

**DATE**

To: Faculty Personnel Policy and Review Committee

Copies to: J. Crimson  
Dr. Pyromena Glass, Vice President for Academic Affairs

From: The [Majority<sup>1</sup>] Report from the Department of Polychromaticism.

Re: The Tenure and Promotion of Joan Crimson (hereafter JC)

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- Note 1 In AY 00-00 JC was appointed to DePauw University (hereafter DPU) as an Assistant Professor of Polychromaticism. JC received the terminal degree in the field, Applied Polychromaticism, from the University of Chartreuse. Because JC has served five full years at the present rank the promotion review will be linked with the tenure review.
- Note 2 The Department Personnel Committee (hereafter PC) was composed of all full time continuing members of the department, except for Teal who is on leave and chose not to serve.<sup>2</sup>
- Note 3 The PC met in the spring to decide what procedures to follow. We determined that it was not necessary to consult an outside appraiser of JC's professional accomplishments, since Green, Lavender and Plum are competent judges of JC's subfield.<sup>3</sup>
- Note 4 The entire committee examined the complete decision file, but we appointed Green, Lavender and Plum as a special subcommittee to analyze JC's scholarly and artistic work, since not all members of the committee are competent in this area.
- Note 5 The PC met on several occasions between August 29th and September 15th to discuss the evidence in the file. After our second meeting the committee concluded

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<sup>1</sup> Note that if the PC report is unanimous (especially on the overall recommendation and on the use of the key adjectives on each section), the word "Majority" should be deleted throughout the report.

<sup>2</sup> Colleagues either in their first or last year of appointment may not serve on PCs. Any colleague who has probationary status need not serve on the PC.

<sup>3</sup> For procedures involved in soliciting outside letters, see the Academic Handbook, Personnel Policies Section, Preparation of the Decision File. IV. B.2. However, as will emerge below, JC solicited letters from outside experts, which were included in the decision file (and subject to the open file policy). This is also fine, and a common choice.

that we could not reach a consensus.<sup>4</sup> A majority of five PC members, Professors Green, Lavender, Magenta, Blue, and Purple, met on two separate occasions to write the majority report, and on 00/00 voted in favor of tenure and promotion for JC. Our signatures may be found at the conclusion of this report. The signatures attest that each of us has read and approved the final copy of the majority report. Professors Plum and Scarlet met separately after the PC could not reach consensus. Their separate minority report is attached to the end of this document. The subgroups shared with each other their draft reports as the process proceeded.

*[The minority report would consist of a letter detailing the minority's reasons for voting against tenure and promotion. The minority report does not need to re-address all of the criteria for review, just those criteria where the minority was not in agreement with the majority.]*

Note 6            JC has submitted annual reports as required, and the chair responded to each. Copies of these reports and responses are in the review file. Class observations were made for the prescribed number of JC's classes and are included (with JC's responses in some cases) in the file.

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<sup>4</sup> PCs must meet to discuss the evidence in the file before beginning the writing of the report. This helps to prevent premature judgments of the candidate's qualifications by individuals on the PC.

## TEACHING

**Summary:** A majority of the PC (five of seven members) concluded that JC’s teaching has been “*strong*” and worthy of tenure. JC’s particular strengths include innovative course design, strong performance in upper level courses, and clearly effective help given to students outside of class. Although the PC had a few concerns about JC’s teaching of the introductory course (rigor and organization), a particular area of responsibility according to the Appendix B in their job description, the majority concluded that these issues do not sufficiently detract from the overall quality of their teaching.

The PC evaluated JC’s teaching in the four areas specified by the handbook: professional competence, content and rigor, teaching methods and effectiveness. Although the discussions overlap to some extent, we will use these separate rubrics to organize our report.<sup>5</sup>

### *I. Professional Competence*

JC received the terminal degree in Applied Polychromaticism from the University of Chartreuse in 2XXX. They have stayed current in their field of teaching responsibility through attendance at professional meetings and the development of new courses. JC has effectively applied their experiences from University of Chartreuse and attendance at international conferences to their classroom teaching at DPU. At DPU, they completed an S-workshop in the summer of 2XXX and proceeded to develop an S-class, POLY 222: Polychromaticism in the Applied Arts, which they offered in spring 2XXX. They expanded the focus of Poly 222, which had previously only covered traditional genres, and renamed it *Polychromaticism in the Visual Arts and New Media* to reflect its updated scope.

