

## PROMOTION AND TENURE CRITERIA AND PROCEDURES

February 2008

(Previous Revisions November 1984, December 1995, March 1998, December 1999, November 2006)

### I. GENERAL PRINCIPLES

The objectives of the promotion and tenure policies of the Department of Computer and Information Sciences are:

- to help insure the excellence of the faculty,
- to clarify the expectations of the faculty with respect to promotion and tenure, and
- to help insure fairness and consistency in the evaluation process.

In short, the goal is an excellent faculty in which each individual member is treated with fairness and respect.

It should be understood at the outset that promotion (and also tenure in the case of tenure-track faculty) requires the candidate to do more than simply meet minimally acceptable standards in research, teaching, and service. Rather, in the case of tenure-track faculty, for promotion to associate professor and for the awarding of tenure, the candidate is required to demonstrate excellence in either research or teaching and high quality performance in all areas, while for promotion to full professor, the candidate is expected to have a national or international standing within the profession, and to exhibit excellence in research and excellence or high quality in teaching. In addition, the candidate is expected to have made service contributions that are commensurate with their rank. In both promotion situations, the promise of continued high level scholarship must be present. In the case of continuing non-tenure-track faculty, for promotion to associate or full professor, the candidate is required to demonstrate excellence in teaching and initiative/leadership with respect to the undergraduate program in computer science. In addition, the candidate is expected to have made service contributions that are commensurate with their rank.

While the criteria and procedures enumerated in this document establish as objective and equitable a base as is possible for evaluating faculty achievements, ultimately the recommendation made is based upon judgments that can and will vary with time, university conditions, individuals' backgrounds, and professional specializations. Nevertheless, it is the intent that these criteria and procedures be used to insure that uniform and fair procedures be objectively applied to all promotion candidates, and that faculty members have sufficient opportunity to present their accomplishments, to suggest objective evaluators of their work, and to appeal decisions that they feel were not based on a full and careful review.

This revision of the CIS P&T Promotion and Tenure document provides the criteria and procedures for promotion of continuing non-tenure-track faculty. It does not change the criteria or procedures for promotion and tenure of tenure-track faculty.

### II. PROMOTION AND TENURE CRITERIA TENURE-TRACK FACULTY

This section enumerates the promotion and tenure criteria of the Department for tenure-track faculty. These same criteria also serve as the framework for periodic peer reviews of faculty.

#### A. For appointment to assistant professor

Appointment at this rank requires the doctorate or comparable evidence of preparation for a career in research and teaching. It is expected that the candidate exhibit substantial promise of future growth and accomplishment in research and teaching, and that the candidate be prepared to make appropriate contributions in the area of service.

## B. For promotion to associate professor with tenure or for the granting of tenure to an associate professor without tenure

This section details the requirements for the following situations:

- Promotion from assistant professor to associate professor with tenure.
- The granting of tenure to an associate professor without tenure.

The remainder of this section applies to both situations.

The candidate should be in rank (at the University of Delaware or at a comparable institution) long enough to have accumulated a record that provides for a fair review. Prior work at equivalent rank at a comparable institution, is considered on the same basis as the candidate's accomplishments at the University of Delaware. The candidate must offer clear evidence of substantial scholarly achievement made after the awarding of the doctorate or other terminal degree and in a pattern indicative of strong prospects for future research productivity. If prior work done in another setting, such as a research lab, is to be considered, this will be specified in the offer letter.

The candidate should show excellent achievement in scholarship or teaching and high quality performance in all areas. In evaluating research, teaching and service, the following factors will be considered.

**Research:** While the precise mix of indicators may vary from one candidate to the next, it is expected in all cases that there be a recognizable pattern of excellent or high-quality research. In most cases, the primary indicator of the quality of the candidate's research is publications in refereed journals and/or refereed conference proceedings.

Other major indicators that may be (but need not be) present are: the publication of refereed research monographs, the publication of books or book chapters related to the candidate's research, and the production of innovative, original computer hardware or software.

