the frontiers of knowledge and contribute boldly to the international community of scholarship; to promote an intellectual environment built on a commitment to free and open inquiry; to help those who suffer, cure disease, and promote health, through sophisticated medical research and thoughtful patient care; to provide wide ranging educational opportunities, on and beyond our campuses, for traditional students, active professionals and life-long learners using the power of information technologies; and to promote a deep appreciation for the range of human difference and potential, a sense of the obligations and rewards of citizenship, and a commitment to learning, freedom and truth.

By pursuing these objectives with vision and integrity, Duke University seeks to engage the mind, elevate the spirit, and stimulate the best effort of all who are associated with the University; to contribute in diverse ways to the local community, the state, the nation and the world; and to attain and maintain a place of real leadership in all that we do."

But excellent teaching is about more than student success: it should be rewarding for faculty too. Duke is committed to creating an environment in which both teaching and learning are sources of joy, inspiration, and growth. Duke supports this vision through the use of **effective course design**, teaching methods that promote an **engaged learning community**, and reflective teaching that encourages **continual improvement** and professional fulfillment.



Using effective course design

Effective teachers design courses and other learning experiences with clear and achievable learning goals that challenge students and promote their growth. They design assessments to gauge student progress towards these goals and develop activities that promote progress. These teachers skillfully implement practices that are well-regarded as effective and are appropriate to the learning context.

Effective teachers:

- **Create well-defined and appropriate learning outcomes:** Learning outcomes clearly define what students should be able to achieve once the learning experience is completed. Designed with the discipline, academic program, and learner background in mind, these outcomes challenge students to stretch their abilities, think critically, and develop skills that prepare them for future professional success.
- **Use assessments that are aligned with learning outcomes and promote fair and meaningful evaluations of student learning:** Assessments are designed to measure learning outcomes and provide meaningful ways for students to demonstrate their learning. Assessment methods are appropriately varied to support student engagement and autonomy, but all assessments have clearly defined and communicated criteria to ensure fairness and consistency.
- **Align activities with learning outcomes and skillfully incorporate practices that are well-regarded as effective and are appropriate to the learning context:** Learning activities are thoughtfully designed to support learning outcomes and use teaching strategies that are widely recognized as effective through evidence-based research. These strategies are applied skillfully and with consideration for the specific learning environment, modality, and the needs of both students and instructors.
- **Have students who demonstrate progress toward learning outcomes:** The learning experience is designed to support student learning. This is reflected in student work samples, which demonstrate satisfactory progress toward achieving learning outcomes.

Promoting an engaged learning community

Effective teachers prioritize student engagement and a strong sense of community to support student growth. They use teaching methods that promote meaningful interaction, provide fair and reliable support and foster a respectful climate where all students can learn.

Effective teachers:

- **Encourage active student engagement:** Teaching practices prioritize active engagement by encouraging students to interact meaningfully with the content, the instructor, and their peers, such as through discussion, collaboration, and hands-on activities.
- **Adopt student-centered approach in learning materials:** Learning materials (e.g., texts, presentations, movies, readings) are available in accessible formats that support students with disabilities and are selected with financial barriers in mind, offering cost-conscious alternatives as appropriate. Wherever possible, materials use inclusive, student-centered language to foster a welcoming and supportive learning environment.
- **Demonstrate reliability, fairness, and support:** The instructor consistently engages in behaviors that establish trust, such as providing timely feedback, communicating

effectively, treating students fairly, suggesting additional resources to support students, and maintaining clear and reasonable availability, such as office hours, scheduled meetings, and online communication.

- **Promote a climate that fosters respectful collaboration and a sense of community:** Teaching practices support a climate that is inclusive and respectful, encouraging students to engage in constructive dialogue, appreciate different viewpoints, and collaborate in a spirit of trust and mutual respect.

Practicing reflective teaching to drive continual improvement and professional fulfillment

Effective teachers recognize that good teaching can look different for everyone and are committed to discovering what works best for them and their students. They actively reflect on their teaching; seek insights from students and colleagues; refine their practices and, experiment with new ones in the spirit of continual growth. Through this process, they not only enhance student learning but find greater professional fulfillment in teaching.

Effective teachers:

- **Engage in ongoing reflection and efforts to improve teaching:** Demonstrates ongoing commitment to refining teaching methods and experimenting with new approaches to enhance effectiveness. Efforts to improve are based on thoughtful reflection, feedback from students and peers, and analysis of student performance.
- **Support and learn from the teaching community:** Actively and regularly participates in professional development to enhance their teaching and support the growth of the broader teaching community. Professional development can take many forms, including workshops, consultations, peer evaluations, formal and informal discussions with colleagues and mentees, and more.

2.3. Evaluating Effective Teaching

2.3.1. The Teaching Effectiveness Rubric

The rubric below translates the Duke Teaching Effectiveness Framework into a concise, user-friendly format that faculty can use to reflect on and assess their teaching—both for personal development and for inclusion in summative materials such as promotion dossiers. This single-page version is meant to serve as a helpful model, not a mandated template. We hope it will support faculty in identifying and communicating their strengths as educators. A more detailed version of the rubric is provided in Appendix D for those who wish to engage in deeper self-assessment.

To support both reflection and evaluation, the rubric outlines teaching across four levels of effectiveness. These levels mirror those used in the mentoring framework (see Section 3), providing a shared language. “Effective” captures teaching practices that meet expectations; “Developing” reflects practices that show potential but need further growth; and, “Ineffective” refers to practices that fall short of unit and institutional standards. “Exemplary” describes practices that go beyond expectations and may serve as models for others—this category should be useful in identifying and rewarding teaching excellence.

As described further in Section 2.4, units are encouraged to adapt the rubric to fit their disciplinary and pedagogical contexts. This may include modifying the descriptions, setting higher expectations, or adding criteria aligned with their values. Suggested sources of evidence for each standard are also outlined in Section 2.3.2.

Criterion	Ineffective	Developing	Effective	Exemplary
1. Course Design • Learning outcomes • Assessments • Learning activities • Student achievement	• Learning outcomes are absent, vague, or poorly formed, and/or not challenging, relevant, or appropriate to the context of the learning environment. • Assessments do not measure learning outcomes, lack variety, or have criteria that are poorly defined or communicated. • Learning activities do not clearly support learning outcomes or use effective practices. • The overall design of the learning experience does not support student learning. Student work samples do not demonstrate student progress.	• Learning outcomes may not be well-defined, or are only somewhat challenging, relevant, or appropriate to the context of the learning environment. • Assessments somewhat measure learning outcomes, and/or are only somewhat meaningful and varied to support engagement and autonomy, and/or have criteria that are incompletely defined and communicated. • Learning activities inconsistently support learning outcomes, and/or effective teaching practices are used inconsistently or with only moderate skill. • The overall design of the learning environment somewhat supports student learning. Student work samples inconsistently demonstrate satisfactory progress toward achieving learning outcomes.	• Learning outcomes clearly define what students are expected to learn, are challenging and relevant, and are appropriate for the context of the learning environment. • Assessments are designed to measure learning outcomes meaningfully, are appropriately varied, and have clearly defined and communicated criteria. • Activities are designed to support learning outcomes, skillfully use teaching strategies that are recognized as effective, and consider the specific context of the learning environment. • The overall design of the learning environment supports student learning, and this is reflected in student work samples, which demonstrate satisfactory progress toward achieving learning outcomes.	• Learning outcomes are not only well-defined but exceptionally well-integrated with broader academic objectives and crafted to inspire and challenge students. • Assessments and activities not only measure and support achievement of learning outcomes, but experiment with cutting-edge pedagogical methods and contribute new insights, adaptations, and innovations that can be shared with the educational community. • Students excel in the learning outcomes. • Exemplary teachers consistently produce students who are exceptionally prepared for subsequent academic and professional pursuits.
2. Learning Community • Active engagement • Learner-centered materials • Reliability, fairness, and trust • Learning environment	• Teaching practices rarely encourage active student engagement with the content, the instructor, and/or each other. • Learning materials are not accessible and/or do not yet communicate an inclusive or student-centered approach. • The instructor does not, or minimally, engages in behaviors that establish trust, such as providing timely feedback, communicating effectively, treating students fairly, and being available to students. • Teaching practices do not yet, or rarely, support a learning environment that promotes a sense of belonging; values diverse contributions; respects individual differences; and encourages motivation, cooperation, and engagement for all students.	• Teaching practices sometimes encourage active student engagement with the course content, the instructor, and/or each other. • Learning materials are inconsistently accessible and/or inconsistently communicate an inclusive, student-centered approach. • The instructor mostly engages in behaviors that establish trust, such as providing timely feedback, communicating effectively, treating students fairly, and being appropriately available to students. • Teaching practices support a learning environment which somewhat promotes a sense of belonging; values diverse contributions; respects individual differences; and encourages motivation, cooperation, and engagement among all students.	• Teaching practices consistently encourage active student engagement with the course content, the instructor, and each other. • Learning materials are accessible and consistently communicate an inclusive, student-centered approach. • The instructor consistently engages in behaviors that establish trust, such as providing timely feedback, communicating effectively, treating students fairly, providing additional resources to support students, and being appropriately available to students. • Teaching practices support a learning environment that promotes a sense of belonging; values diverse contributions; respects individual differences; and encourages motivation, cooperation, and engagement among all students.	• Teaching practices foster not only a high level of active engagement, but enthusiasm or "gusto" for learning. • Learning materials are models for accessibility and inclusivity and encourage students to value diverse perspectives and engage effectively across differences. • The instructor consistently establishes trust and is frequently viewed by students as competent, fair, and as making decisions in students' best interests. • Teaching practices support a learning environment that is uniquely inclusive, marked by a strong sense of belonging; appreciation of diverse contributions; respect for individual differences; and a student body that is motivated, cooperative, and engaged.
3. Continual Improvement • Reflects and refines • Collaborates and learns	• Rarely or never undertakes efforts to improve teaching. • Does not, or rarely, engages with professional development opportunities or sharing of lessons learned about teaching.	• Inconsistently or occasionally undertakes efforts to improve teaching based on self-reflection, feedback from students and peers, and analysis of student performance. • Engages occasionally with the teaching community through professional development opportunities or sharing of lessons learned about teaching.	• Frequently undertakes efforts to improve teaching by refining existing teaching practices and experimenting with new ones. Efforts to improve are based on self-reflection, feedback from students and peers, and analysis of student performance. • Actively and regularly enhances their own teaching and the teaching community by participating in professional development and by sharing insights and lessons learned about effective teaching practices.	• Demonstrates a high level of self-reflection that not only identifies strengths and weaknesses but identifies new insights to promote teaching excellence. • Uses a wide array of feedback to make continuous data-driven improvements to teaching. • Serves as a leader within their teaching communities, frequently contributing to and even leading professional development initiatives and encouraging a culture of teaching excellence.

2.3.2. Sources of Evidence for Teaching Effectiveness

The literature on teaching evaluation highlights significant concerns about the validity and equity of student evaluations of teaching, noting that they are often biased and methodologically flawed (Kreitzer & Sweet-Cushman, 2022; McMurtie, 2024). Experts emphasize that relying solely on student evaluations provides an incomplete and potentially misleading picture of instructional effectiveness (Linse, 2017; Stripling, 2025; Uttl et al., 2017). Instead, researchers recommend a holistic approach that incorporates evidence from students, self-reflection, and peer review to more accurately assess teaching effectiveness (Hoyt & Pallett, 1999).

Therefore, we recommend that units broaden the sources of evidence used to assess teaching to include feedback from multiple sources: 1) the faculty member themselves, 2) peers, and 3) students. Our benchmarking revealed that many other universities have implemented similar practices. Duke has already made efforts towards this in recent years with revisions to the course evaluation system and a pilot peer evaluation effort. However, Duke will need to modify and scale these systems and provide units with templates, examples, and other forms of support for collecting evidence of effective teaching. In Appendix E, we provide some initial ideas for how Duke might collect evidence from these sources.

Below is a menu of possible types of evidence that might be collected from each source. Typically, it is beneficial to select at least one type of evidence from each source. Not all of the types of evidence in the menu need to be used. As described in Section 2.4.2, units should determine what forms of evidence are most informative, relevant, and practical based on their specific context and promotion and tenure standards.

Evidence from the faculty member

Type of evidence	Provides evidence for …
Teaching statement that describes approaches and techniques used and how they relate to each teaching effectiveness criterion (pointing to evidence in course materials and student work)	Criteria 1: Course design Criteria 2: Learning community
Self-reflection on teaching successes or challenges and changes made in response; summary of activities completed to improve one's own teaching and teaching at Duke	Criteria 3: Continual improvement
Teaching development plan that articulates changes the faculty member plans to make in the future and resources that they will call upon to support their growth as a teacher	Criteria 3: Continual improvement
Syllabi from classes, annotated to describe teaching choices	Criteria 1: Course design Criteria 2: Learning community

Type of evidence	Provides evidence for …
Sample course materials, including assignments, rubrics, and other materials used for evaluating student learning, annotated to describe teaching choices	Criteria 1: Course design Criteria 2: Learning community
Samples and/or summaries of **student work** as representations of student learning	Criteria 1: Course design

Evidence from peers

Type of evidence	Provides evidence for …
Evaluations of course materials	Criteria 1: Course design Criteria 2: Learning community
Results from **peer observations**	Criteria 1: Course design Criteria 2: Learning community
Summary of **contributions to the unit's teaching** (e.g., peer mentoring, best practice sharing, innovations, course/curriculum design)	Criteria 3: Continual improvement

Evidence from students

Type of evidence	Provides evidence for …
Student evaluation results and comments	Criteria 1: Course design Criteria 2: Learning community
Mid-semester feedback surveys	Criteria 1: Course design Criteria 2: Learning community
Summaries of student **focus groups, interviews, small group instructional feedback** sessions	Criteria 1: Course design Criteria 2: Learning community
Student letters	Criteria 1: Course design Criteria 2: Learning community
Teaching Assistant (TA) feedback and observations	Criteria 1: Course design Criteria 2: Learning community Criteria 3: Continual improvement

2.4. Using the Duke Teaching Effectiveness Framework

The Duke Teaching Effectiveness Framework is intended to serve as a foundation—not a fixed formula—for recognizing and supporting excellent teaching across the university. Departments and other academic units will play a central role in adapting the framework to reflect their disciplinary norms, pedagogical contexts, and faculty roles. **We recommend that schools and departments should be charged with reviewing the Teaching Effectiveness Framework and making adjustments to fit their context.** This section provides an overview of how units can make those adaptations. Detailed guidance for revising promotion standards to align with the Teaching Effectiveness Framework is

provided in Section 4.1 (for tenure track faculty) and 5.4 (for career track faculty with teaching as a central focus).

2.4.1. Adapting the Framework and Rubric to Unit Contexts

At the request of school leadership, departments and other academic units should use the Duke Teaching Effectiveness Framework as a starting point for defining effective teaching in their context. The default assumption is that all criteria in the university framework are relevant and applicable. However, units may:

- **Add new criteria** that they consider essential for excellent teaching in their discipline. Units should briefly explain the rationale for any additions and how faculty performance on those criteria will be assessed.
- **Emphasize or deemphasize criteria** if they believe certain aspects of the framework are more or less central in their context. In such cases, units should provide a rationale for emphasizing or de-emphasizing particular standards.
- **Contextualize features of teaching assignments that are relevant to summative evaluations,** such as identifying courses that are historically challenging to teach effectively or particularly important for the unit, or by recognizing breadth or versatility in course offerings as a valued contribution.

These adaptations should be documented clearly, just as units previously customized research expectations in response to the 2018 revisions of promotion standards. Revised definitions should be shared with school deans and the Office of the Provost and vetted for a baseline of consistency across the university.

2.4.2. Identifying Appropriate Sources of Evidence

As described in Section 2.3.2, as a general principle, feedback should be collected from multiple sources—such as input from faculty themselves, peers, and students—for a more comprehensive and fair assessment. This evidence should be used for both formative (i.e., developmental) and summative (i.e., evaluative) purposes.

Each unit should review the possible sources of evidence listed in Section 2.3.2 and determine which sources of evidence are most relevant and practical for evaluating teaching in their context. Units may add additional sources of evidence to the suggested menu types, particularly if they reflect distinctive disciplinary practices or innovations.

Once selected, units should make sure that faculty understand what evidence will be collected and how it will be used and should then support the regular collection of that evidence. We recommend that the Office of the Provost provide units with guidance and templates to support this process.