Most recently, JC has expanded their teaching portfolio to cover an area hitherto absent from our curriculum, that is, *POLY 197P First Year Seminar: Polychromaticism: A Global Perspective*, which counts toward the Global Learning requirement. Along with JC’s Winter Term course (2XXX), *Polychromaticism in Modern Asia*, these classes support the University’s efforts to internationalize the curriculum. We note also JC’s participation in the WXY&Z workshop on Diversity and Inclusion in the Liberal Arts (Reykjavik, 2XXX); their teaching statement particularly references a session on the topic, “Polychromaticism and Whiteness: A Contradiction in Terms?” which led to changes in their syllabi and classroom practices.

### *II. Content and Rigor*

In the upper level course that JC highlighted in their review file, POLY 350, evidence in the file clearly demonstrates that the course meets scholarly standards and is offered at an appropriate level of difficulty. The PC looked carefully at the syllabus as well as other course materials (exams, projects, and explanatory handouts) and judged them to be clear, thorough, and up-to-date. The materials that are closest to JC’s doctoral areas are particularly impressive in this regard. In a letter submitted by an outside expert, Dr. Tan of Brown University, says that their “presentation of key topics in PC 350 is well-informed and sophisticated without being unsuitable for an undergraduate

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<sup>5</sup> The Faculty Personnel Policy and Review Committee requires considering each area separately.

course.” Another letter comes from a former student, C. D. Mustard, now in graduate school at North Orange University: “Professor Crimson’s course in POLY 200 and 300 prepared me so well that I had a much easier first semester of graduate school than most of my peers.”

After examining the teaching materials and grading policies we feel that JC’s rigor in evaluation of student work is appropriate. There’s a clear distinction in quality between “A,” and “B,” and “C” papers, and exams are well-designed to measure student achievement. Comments on student work show that JC holds students to a high standard, and is committed to helping them improve. Successive research paper drafts illustrate the progress JC’s students make.

With the department’s introductory course, POLY 100, the evidence about rigor is more mixed. Some members of the PC raised concerns about two matters: workload and grading. As to the first topic, the PC debated whether JC’s design of POLY 100 offered a sufficiently challenging workload. It was pointed out that a student could get by with two exams (midterm and final) and only one other project (which might be shaped by the student so that they did a minimal amount of work). While a minority of the PC considered this workload to be significantly less demanding than the departmental norm for POLY 100, the majority of the PC concluded otherwise. For one thing, student opinion forms do not point to trouble in this area: students rate JC’s workload as being moderate and challenging. Furthermore, in their teaching narrative, JC offers a thoughtful defense of their structure for the 100 level class. JC says that they deliberately reduced the number of required formal projects in order to give students “more time and creative room” for explorations that the students initiate themselves. While some students may take advantage of this structure and slide by with minimal work, others clearly find JC’s version of POLY 100 to be challenging and rewarding. More than a few students commented that they found the course more intellectually engaging than they had expected.

The second concern has to do with JC’s grades in POLY 100. During the first two years at DPU, JC’s assigned grades were well above the departmental average for this course as well as the university average for 100 & 200 level courses. At interim the PC raised as a concern whether JC’s tests at the introductory level evaluated student mastery of the course content with sufficient rigor. The department recommended that JC reconsider their grading scheme. The material in JC’s file describes added assignments and reformed grading criteria since their interim review. JC’s grades in this course are now more in line with departmental and university norms. JC has addressed the Department’s earlier concerns.

While a minority of the PC still consider JC’s grades in POLY 100 to be too high in comparison with the other sections, and worry that JC’s course may be perceived as the easiest in the department (a few student comments might support this perception), the majority of the PC find that the student comments on this point are not especially numerous and concludes that JC’s grading in PC 100 is not a serious enough problem to present an obstacle to tenure. As JC explains in their teaching philosophy statement, they work very hard to give students encouragement in the introductory course. While some might argue JC is too lenient by allowing students to drop low scores, others see success and value in bringing in some students who might have been discouraged by early penalties. (See the letter from Pru Violet, now a junior major, who greatly appreciated JC’s “patience” and “flexibility” in the introductory course.)