It is expected that the candidate will have actively engaged in the pursuit of external research funding when relevant funding is available. If such funding has been acquired, that funding is also a major indicator of the quality of the candidate's research.

Other significant indicators that may be (but need not be) present are: Invited papers, presentations, colloquium talks at other universities and at research labs, and service on journal editorial boards or on program committees for professional conferences.

It is also expected that the candidate contribute to the supervision of graduate students as appropriate for his or her subdiscipline. Most often this involves serving as the primary advisor for PhD (or, in some cases, MS) students, and such supervision constitutes a significant indicator of the quality of the candidate's research.

The evaluation of all research activities is to be based upon the quality (and to some extent quantity) of the activities, the quality of the media through which the research is disseminated, and the opinions of objective specialists from outside the University.

**Teaching:** It is expected that the candidate exhibit excellent or high quality teaching performance at both the undergraduate and graduate levels. Teaching performance (both inside and outside the classroom) is measured by student evaluations of teaching, unsolicited student feedback, peer reviews, documentation of course development provided by the candidate, and solicited comments from former students. Candidates should also demonstrate a sincere effort in monitoring their teaching with the goal of overall improvement when room for improvement exists.

It is important that the candidate provide an in-class environment that facilitates learning and the sharing of ideas. The candidate should challenge students intellectually and relate course material to other fields, issues, or student experiences. During in-class interactions, the candidate should be well-prepared and demonstrate a deep knowledge and enthusiasm about the subject matter. The candidate should be involved with students both inside and outside the classroom, and should have had a positive impact on students' educational and career goals and their achievements.

The manner in which individuals provide an effective and rewarding teaching environment will vary. However, such an environment is typically nurtured by practices such as providing a clear sense of organization in the proper and timely preparation of syllabi, assignments, and exams, providing clear expectations of student responsibilities, providing timely feedback of student performance on assignments and exams, and being readily available to students outside of class. It should be understood, though, that teaching is a holistic activity that must be evaluated as a whole, and the presence or absence of one or more of the elements listed here neither subtracts from an overall excellent performance nor adds to an unsatisfactory one.

**Service:** Performance is measured by the quality and quantity of the candidate's participation on University, College and Department committees, and participation in the activities of professional societies. It is expected that candidates will have served on at least one committee - University, College or Department - each year and will maintain membership in their major discipline societies.

It is recognized that different faculty have different strengths and weaknesses. It is consistent with the intent of these criteria for the candidate to submit evidence of accomplishments beyond those of normal performance expectations. For example, awards, service and consultations to government agencies and professional societies, and editorships, although not required in the normal performance of duties, are highly valued by the Department.

**C. For promotion to full professor** Candidates for promotion from associate professor to full professor should be in rank at the University of Delaware or at a comparable institution (e.g., university or research laboratory) long enough to have accumulated a record that provides for a fair review. If the candidate has served as an associate professor (or equivalent) at a comparable institution, then the candidate's accomplishments at this rank at the earlier institution will be considered on the same basis as the candidate's accomplishments at the University of Delaware.

The candidate must demonstrate substantial evidence of sustained excellence in research, along with the promise of future sustained excellence. In addition, the candidate must provide evidence of excellence or high quality in teaching, and of an appropriate level of service. In evaluating research, teaching and service, the following factors will be considered.

**Research:** While the precise mix of indicators may vary from one candidate to the next, it is expected in all cases that there be a recognizable pattern of sustained excellence in research. The candidate's contributions must go significantly beyond such contributions made at the previous rank and tenure status, and will normally show evidence of a mature research program. In most cases, the primary indicator of the quality of the candidate's research is publications in refereed journals and/or refereed conference proceedings.

Other major indicators that may be (but need not be) present are: the publication of refereed research monographs, the publication of books or book chapters related to the candidate's research, and the production of innovative, original computer hardware or software.

It is expected that the candidate will have been actively engaged in the pursuit of external research funding when relevant funding is available. If such funding has been acquired, that funding is also a major indicator of the quality of the candidate's research.