2.4.3. Revising Promotion and Tenure Standards

Once units have adapted the definition of effective teaching and identified appropriate evidence, they should review and revise their promotion and tenure standards for faculty with teaching or mentoring responsibilities. This work should mirror the unit-level revisions to research standards completed in 2018. Detailed guidance for revising promotion standards to align with the Teaching Effectiveness Framework is provided in Section 4.1 (for tenure track faculty) and 5.4 (for other regular rank teaching faculty). In sum, units should:

- Specify which elements of effective teaching are considered essential for advancement.
- Clarify expectations by track and role. For example, some schools may expect tenure track faculty to teach undergraduates regularly or to supervise PhD students, whereas others may not.
- Use shared language provided by the school to ensure clarity and consistency in standards.
- Explain any variation in expectations across departments within the same school.

As with research standards, school leadership is responsible for reviewing and approving unit-level revisions to the teaching and mentoring standards.

To support this work, the university should make available experts in teaching and mentoring who can assist units in developing meaningful standards; evaluating teaching and mentoring for promotion purposes; and preparing dossiers that speak to those standards in clear, fair, and discipline-appropriate ways.

3. Duke Mentoring Effectiveness Framework

Similar to the Teaching Effectiveness Framework, the Mentoring Effectiveness Framework is intended to clarify good mentoring practices for the purposes of faculty development and assessment. Mentoring is highly context-specific, making it difficult to define a one-size-fits-all rubric for effective mentoring. Nonetheless, the committee believes there are core features of mentoring that generalize to a variety of settings. This section describes those core features and constructs a baseline rubric. **We recommend that Duke adopts this framework, and that units modify the framework to their context, thereby creating a more consistent understanding of effective mentoring practices at Duke.** See Section 3.4 for further discussion of this point.

3.1. Background Research and Process

The committee began its work by first seeking to define and scope mentoring. After reviewing the scholarly literature (e.g., Anderson et al., 2012; Berk et al., 2005; Dahlberg et al., 2019), the committee identified the following definition from a National Academy of Sciences, Engineering, and Medicine report that captures what it considers the main characteristics of mentoring.

"Mentorship is a professional, working alliance in which individuals work together over time to support the personal and professional growth, development, and success of the relational partners through the provision of career and psychosocial support."

The committee adopted this definition of mentorship for its work. The committee noted that some units may define these activities using other terms, such as advising. In this report and for purposes of developing promotion standards, the term mentoring is intended to include advising and other terms that can be substituted for the word “Mentoring” in the definition above.

The scholarly literature, as well as practice at Duke, include many forms of mentorship, from dyadic relationships to mentoring teams. Mentoring can include undergraduate and graduate students, postbaccalaureate trainees, and postdoctoral associates. Some units may expect faculty to participate heavily in one or more of these forms of mentoring, whereas other units may not.

The committee determined that it would focus its efforts on mentoring of students or trainees in scholarly contexts, such as advising them in research, lab work, or a practicum. There are other forms of mentoring that the committee characterizes as service-oriented mentorship. These include, for example: 1) serving as an informal mentor to students/trainees as part of clubs, interest groups, organizations, specific events, or as general advisors outside a departmental context; 2) serving as a mentor to other Duke faculty members or staff; and 3) serving as a mentor to people in their profession. These mentoring activities are important and should be valued by Duke, but the committee suggests they be considered service; see Section 4.2 for further discussion of this point.

Unlike teaching, the literature on mentoring effectiveness is limited. The committee did not identify existing rubrics that could be used generally at Duke. Thus, the committee developed a new rubric that defined features of effective mentoring that frequently appeared in the research literature (see Appendix C). The committee consulted experts in the School of Medicine, the Office for Faculty Advancement, and the Graduate School on the suitability of this rubric. Similarly, the committee found few established methods for assessing mentoring effectiveness in scholarly research; indeed, many institutions seemingly do not formally assess mentoring in practice. At Duke, only a few units (e.g., the School of Medicine), have developed formal approaches to assessing mentoring. The lack of clear models will require Duke to support units in developing new assessment strategies. Section 3.3 outlines preliminary suggestions, but additional development is necessary.

3.2. Duke Mentoring Effectiveness Definition

Although mentoring can take many forms, research from the National Academies, the Center for the Improvement of Mentored Experiences in Research (CIMER), and other literature identifies a set of common features of effective mentoring across disciplines. The

committee recommends that units consider the following three criteria as a baseline for defining effective mentorship in their unit: 1) **providing academic and career guidance,** 2) **fostering a supportive mentoring environment**, and 3) **practicing reflective mentoring to drive continual improvement**.

Below we outline the characteristics of effective mentors in each of these three criteria. These are intended to guide faculty in self-assessing their mentoring effectiveness and units in developing mentoring standards for tenure and promotion. Units should adjust these criteria as needed to align with their context.

Providing Academic and Career Guidance

Effective mentors guide mentees in defining and achieving their academic and professional goals, helping them develop the skills and confidence necessary for success.

Effective mentors:

- Help mentees clarify and assess their academic, research, and career aspirations.
- Provide timely and constructive feedback on academic work, research, and professional development.
- Offer guidance on navigating academic and professional challenges, including skill-building, networking, and leadership opportunities.
- Advocate for mentees by connecting them with professional networks, funding sources, and career opportunities.
- Publicly acknowledge mentees' contributions and achievements.

Fostering a Supportive Mentoring Environment

Effective mentors recognize that mentorship is a relationship built on mutual respect and trust. They create an environment where mentees feel supported, valued, and empowered to grow professionally and personally.

Effective mentors:

- Build relationships grounded in trust, reliability, and respect for mentees' goals and identities.
- Provide psychosocial support by actively listening, encouraging reflection, and fostering resilience.
- Recognize and validate the challenges that mentees face in their academic and career journeys.
- Promote wellness and a sense of belonging by creating an inclusive mentoring climate where diverse perspectives and experiences are valued.

- Encourage mentees to take intellectual and professional risks, helping them navigate challenges and setbacks.

Practicing Reflective Mentoring to Drive Continual Improvement

Effective mentors recognize that mentorship is a dynamic process requiring ongoing reflection and adaptation. They actively refine their mentoring approaches and contribute to a culture of mentorship excellence at Duke.

Effective mentors:

- Seek feedback from mentees and colleagues to refine their mentoring practices.
- Engage in professional development opportunities, such as mentorship training and peer discussions.
- Stay informed about best practices in mentoring through institutional resources and scholarly literature.
- Adapt their mentoring style to meet the evolving needs of their mentees, acknowledging that effective mentorship is not one-size-fits-all.
- Contribute to Duke's mentoring culture by sharing insights and supporting the growth of the broader mentoring community.

3.3. Evaluating Effective Mentoring

3.3.1. Duke Mentoring Effectiveness Rubric

Units should define expectations for student and trainee mentoring as part of their promotion standards documents. Mirroring the teaching effectiveness framework, units can use the labels of "Effective" to capture mentoring practices that meet expectations; "Developing" to reflect practices that show potential but need further growth; and, "Ineffective" to refer to practices that fall short of unit and institutional standards. "Exemplary" describes practices that go beyond expectations and may serve as models for others—this category should be useful in identifying and rewarding mentoring excellence. Units can modify the descriptions of these labels as needed, including setting higher expectations, to meet their standards.

Because mentoring contexts vary widely, and because assessment of mentoring effectiveness is not as prevalent or well-studied as assessment of teaching effectiveness, the committee recommends using a less detailed rubric for mentoring with a simple structure that can guide both faculty self-assessment for developmental purposes and summative evaluation. The rubric is described below:

- **Effective**: Mentor typically supports their mentees' career development at Duke and career path after Duke, advances their academic and professional development, and advocates for them professionally. Mentor supports the psychosocial and emotional

health of mentees while serving as a positive role model. Mentor demonstrates efforts to improve mentorship skills and embraces feedback on their mentoring.

- **Developing**: Occasionally but not consistently, mentor supports their mentees' career development at Duke and career path after Duke, advances their academic and professional development, and advocates for them professionally. Mentor offers occasional support for the psychosocial and emotional health of mentees. Mentor occasionally serves as a positive role model. Mentor makes infrequent efforts to improve mentorship skills and does not utilize feedback to improve.
- **Ineffective**: Mentor does not support their mentees' career development at Duke or their career path after Duke, does not advance their academic and professional development, and does not advocate for them professionally. Mentor does not demonstrate concerns for the psychosocial and emotional health of mentees and may serve as a negative role model. Mentor does not seek to improve mentorship skills nor seek feedback.

An **exemplary mentor** goes beyond the definition of an effective mentor. For example, an exemplary mentor may be effective for all mentees and advise more mentees than typically expected by the unit; help mentees overcome unusual challenges to their progress; make substantial contributions to creating a welcoming environment for their and other mentees at Duke; or serve as a leader for effective mentoring within the Duke community, frequently contributing to and even leading professional development initiatives and encouraging a culture of mentoring excellence.

3.3.2. Sources of Evidence for Mentoring Effectiveness

Assessing mentoring effectiveness is challenging due to the individual nature of mentoring relationships and the power dynamics that exist between mentors and mentees. Many schools at Duke (and outside of Duke) lack robust systems for evaluating mentoring effectiveness. The School of Medicine stands out as an exception, using a structured survey to gather feedback from mentees. Moving forward, Duke will need to support schools in developing appropriate mentoring assessment tools.

Based on the committee's review of existing practices, we recommend using ideally more than one of the following sources of evidence when evaluating mentoring:

- Faculty self-reflections
- Confidential mentee surveys,[4] letters of evaluation, or communications (e.g., emails)
- Direct outcomes like job placement and co-authorship
- Information on numbers and types of mentee relationships
- Insights from unit leaders, e.g., Director of Undergraduate/Graduate Studies or Chair

[4] The Duke School of Medicine has a form which can be used as a model.

Units should have flexibility in selecting sources of evidence for evaluating mentoring, including those listed above or others such as mentoring award nominations. Similar to the recommendations related to teaching evaluation, it is ideal to include evidence from multiple sources (faculty, peers, and students). However, when using mentee surveys or letters, maintaining confidentiality is essential, as breaches can expose mentees to potential negative consequences. If a unit is not confident it can safeguard confidentiality, it should not be expected to include mentee evaluations in its assessment process.

3.4. Using the Duke Mentoring Effectiveness Framework

As with research and teaching, units should have the flexibility to adapt the general university-wide parameters in the Mentoring Effectiveness Framework to define what constitutes effective mentoring in their unit. For example, in their promotion and tenure standards, units can specify expectations for the types of relationships (e.g., dyadic), typical levels (e.g., undergraduate students, medical students, PhD students), or numbers of mentees that are required for consideration of promotion or tenure. They also can specify the relative importance of mentoring compared to teaching, as well as compared to research and scholarship. The suggestions in Section 2 for adapting the teaching effectiveness rubric also apply for mentoring.

We recommend that schools and departments should be charged with reviewing the Mentoring Effectiveness Framework (alongside the Teaching Effectiveness Framework) and adjusting it to fit their context. These adaptations should be clearly documented and revised definitions should be shared with school deans and the Office of the Provost to ensure a baseline of consistency across the university.

As units implement the Mentoring Effectiveness Framework, they should develop plans and strategies to help ineffective mentors improve. Some units already have specific intervention strategies for ineffective mentors, including those who are full professors. Examples include co-mentoring arrangements, mentoring performance plans, and a prohibition against taking on new mentees until they have demonstrated consistent improvement. We recommend that Duke have the university-wide expectation that abusive mentoring is/should not be tolerated under any circumstances. A non-exhaustive list of examples of abusive mentoring includes harassment of any type; stifling mentees' rights to academic freedom and free speech; lack of respect for professional boundaries; using mentee's research without prior consent or acknowledgment; expectations that mentees devote excessive time and effort to research, teaching, or service; and uncompensated efforts not directly related to a mentee's time to degree or employment responsibilities.

4. Tenure Track Faculty: Promotion Standards and Practices for Recognizing Teaching and Mentoring Contributions

The Faculty Handbook establishes that tenure track faculty will be evaluated for tenure and promotion on the basis of their contributions to research, teaching and mentoring, and

service. As a research-intensive university, Duke puts most weight on research contributions. As such, the standards and expectations for research productivity are clearer and better established than those for teaching and mentoring. To foster excellence in teaching and mentoring, as well as to recognize the critical role that tenure track faculty play in establishing Duke's culture, the university should clarify what is expected of tenure track faculty in the teaching and mentoring dimensions of their responsibilities.

In this section, **we present recommendations for recognizing and evaluating tenure track faculty members' teaching and mentoring contributions in the tenure and promotion process, including recommendations for differentiating "high-quality performance" and "good performance" in teaching and mentoring for promotion to full professor. We also present recommendations for policies and programs that recognize full professors' contributions to teaching and mentoring at Duke.**

In developing recommendations for tenure and promotion, the committee has several objectives in mind. First, we seek to make the evaluation of teaching and mentoring more relevant, more consistent, and easier for promotion committees; the Appointments, Promotion, and Tenure (APT) committee; and administrators. Second, we seek to clarify what defines effective teaching and mentoring for faculty at the assistant and associate professor level, with the intention of helping them present their contributions in a concise and consistent manner. Third, we seek to ensure exemplary teachers are recognized and rewarded at promotion time.

To achieve these goals, we leverage the definitions of effective teaching and mentoring from Section 2 and Section 3. We do not consider contributions to service here, although we note that some types of mentoring can be considered service, as noted in Section 3 and again later in this section.

We recommend that the Academic Council should review the following recommendations, including noting any necessary changes to the Faculty Handbook. Thereafter, units should review these recommendations and modify their bylaws to clarify promotion expectations related to teaching and mentoring effectiveness. Revised bylaws should be sent to deans, the Office of the Provost, and Academic Council.

4.1. Promotion Standards Related to Teaching (Tenure Track)

The Teaching Effectiveness Framework described in Section 2 is designed to support faculty in their efforts to teach more efficiently, more joyfully, and more successfully. It also provides a starting point for units to define what effective teaching looks like in their context for purposes of promotion and tenure.

The committee recognizes that no single framework can describe every unit's teaching context adequately. For example, teaching graduate students in the School of Medicine can be quite different than teaching undergraduate students in the other schools. Therefore,

units should adapt the Framework as needed to reflect their specific context and core teaching values (see Section 2.4).

Using the refined framework, units should then define what constitutes effective teaching in their promotion and tenure standards and make these expectations and standards accessible to all faculty. We recommend that the administration provide units with guidance on this process.

Below we summarize the proposed standards for tenure and promotion. All references to "effectiveness" levels refer to the Duke Teaching Effectiveness rubric in Section 2.3.1. Individual units (and the APT committee) should view these promotion criteria as a baseline. Units can tailor cases to the specific contexts of teaching in their departments and the individual circumstances of its faculty members. Duke should support schools and units in providing faculty with the resources, guidance, and encouragement they need to develop strong teaching practices.

Appendix F presents draft instructions for promotion committees and unit leaders in preparing dossiers. The draft instructions include the types of questions that should be addressed when preparing a promotion case. We recommend that Duke provide such instructions to units, as well as examples of how faculty might document their teaching (and mentoring) contributions.

Assistant to Associate Promotion Standards

Being a tenure track assistant professor at an R1 university is hard. Beginning tenure track faculty need to establish a national reputation in research while also learning the crafts of teaching and mentoring. With this in mind, we recommend the following approach to setting teaching expectations at this level.

Evaluations of teaching effectiveness during the first two years of appointment should be purely formative and not required for promotion decisions. These evaluations typically will be conducted at the department/unit level, e.g., as part of annual reviews. In some schools, other university staff (e.g., program directors or academic deans) may be best positioned to provide feedback to assistant professors. After the first two years, units should phase in summative assessments. As a default, we suggest that the summative evaluations include at least one source of evidence each from the faculty member, students, and peers (see Section 2.3.2) in each year. Summative evaluations for promotion should focus special attention on the four years prior to the promotion case, although evidence from additional years can be considered when useful for understanding the faculty member's contributions. When using peer observations as a source of evidence, we suggest at least two observations.

Departments/units planning to put up assistant professors for tenure earlier than three years after appointment should ensure that they have sufficient evidence to evaluate teaching effectiveness.