### ***III. Teaching Methods***

JC has brought welcome innovations to the teaching of both upper and lower level courses in the department. File evidence (especially the teaching statement and POLY 350 syllabus) shows that JC has redesigned their upper level courses to allow for more individual research projects by students, more seminar-style discussion, and an interesting scheme of topical organization. JC has managed all this without any sacrifice of traditional coverage. Also, their sample exams and projects in POLY 350 exhibit a nice variety of intellectual exercises.

At the lower level, student opinion surveys show that JC obviously had success with the First-year Seminar (FYS) they designed a year ago, in which they employed several of the methods they use in upper level courses. There have been a few problems in their efforts to implement similar methods in POLY 100. (See below under “Effectiveness” for details.)

Several peer observations of JC’s courses praise the efficient clarity of explanation (what one colleague calls their “covert mini-lectures”) and patience in managing student discussion. One observer of two class sessions in POLY 100 worried that the discussions were not sufficiently focused, and that several students seemed to be losing interest as the discussion “meandered rather listlessly.” However, other observers were more inclined to praise the “deft alchemy” of class discussions and JC’s “subtle way of nudging students toward key ideas that appear to come entirely from them.”

### ***IV. Effectiveness***

Student opinion forms and peer observations from JC’s three upper level offerings indicate that students find these courses to be quite effective. Graded student papers provide evidence that JC is helping their students increase mastery of both the material and methods of the discipline.

Comments by students are especially emphatic about JC’s helpfulness, as they praise JC’s willingness to make conference time available and to schedule study sessions outside the normal class hours. We note, in particular, several letters from self-identified first-generation college students, who point to JC’s encouragement as a reason why they persisted in their studies at DPU. Comments by colleagues who observed POLY 100, 200, and 300 all point to JC’s strengths in leading helpful, carefully focused discussions.

Student opinion forms in JC’s sections of POLY 100 are more mixed. With the exception of one unusually rough semester (the Spring 2XXX class, which JC called “a disaster, basically, because I tried to change too many things at once, at a time when I had many other things going on in my scholarship and service”), the numbers and comments for POLY 100 look solid in some categories but weaker in others.

The PC spent a considerable amount of time analyzing student comments. In some sets of student opinion forms, negative comments about organization are accompanied by positive comments on stimulation and learning. Based on the full file of evidence, the PC believes the organizational issue comes mainly from JC’s use of discussion to draw out material that many other introductory sections deliver by lecture. Many students seem to have more trouble taking notes in discussions

than they do in lectures. Especially for students who come into POLY 100 with low motivation (i.e., those who are simply filling a distribution requirement), JC's more open-ended style may leave these students with the impression that the course is drifting and not teaching them much.

While some concerns were noted with organization in POLY 100, the majority of the PC concluded that JC's teaching of POLY 100 was nevertheless effective. If one keeps careful track of student comments, the list of positive remarks is longer than the list of negative remarks. (Furthermore, as Green noted in a Chair's response to JC's annual report from 2XXX, "the complaining students often contradict themselves, as they criticize the organization but praise the spontaneity of class discussion.") The PC majority concludes that JC's teaching of POLY 100 is currently effective, even if there is room for improvement as JC continues to adapt their upper-level pedagogical strategies for the POLY 100 audience.

**Strengths:** A good record of teaching at the 200 and 300 levels. A well-balanced 100 level course. Evidence of commitment and flexibility in their teaching. A successful First-year Seminar.

**Concerns:** In the 100 level course there are still some problems in organization and rigor. We perceive no weaknesses at the 200 and 300 levels.

## SCHOLARLY AND ARTISTIC WORK

**Summary:** The documents in the decision file show that JC has crafted a significant record of scholarly work,<sup>6</sup> as seen especially in their continued development as a scholar and intellectual liveliness outside the university in the past year and a half.