Other significant indicators that may be (but need not be) present are: Invited papers, presentations, colloquium talks at other universities and at research labs, and service on journal editorial boards or on program committees for professional conferences.

It is also expected that the candidate contribute to the supervision of graduate students as appropriate for his or her subdiscipline. Most often this involves serving as the primary advisor for PhD (or, in some cases, MS) students, and such supervision constitutes a significant indicator of the quality of the candidate's research.

The evaluation of all research activities is to be based upon the quality (and to some extent quantity) of the activities, the quality of the media through which the research is disseminated, and the opinions of objective specialists from outside the University.

**Teaching:** It is expected that the candidate exhibit high quality or excellence in the teaching of both undergraduate and graduate students. Teaching performance (both inside and outside the classroom) is measured by student evaluations of teaching, unsolicited student feedback, peer reviews, documentation of course development provided by the candidate, and solicited comments from former students. Candidates should also demonstrate a sincere effort in monitoring their teaching with the goal of overall improvement when room for improvement exists.

It is important that the candidate provide an in-class environment that facilitates learning and the sharing of ideas. The candidate should challenge students intellectually and relate course material to other fields, issues, or student experiences. During in-class interactions, the candidate should be well-prepared and demonstrate a deep knowledge and enthusiasm about the subject matter. The candidate should be involved with students both inside and outside the classroom, and should have had a positive impact on students' educational and career goals and their achievements.

The manner in which individuals provide an effective and rewarding teaching environment will vary. However, such an environment is typically nurtured by practices such as providing a clear sense of organization in the proper and timely preparation of syllabi, assignments, and exams, providing clear expectations of student responsibilities, providing timely feedback of student performance on assignments and exams, and being readily available to students outside of class. It should be understood, though, that teaching is a holistic activity that must be evaluated as a whole, and the presence or absence of one or more of the elements listed here neither subtracts from an overall excellent performance nor adds to an unsatisfactory one.

It is important that the candidate be actively involved in the maintenance of the Department's curriculum. Such involvement, may, for example, include the design of new courses or the continuing refinement of existing courses. It may also involve providing active guidance to other faculty in the department.

**Service:** Performance is measured by the quality and quantity of the candidate's participation on University, College and Department committees, and participation in the activities of professional societies. It is expected that the candidate will have provided leadership in service to the University and to the profession. Leadership within the University may be exhibited by such activities as chairing Department, College or University committees. Leadership to the profession may be exhibited by such activities as serving as a journal editor, serving on conference program committees, serving as a national or international lecturer, organizing a conference, or serving on funding agency panels or advisory committees.

It is recognized that different faculty have different strengths and weaknesses. It is consistent with the intent of these criteria for the candidate to submit evidence of accomplishments beyond those of normal performance expectations. For example, awards, service and consultations to government agencies and professional societies, and editorships, although not required in the normal performance of duties, are highly valued by the Department.

### III. PROMOTION CRITERIA CONTINUING NON-TENURE-TRACK FACULTY

This section enumerates the promotion and tenure criteria of the Department for continuing non-tenure-track faculty. These same criteria also serve as the framework for periodic peer reviews of faculty.

#### **A. For appointment to assistant professor**

Appointment at this rank typically requires the doctorate, although outstanding candidates with a Masters degree in computer science may be considered. It is expected that the candidate exhibit high-quality performance in teaching with the promise of future growth and accomplishment in undergraduate education, and that the candidate be prepared to make appropriate contributions in the area of service.

#### **B. For promotion to associate professor**

The candidate should be in rank at the University of Delaware long enough to have accumulated a record that provides for a fair review. The candidate should demonstrate excellence in teaching, initiative with

respect to undergraduate education, involvement in the maintenance of the Department's curriculum, and high-quality performance in appropriate service activities. In evaluating teaching and service, the following factors will be considered:

**Teaching:** Teaching performance (both inside and outside the classroom) is measured by student evaluations of teaching, unsolicited student feedback, peer reviews, documentation of course development provided by the candidate, and solicited comments from former students. Candidates should also demonstrate a sincere effort in monitoring their teaching with the goal of overall improvement when room for improvement exists. Involvement in the maintenance of the Department's curriculum refers to the refinement or revision of introductory courses. Initiative with respect to the undergraduate program can take a variety of forms, including (but not limited to) significant revisions to course content and interacting with other departments to update and revise service courses as deemed appropriate.