Standards for Promotion at this Level:

1. Typically, effective in most criteria in the departmental standards.
2. Experienced, at most, a few sporadic instances of ineffectiveness.
3. Developed plan to enhance teaching effectiveness as an associate professor.

We recommend that assistant professors regarded as ineffective on most criteria should not be viewed favorably for tenure, regardless of their research productivity.

Associate to Full Promotion Standards (Tenure Track)

The Faculty Handbook indicates that for promotion to full professor, associate professors must demonstrate "high-quality performance" in two of the three areas of research, teaching and mentoring, and service, and "good performance" in the third. While the terms "good" and "high-quality" don't map to Teaching Effectiveness Framework, we use those terms here to align with the Faculty Handbook.

High-Quality Performance:

1. Typically, effective in all criteria in the departmental standards with evidence of exemplary performance for some criteria.
2. Made sincere efforts to address all instances of ineffectiveness, leading to improved performance.
3. Demonstrated effectiveness in continual growth as a teacher.

Good Performance:

1. Typically, effective in all criteria in the departmental standards.
2. Made sincere efforts to address all instances of ineffectiveness.

4.2. Promotion Standards Related to Mentoring (Tenure Track)

As with the Teaching Effectiveness Framework, the Mentoring Effectiveness Framework described in Section 3 provides a starting point for units to define their expectations and standards for mentoring for purposes of promotion and tenure. The committee recognizes that mentoring can vary across units, from having an experiential focus to advising students on research. Therefore, units should adapt the Framework as needed to reflect their specific context and core values (see Section 3.4). Once these standards are set, units should make their criteria for mentoring effectiveness and the associated promotion and tenure standards accessible to all faculty. We recommend that the Administration provide units with guidance on this process. Duke should support schools and units in providing faculty with the resources, guidance, and encouragement they need to develop strong mentoring practices.

Appendix G presents draft instructions for promotion committees and unit leaders in preparing dossiers. The draft instructions include the types of questions that should be addressed when preparing a promotion case. We recommend that Duke provide such

instructions to units, as well as examples of how faculty can document their contributions to mentoring (and teaching).

The Faculty Handbook groups "teaching and mentoring" together and as one of the three dimensions on which tenure track faculty should be evaluated for promotion. Following this distinction, we suggest that units typically evaluate faculty members' mentoring of students and trainees as contributions to the "teaching and mentoring" component of the dossier. That said, there may be instances in which it is appropriate to consider and evaluate certain mentoring activities as contributions to the "service" component of the dossier. Examples of service-oriented mentorship include: 1) serving as an informal mentor to students/trainees as part of clubs, interest groups, organizations, specific events, or as general advisors outside a departmental context; 2) serving as a mentor to other Duke faculty members or staff; and 3) serving as a mentor to people in their profession, including students/trainees at other universities.

Mentoring of students/trainees at institutions in partnership with Duke, such as Duke Kunshan University or Duke-NUS Medical School, should generally be considered equivalent to mentoring students at Duke University.

Assistant to Associate Professor

(when mentoring is considered a key criterion for promotion or tenure)

- Faculty candidate should be at least developing as an effective mentor according to the unit's standards.
- If the candidate is not yet an effective mentor, the candidate should have an improvement plan to become an effective mentor.

Units can set higher standards than "developing" for promotion and tenure.

Associate to Full Professor

(when mentoring is considered a key criterion for promotion or tenure)

- For "high-quality performance," the faculty candidate should be an exemplary mentor and should demonstrate evidence of continual growth as a mentor.
- For "good" performance, the faculty candidate should be an effective mentor according to the unit's standards.

Promotion from Associate to Full Professor when Both Teaching and Mentoring are Emphasized in the Unit's Standards (Tenure Track)

For associate professors who regularly engage in both teaching and mentorship, and in which both of these activities are valued highly by the unit, the faculty candidate can satisfy the "high-quality" performance standard by demonstrating either 1) "high-quality" performance in teaching and at least "good" performance in mentorship, or 2) "high-quality

performance" in mentorship and at least "good" performance in teaching, as defined in the sections above.

4.3. Suggested Policies and Programs to Celebrate and Reward Contributions to Teaching and Mentoring Excellence Among Full Professors

By virtue of having gone through the tenure and promotion process, full professors generally are effective teachers and mentors. However, the context of teaching and mentoring is ever-changing, including advances in research that can be incorporated into course materials, opportunities and challenges presented by new technologies, and increased understanding of what strategies help students learn and mentees succeed most effectively. **We recommend that full professors should be rewarded for efforts to innovate and improve their teaching and mentoring, as well as to contribute to a culture of effective teaching and mentoring at Duke.** To this end, we propose the following for full professors.

- The University should explicitly reward full professors who do one or more of the following:
    - Demonstrate evidence of exemplary teaching or mentoring
    - Try innovative strategies in their teaching or mentoring that accord with best practices or methods used successfully by colleagues
    - Contribute to advancing the teaching or mentoring skills of others at Duke, for example, by participating in teaching observations of junior colleagues participating as a speaker or convener in workshops related to teaching or mentoring effectiveness, or participating in activities related to enhancing teaching and mentoring effectiveness of Duke faculty or students/postdocs.
- Rewards can take many forms—deans can determine what makes the most sense for their faculty. Examples of rewards include:
    - A pool for increased annual salary raises
    - A pool for additions to discretionary accounts
    - University-wide recognition and celebration of accomplishments.

5. Regular Rank Non-Tenure Track Faculty: Career Pathways, Promotion Standards, and Policies to Recognize Teaching and Mentoring Contributions

Regular rank faculty who are not on the tenure track make significant contributions to Duke's mission, especially related to teaching and mentoring. These faculty comprise 60% of Duke's regular rank faculty body and generally teach more courses than tenure-track

faculty.[5] As stated in Chapter 3 of the Faculty Handbook, "Regular rank non-tenure track faculty members are integral to the intellectual life and teaching mission of the schools and institutes at Duke, filling important roles, though the roles differ somewhat across units. It is the intent that these positions will have long-term and an ongoing contractual relationship with the University (e.g., repetitive contract, participation in continuing research grants)."

In this section, we present recommendations intended to enhance the career satisfaction and success of regular rank faculty who are not on the tenure track, recognizing and rewarding the importance of teaching and learning to Duke's mission.

5.1. Replacing "Regular Rank Non-Tenure Track" Terminology with "Regular Rank Career Track"

We propose replacing the descriptor "regular rank non-tenure track" (RRNTT) when referring to regular rank faculty who are not on the tenure track. This term primarily describes what such faculty are *not* rather than their roles within the Duke community. In the committee's discussions with stakeholders, it was clear that many faculty of all ranks are very dissatisfied with this descriptor.

We therefore recommend that Duke replace the "description by negation" (i.e., "non-tenure track") with the term "regular rank career track," which is a more inclusive and affirming description.

This recommendation aligns with the current practice for clinical faculty in the School of Medicine, which has a tenure track and a career track. We also note that the Academic Council Ad Hoc Committee on Regular Rank Non-Tenure Track (RRNTT) Faculty Designations suggested the creation of a career series, although we are recommending using "career track" as an umbrella term for all faculty current referred to as "RRNTT" faculty, which is slightly different than the Academic Council's recommendation.

The committee considered other descriptors besides "career." The most plausible options used the terms "continuing," "renewable," "academic," or "professional." Ultimately, we suggest "career" as it evokes Duke's intention to make long-term commitments to faculty in these ranks as stated in the Faculty Handbook (Chapter 3). It may be advantageous for various Duke operational systems to continue to utilize "non-tenure-track regular rank" as a descriptor in the short run. However, we recommend that Duke aim to update these systems in the long-term wherever feasible, including in the Faculty Handbook.

Throughout the rest of this report, we refer to RRNTT faculty as "career track" faculty.

[5] Faculty data provided by the Office of Institutional Research, as of Fall 2023.

5.2. Regular Rank Career Track Series

We recommend that Duke restructures titles for career track faculty whose responsibilities centrally feature teaching to establish defined career pathways with consistent titles and standards for promotion. Clear career pathways are essential to ensuring equity, transparency, and recognition of contributions made by career track faculty, which aligns with the university's broader goals of fostering excellence in education and faculty development.

This recommendation builds on the conclusions of the Academic Council's Ad Hoc Committee on Regular Rank Non-Tenure Track (RRNTT) Faculty Designations, which highlighted the need for standardized titles and promotion processes to enhance career clarity and satisfaction. We endorse the recommendations of that committee, although we have added some additional context to support their recommendations and suggest some alternative ways of titling faculty.

5.2.1. Why a New Framework for Career Pathways is Needed

These recommendations are intended to address several deficiencies with existing designations for career track faculty.

Changing and Diverging Meanings of "Professor of the Practice":

- Traditionally, the designation "Professor of the Practice" describes faculty who come from careers outside of academia and who remain engaged with the community of practitioners (e.g., a PoP in Pratt who practiced as a professional engineer for 20 years before coming to Duke). Professors of the Practice offer practical knowledge and skills that draw from their professional experience and enrich the university teaching and outreach mission.
- Although there continue to be Duke faculty with the Professor of the Practice designation whose work fits this traditional definition, the designation has evolved into a "catch all" category for a wide variety of career track faculty, including many representing exclusively academic careers (i.e., faculty who started teaching immediately after graduate/professional school training).
- The Professor of the Practice designation has taken on diverse meanings across schools and within departments, leading to tremendous variation in how the designation is defined and evaluated. Faculty with the same title and rank in this series often have very different job descriptions and evaluation criteria for promotion. Some are expected to focus exclusively on teaching and service, others are required to conduct some scholarship, and others are required to have extensive nationally or internationally recognized scholarship.
- Many faculty with the Professor of the Practice designation—including members of the present committee—report that their titles are often misunderstood outside of Duke and that this misunderstanding creates barriers to funding and recognition.

Diverse Meanings and Limited Opportunities for Lecturers:

- Like Professors of the Practice, the designation of Lecturer has evolved to take on diverse meanings in different units and departments. While some Lecturers engage exclusively in teaching and service, others may take on administrative duties or conduct scholarship.
- Despite having roles and responsibilities that, in many cases, match the roles and responsibilities of other faculty at Duke, Lecturers have limited opportunities for advancement. Currently, the designation offers two, rather than three levels: Lecturer and Senior Lecturer.
- Lecturer is a title that linguistically marks these faculty as separate from the rest of the professoriate.
- Lecturer is also a title for non-regular rank faculty, some of whom are unionized, creating confusion about the roles and status of regular rank lecturers.

5.2.2. Proposed Career Pathway Framework

To address these issues, we recommend revising Duke's current system for categorizing career track faculty. These recommendations aim to ensure that all faculty have meaningful opportunities for recognition and advancement, with clearly defined roles and expectations. The recommendations also support Duke's institutional commitment to teaching excellence and faculty development. Importantly, they affirm the equal value of different faculty contributions—teaching, service, and scholarship—without imposing a hierarchy among different career paths.

In alignment with the charge of our committee, we focus here on faculty with teaching as a central element of their role.[6,7]

Professor of the Practice (PoP) Series

Going forward, the "Professors of the Practice" series (assistant, associate, full without tenure) should primarily be used for faculty who come from careers outside of academia, remain engaged with a community of practitioners, and whose professional skills enrich the educational environment at Duke. Faculty currently classified in this series whose roles fit this definition should continue to maintain their current classification.[8] Similarly, faculty

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[6] We recognize the need for some flexibility and variability across schools to reflect disciplinary nuances (e.g., in Law, the "Clinical Professor" series would replace the "Teaching Professor" series). While we recommend consistency across schools where applicable, we recommend consistency within schools at a minimum.
[7] The Ad Hoc committee also addressed and made recommendations for faculty with the "Research Professor" designation whose primary expectation is scholarship. Since these faculty do not primarily focus on teaching, we did not discuss this group in depth, but we do make note of them in our recommendations.
[8] The Academic Council's Ad Hoc Committee on RRNTT faculty also recommended that faculty with careers in the arts should be reclassified as Professor of the Arts (assistant, associate, full) to raise the profile of the

from units in which the title is well understood externally may continue to maintain their current classification.

Teaching (T) Professor Series

Faculty at Duke currently classified as "Lecturers" or as "Professors of the Practice" who represent exclusively academic careers and focus predominantly on teaching and service, but not engagement or scholarship, should be restructured into the "Teaching" Professor series (assistant, associate, full without tenure). This reclassification recognizes the role of these faculty in the professoriate (with titles that include "professor") and clearly indicates the centrality of teaching in their responsibilities.

Teaching and Scholarship (TS) Professor Series

Faculty currently classified under the "Professor of the Practice" title who represent exclusively academic careers and whose work includes a combination of teaching, service, and scholarship should generally be restructured into a Teaching and Scholarship Professor series (assistant, associate, full without tenure).[9] This reclassification reflects the blend of teaching, scholarship, and service central to their roles. Scholarship expectations will be more broadly defined than for faculty on the tenure track and will be defined by units.

Research Professor (R) Series

It is beyond the scope of this committee to make recommendations for the appointment and promotion of career track faculty whose primary work is not teaching-focused. The Academic Council's Ad Hoc Committee on Regular Rank Non-Tenure Track (RRNTT) Faculty Designations recommends that faculty whose primary duties involve independent research with minimal, if any, teaching duties should be classified as Research Professors (assistant, associate, full without tenure). Although teaching is not required as part of this series, departments/schools can buy the time of research professors to cover teaching and other service needs.

The committee does not recommend any changes to specialized series specific to individual Duke Schools (e.g., the Clinical Professor series).

Table 1 summarizes the proposed series and their key distinguishing features. When referring to these faculty titles, for brevity Duke can use the abbreviations PoP, T, TS, and R, as indicated in the definitions of each series, and TT for tenure track faculty.

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arts at Duke and recognize the particular practice and scholarship that artists provide to the community; this recommendation has since been advanced. The Ad Hoc Committee also noted that the designation of Clinical Professor is a discipline specific title in certain schools (i.e., the Law School) with a specific meaning and should be retained for that purpose. We support both of these recommendations.

[9] The Academic Council report recommended the creation of a "Career Track Professor" series. The "Teaching and Scholarship" series aligns with this recommendation, but we are recommending a more descriptive term.

Table 1: Summary of Proposed Regular Rank Faculty Series

Career Pathway			Typical Expectations (criteria defined by academic units)			
Working Title	Track/Series		Teaching	Research/ Scholarship	Non-academic practice/ Engagement	Service
Assistant, Associate, or Full Professor	Tenure Track		expected	expected	--	expected
	Career Track	Professor of the Practice	expected	--	expected	expected
		Teaching and Scholarship Professor	expected	expected	--	expected
		Teaching Professor	expected	--	--	expected
		Research Professor	--	expected	--	--

5.3. Consistency in Externally Facing Titles

While these titles will be useful for setting clear and aligned expectations for how faculty contribute to our mission and how they will be evaluated, faculty may prefer to use simpler titles (i.e., "professor") externally and colloquially. **To reduce hierarchy and recognize that all regular rank faculty contribute to the Duke mission in different, but equally meaningful ways, we recommend that all regular rank faculty be invited to use the title "(assistant/associate) professor" externally and colloquially.** This mirrors how students typically refer to most faculty members and mirrors current practice in the School of Medicine.[10] Using "professor" as one's external title can reduce barriers caused by unclear job titles that several career track faculty have reported when seeking external funding or professional opportunities. Faculty can choose to use their appropriate modifier (e.g., "Professor of the Practice") if they find the modifier to be professionally meaningful. Internally, and on official documents, the university will assign faculty to specific series for legibility of where they focus their efforts and how they should be evaluated.

Departments may wish to identify faculty members' internal titles to individuals not at Duke, such as potential graduate students looking for potential mentors. There are ways to mark faculty roles for such purposes, such as highlighting members of the Graduate Faculty on the department website or identifying faculty members' tracks and series on

[10] We found a similar policy at the University of Virgina.

Scholars@Duke to help their colleagues understand their roles within the Duke community.

5.4. Standards for Promotion for Teaching-Focused Career Track Faculty

We recommend the following baseline promotion standards for the newly recommended career track faculty series. As with the tenure track standards, we recommend that units refine these expectations to fit their context.

We do not address the Professor of the Practice series here since many units already have such standards in place. However, we recommend that units revisit those standards for alignment once these additional series are established, as many faculty currently titled Professors of the Practice will likely transition into one of the new series.