### *I. Continued development as a scholar in the field*

The file reveals that JC has worked on polishing their dissertation in order to prepare it for presentation and publication. Their impressive revisions of the chapters involving Progressive Polychromaticism and Revisionist Polychromaticism, written in conjunction with both their Fisher time-out and their junior leave, have revealed a more mature and important text. The assessment of their dissertation advisor, Dr. Pink of Chartreuse University, speaks to the timely relevance of this work, writing that JC "has pushed their basic assertion in exciting new directions since their Ph.D. defense; the resulting text is both impressive for its insight and promising in its potential to reinvent the way scholars look at the history of Applied Polychromaticism." The PC encourages JC to continue to pursue development opportunities for their work, especially in light of their nomination for the Indigo Fellowship in Polychromaticism. (For those on the Review Committee who may be unfamiliar with this award, it is awarded annually at our national meetings to the most promising emerging scholar in our field.)

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<sup>6</sup> At term and interim, the criteria is "Promise of Accomplishment" for Scholarly and Artistic Work. For tenure, "Demonstrable Achievement or Unquestioned Promise of Accomplishment." For promotion, "Adequate" signifies enough quality accomplishments that would sustain a professional in their field. "Significant" means superior achievement and suggests that this is an area of strength. Candidates for promotion must have a "significant" record in at least one of these two areas: Scholarly and Artistic Work or Service. Since the JC report is crafted for both tenure and promotion, a finding of "significant" would nullify the need to state "promise of accomplishment" in scholarly and artistic work.

JC's development and recognition as a scholar of Polychromaticism by peers in their field is evidenced by publication of an article in the *Journal of Applied Polychromaticism* (the flagship journal of the Society for Polychromaticism) and acceptance of two additional articles in Indiana Polychromaticism, which is the fifth of thirty ranked journals in Polychromaticism<sup>7</sup>.

## II. *Intellectual liveliness outside the University*

As noted above, JC's publications attest to their work at disseminating their scholarly activities to an audience outside DePauw. The PC notes that one of these papers was also presented at the regional conference *South Central Polychromaticism Studies* last fall. The conference typically accepts 50% of submissions. JC has also authored two book reviews for *Polychromaticism Applications and Procedures* in the past three years. These are considered valuable contributions to the profession. One has been published and the other is in press.<sup>8</sup>

In addition to the conference noted above, JC has delivered papers at two other conferences, one national and one regional, in the past year, and in previous years they participated in three conferences (including the *Society for Advanced Studies in Polychromaticism*) as a panelist and respondent.

The PC notes that JC undertook the development and maintenance of the *Midwestern Polychromaticism* website three years ago and has, in the words of Dr. Sable from the Provincial University of Northwest Terra Cotta, "created an important digital humanities resource for all scholars in mono- and Polychromaticism." The file clearly documents the development and changes made on this site over the past year and a half including the addition of graphics, links to other sites, and access to a textual base for book reviews; we note that numerous letters in the file reference the importance of this site to students and faculty members alike at colleges across the Midwest.

## III. *Intellectual liveliness inside the University*

JC presented a workshop session on Polychromaticism and Whiteness at the DePauw Day of Dialogue in 2XXX. They also made two presentations on *The Epistemology of Polychromatic Debate* and *The Philosophy of Polychromatic Debate* at departmental colloquia, which are open to advanced majors as well as faculty colleagues. Also, JC organized and led a Prindle Reading group on *Polychromaticism and Ethics in the Liberal Arts*, which participants from several different departments found engaging and valuable, as attested by letters in the file.

**Strengths:** A strong record of publication and participation in the field of Polychromaticism at national and regional levels. JC's book shows promise, including some national recognition. A solid effort of sharing their work with colleagues at DePauw.

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<sup>7</sup> Providing this or similar context about discipline or field-specific publications helps the RC understand the impact of the candidate's work.

<sup>8</sup> Development of Scholarly and Artistic Work may occur in various ways. A finding of "adequate" or even "significant" Scholarly and Artistic Work is possible without publications, if other activities and accomplishments meet the criteria. Please consult the Academic Handbook for the range of possibilities.

**Concerns:** None.<sup>9</sup>

## **SERVICE<sup>10</sup>**

**Summary:** The documents in the decision file support a judgment of adequate service by JC to the department and the university.