It is important that the candidate provide an in-class environment that facilitates learning and the sharing of ideas. The candidate should challenge students intellectually and relate course material to other fields, issues, or student experiences. During in-class interactions, the candidate should be well-prepared and demonstrate a deep knowledge and enthusiasm about the subject matter. The candidate should be involved with students both inside and outside the classroom, and should have had a positive impact on students' educational and career goals and their achievements.

The manner in which individuals provide an effective and rewarding teaching environment will vary. However, such an environment is typically nurtured by practices such as providing a clear sense of organization in the proper and timely preparation of syllabi, assignments, and exams, providing clear expectations of student responsibilities, providing timely feedback of student performance on assignments and exams, and being readily available to students outside of class. It should be understood, though, that teaching is a holistic activity that must be evaluated as a whole, and the presence or absence of one or more of the elements listed here neither subtracts from an overall excellent performance nor adds to an unsatisfactory one.

**Service:** Performance is measured by the quality of the candidate's participation on Department committees. Normally, the candidate will have served on a committee related to undergraduate education, such as the Department undergraduate committee.

It is recognized that different faculty have different strengths and weaknesses. It is consistent with the intent of these criteria for the candidate to submit evidence of accomplishments beyond those of normal performance expectations. For example, service on University committees, service on external committees, and receiving a grant related to undergraduate education, although not required in the normal performance of duties, would be highly valued by the Department.

### **C. For promotion to full professor**

Candidates for promotion from associate professor to full professor should be in rank at the University of Delaware long enough to have accumulated a record that provides a fair review. The candidate must provide evidence of sustained excellence both in teaching and in leadership with respect to undergraduate education, and of high-quality performance in appropriate service activities. In evaluating teaching and service, the following factors will be considered.

**Teaching:** It is expected that the candidate exhibit excellence in the teaching of undergraduate students, involvement in the maintenance of the Department's curriculum, and leadership in undergraduate education. Teaching performance (both inside and outside the classroom) is measured by student evaluations of teaching, unsolicited student feedback, peer reviews, documentation of course development provided by the candidate, and solicited comments from former students. Candidates should also demonstrate a sincere effort in monitoring their teaching with the goal of overall improvement when room for improvement exists. Involvement in the maintenance of the Department's curriculum refers to the refinement or revision of introductory courses. Leadership in undergraduate education can take a variety of forms, but should be at a level significantly above the initiative expected for promotion to associate professor. Examples of such

leadership include (but are not limited to) developing good assessment strategies, developing programs for attracting and retaining minority and female students in computer science, and developing programs that produce better advisement in the Department.

It is important that the candidate provide an in-class environment that facilitates learning and the sharing of ideas. The candidate should challenge students intellectually and relate course material to other fields, issues, or student experiences. During in-class interactions, the candidate should be well-prepared and demonstrate a deep knowledge and enthusiasm about the subject matter. The candidate should be involved with students both inside and outside the classroom, and should have had a positive impact on students' educational and career goals and their achievements.

The manner in which individuals provide an effective and rewarding teaching environment will vary. However, such an environment is typically nurtured by practices such as providing a clear sense of organization in the proper and timely preparation of syllabi, assignments, and exams, providing clear expectations of student responsibilities, providing timely feedback of student performance on assignments and exams, and being readily available to students outside of class. It should be understood, though, that teaching is a holistic activity that must be evaluated as a whole, and the presence or absence of one or more of the elements listed here neither subtracts from an overall excellent performance nor adds to an unsatisfactory one.

**Service:** Performance is measured by the quality of the candidate's participation on Department committees. Normally, the candidate will have served on a committee related to undergraduate education, such as the Department undergraduate committee.