For each series, the standards should set expectations related to teaching and mentorship, service, and scholarship. The committee recognizes that there is considerable variation across departments in whether and which career track faculty are expected to mentor graduate, professional, and undergraduate students. Departments should define expectations for mentorship for career track faculty and incorporate or remove them from their standards as appropriate.

In its meetings with stakeholders, we heard that some schools could be interested in school-wide committees that evaluate all promotions for career track faculty. Such committees could ensure consistent expectations around promotion. If constituted, they can utilize the promotion standards presented below.

Teaching Professor Series

Although specific appointment, reappointment, and promotion criteria will be established by each department, as defined by the Faculty Handbook, the following are recommended descriptions and criteria for each level.

- **Assistant Professor (T)**: Entry-level rank focusing on teaching and mentoring effectiveness[11] (as defined by the academic unit and informed by the effectiveness rubrics) and contributions to the academic mission. Faculty appointed at this level will focus on developing effective teaching and mentoring practices, contributing to service, and engaging in professional development in pedagogy or related fields.

- **Associate Professor (T)**: Mid-level rank in which faculty demonstrate teaching and mentoring effectiveness and instances of exemplary performance,[12] make strong

[11] Teaching "effectiveness" as defined by the proposed definition put forward by this committee. Effective teachers meet all of the criteria outlined in the definition and rubric.
[12] "Exemplary" teaching is defined as going above and beyond the proposed definition of effectiveness. Descriptions of "exemplary" teaching for each criterion are included in the rubric.

service contributions, and may assume leadership roles. Advancement to the associate level requires:

  - Demonstrated ability to achieve effectiveness in all criteria in the departmental standards. Although they may still be developing effectiveness in a few criteria, instances of ineffectiveness are rare. There is a developmental plan to enhance teaching and mentoring effectiveness as an Associate Professor.
  - Service contributions at the departmental, college, or university level, or significant service beyond Duke that advances the university's or profession's mission.
  - Evidence of professional development in pedagogy or related fields.

- **Full Professor (T)**: Senior-level rank highlighting distinguished teaching and mentorship, leadership, and service. Advancement to the full professor level requires:

  - Demonstrated ability to achieve effectiveness in all criteria in the departmental standards with evidence of exemplary performance for many criteria. Sincere efforts taken to improve teaching and mentorship resulting in improved performance.
  - Significant leadership contributions at the departmental, college, or university level, or significant service beyond Duke that advances the university's or profession's mission.
  - Evidence of continued professional development in pedagogy or related fields.

- **After Promotion to Full Professor (T):** For contract renewal, full professors will be expected to maintain the standards for full professors in this series (noted above). Experienced full professors should remain at the forefront of teaching and mentoring practices, adapting to the ever-changing nature of teaching and mentorship in higher education, testing new innovations, and sharing new information and practices with colleagues. These faculty should demonstrate leadership within their departments and schools, for example, by mentoring their colleagues on teaching and mentoring practices, participating in teaching observations of junior colleagues, or contributing as a speaker or convener in workshops related to teaching or mentoring effectiveness.

Teaching and Scholarship (TS) Professor Series

While specific criteria will be determined at the departmental level in alignment with the Faculty Handbook, the following are recommended criteria for each level:

- **Assistant Professor (TS)**: Entry-level rank focusing on teaching and mentoring effectiveness[13] (as defined by the academic unit and informed by the effectiveness rubrics), contributions to the academic mission, and scholarship, as defined by their academic unit and department. Faculty appointed at this level will focus on developing

[13] Teaching "effectiveness" as defined by the proposed definition put forward by this committee. Effective teachers meet all of the criteria outlined in the definition and rubric.

effective teaching and mentoring practices, contributing to service, and building a program of pedagogical or other scholarship as defined by the unit.

- **Associate Professor (TS)**: Mid-level rank in which faculty demonstrate teaching and mentoring effectiveness and instances of exemplary performance,[14] make strong service contributions, and maintain a continued program of high-quality and impactful scholarship, as defined by their academic unit. We recommend the following criteria for promotion to the associate level:

    - Demonstrated ability to achieve effectiveness in all criteria in the departmental standards. Although they may still be developing effectiveness in a few criteria, instances of ineffectiveness are rare. There is a developmental plan to enhance teaching and mentoring effectiveness as an Associate Professor.
    - Service contributions at the departmental, college, or university level, or significant service beyond Duke that advances the university's or profession's mission.

      A program of scholarship that is recognized to be high-quality and impactful beyond Duke (external letters are recommended as optional supporting evidence).

- **Full Professor (TS)**: Senior-level rank recognizing exceptional professional and academic contributions as defined by their academic unit. Advancement to the full professor level requires:

    - Demonstrated ability to achieve effectiveness in all criteria in the departmental standards with evidence of exemplary performance for many criteria. Sincere efforts taken to improve teaching and mentorship, resulting in improved performance.
    - Significant service contributions at the departmental, college, or university level, or significant service beyond Duke that advances the university's or profession's mission.
    - Evidence of excellence in and a national reputation for scholarship (requires external letters).

- **After Promotion to Full Professor (TS):** For contract renewal, full professors will be expected to maintain the standards for full professors in this series (noted above). Experienced full professors should continue to show evidence of excellence in and a national reputation for scholarship. They should remain at the forefront of teaching and mentoring practices, adapting to the ever-changing nature of teaching and mentorship in higher education, testing new innovations, and sharing new information and practices with colleagues. Faculty at this level should demonstrate leadership within their departments and schools, for example, by mentoring their colleagues on teaching and mentoring practices, participating in teaching observations of junior colleagues, or

[14] "Exemplary" teaching is defined as going above and beyond the proposed definition of effectiveness. Descriptions of "exemplary" teaching for each criterion are included in the rubric.

contributing as a speaker or convener in workshops related to teaching or mentoring effectiveness.

5.5. Implementation Recommendations for New Career Track Series

In this section, we recommend several steps to help transition from the current set of titles and expectations to the newly recommended series.

- **Support departments in updating their guidelines for career track faculty:** Departments will undoubtedly need support in reclassifying their faculty and updating their guidelines for appointment, reappointment, and promotion within the career track faculty series. Some units may need to amend their bylaws. Although departments will determine their own criteria, the Office of the Provost should provide units with guidance to ensure consistency across schools and departments.
- **University policies should be established to protect current faculty and strive for equity:** It is not our intent that any current career track faculty should be harmed through the reclassification processes, such as with a loss of status, opportunities, or pay. We also recognize that reclassification may mean that some faculty now earn at the lower end of the salary distribution for their new classification. We recommend that current Professors of the Practice who prefer to keep that title be allowed to do so, and that departments work toward ensuring all faculty are compensated fairly.
- **Training for promotion committees:** Provide training to promotion committees on applying the updated standards consistently and equitably. Include faculty advocates or mentors to support candidates in navigating the promotion process.

5.6. Recommendations for Contract Consistency and Stability

Our committee was charged with exploring whether Duke should grant tenure to career track faculty. We also considered the University of California System's "security of employment" (SOE) designation as a parallel pathway to tenure, and we looked more closely at current practices around contracts at Duke and elsewhere (see Appendix C for a subset of the examples considered).

The committee identified several inadequacies of Duke's current system of contracts for career track faculty, which include:

- **Inconsistent and short contracts waste resources and undervalue our faculty:**
    - As previously noted by the Academic Council's Ad Hoc Committee on Regular Rank Non-Tenure Track (RRNTT) Faculty, career track faculty are currently given contracts ranging from three to ten years, with huge variability across and within departments. Contract lengths are sometimes even inconsistent for faculty at identical ranks within the same department or school. Some of our most well-regarded career track faculty have been at Duke for decades and have a demonstrated track record of excellence, and yet they are still reviewed every four years. Frequent review

processes for vetted and successful faculty communicate (unintentionally) that career track faculty are less valued at Duke. They are also an inefficient use of time and resources.

  - Given that other institutions (e.g., highly competitive liberal arts colleges and the University of California system) offer tenure or tenure-equivalents based primarily on outstanding teaching and service (often with expectations of scholarship), Duke's lack of job security for career track faculty makes it more challenging to recruit and retain outstanding teacher-scholars who would have to leave or give up the opportunity for a tenure track position at a different institution.

- **Concerns about academic freedom protections:**
  - Short-term contracts make some career track faculty feel that they cannot honestly voice their perspectives at Duke. This prevents the Duke community from benefiting from the full expertise and perspectives of these faculty.
  - Tenure protects the academic freedom of tenure track faculty and the free exchange of ideas in higher education by allowing faculty to teach and research potentially controversial topics without fear of being fired for their views. Career track faculty not only conduct scholarship and teach topics that are viewed as controversial but may be more on the "front lines" of such topics. For example, many current Professors of the Practice who would be classified in the Teaching and Scholarship career pathway conduct research intended to promote diversity and inclusion in higher education and use and promote inclusive teaching methods that have become politicized. The 2024-2025 Academic Council Committee on Academic Freedom and Responsibility, Free Expression, and Engagement also recognized that academic freedom protections "may be subject to a higher level of scrutiny and a greater burden of proof" for non-Tenure Track faculty. That committee therefore emphasized that academic freedom should grant significant protections to individuals of all ranks.

Recommendations

After considerable discussion, our committee decided that it is premature to recommend tenure or "security of employment" for career track faculty as we believe that Duke needs first to strengthen its foundational systems for career track faculty by addressing our other recommendations related to clarifying career pathways and promotions standards. Nonetheless we recognize that by achieving the rank of full professor, career track professors have met Duke's rigorous standards of excellence for teaching, scholarship, and service pertaining to their specific track. Indeed, full professors who have teaching and mentoring responsibilities are expected to be among the very best teachers and mentors at Duke and play a pivotal role in advancing Duke's efforts to build and sustain a culture of effective teaching and mentoring. By conferring the rank of full professor, Duke signals an intention and desire for these faculty members to contribute to Duke over the long-term.

Given this intention, and to address some of the issues described in the paragraphs above, **we recommend that Duke strive to increase the consistency and length of contracts and to streamline renewals for full career track professors**. These recommendations are intended to apply to the following career pathways outlined in the previous section—the Professors of the Practice, Teaching, and Teaching and Scholarship series:

- **Expedited review, as described and authorized in the Faculty Handbook, should be utilized regularly and as often as possible.** This would save faculty time and effort, both for the full professor being considered for reappointment and the other full professors required to serve on time-consuming promotion committees that write detailed reappointment reports.

- **Schools and units should strive to use ten-year contracts, as described and authorized in the Faculty Handbook, with greater regularity for career track full professors**. Such contracts operationalize the intention of a long-term commitment articulated in the Faculty Handbook, both on the part of the faculty member and the university. Using the ten-year contract will reduce the frequency of reviews for faculty who Duke, by virtue of conferring the rank of full professor, recognizes as excellent and worthy of a long-term commitment. Additionally, longer-term contracts will reduce these faculty members' concerns about academic freedom. Contract terms can be conditional on the full professor continuing to meet specified expectations, such as those detailed in the sections of this report titled, "After Promotion to Full Professor (series)." By setting clear expectations in contracts, unit and school leaders will have a mechanism to revisit a faculty member's performance as part of the annual review process and to take corrective actions as needed.

- **Provide greater consistency of contract lengths for career track assistant and associate professors, when possible:** At the assistant and associate level, schools or departments may find it advantageous to have different contract lengths. For example, when starting a new program, a unit may hire a teaching professor on a first contract for the time period it uses to evaluate the program. However, barring these exceptions, we recommend that units establish contract lengths that afford faculty in these ranks sufficient time to work towards promotion. [15] Thus, whenever possible and practical given the school's context, we recommend that:

    - Career track assistant professors should generally have four-year contracts, which matches the appointment and reappointment contracts for most tenure-track assistant professors.
    - Career track associate professors should generally have five-year contracts. This provides enough time for an associate professor to accumulate the evidence

[15] Our committee also discussed whether Regular Rank Career Track appointments should have "up or out" practices. We decided that this is unnecessary for faculty on contracts, but we would recommend revisiting this practice if tenure or SOE advances in the future.

required for promotion to full professor within one or two contract terms (although as with tenure track associate professors, there is no required timeline for consideration for full professor).

- **Establish clear and consistent practices within each school:** Each school should establish clear and consistent policies regarding contract lengths. These policies can include exceptions, but they should define the typical expectation for most career track faculty.

- **Revisit these recommendations in five years and consider offering "security of employment" for career track faculty:** While we are not currently recommending tenure or "security of employment" for career track faculty, we strongly encourage Duke to revisit these recommendations in five years, once our other recommendations have been implemented. Specifically, we believe that establishing clearer career pathways and rigorous, equitable standards for evaluating and promoting regular rank faculty will create a stronger foundation for considering alternative employment models. After this trial period, Duke should give serious consideration to strengthening the academic freedom and long-term career security of career track faculty by adopting a "security of employment" system as a parallel pathway to tenure for regular rank faculty. This status would provide a comparable level of institutional commitment while recognizing the distinct contributions of career track and tenure track faculty. By allowing time for evaluation systems and departmental standards to take root, Duke will be better positioned to make an informed decision that aligns with both institutional priorities and the needs of faculty.

5.7. Suggested Policies and Programs to Celebrate and Reward the Contributions of Career Track Faculty

Given the University's intention to engage career track faculty as integral and long-term members of the Duke community, it is sensible for Duke's policies and practices to enable these faculty members to engage fully in the long-term success of their units and the university. In this section, we offer several recommendations to enhance the career satisfaction and success of career track faculty, recognizing and rewarding the importance of their contributions to teaching and learning to Duke's mission. **These recommendations include expanding the participation of career track faculty in unit votes, providing access to professional leaves, and striving to be at or near the top of the market in compensation and benefits to attract the best career track faculty.**

5.7.1. Voting Rights

The voting rights of career track faculty vary by units and schools. On the one hand, career track faculty are full voting members of the Academic Council and often serve on committees that make university-wide decisions. On the other hand, some units limit voting rights of career track faculty on local matters such as hiring and educational

programming. Finally, the university does not give career track faculty the right to vote on promotion and tenure of tenure track colleagues.[16]

The current policies and practices around voting rights create asymmetries, as they imply that tenured faculty have sufficient expertise to evaluate the contributions of career track faculty to teaching and mentoring, whereas career track faculty do not have the expertise to evaluate the contributions of tenure track faculty to teaching and mentoring. While recognizing the need for some flexibility at the unit level due to the unique composition of each unit, we recommend the following general practices to more consistently ensure that the expertise and contributions of career track faculty are included in the decision-making process.

- **All regular rank faculty should be invited to fully participate in, and vote, on programmatic and curricular issues within their units:** Because career track faculty are invested in the success of the unit and can have relevant expertise in teaching, mentoring, and scholarship, they should have the right to inform and vote on programmatic and curricular issues.

- **All regular rank faculty should be invited to fully participate in and vote on all new regular rank faculty appointments:** All regular rank faculty who are invested in the success of the unit should have an equal say in who they want to be part of the unit and who best advances the unit's and Duke's missions. Career track faculty have unique expertise and perspectives, particularly related to teaching, mentoring, and scholarship, which can help units make strong hires. While the Faculty Handbook endorses this practice, some units have restricted this right in their bylaws. We recommend that all units should establish in their bylaws that career track faculty are eligible to vote on new faculty appointments.

- **Expand participation of all eligible career track faculty[17] in reappointment or promotion decisions for tenure track faculty:** Career track faculty can offer valuable insights and opinions on the teaching and mentoring effectiveness of candidates for promotion. Indeed, they may be better situated to evaluate teaching or mentoring than some tenured colleagues. As such, their input can help promotion committees and chairs make decisions that best advance the mission of the unit and Duke. Although the Faculty Handbook limits the ability of career track faculty to vote on promotion cases related to tenure, we encourage units to leverage the expertise of career track faculty throughout the process, for example, by inviting career track faculty, at or above the equivalent level of the candidate, to:

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[16] Specifically, chapter 3 of the Faculty Handbook reads: "A recommendation for promotion and/or tenure is made by secret unsigned ballot of tenured faculty members, consistent with the unit's procedure."

[17] Eligible faculty defined as any career track faculty member at, or above, the level of the candidate (e.g., for a candidate up for promotion to associate, all associate or full regular rank career track faculty would be eligible to contribute to the process).