JC currently serves on the Student Academic Life committee (SAL) and has made valuable contributions to that committee, especially through their work with Student Congress in 2XXX. A letter from Prof. Yellow testifies to their effectiveness on the committee: “Dr. Crimson worked on one of our subcommittees, which involved the difficult issue of student parking on campus. Their work clearly signifies an active and intelligent participation in faculty governance.” They also served on the ad hoc search committee for a new Vice President of External Affairs; Dean Taupe, who chaired the search committee, commented that “their efforts were sincerely appreciated.” JC became S-certified in 2XXX and has taught POLY 222 and two sections of POLY 300 as S-courses. JC has made valuable contributions to the university through mentoring and unwavering support of underrepresented students and student groups on campus, as documented by student letters.<sup>11</sup>

JC has fulfilled all required departmental duties. JC attended all regularly scheduled departmental meetings and served on the PCs for Green’s promotion and for Plum’s tenure review, neither of which was an obligation. They observed Teal’s class once and also mentored Teal in developing Teal’s Fisher Course Reassignment proposal. JC also shares in departmental work by organizing colloquia. They offered multiple S-courses for majors.

JC has been a first-year student advisor, in conjunction with teaching of a FYS, and they also advise twice the number of majors (35 students) as is typical in the department. Students describe JC as a proactive, caring advisor. Student letters attest to the effectiveness of JC’s academic counsel as an advisor for majors and non-majors alike. As JC currently carries a much heavier load than other members of the department and is well above the university average number of majors, the DPC would caution JC about the potential for becoming overwhelmed with major and first-year advisees.

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<sup>9</sup> The PC may not hold candidates to a standard higher than the University standard, and care should be taken to apply standards consistently. A concern should express a real deficiency related to Scholarly and Artistic Work.

<sup>10</sup> **The faculty approved a change to the service criteria effective July 1, 2020. Service for the period of review prior to July 1, 2020 will be assessed with usual criteria, while service after July 1, 2020 will be assessed with the updated version. A revised JC Report will be distributed to reflect this change.**

<sup>11</sup> Please note that these are *examples*: for a full list of possible service activities, please consult the separate Review Committee handout. There is no set formula for which activities count as adequate or significant.

JC has shared their expertise with the university community by making a presentation to Alpha Beta Gamma on the importance of academic leadership. JC has also attended *DePauw Day* at Vermillion County High School. The PC appreciates JC's willingness to assist the Admissions Office in its recruiting efforts.<sup>12</sup>

Although the contributions described herein do not rise to the level of significant, they are well above what would be assessed as adequate. The PC judges JC to be a helpfully engaged faculty member.

**Strengths:** A strong commitment to the department's and University's well-being. A good contributor to the department, University governance, and the well-being of the students.

**Concerns:** JC needs to be cautious about the number of advisees taken on as this may cause an undue burden on their time for other activities.<sup>13</sup>

### **FINAL RECOMMENDATION**

The majority of the PC finds that JC has demonstrated strong teaching, significance in scholarly and artistic work, and adequate service. The majority of the PC recommends that JC be granted tenure and promotion to Associate Professor.<sup>14 15 16</sup>

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<sup>12</sup> "Service" may include performance outside of DePauw's community, but it should be clearly tied to the candidate's professional role at the University. For example, if JC went to area High Schools to speak about their field of expertise or to assist DPU in recruiting, then that would count as "service." But if, for example, they went as a parent or to assist with extra-curricular activities unrelated to their field of expertise, then that would not count as "service."

<sup>13</sup> It *may* be appropriate for the PC to give advice on workload on service (or Scholarly and Artistic Work), but the advice *should not* attempt to restrict the candidate's options as outlined in the Academic Handbook.

<sup>14</sup> The Faculty Personnel Policy and Review Committee recommends that the signature page be the last page in the report so that if minor editorial changes need to be made to the report, PC members do not have to be contacted again for new signatures. This permits a more rapid turnaround of the report to the candidate should changes be necessary.

<sup>15</sup> Plum and Scarlet signatures would be on the Minority Report.

<sup>16</sup> Note that if the PC report is unanimous (especially on the overall recommendation and on the use of the key adjectives on each section), the word "Majority" should be deleted throughout the report. Please remember that the entire PC should have an opportunity to read both a majority and minority report.

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*Scott Blue*

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*Laurel Green*

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*Iris Lavender*

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*Philip Magenta*

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*Marissa Purple*