It is recognized that different faculty have different strengths and weaknesses. It is consistent with the intent of these criteria for the candidate to submit evidence of accomplishments beyond those of normal performance expectations. For example, service on University committees, service on external committees, and receiving a grant related to undergraduate education, although not required in the normal performance of duties, would be highly valued by the Department.

## IV. DEPARTMENT PROMOTION AND TENURE PROCEDURES

The Department will follow University and College policies on promotion, which can be obtained from the Department office. The text that follows elaborates on the departmental promotion and tenure procedures. The complete Promotion Procedures Calendar is given in Appendix I.

Any faculty member may request to be considered for promotion by notifying the Department Chair and the Department Executive Committee no later than March 15 prior to the academic year in which they wish to be considered. While a candidate should seek the advice of senior faculty on the appropriateness of such an application before submission, the final decision on whether or not to submit an application rests with the faculty member (however, tenure-track faculty in their terminal year may not apply for promotion).

### Tenure-track Faculty

Notification from individuals who desire to be considered for promotion must be in writing, and by May 15 they must submit an up-to-date curriculum vitae, an annotated bibliography of the candidate's research publications, copies of their major publications, and the names of at least eight external reviewers who are recognized authorities in the candidate's research area. Typically, at least five of these reviewers should be faculty members at comparable institutions, and the majority should be full professors. While these reviewers may or may not be personally acquainted with the candidate, all of these reviewers should be able to write authoritative and objective appraisals of the candidate's research accomplishments. Candidates must not contact potential reviewers about the promotion process at any time.

Following the receipt of a promotion application, the Promotion and Tenure Committee is formed, consisting of either the Department Executive Committee or a modification thereof, in the latter case to provide an appropriate combination of faculty ranks, and possibly some particular subfield specific experience, knowledge, or sensitivity. In this document it is referred to simply as the **Promotion Committee**. Also, in CIS the entire tenured and tenure track Faculty, excluding the Department Chair, constitutes the Faculty Committee, and is referred to here as the **Faculty**. As specified in the bylaws, the Executive Committee consists of three voting CIS faculty elected to three year terms by the Faculty. For promotions to associate professor or for tenure decisions, the Promotion and Tenure Committee consists of all associate professors and full professors who are members of the Executive Committee; if there are fewer than three members of the Executive Committee eligible for the Promotion and Tenure Committee, the Department Chair appoints additional associate or full professors to the Committee. For promotions to full professor, the Promotion and Tenure Committee consists of all full professors who are members of the Executive Committee; if there are fewer than three members of the Executive Committee eligible for the promotion and Tenure Committee, the Department Chair appoints additional full professors to the committee. The Chair of the Promotion and Tenure Committee is elected by majority vote of the committee members. The decision as to whether the committee is further extended to include faculty providing particular subfield specific experience, knowledge, or sensitivity rests solely with the Promotion Committee as defined above. In no case is the Department Chair a member of either the Executive Committee or the Promotion and Tenure Committee.

Requests for at least eight external reviews will be sent by the Promotion Committee drawing upon the names submitted by the candidate plus those added - with the candidate's knowledge - by the Promotion Committee. The letter requesting such reviews will request evaluation of the candidate's research program and contributions to the field and will specify the rank to which the candidate seeks promotion. The reviewers will also receive the candidate's vita, major publications and annotated bibliography. The reviewers will be asked to analyze and evaluate critically the candidate's research, to compare it to others in the same field at a comparable career stage, and also to comment on the candidate's potential for future development. Review letters will be treated as confidential to the full extent allowed by law.

It is suggested that the candidate obtain advice from senior faculty, particularly the Executive Committee and the Department Chair, on the proper construction of the dossier and for suggestions on ways in which it may be improved, including the addition or deletion of material. However, the final decision on the content of the dossier and the responsibility for preparing the dossier, rests with the candidate. All dossiers should be organized under the headings shown in Appendix II.