- Provide input to the promotion committee on teaching and mentoring (or other aspects of the case as appropriate) to help the committee write the sections of their report on the candidate's teaching and mentoring contributions.
- Participate in the departmental meeting where the case for promotion is discussed, at which time they can contribute to the discussion. Since department chairs summarize the discussion as part of their chair's letter, all participants' opinions are part of the record for APT and the Provost to consider.
- Provide an advisory vote or comments to the chair. An advisory vote does not count in the tally reported to APT by the chair, but it does enable the chair to seek the expertise of these faculty members when evaluating the contributions to teaching and mentoring.

The committee discussed the possibility that some units might wish to confer full career track professors the right to vote on promotions of tenured associate professors to tenured full professors. One can read the Faculty Handbook as somewhat ambiguous on this possibility. Given that teaching and mentoring are viewed as critically important for promotion to tenured full professor, even more than for promotion to associate professor, units may determine that the expertise of full career track professors on these dimensions would be highly relevant to the case, as would be a vote in favor (or against) the case from such experts. Although the committee is not making a recommendation on global policies for voting rights for promotion to tenured full professor, some committee members believe that units who wish to confer voting rights to career full professors on promotions to tenured full professor should be able to do so by amending their bylaws.

5.7.2. Professional Leave

Duke should provide the opportunity for career track faculty who are fully university-supported to earn leaves to support professional development. These leaves should be more prevalent and regularized than is the case with Dean's leaves, which are sporadic and infrequent. As noted in the Faculty Handbook in Chapter 4, "The primary purpose of sabbatical leave is to increase the value of the professor's further service both to their profession and to the university." Because teaching and mentoring are central to the university's missions, it will be beneficial for Duke to increase the value of all of its regular rank faculty members. The committee recommends that deans should determine the service time and other requirements for earning professional leaves within their schools, and that these policies be applied consistently within the school.

5.7.3. Compensation

Duke should strive to be at or near the top of the market for hiring career track faculty. Career track faculty often make critical contributions to units, especially to their teaching missions. An exemplary teacher or mentor can be difficult to attract (as the competition can be fierce) and even more difficult to replace (e.g., due to poaching from other universities seeking top teacher-scholars). Hiring top faculty in these ranks can greatly benefit the rest of the university as well, as evidenced by the contributions of existing career track faculty.

Conclusion

The establishment of clear, consistent career pathways with defined titles and promotion standards is essential to supporting faculty for whom teaching is their central responsibility. These recommendations are designed to align with institutional priorities, foster teaching excellence, and ensure equity and transparency in career advancement. By implementing these changes, the university will position itself as a leader in recognizing and rewarding the vital contributions of its teaching faculty.

6. Fostering a Culture of Teaching and Mentoring Excellence

As noted in the introduction, the ultimate aim of the committee's recommendations is to foster and sustain a culture that values teaching and mentorship as central to Duke's mission. Much of this report has focused on formal processes and system-level changes that will uplift teaching and mentorship, but sustaining a culture of teaching and mentoring excellence requires a concerted effort to shift both formal systems and informal norms. Culture is shaped not just by policies and procedures, but also by the stories we tell, the behaviors we celebrate, and the priorities we reinforce in daily life at Duke. Fostering and sustaining a culture of teaching and mentoring excellence means aligning incentives with our values, building supportive structures, and facilitating ongoing dialogue about teaching and mentoring.

In this section, we summarize several key levers for fostering this culture and ensuring that faculty feel supported as we implement these new expectations. The committee did not have sufficient time to develop evidence-based recommendations around specific programming or implementation strategies for these levers. Therefore, instead of presenting full recommendations, we offer ideas for first steps that can inform future implementation efforts. See Appendix I for additional details.

6.1. Faculty Hiring

Selecting faculty who have the potential to be effective teachers and mentors is one of the best ways to sustain teaching and mentoring excellence at Duke. Such hiring practices also can create flywheel effects as these faculty have the opportunity to help peers. To this end, we recommend that units emphasize teaching and mentoring in job announcements—including for tenure track faculty-- and treat these as key criteria in the selection process. Candidates should be introduced to the expectations for teaching and mentoring, and how those are applied in the promotion process.

In addition, to preserve the excellence and integrity of career-track pathways, units should have rigorous and inclusive hiring practices. For example, shifting faculty into career-track roles without a national search could dilute the strength of these roles and send mixed signals about the value placed on teaching-focused positions. Transparent, competitive

hiring processes can help units identify candidates who are both highly qualified and deeply committed to teaching and mentoring excellence.

6.2. Training and Development

The new teaching and mentoring frameworks largely reflect what the committee believes most Duke faculty already do as part of their teaching and mentoring. Nonetheless, the landscape of teaching and mentoring is ever changing, and faculty should be supported as they strive to innovate in their teaching and mentoring. Additionally, new faculty need to be supported to help them meet Duke's expectations. To accomplish these objectives, Duke should offer faculty a wide range of supports and options, some of which could be developed centrally and others which could reside in units. These could include, for example, creating teaching and mentoring programming for new faculty; developing peer mentoring and coaching programs where highly effective teachers/mentors partner with new faculty or faculty seeking to improve or learn new skills; providing access to school-based and professional resources; and providing asynchronous learning modules and resources mapped to the teaching and mentoring effectiveness frameworks. Importantly, any new trainings and programs must be designed with the goal of helping faculty be more efficient and more effective in their teaching and mentoring—they should **not** feel like obligations that lead faculty simply to "check the box." The latter would be counterproductive and not worth sustaining.

6.3. Prizes and Awards

Although Duke offers several teaching and mentoring awards, many excellent faculty go unrecognized. We encourage schools and departments to consider whether there are additional means (big and small) of celebrating teaching and mentoring excellence. Ideas include adding awards in units where they do not exist; adding awards focused on mentoring and teaching at all levels (not just undergraduate teaching); and considering new university honorifics that uplift the centrality of our teaching and mentoring missions, such as an annual lecture where a stellar teacher/mentor shares their practices.

6.4. Named Professorships and Teaching Scholar Communities

In addition to awards, Duke distinguishes faculty members through named faculty chairs. These chairs are often restricted to tenure track faculty, although the university does raise funds for professor of the practice chairs.[18] This is another mechanism that signals our values. We suggest that Duke seek to raise more named professorships for career track faculty. These chairs could be used to recruit renowned teachers/mentors to Duke, as well as to recognize faculty currently at Duke, to serve as anchor teachers/mentors within their

[18] With the expansion of career track series, university development should also revisit these chairs, perhaps broadening them to "career track" chairs. We will also need to ensure that existing endowments align with the reclassification of current chairholders or are otherwise amended to represent the changing series.

units. For example, Duke might seek to create a program parallel to the Bass Society of Fellows for career track faculty.

6.5. Peer Mentoring and a Culture of Feedback

In some parts of the university, Duke misses an opportunity to create a culture in which faculty learn from and support one another in the classroom and beyond. Some ideas include greater use of co-teaching and co-mentoring for new and developing faculty, teaching triangles, and expanded use of peer observations for formative and summative purposes. Such programs can enhance teaching and mentoring while also building community and culture.

6.6. Sharing of Best Practices

As a learning organization, Duke should create a culture in which faculty are encouraged and supported in efforts to share their teaching and mentoring practices, to seek advice from one another, and to provide each other with feedback. Faculty enjoy engaging with one another around teaching and mentoring. Duke can foster a culture of teaching and mentoring excellence by making this form of engagement a norm. At the unit level, this might be done by encouraging and supporting more regular conversations within units about the curriculum and pedagogical practices (notably, these represent evidence of continual improvement under the rubrics) and creating resource banks for sharing information related to teaching and mentoring. At a university-wide level, another idea is for Duke to host an annual symposium on teaching or develop a “teaching scholars program” that continues to recognize and leverage the expertise of teaching and mentoring award recipients.

6.7. Annual Planning and Performance Management

The annual review cycle provides an opportunity for units to engage intentionally with faculty around their teaching and mentoring development. The new teaching and mentoring effectiveness frameworks offer units a basis for annual review discussions. These annual conversations can be used to celebrate growth in teaching and mentoring and identify faculty in need of additional supports or guidance.

7. Implementation Timeline

These recommendations would be rolled out in a measured fashion, with care given not to “move the goal post” on faculty already here and with ample support for faculty and units along the way. Duke should evaluate any adopted recommendations with regular frequency and adjust them as needed based on how effectively they support and advance Duke’s mission.

2025-2026

- The Academic Council considers proposed recommendations that are in their purview.
- Department chairs and unit leaders are provided with guidance and advice on how to revise the teaching definitions and standards.
- Departments revise their promotion/tenure standards around the teaching and mentoring effectiveness rubrics and obtain deans' approvals for those revisions. Changes are codified in department bylaws.
- Deans and departments discuss and revise bylaws (as needed) to address recommendations related to career track contracts, voting rights, and professional leave policies.
- Unit bylaw changes approved by Academic Council, as needed.
- Duke revises student course evaluations to align with standards, with input from faculty, staff, and students.
- Duke revises teaching observations system and develops plans to scale, with inputs from faculty and staff.
- The Provost's Office oversees a process for developing materials to promote effective teaching and mentoring, with unit and faculty input.
- Duke Faculty Affairs develops process and new systems to re-align faculty into new regular rank tracks and titles.

2026-2027

- Revised course evaluations undergo pilot testing and are revised as needed.
- Train observers and roll out scaled up peer teaching observation program.
- Duke Faculty Advancement, with faculty input, develops templates for promotion materials for candidates, committees, and chairs for appointment, promotion, and tenure.
- Develop and pilot teaching and mentoring training/professional development programming for new or early regular rank faculty (both tenure and career track).
- Select faculty pilot new forms of evidence of teaching and mentoring effectiveness, to be used for formative purposes only.
- New regular rank faculty are hired into new tracks; existing faculty move into new tracks (as needed), and new titles take effect.

2027-2028

- New faculty who start in Fall 2027 and beyond are expected to meet revised standards for teaching and mentoring when going up for promotion/tenure in the future.

- Existing tenure track faculty:

    - Assistant professors:

        - Assistant professors who have not yet been reappointed can be evaluated under the current or new standards, whichever is most advantageous to the faculty candidate's case. After re-appointment, these faculty will follow the new standards.
        - Assistant professors who have been reappointed and who are being considered for promotion to associate professor can be evaluated under the current or new standards, whichever is most advantageous to the faculty candidate's case. After promotion, these faculty will follow the new standards.

    - Associate professors:
        - Associate professors going up for promotion to full professor in 2027-2028 or 2028-2029 can be evaluated under the current or new standards, whichever is most advantageous to their case.
        - Associate professors going up for promotion to full professor starting in 2029-2030 will be expected to follow the new standards.

    - Full professors: Programs and policies for full professors to innovate and strengthen the culture of teaching and mentoring begin.

- Existing career track faculty:
    - Faculty who are up for renewal and/or promotion in 2027-2028 or 2028-2029 can be evaluated under the current or new standards, whichever is most advantageous to the faculty candidate's case. After re-appointment, these faculty will follow the new standards.
    - Faculty who are up for renewal and/or promotion starting in 2029-2030 will be expected to follow the new standards.

2030-2031

- All faculty will now follow the new standards.
- Revisit implementation of recommendations and make adjustments, as needed.
- Revisit possible implementation of Security of Employment for career track faculty.

8. Conclusion

Teaching and mentoring are central to Duke's mission, shaping the intellectual growth, professional development, and sense of belonging of our students. These activities are also central to faculty identity and professional fulfillment. To maintain its standing as a world-class university, Duke must invest in the people and systems that make transformative learning possible. Faculty need clear expectations, strong support, and consistent recognition for their teaching and mentoring efforts, especially as they navigate increasingly complex educational environments and student needs.

The committee's recommendations provide a roadmap for these investments. They include: adopting university-wide teaching and mentoring effectiveness frameworks that establish common expectations; strengthening systems for collecting and using evidence to support faculty development and evaluation; revising promotion standards for both tenure track and career track faculty to align with these frameworks; and improving career pathways, contract stability, and institutional recognition for career track faculty. To support these recommendations, Duke must foster a culture that values teaching and mentoring excellence at every career stage, through hiring practices, training, peer mentoring, awards, and leadership development. These strategies are designed to be flexible and iterative, ensuring they can be adapted to diverse disciplines while reinforcing shared institutional values.

To realize these recommendations, we call on the Provost to work in partnership with the Academic Council to review and adopt any proposed changes to the Faculty Handbook and unit bylaws. The Provost should assign responsibility to deans and key university offices—such as the Office for Faculty Advancement and Learning Innovation and Lifetime Education—to support departments in implementing these changes. We further encourage Duke to evaluate the progress and effectiveness of this implementation effort on a regular basis, using both faculty feedback and institutional metrics. Finally, we recommend that the university revisit, within five years, the question of whether to adopt a "security of employment" model for career track faculty, once the foundational systems and standards outlined in this report are in place.

With strong leadership and campus-wide collaboration, Duke can set the standard for how top-tier research universities advance teaching and mentoring excellence with sustained support, clear incentives, and institutional recognition.

APPENDICES

A. Committee Roster

Jerry Reiter, Statistical Science, Trinity (Co-chair)

Bridgette Hard, Psychology & Neuroscience, Trinity (Co-chair)

Aria Chernik, Learning Innovation & Lifetime Education

Scott Dyreng, Fuqua School of Business

Rosa Gonzalez-Guarda, School of Nursing

Tim Johnson, Earth & Climate Sciences, Nicholas School of the Environment

Esther Kim Lee, Theatre Studies, Trinity

Heather Mechler, Institutional Research

Kavin Rowe, Divinity School

Ann Saterbak, Biomedical Engineering, Pratt School of Engineering

David Schanzer, Sanford School of Public Policy

Beth Sullivan, Molecular Genetics and Microbiology, School of Medicine

Ex Officio & Committee Staff

Abbas Benmamoun, Vice Provost for Faculty Advancement

Mohamed Noor, Executive Vice Provost

Laura Howes, Interdisciplinary Studies/Office of the Provost

Ying Xiong, Learning Innovation & Lifetime Education

* Damaris Murry, Office of Faculty Affairs, also joined the committee in spring 2025

B. Committee Charge

The Teaching and Mentoring Excellence Committee is one of three interconnected university-wide committees that have been charged by the provost as part of the 2030 Teaching Excellence & Innovation Initiative with exploring issues related to teaching excellence and innovation in 2024-2025.

This committee will develop clear, evidence-based standards for teaching and mentoring excellence and consider the systems of support needed to help faculty meet this bar, within the context of a world-class research university. The committee may then break into two subcommittees to discuss the application of these standards to the Appointment, Promotion and Tenure process and the creation of a more normalized teaching track. Key questions for the committee include:

- How do we draw on research about the dynamics of teaching, mentoring and learning, as well as existing efforts at peer institutions, to create evidence-based rubrics and

guidelines that set common and transparent expectations around teaching and mentoring excellence?

- How do we ensure that faculty receive the time and support needed to engage in the full range of student-centered activities (i.e., teaching, mentoring, advising, co-curricular programs) while also conducting excellent research? How can we better integrate teaching and research activities, while furnishing greater clarity around the expected balance of faculty activities for individuals on different tracks?
- How do we ensure that teaching/mentoring effort is equitably accounted for and distributed across our faculty?
- How can we cultivate a culture of teaching and mentoring excellence and reinforce that culture throughout a faculty member's career?

Expected deliverables:

- Clear standards and an evidence-based rubric to define and assess teaching and mentoring excellence.
- Suggested policies and practices to support faculty and create a culture of teaching and mentoring excellence at the department and university-level (e.g., hiring processes, provision of appropriate training and mentorship, systems of accounting for student-centered activities, attention during annual reviews).

Teaching Track Subcommittee

This subcommittee will aspire to uplift the role of regular rank non-tenure track faculty who engage extensively in teaching by developing clearer titles, standards for evaluation and promotion, and career pathways. The committee will also consider ways to develop a culture that regularly celebrates and rewards our most excellent teachers. Key questions that this subcommittee should explore include:

- How do other institutions create meaningful tracks for teaching faculty?
- How can we create clearer titles and career pathways for non-tenure track faculty that confer the significance of their role?
- What expectations should we have for teaching faculty regarding research?
- Should we create a tenure option for teaching faculty?

Expected deliverables:

- Defined career pathways with consistent titles and standards for promotion for regular rank teaching track faculty roles.
- Recommendation as to whether to advance tenure as an option for teaching faculty.
- Suggested policies and programs to celebrate and reward teaching excellence among teaching track faculty.

Teaching Standards for APT Subcommittee

Following the preliminary shared work of the above committee, this subcommittee will consider how to integrate clearer expectations around teaching and mentoring into the appointment, promotion, and tenure (APT) process for tenure track faculty. This focus requires a semi-flexible structure that accounts for differences in the nature and balance of teaching vs. mentoring across disciplines and units, as well as variations among faculty tracks. Key questions include:

- What revisions should be made to the APT process to ensure that teaching and mentoring performance is thoroughly considered and appropriately valued?
- What policies and mechanisms can units implement to provide faculty with regular feedback about and support for teaching and mentoring, throughout their career?
- How can excellent teaching and mentoring be appropriately recognized after tenure and/or promotion to full professor?

Expected deliverables:

- Recommended revisions to APT standards.
- Guidance for units to ensure regular feedback and support for faculty related to their teaching and mentoring.

C. Background Literature and Examples from Other Universities

There are many peer-reviewed publications related to teaching effectiveness and assessment. As noted in section 1.2, before the committee began its work, a research assistant collected a robust set of articles to provide grounding for our work. The committee co-chairs reviewed those materials and winnowed them down to the most relevant and useful pieces, which the committee then read and discussed. The resources below represent the publications that we found most useful but are not an all-encompassing list of available resources.

Teaching Effectiveness and Evaluation Resources

Barbeau, L. and Happel, C. C. (2020). Critical Teaching Observation Overview. https://cetl.media.uconn.edu/wp-content/uploads/sites/1775/2024/03/Barbeau-Happel-CTB-4_pages.pdf

Chew, S. L., & Cerbin, W. J. (2021). The cognitive challenges of effective teaching. The Journal of Economic Education, 52(1), 17-40.

Colorado State University. (n.d.). Teaching Effectiveness Framework. https://tilt.colostate.edu/prodev/teaching-effectiveness/tef/.

Hoyt, D. P., & Pallett, W. H. (1999). Appraising Teaching Effectiveness: Beyond Student Ratings. IDEA Paper.

Kreitzer, R. J., & Sweet-Cushman, J. (2022). Evaluating student evaluations of teaching: A review of measurement and equity bias in SETs and recommendations for ethical reform. *Journal of Academic Ethics*, 1-12.

Linse, A. R. (2017). Interpreting and using student ratings data: Guidance for faculty serving as administrators and on evaluation committees. *Studies in educational Evaluation*, *54*, 94-106.

McMurtie, B. (2024, February 6). Teaching evaluations are broken. Can they be fixed? *The Chronicle of Higher Education*. https://www.chronicle.com/article/teaching-evaluations-are-broken-can-they-be-fixed.

National Academies of Sciences, Engineering, and Medicine (2020). "Recognizing and evaluating science teaching in higher education: Proceedings of a workshop in brief." Edited by Susan J. Debad. Washington, DC: The National Academies Press. https://nap.nationalacademies.org/catalog/25685/recognizing-and-evaluating-science-teaching-in-higher-education-proceedings-of.

Simonson, S. R., Earl, B., & Frary, M. (2022). Establishing a framework for assessing teaching effectiveness. *College Teaching*, *70*(2), 164-180.

Simonson, S. R., Earl, B., & Frary, M. (2023). Using a framework to assess teaching effectiveness (FATE) to promote instructor development and growth. New Directions for Teaching and Learning, 2023(173), 9-22.

Stripling, J. (Host). (2025, May 13). Why faculty hate teaching evaluations (S2, E17). [Audio podcast episode]. In College Matters from The Chronicle. https://podcasts.apple.com/us/podcast/why-faculty-hate-teaching-evaluations/id1766357400?i=1000708300264.

TEval. (n.d.). Transforming Higher Education - Multidimensional Evaluation of Teaching (TEval). https://teval.net/index.php.

The University of Kansas Center for Teaching Excellence. (n.d.). Representing and Evaluating Teaching. https://cte.ku.edu/teaching-evaluation

University of Delaware. (n.d.). Teaching Quality Framework. https://drive.google.com/file/d/1-Yb6UtbbhZfxGtIfe2P7pTRkoJtY-QRq/view.

University of Massachusetts Amherst. (n.d.). Guide for Implementing Holistic Teaching Evaluation in UMass Departments. https://drive.google.com/file/d/1JTYx-86AeIxnZyiPh2mmakhpwT018GzB/view

University of Michigan Center for Research on Learning & Teaching. (n.d.). Evaluation of Teaching. https://crlt.umich.edu/resources/evaluation-teaching

Uttl et al. (2017). Meta-analysis of faculty's teaching effectiveness: Student evaluation of teaching ratings and student learning are not related. *Studies in Educational Evaluation*, *54*, 22-42.

Wieman, Carl. "A better way to evaluate undergraduate teaching." Change: The magazine of higher learning 47.1 (2015): 6-15.

Mentoring Resources

Anderson, L., Silet, K., & Fleming, M. (2012). Evaluating and giving feedback to mentors: new evidence-based approaches. *Clinical and Translational Science*, *5*(1), 71-77. https://ascpt.onlinelibrary.wiley.com/doi/abs/10.1111/j.1752-8062.2011.00361.x#t3

Berk, R. A., Berg, J., Mortimer, R., Walton-Moss, B., & Yeo, T. P. (2005). Measuring the effectiveness of faculty mentoring relationships. *Academic medicine*, *80*(1), 66-71.

Dahlberg, M. L., & Byars-Winston, A. (Eds.). (2019). The science of effective mentorship in STEMM. The National Academies Press. https://nap.nationalacademies.org/read/25568/chapter/1

The Duke Graduate School (n.d.). Mentoring Resources. https://gradschool.duke.edu/professional-development/mentoring/mentoring-resources/.

Faculty Appointments

Association of American Universities. (2017). Lecturers with the Potential for Security of Employment. https://www.aau.edu/lecturers-potential-security-employment.

Tychonievich, L. (2023). Specialized faculty rights. https://luthert.web.illinois.edu/blog/posts/727.html

University of Virginia. (2022). PROV-004: Employment of Academic General Faculty Members (Tenure-Ineligible). https://uvapolicy.virginia.edu/policy/PROV-004.

University of Virginia. (2023). PROV-029: Faculty Appointment Types and Titles. https://uvapolicy.virginia.edu/policy/PROV-029.

D. Teaching Definition Rubric for Self-evaluation and Development

Faculty can use the *Duke Teaching Effectiveness* rubric below as a structured tool for self-reflection and continual improvement in their teaching practices. This rubric version is an expanded version of the assessment rubric presented in Section 2.3.1, and like that rubric, can be modified by units to better align with their context. This alternative version is designed to encourage thoughtful goal setting to improve instructional efficiency; contribute to a more enjoyable and fulfilling teaching experience; and serve as a developmental guide to support faculty members' evolving teaching goals.

We suggest that faculty review the rubric annually to assess their strengths and identify specific areas where they can grow. Recognizing that faculty cannot improve on all dimensions at once, we recommend that faculty select one or two areas of focus for each year. For example, this could be done in discussion with the faculty member's chair during the annual review process.

Criterion	Ineffective	Developing	Effective	Exemplary
1. **COURSE DESIGN**				
1.1. Learning outcomes are well-defined and appropriate	❑ Learning outcomes are absent, vague, or poorly formed, and/or not challenging, relevant, or appropriate to the context of the learning environment.	❑ Learning outcomes may not be well-defined, or are only somewhat challenging, relevant, or appropriate to the context of the learning environment.	❑ Learning outcomes clearly define what students are expected to learn, are challenging and relevant, and are appropriate for the context of the learning environment.	❑ Learning outcomes are not only well-defined but exceptionally well-integrated with broader academic objectives and crafted to inspire and challenge students.
1.2. Assessments align with learning outcomes and promote fair and meaningful evaluations of student learning	❑ Assessments do not measure learning outcomes, lack variety, or have criteria that are poorly defined or communicated.	❑ Assessments somewhat measure learning outcomes, and/or are only somewhat meaningful and varied to support engagement and autonomy, and/or have criteria that are incompletely defined and communicated.	❑ Assessments are designed to measure learning outcomes meaningfully, are appropriately varied, and have clearly defined and communicated criteria.	❑ Assessments and activities not only measure and support achievement of learning outcomes, but experiment with cutting-edge pedagogical methods and contribute new insights, adaptations, and innovations that can be shared with the educational community.
1.3. Activities align with learning outcomes and skillfully incorporate effective and appropriate practices	❑ Learning activities do not clearly support learning outcomes or use effective practices.	❑ Learning activities inconsistently support learning outcomes, and/or effective teaching practices are used inconsistently or with only moderate skill.	❑ Activities are designed to support learning outcomes, skillfully use teaching strategies that are recognized as effective, and consider the specific context of the learning environment.	❑ Course activities not only support achievement of learning outcomes, but adopt cutting-edge pedagogical methods and contribute new insights, adaptations, and innovations.
1.4. The learning experience supports student progress towards learning outcomes	❑ The overall design of the learning experience does not support student learning. Student work samples do not demonstrate student progress.	❑ The overall design of the learning environment somewhat supports student learning. Student work samples inconsistently demonstrate satisfactory progress toward achieving learning outcomes.	❑ The overall design of the learning environment supports student learning, and this is reflected in student work samples, which demonstrate satisfactory progress toward achieving learning outcomes.	❑ Exemplary teachers consistently produce students who are exceptionally prepared for subsequent academic and professional pursuits.
2. **LEARNING COMMUNITY**				
2.1. Encourages active student engagement	❑ Teaching practices rarely encourage active student engagement with the content, the instructor, and/or each other.	❑ Teaching practices sometimes encourage active student engagement with the course content, the instructor, and/or each other.	❑ Teaching practices consistently encourage active student engagement with the course content, the instructor, and each other.	❑ Teaching practices foster not only a high level of active engagement, but enthusiasm or "gusto" for learning.
2.2. Adopts learner-centered approach in learning materials	❑ Learning materials are not accessible and/or do not yet communicate an inclusive or student-centered approach.	❑ Learning materials are inconsistently accessible and/or inconsistently communicate an inclusive, student-centered approach.	❑ Learning materials are accessible and consistently communicate an inclusive, student-centered approach.	❑ Learning materials are models for accessibility and inclusivity and encourage students to value diverse perspectives and engage effectively across differences.
2.3. Demonstrates reliability, fairness, and support	❑ The instructor does not, or minimally, engages in behaviors that establish trust, such as providing timely feedback, communicating effectively, treating students fairly, and being available to students.	❑ The instructor mostly engages in behaviors that establish trust, such as providing timely feedback, communicating effectively, treating students fairly, and being appropriately available to students.	❑ The instructor consistently engages in behaviors that establish trust, such as providing timely feedback, communicating effectively, treating students fairly, providing additional resources to support students, and being appropriately available to students.	❑ The instructor consistently establishes trust and is frequently viewed by students as competent, fair, and as making decisions in students' best interests.
2.4. Promotes a classroom climate that fosters respectful collaboration and a sense of community	❑ Teaching practices do not yet, or rarely, support a learning environment that promotes a sense of belonging; values diverse contributions; respects individual differences; and encourages motivation, cooperation, and engagement for all students.	❑ Teaching practices support a learning environment which somewhat promotes a sense of belonging; values diverse contributions; respects individual differences; and encourages motivation, cooperation, and engagement among all students.	❑ Teaching practices support a learning environment that promotes a sense of belonging; values diverse contributions; respects individual differences; and encourages motivation, cooperation, and engagement among all students.	❑ Teaching practices support a learning environment that is uniquely inclusive, marked by a strong sense of belonging; appreciation of diverse contributions; respect for individual differences; and a student body that is motivated, cooperative, and engaged.

Criterion	Ineffective	Developing	Effective	Exemplary
3. **CONTINUAL IMPROVEMENT**				
3.1. Engages in ongoing reflection and efforts to improve teaching	❑ Rarely or never undertakes efforts to improve teaching.	❑ Inconsistently or occasionally undertakes efforts to improve teaching based on self-reflection, feedback from students and peers, and analysis of student performance.	❑ Frequently undertakes efforts to improve teaching by refining existing teaching practices and experimenting with new ones. Efforts to improve are based on self-reflection, feedback from students and peers, and analysis of student performance.	❑ Demonstrates a high level of self-reflection that not only identifies strengths and weaknesses but new insights to promote teaching excellence. Uses a wide array of feedback to make continuous data-driven improvements to teaching.
3.2. Supports and learns from the teaching community	❑ Does not, or rarely, engages with professional development opportunities or sharing of lessons learned about teaching.	❑ Engages occasionally with the teaching community through professional development opportunities or sharing of lessons learned about teaching.	❑ Actively and regularly enhances their own teaching and the teaching community by participating in professional development and by sharing insights and lessons learned about effective teaching practices.	❑ Serves as a leader within their teaching communities, frequently contributing to and even leading professional development initiatives and encouraging a culture of teaching excellence.

E. Improved Sources of Evidence: Suggestions for Revisions to Peer Observations and Course Evaluations

To effectively self-assess their performance across the dimensions of the Teaching Effectiveness Framework—and to support meaningful evaluations—faculty need access to robust and informative sources of evidence. Section 2.3.2 of the report outlines a menu of options from three main sources: self-reflection by the faculty member, course evaluations, and peer observations. Some of these sources may require modifications to existing practices, while others introduce entirely new forms of evidence.

Developing the specific changes and any new measures is beyond the capacity of the committee, given the scope of its charge. Nonetheless, a working group of committee members engaged in brainstorming some preliminary steps to develop these sources, for example, improving the scalability of the peer observation process and possible course evaluation changes to align the course evaluation questions with the key dimensions of the Duke Teaching Effectiveness Framework. These steps can be helpful for future committees or units that take on this work. In this appendix, we summarize the key concepts underpinning their ideas. Laura Howes, committee project manager, will share our detailed proposals with these relevant committees and units upon request.

Create Templates and Examples of Sources of Evidence

To support more holistic teaching evaluation, we suggest that an organization such as Duke Learning Innovation and Lifetime Education (LILE), with faculty members' and administrators' input, create guidance and templates that faculty and units can use to showcase and evaluate teaching practices effectively and accurately. These would include faculty teaching statements, self-reflections, development plans, annotated syllabi, peer review checklists, and revised peer evaluation templates. These tools should be designed to be easy for faculty to use, adaptable across disciplines, and reflective of the expectations within the Teaching Effectiveness Framework. Existing guidance provided by LILE could be a useful starting point but needs updates to match current frameworks and future needs. The working group also identified several universities with good resource banks that could be used as a model, such as the University of Kansas.

Revisit Course Evaluations for Alignment with the Teaching Effectiveness Framework

Although undergraduate course evaluations were updated in 2022, further refinement is needed to align them fully with the Teaching Effectiveness Framework—particularly in the areas of defining learning outcomes, aligning assessments, and incorporating learner-centered approaches. The Office of Assessment, with faculty collaboration, is encouraged to conduct a formal mapping of current evaluation questions against the Teaching Effectiveness Framework to identify any gaps. To the extent possible, a university-wide approach can help ensure consistency and fairness, although it can be beneficial to allow Schools or units to add custom questions for their context. Summative evaluations need not focus so heavily on numerical scores on a small number of overarching questions; rather, they can be based on students' comments.

The committee underscores the importance of acknowledging the well-documented biases present in student evaluations, related to both instructor characteristics (e.g., gender, race, age) and course attributes (e.g., elective vs. required). These should be considered when interpreting course evaluations, especially for summative evaluations.

Finally, we note the importance of increasing student participation in evaluations to improve data representativeness.

Refine the Peer Observation Process for Scalability

Peer observation is currently done at Duke both within units and via centrally organized programs. To ensure faculty get feedback that accords with the expectations, peer observations should be modified (as needed) to align with the criteria of the Teaching Effectiveness Framework or the unit's expectations. For example, observation forms can include rating scales that map directly onto the framework's levels (e.g., ineffective to exemplary).

To make this system scalable, it may be sensible to use only one trained observer per class (instead of two) and roll out observations in phases. Training processes for observers should be relatively simple—possibly with an asynchronous module and a short practice session. Participation in peer observation, either as an observer or observed, would satisfy the "Continual Improvement" criteria of the Teaching Effectiveness Framework. Participation as an observer also could be tied to eligibility for teaching awards or professional recognition. Duke can learn from the Duke Kunshan University (DKU) peer review process, which includes pre- and post-observation meetings and a more structured evaluation form.

Duke may also consider extending the pool of possible teaching observers to include graduate students and postdoctoral fellows whose own teaching can be enhanced by participating in the process.

F. Dossier Instructions for Committees: Evaluating Teaching Performance for Promotion and Tenure at Duke

This appendix offers a sample of how Duke might guide units in evaluating teaching performance for use in promotion and tenure decisions. These materials could also be broadened to support promotion review for career track faculty. We envision integrating this content into the online guidance that Duke currently provides to units on preparing research dossiers. The Office of Faculty Affairs should be charged with managing this process. As a mock-up, there are several instances in which we mention "TBD" documents or examples. These are suggested resources that would need to be developed during the implementation phase.

Page 1: Getting Started: Guidance for Units and Committees

The Duke Teaching Effectiveness Framework describes effective teaching practices at Duke, organized by specific topics and characteristics of effective teaching. Its goal is to help faculty teach more efficiently, more joyfully, and more successfully. It is designed as both a self-assessment tool for faculty and a guide for clear and fair evaluation of teaching.

The Framework provides a starting point for units to define what effective teaching looks like in their context and can be modified to emphasize core teaching practices valued by the unit. Units may add new criteria that they consider essential for excellent teaching in their discipline, emphasize or deemphasize criteria, and contextualize features of teaching assignments that are relevant to summative evaluations, such as identifying courses that are historically challenging to teach effectively or particularly important for the unit, or by recognizing breadth or versatility in course offerings as a valued contribution. Each unit's bylaws should define what constitutes effective teaching for the purposes of promotion and tenure.

This website provides guidance and templates to units and committees on how to evaluate teaching effectiveness for purposes of promotion and tenure. These resources are aligned with the three criteria of Duke's Teaching Effectiveness Framework but can be modified by units to meet their needs. The framework highlights three central characteristics of effective teaching:

1. Using effective course design
2. Promoting an engaged learning community
3. Practicing reflective teaching to drive continual improvement and professional fulfillment

For each of these criteria, this website provides promotion committees and unit chairs with a list of questions to consider when evaluating a faculty member's materials and a list of sources where units can find appropriate evidence. For each of the three criteria, units should document teaching effectiveness using collected evidence, characterizing faculty as typically **effective, developing,** or **ineffective**. These levels are described in the dossier rubric (note that this is the one-page rubric), which units can modify as needed to match their promotion standards. The rubric also includes characteristics of **exemplary** teaching. When present, units should document instances of exemplary teaching.

Duke's expectations of teaching effectiveness differ for promotion from assistant to associate professor versus from associate to full professor. For explanations of these expectations, see [WOULD LINK TO WEB PAGE WITH GENERAL EXPECTATIONS, AS OUTLINED IN 4.1.].

Page 2: Teaching Effectiveness Evidence

Each unit should determine what sources of evidence they consider as evidence of effective teaching, given their context, and should support the regular collection of these

data. To ensure a comprehensive and fair assessment, evidence typically should come from multiple sources: 1) the faculty member themselves, 2) peers, and 3) students. Below is a menu of possible types of evidence for each source. Typically, it is beneficial to select at least one type of evidence from each source. Not all of the types of evidence in the menu need to be used; units should determine what is most informative, relevant, and practical based on their promotion and tenure standards and specific context.

Evidence from the faculty member

Type of evidence	Provides evidence for ...
Teaching statement that describes approaches and techniques used and how they relate to each teaching effectiveness criterion (pointing to evidence in course materials and student work)	Criteria 1: Course design Criteria 2: Learning community
Self-reflection on teaching successes or challenges and changes made in response; summary of activities completed to improve one's own teaching and teaching at Duke	Criteria 3: Continual improvement
Teaching development plan that articulates changes the faculty member plans to make in the future and resources that they will call upon to support their growth as a teacher	Criteria 3: Continual improvement
Syllabi from classes, annotated to describe teaching choices	Criteria 1: Course design Criteria 2: Learning community
Sample course materials, including assignments, rubrics, and other materials used for evaluating student learning, annotated to describe teaching choices	Criteria 1: Course design Criteria 2: Learning community
Samples and/or summaries of **student work** as representations of student learning	Criteria 1: Course design

Evidence from peers

Type of evidence	Provides evidence for ...
Evaluations of course materials	Criteria 1: Course design Criteria 2: Learning community
Results from **peer observations**	Criteria 1: Course design Criteria 2: Learning community
Summary of **contributions to the unit's teaching** (e.g., peer mentoring, best practice sharing, innovations, course/curriculum design)	Criteria 3: Continual improvement

Evidence from students

Type of evidence	Provides evidence for ...
Student evaluation results and comments	Criteria 1: Course design Criteria 2: Learning community
Mid-semester feedback surveys	Criteria 1: Course design Criteria 2: Learning community
Summaries of student **focus groups, interviews, small group instructional feedback** sessions	Criteria 1: Course design Criteria 2: Learning community
Student letters	Criteria 1: Course design Criteria 2: Learning community
Teaching Assistant (TA) feedback and observations	Criteria 1: Course design Criteria 2: Learning community Criteria 3: Continual improvement

Page 3: Guidance for Committees

The tenure and promotion committee established by the faculty candidate's unit should evaluate the candidate's teaching effectiveness according to their unit's published standards. It is expected that units typically will consider **Course Design, Learning Community,** and **Continual Improvement** as components of effective teaching in their context. The committee report should include **a section dedicated to the committee's evaluation** of teaching effectiveness, comprising individual subsections for each of these three criteria and any other criteria identified in the unit's promotion and tenure standards. As a target length, **each subsection should be around two-thirds of a page**, with more or less detail as needed to support the unit's evaluation of teaching effectiveness. Note that mentoring is considered separately; see LINK TO PAGE ON MENTORING.

The following web pages provide guidance for committees about each of the three core components of teaching effectiveness, including questions that committees can consider when evaluating the evidence for effective teaching and writing the section of the report on teaching effectiveness. See suggested sources of evidence for guidance on evaluating each criterion. Units can adapt these questions to meet their needs and context.

Criterion 1: Course Design
Criterion 2: Learning Community
Criterion 3: Continual Improvement

A template and example section on teaching effectiveness for committee reports can be found at LINK TO EXAMPLE TBD. The report should include appendices (available electronically as part of the dossier) comprising all key sources of evidence used in the committee's evaluation. Units will upload any evidence source only once and designate which criteria were informed by the evidence source.

Guidance and expectations for faculty self-statements of teaching effectiveness are available at LINK TO A TBD DOCUMENT ABOUT CANDIDATE'S MATERIALS.

Criterion 1: Course Design

Effective teachers design courses and other learning experiences with clear and achievable learning goals that challenge students and promote their growth. They design assessments to gauge student progress towards these goals and develop activities that promote progress. These teachers skillfully implement practices that are well-regarded as effective and are appropriate to the learning context.

Questions to explore:

- Do learning outcomes clearly define what students are expected to learn, and are they challenging, relevant, and appropriate for the context of the course or learning experience?
- Are assessments designed to meaningfully measure learning outcomes, and do they have clearly defined and communicated criteria? Are they appropriately varied?
- Are activities designed to support the learning outcomes? Does the faculty member demonstrate skillful use of teaching strategies that are recognized as effective and adapted to the specific context of the learning environment?
- Do student work samples demonstrate satisfactory progress toward achieving learning outcomes?

Committee Guidance: Compiling Subsection of Report on Course Design

☐ Include or append/link to a description of the unit's standards related to Course Design.

☐ Evaluate the candidate's achievements in meeting the unit's standards related to Course Design (see suggested sources of evidence). Include the following information:

1. Provide an objective assessment of the available evidence on the faculty member's effectiveness related to Course Design.

2. Describe areas for improvement related to Course Design, as needed. Discuss any instances where the faculty member is ineffective and explain if they appear to be sporadic or systematic.

3. Describe any evidence of exemplary performance related to Course Design.

☐ Provide an overall rating (ineffective, developing, effective, exemplary) on the faculty member's teaching as it relates to Course Design per the unit's promotion standards. The rating should summarize the candidate's typical performance over the period of evaluation.

Units can use the dossier rubric for general guidance on rating for purposes of preparing the dossier.

Criterion 2: Learning Community

Effective teachers prioritize student engagement and a strong sense of community to support student growth. They use teaching methods that promote meaningful interaction, provide fair and reliable support and foster a respectful climate where all students can learn.

Questions to explore:

- Does the instructor prioritize active engagement by encouraging students to interact meaningfully with the course content, the instructor, and their peers through practices such as discussion, collaboration, and hands-on activities?
- Are materials available in accessible formats that support students with disabilities and are they selected with financial barriers in mind?
- Does the instructor consistently engage in behaviors that establish trust, such as providing timely feedback, communicating effectively, treating students fairly, suggesting additional resources to support students, and maintaining clear and reasonable availability?
- Do teaching practices support a learning environment that is inclusive and respectful, encouraging students to engage in constructive dialogue, appreciate diverse viewpoints, and collaborate in a spirit of trust and mutual respect?

Committee Guidance: Compiling Subsection of Report on Learning Community

☐ Include or append/link to a description of unit's standards related to Learning Community.

☐ Evaluate the candidate's achievements in meeting the unit's standards related to Learning Community (see suggested sources of evidence). Include the following information:

1. Provide an objective assessment of the available evidence of the faculty member's effectiveness related to Learning Community

2. Describe areas for improvement related to Learning Community, as needed. Discuss any instances where the faculty member is ineffective and explain if they appear to be sporadic or systematic.

3. Describe any evidence of exemplary performance related to Learning Community.

☐ Provide an overall rating (ineffective, developing, effective, exemplary) on the faculty member's teaching related to Learning Community per the unit's promotion standards. The

rating should summarize the candidate's typical performance over the period of evaluation. Units can use the dossier rubric for general guidance on rating for purposes of preparing the dossier.

Criterion 3: Continual Improvement

Effective teachers recognize that good teaching can look different for everyone and are committed to discovering what works best for them and their students. They actively reflect on their teaching, seek insights from students and colleagues, refine their practices and experiment with new ones in the spirit of continual growth. Through this process, they not only enhance student learning but find greater professional fulfillment in teaching.

Questions to explore:

- Does the faculty member engage in an ongoing process of self-discovery, refining teaching methods and experimenting with new approaches to enhance effectiveness in response to feedback and student performance?
- Does the faculty member actively and regularly participate in opportunities to enhance their teaching knowledge and skills, or that support the growth of the broader teaching community?

Committee Guidance: Compiling Subsection of Report on Continual Improvement

☐ Include or append/link to a description of unit's standards related to Continual Improvement.

☐ Evaluate the candidate's achievements in meeting the unit's standards related to Continual Improvement (see suggested sources of evidence). Include the following information:

1. Provide an objective assessment of the available evidence of the faculty member's effectiveness as related to Continual Improvement.

2. Describe areas for improvement related to Continual Improvement as needed. Discuss any instances where the faculty member is ineffective and explain if they appear to be sporadic or systematic.

3. Describe any evidence of exemplary performance related to Continual Improvement.

☐ Provide an overall rating (ineffective, developing, effective, exemplary) on the faculty member's teaching related to Continual Improvement per the unit's promotion standards. The rating should summarize the candidate's typical performance over the period of evaluation. Units can use the dossier rubric for general guidance on rating for purposes of preparing the dossier.

Page 4: Guidance for Unit Leader's Report

After reviewing the committee's report, the unit's leader (e.g., the department chair) should provide a brief report that summarizes their assessment of the candidate's teaching performance and how the candidate will continue to improve.

For assistant professors seeking promotion to associate (without tenure)[19] or associate professor with tenure, this report should include:

- A statement of whether you endorse the committee's conclusions about the candidate's teaching performance.
- Any additional context or information about the candidate's teaching performance missing from the committee's report.
- An assessment of the feasibility and appropriateness of the candidate's plan to improve teaching effectiveness.

For associate professors seeking promotion to full with tenure, this report should include:

- A statement of whether you endorse the committee's conclusions about the candidate's teaching performance—including your assessment of whether you believe the faculty member meets the standards for "high-quality" or "good" performance on teaching.
- A summary of steps taken by the faculty member and unit to implement and realize the plan to enhance teaching effectiveness from the faculty member's associate professor promotion review.
- Any additional context or information about the candidate's teaching performance missing from the committee's report.
- In cases where teaching falls short of the unit's or university's standards, but the chair endorses promotion, a plan for the faculty member to improve their teaching to meet the standards.

G. Dossier Instructions for Committees: Evaluating Mentoring Performance for Promotion and Tenure at Duke

This appendix offers a sample of how Duke might guide units in evaluating mentoring performance for use in promotion and tenure decisions. We envision integrating this content into the online guidance that Duke currently provides to units on preparing research dossiers. The Office of Faculty Affairs should be charged with managing this process. As a mock-up, there are several instances in which we mention "TBD" documents

[19] Clinical departments at the School of Medicine, the School of Nursing, and Fuqua School of Business have this added step in the promotion process.

or examples. These are suggested resources that would need to be developed during the implementation phase.

Page 1: Getting Started: Guidance for Units and Committees

The Duke Mentoring Effectiveness Framework describes effective mentoring practices at Duke. It is designed as both a self-assessment tool for faculty and a guide for clear and fair evaluation of mentoring.

The framework provides a starting point for units to define what effective mentoring looks like in their context and can be modified to align with mentoring practices in the unit. Each unit's bylaws should define what constitutes effective mentoring for the purposes of promotion and tenure.

This website provides guidance and templates to units and committees on how to evaluate mentoring effectiveness for purposes of promotion and tenure, which can be modified by units to meet their needs. The framework highlights three central characteristics of effective mentoring:

1. Providing academic and career guidance
2. Fostering a supportive mentoring environment
3. Practicing reflective mentoring to drive continual improvement

This website provides promotion committees and unit chairs with a list of questions to consider when evaluating a faculty member's materials and a list of sources where units can find appropriate evidence. Units should document mentoring effectiveness using collected evidence, characterizing faculty as typically **effective, developing,** or **ineffective**. These levels are described in the mentoring rubric, which units can modify as needed to match their promotion standards. The rubric also includes characteristics of **exemplary** mentoring. When present, units should document instances of exemplary mentoring.

Duke's expectations of mentoring effectiveness differ for promotion from assistant to associate professor versus from associate to full professor. For explanations of these expectations, see [WOULD LINK TO WEB PAGE WITH GENERAL EXPECTATIONS, AS OUTLINED IN 4.2.].

Page 2: Mentoring Effectiveness Evidence

The following web page provides guidance for committees about the core components of mentoring effectiveness, including questions that committees can consider when evaluating the evidence for effective mentoring and writing the section of the report on mentoring effectiveness. See suggested sources of evidence for guidance on evaluating each criterion. Units can adapt these questions to meet their needs and context.

Evidence from the faculty member

Type of evidence	Provides evidence for …
Information on **numbers and types of mentee relationships**	Criteria 1: Academic and Career Guidance
Self-reflection on mentoring successes or challenges and changes made in response; summary of activities completed to improve one's own mentoring and mentoring at Duke	All criterion
Mentoring development plan that articulates changes the faculty member plans to make in the future and resources that they will call upon to support their growth as a mentor	Criteria 3: Continual Improvement

Evidence from peers/unit

Type of evidence	Provides evidence for …
Insights from **unit leaders** (e.g., Director of Undergraduate/Graduate Studies or Chair)	All criterion
Summary of **contributions to unit's mentoring culture** (e.g., peer and co-mentoring, best practice sharing)	Criteria 3: Continual Improvement

Evidence from students

Type of evidence	Provides evidence for …
Confidential mentee surveys, letters of evaluation, or communications from mentees such as emails or notes	Criteria 1: Academic and Career Guidance Criteria 2: Supportive Mentoring Environment
Direct outcomes like **job placement** and **co-authorship**	Criteria 1: Academic and Career Guidance

Page 3: Guidance for Committees

The unit's tenure and promotion committee is expected to evaluate the faculty candidate's mentoring effectiveness according to their unit's published standards. The committee report should include **a section dedicated to the committee's evaluation** of mentoring effectiveness. As a target length, the **subsection on mentoring should be around two-thirds of a page**, with more or less detail as needed to support the unit's evaluation of mentoring effectiveness. As a default, the committee's evaluation of the candidate's mentoring effectiveness should be included as a separate subsection in the "Teaching and Mentoring" section. When the unit considers certain aspects or types of mentoring as service, discussion of these mentoring activities can be included in the Service section of the report. Note that teaching is evaluated separately; see LINK TO PAGE ON TEACHING.

A template and example section on mentoring effectiveness for committee reports can be found at LINK TO EXAMPLE TBD. The report should include appendices (available electronically as part of the dossier) comprising all key sources of evidence used in the committee's evaluation. Units will upload any evidence source only once and designate which criteria were informed by the evidence source.

Guidance and expectations for faculty self-statements of mentoring effectiveness are available at LINK TO A TBD DOCUMENT ABOUT CANDIDATE'S MATERIALS.

Effective Mentoring

As committees evaluate mentoring, they should reference the following questions, which map to the mentoring rubric.

Effective mentors support the personal and professional growth, development, and success of their mentees through the provision of career and psychosocial support. They embrace feedback on their mentoring and seek to improve their mentoring.

Questions to explore:

- Does the mentor typically support their mentees' career development at Duke and their career path after Duke, advance their academic and professional development, and advocate for them professionally?
- Does the mentor support the psychosocial and emotional health of mentees while serving as a positive role model?
- Has the mentor created a climate in which mentees feel like they belong and are empowered?
- Does the mentor demonstrate efforts to improve mentorship skills and embrace feedback on their mentoring?

Committee Guidance: Compiling Report on Mentoring

☐ Include or append/link to a description of unit's standards related to mentorship.

☐ Evaluate the candidate's achievements in meeting the unit's standards related to mentorship (see suggested sources of evidence). Include the following information:

1. Provide an objective assessment of the available evidence on the faculty member's effectiveness related to mentoring.

2. Describe areas for improvement related to mentoring, as needed. Discuss any instances where the faculty member is ineffective and explain if they appear to be sporadic or systematic.

3. Describe any evidence of exemplary performance related to mentoring.

☐ Provide an overall rating (ineffective, developing, effective, exemplary) of the faculty member's mentoring per the unit's promotion standards. The rating should summarize the candidate's typical performance over the period of evaluation. Units can use the mentoring rubric for general guidance on rating for purposes of preparing the dossier.

Page 4: Guidance for Unit Leader's Report

After reviewing the committee's report, the unit's leader (e.g., the department chair) should provide a brief report that summarizes their assessment of the candidate's mentoring performance and how the candidate will continue to improve.

For assistant professors seeking promotion to associate (without tenure) or associate professor with tenure, this report should include:

- A statement of whether you endorse the committee's conclusions about the candidate's mentoring performance.
- Any additional context or information about the candidate's mentoring performance missing from the committee's report.
- An assessment of the feasibility and appropriateness of the candidate's plan to improve mentoring effectiveness.

For associate professors seeking promotion to full with tenure, this report should include:

- A statement of whether you endorse the committee's conclusions about the candidate's mentoring performance—including your assessment of whether you believe the faculty member meets the standards for "high-quality" or "good" performance on mentoring.
- A summary of steps taken by the faculty member and unit to implement and realize the plan to enhance mentoring effectiveness from the faculty member's associate professor promotion review.
- Any additional context or information about the candidate's mentoring performance missing from the committee's report.
- In cases where mentoring falls short of the unit's or university's standards, but the chair endorses promotion, a plan for the faculty member to improve their mentoring to meet the standards.

H. Unit-Level Implementation Process

The following chart seeks to guide units in the process for adapting the frameworks to their context and then modifying their bylaws accordingly. Guidance will be provided on this process along the way.

1. Define effective teaching & mentoring (2025-2026)

- Units should review the teaching and mentoring effectiveness definitions and associated rubrics outlined in Sections 2 and 3, making any adjustments needed to ensure that the definitions align with practices specific to their discipline. The resulting unit-level definitions should still align with the core tenets of the university-wide definitions to ensure institutional alignment.

2. Clarify teaching & mentoring expectations for promotion (2025-2026)

- Units should revise promotion standards for teaching and mentoring by incorporating their revised definitions and establishing standards for teaching and mentoring performance at various stages of a faculty member's career. For tenure track faculty, units should use the standards described in Section 4 as the baseline. For career track faculty, units should reference the standards described in Section 5.4.
- Units should consider which sources of evidence they will use to evaluate teaching and mentoring effectiveness, consulting the sources of evidence outlined in Sections 2 and 3.

3. Reclassify Career Track Faculty (2025-2027)

- Units should review the new career track series and modify their bylaws to clarify the available series, and the expectations associated with each series.
- With guidance from the Office of the Provost, units should reclassify existing faculty into the correct series. This should be done in consultation with faculty and should not harm current faculty.

4. Approval and adoption of standards (2025-2026)

- Departments (where relevant) will provide their revised teaching and mentoring definition and promotion standards to their school dean. Deans should review each unit's documents to ensure a baseline of consistency across units.
- Schools will provide revised documents to the Office of the Provost.
- Once approved, unit bylaws should be revised to reflect these changes and submitted to the Academic Council. For tenure track faculty, APT will be provided with finalized unit expectations and a checklist of sources of evidence for evaluation.

5. Implement new promotion review processes (Starting in 2027)

- Committees and chairs should address how successful the faculty candidate is in meeting the unit's promotion standards for teaching and mentoring effectiveness per the proposed guidance in appendices F and G.
- For tenure track faculty, the APT committee will review the evidence to assess whether the candidate meets the departmental and university standards for promotion or tenure.
- For regular rank career track faculty, materials will go to the Office of the Provost for review.

I. Ideas for Fostering a Culture of Teaching & Mentoring Excellence

As noted in Section 6 of the report, Duke should provide a mix of university-wide, and unit-level supports to foster a culture of teaching and mentoring excellence and makes faculty feel supported in meeting these expectations. In this section, we provide suggestions developed by committee members for fostering this culture and ensuring that faculty feel supported as we implement these new expectations. In looking across the university, we find that individual units have already adopted innovative ways of supporting teaching and mentoring. We have attempted to uplift some of those examples here and encourage units to continue sharing best practices with one another.

These are not intended as recommendations; rather, they are ideas that could be considered as Duke develops options for fostering a culture of teaching and mentoring excellence. It is not the committee's expectation that Duke or any unit will implement these specific suggestions. Rather, our goal is to provide some initial ideas that can inform future efforts to implement these recommendations.

- **Faculty Hiring:** Selecting faculty who have the potential to be effective teachers and mentors is one of the best ways to sustain teaching and mentoring excellence at Duke. Such hiring practices also can create flywheel effects as these faculty have the opportunity to help peers. To this end, we suggest that:
    - Units should assess their teaching and mentoring needs before beginning a search. For example, some units in Trinity have undertaken intentional efforts to hire world-class teaching faculty who can help reshape teaching within the unit.
    - Job announcements should emphasize the importance of effective teaching and mentoring practices, when relevant.
    - Hiring committees should appropriately weigh teaching and mentoring when assessing candidates and collect evidence:
        - At minimum, hiring committee should require a teaching statement or teaching philosophy as part of the application process.
        - For mid-career and senior applicants, hiring committees should request and assess teaching materials and mentoring practices.
        - Hiring committees should consider whether it is appropriate to invite candidates to deliver a guest lecture to students or facilitate other opportunities for students to engage with candidates.
    - When collecting feedback about applicants, hiring committees should include the candidate's teaching/mentoring qualifications as a key criterion.
    - When extending offers, units should explain to candidates how teaching and mentoring quality will be evaluated in the annual review and promotion process.
    - When onboarding new faculty, units should orient them to Duke's teaching/mentoring expectations, resources, and should work with them to create a developmental plan.

- **Training and Development:** We would like faculty to be supported in their teaching and mentoring in ways that are energizing and flexible to their needs, and that ultimately build community around teaching and mentoring. Importantly, any new programming should not feel like a requirement or like "checking the box." This can be done by offering faculty a wide range of supports and options to choose from such as:

    - *New faculty teaching and mentoring workshop:* All new faculty should be strongly encouraged to attend a teaching and mentoring workshop as part of new faculty orientation that introduces evidence-based practices aligned with the Duke teaching and mentoring effectiveness frameworks. This program could be designed and implemented centrally (e.g., by LILE and the Graduate School in partnership with the Office of Faculty Advancement), or units could develop their own alternative programming. For new faculty, this will help them: 1) understand and prepare to meet our expectations; 2) build peer support networks across the university; and 3) participate in a structured process that will help them prepare for any courses that they will have to teach.
    - *Teaching excellence mentorship and coaching:* Schools and programs can partner with other groups at Duke to design and help run mentorship and coaching programming. Effective teachers and mentors can serve as mentors and/or coaches for new faculty and for faculty who could benefit from pedagogical or mentorship support. One model for new faculty hires, as an example, is paired teaching: in their first semester at Duke, a new faculty member would sit in on an experienced faculty member's course and gradually assume teaching responsibilities as a co-instructor.
    - *Teaching resources embedded within schools:* Schools and departments could appoint one, or several, faculty members to serve as "master teachers/mentors" to advise other faculty and oversee faculty development and best practice sharing within their unit. Larger schools and units might also consider a position such as an Associate Dean for Teaching Excellence or the creation of a school-based center for teaching excellence and innovation. For example, the School of Nursing has an Institute for Educational Excellence.
    - *User-friendly, asynchronous learning modules and resources:* Units like the Graduate School and LILE can revise and add new content (possibly curating work produced outside Duke) to their existing catalogues of resources on teaching and mentoring excellence. They also can create asynchronous, digital versions of the new faculty programming for recommended use by all Duke faculty.

- **Prizes and Awards:** Although Duke offers several teaching and mentoring awards, many excellent faculty go unrecognized. We encourage schools and large departments to consider additional means (big and small) of celebrating teaching and mentoring excellence. Suggestions include:

    - Adding awards for excellence in teaching and mentoring in schools that do not already have such awards.

- Some schools have awards that only focus on undergraduate education or teaching. Where appropriate, we encourage units to recognize teaching and mentoring in all aspects of their mission.
- Adding teaching/mentoring awards at the department level for larger departments. For example, the Department of Medicine and the Department of Biology both offer awards.
- In addition to traditional awards, other university honorifics can provide opportunities to uplift the centrality of our teaching and mentoring missions. For example, the Langford Lectureship Award is a quarterly lecture given by selected newly tenured faculty. This lecture is typically a research talk—what if Duke asked awardees to dedicate a part of their talk to sharing advice or lessons learned from the classroom? What if Duke created a similar lectureship for career track faculty recently promoted to the "full professor" level focused on sharing teaching and mentoring practices?

For new and existing prizes and awards we further suggest:

- Career track faculty should be eligible for all teaching and mentoring awards, unless restricted by provisions in a donor gift or other similar measure.
- Selection committees for these awards should consider how their rubrics align with the teaching and mentoring effectiveness frameworks to reinforce desired practices.
- For teaching awards, selection committees should re-examine their sources of evidence to move beyond course evaluations. For example, for some prizes or awards, it may be beneficial to share opinions and evaluations of peers.

- **Named Professorships and Teaching Scholar Communities:** In addition to awards, we distinguish faculty members through named faculty chairs. This is another mechanism that signals our values. We suggest:

  - *Professorships:* Schools with large career track faculty bodies should seek to raise named professorships for these faculty. In particular, these chairs could be used to recruit renowned teachers/mentors to Duke to serve as anchors and culture creators within their units.[20]
  - *Honors:* Duke could seek to create a program parallel to the Bass Society of Fellows—which honors tenure track faculty for excellence in teaching and research—for career track faculty.

[20] With the expansion of career track series, university development should also revisit these chairs, perhaps broadening them to "career track" chairs. We will also need to ensure that existing endowments align with the reclassification of current chairholders or are otherwise amended to represent the changing series.

- **Peer Mentoring and a Culture of Feedback:** There are many opportunities to create a culture in which our faculty learn from and support one another in the classroom. Examples include:

    - *Co-teaching and peer mentoring:* Units can pair faculty with one another for peer learning more regularly. In the School of Nursing and the Biology department, new faculty are paired with senior faculty in their first year and they only co-teach to learn good practices before taking on their own courses in their second year. The School of Medicine also uses co-mentoring to support developing mentors.
    - *Teaching triangles:* The Bass Teaching Triangles program provides an opportunity for faculty to observe one another's teaching and share practices. Units might encourage faculty to participate in this program or develop similar models within their unit.
    - *Peer observations:* As noted elsewhere, we recommend updating and scaling Duke peer observation program so that peer observations become a regular assessment tool. We have heard that faculty can find this process intimidating. We believe that it is important to normalize the process of inviting colleagues into one's classroom and welcoming peer feedback—after all, it mirrors academia's peer review process for research. Faculty who have engaged in the current Duke program have reported that they find it insightful and enjoyable. To normalize this practice, we suggest that peer observations should be used regularly for both formative and summative means.

- **Sharing of Best Practices:** As a learning organization, Duke should create a culture in which faculty are encouraged and supported in efforts to share their teaching and mentoring practices, to seek advice from one another, and to provide each other with feedback. Many faculty enjoy engaging with one another around teaching and mentoring. Duke should seek to make this form of engagement the norm.

    - *Regular conversations:* Departments and schools should make a regular practice of discussing their curriculum and sharing teaching and mentoring best practices. There are many ways of doing this including regular features as part of departmental/school meetings; an annual mini-retreat; or a semesterly workshop or talk.
    - *Teaching toolkits and resource banks:* Some units have created resource banks where faculty can access one another's course materials, syllabi, or other exercises and modules that can be shared across classes.
    - *Annual symposium on teaching:* A simple way of better leveraging our best educators is to convene an annual symposium or day on teaching and mentoring. During this day, individuals who won teaching and mentoring awards in that year (at both the department, school, and university-level), could share best practices and advice. Through facilitated workshops or breakout discussions, faculty could meet and talk about shared teaching/mentoring challenges of interest to them (e.g., grading, AI in the classroom, student engagement).

- *Teaching scholars:* Schools and larger departments might better leverage prior recipients of teaching and mentoring awards in their units, by for example, creating a "Teaching Scholars" designation in which prior awardees continue to carry this designation and are upheld as resources and mentors for the unit.

- **Annual Planning and Performance Management:** The annual review cycle provides an opportunity for units to engage intentionally with faculty around their teaching and mentoring development. We suggest that units look at their annual review templates and processes and consider any changes that might be made to align those materials with the Duke teaching and mentoring effectiveness frameworks and revised promotion standards, once adopted. Units can use the annual review process to recognize good performance and help faculty develop plans to continue advancing their teaching and mentoring skills. All faculty should be given support and guidance to this end, but units should give special attention to developing plans for faculty who are not yet effective teachers or mentors.

J. Presentations and Meetings

October 21, 2024, Deans Cabinet briefing on 2030 Teaching Excellence & Innovation Initiative

November 6, 2024, Engineering Faculty Council briefing on 2030 Teaching Excellence & Innovation Initiative

November 14, 2024, Executive Committee of Arts & Sciences Council briefing on 2030 Teaching Excellence & Innovation Initiative

December 7, 2024, Arts & Sciences Council briefing on 2030 Teaching Excellence & Innovation Initiative

January 14, 2025, Discussion with Sherryl Broverman, former chair of Academic Council Ad Hoc Committee on Regular Rank Non-Tenure Track (RRNTT) Faculty Designations (2021)

January-February 2025, Numerous individual conversations with faculty across schools to collect feedback on the draft Teaching Effectiveness Framework

March 2025, Several individual conversations held with faculty affairs deans in Arts & Sciences, Pratt School of Engineering, Sanford School of Public Policy, Fuqua School of Business, School of Nursing[21]

March 3, 2025, Discussion with Trina Jones (Chair, Academic Council) and Josh Sosin (Vice Chair, Academic Council) on preliminary recommendations related to regular rank non-tenure track positions

March 27, 2025, Presentation to Provost Cabinet on preliminary committee recommendations

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[21] Our committee includes individuals with oversight of faculty affairs at the Nicholas School of the Environment and the Divinity School, so similar conversations were not necessary with those units.

March 31, 2025, Presentation to Deans Cabinet on preliminary committee recommendations

April 9, 2025, Presentation to Academic Programs Committee on preliminary committee recommendations

April 15, 2025, Presentation to Appointments, Promotion, and Tenure Committee on preliminary recommendations related to tenure track faculty

May 2025, Individual conversation with individuals in the School of Medicine with oversight of faculty affairs

June 12, 2025, Arts and Sciences Leadership