Following the receipt of the complete dossier and a sufficient number of peer reviews (at least five ), the Promotion Committee will prepare a written promotion recommendation (addressed to the Department Chair) and a copy will be forwarded to the Department faculty. The Faculty, meeting as a committee-of-the-whole, except for the candidate, shall consider the report. The report will be voted on by secret ballot with a two-thirds majority of eligible voters needed to accept the report (neither the candidate nor the Department Chair is eligible to vote and neither is counted in determining the number of votes which constitute a two-thirds majority). Rather than acting on the recommendations of the report, the Faculty may instruct the Promotion Committee to revise and/or resubmit its report at a later date. The Promotion Committee's final report may contain some comments on the way the promotion and tenure process is working and some advice on the contents of the dossier. It will also include a statement of the numerical vote, along with any signed minority opinions by department faculty.

The Promotion Committee's final report will be forwarded along with the dossier to the Department Chair who will prepare his or her own evaluation of the candidate. A copy of both the Promotion Committee's report and the Chair's report will be forwarded to the candidate and to the Faculty. Within one week of receipt of the reports the candidate may respond to them in writing to the author(s) of the report(s). The candidate may also meet with the Department Chair and/or either the Promotion Committee or (time permitting) the Faculty. Based on the input from the candidate (if any is provided), the Department Chair and the Promotion Committee may choose to reconsider their reports. The Department Chair will forward the dossier and the Chair's and the Promotion Committee's respective final reports to the Dean, according to the approved Administrative Calendar for that academic year.

Only the candidate has a right to withdraw an application for promotion and this may be done at any step in the process. At any step in the process after the dossier and reports are submitted to the Dean, the Department may choose to add new material to the dossier, e.g., additional paper acceptances and accompanying explanation, but only with the concurrence of the candidate.

### Continuing Non-Tenure-Track Faculty

Notification from individuals who desire to be considered for promotion must be in writing, and by May 15 they must submit an up-to-date curriculum vitae.

The Promotion and Tenure Committee is either the Department Executive Committee or a modification thereof, in the latter case to provide an appropriate combination of faculty ranks, or some particular subfield specific experience, knowledge, or sensitivity. In this document it is referred to simply as the **Promotion Committee**. Also, in CIS the entire tenured, tenure track, and continuing non-tenure-track faculty, excluding the Department Chair, constitutes the Full Faculty Committee, and is referred to here as the **Full Faculty**. For promotions to associate professor, the Promotion and Tenure Committee consists of all associate professors and full professors who are members of the Executive Committee; if there are fewer than three members of the Executive Committee eligible for the Promotion and Tenure Committee, the Department Chair appoints additional associate or full professors to the Committee. For promotions to full professor, the Promotion and Tenure Committee consists of all full professors who are members of the Executive Committee; if there are fewer than three members of the Executive Committee eligible for the Promotion and Tenure Committee, the Department Chair appoints additional full professors to the committee. The Chair of the Promotion and Tenure Committee is elected by majority vote of the committee members. The decision as to whether the Promotion Committee is further extended to include additional faculty rests solely with the Promotion Committee as defined above. In no case is the Department Chair a member of either the Executive Committee or the Promotion and Tenure Committee.

It is suggested that the candidate obtain advice from senior faculty, particularly the Executive Committee and the Department Chair, on the proper construction of the dossier and for suggestions on ways in which it may be improved, including the addition or deletion of material. However, the full decision on the content of the dossier and the responsibility for preparing the dossier, rests with the candidate. All dossiers should be organized under the headings shown in Appendix II.

Following the receipt of the complete dossier, the Promotion Committee will prepare a written promotion recommendation (addressed to the Department Chair) and a copy will be forwarded to the Full Faculty. The

Full Faculty, meeting as a committee-of-the-whole, except for the candidate, shall consider the report. The report will be voted on by secret ballot with a two-thirds majority of eligible voters needed to accept the report (neither the candidate nor the Department Chair is eligible to vote and neither is counted in determining the number of votes which constitute a two-thirds majority). Rather than acting on the recommendations of the report, the Full Faculty may instruct the Promotion Committee to revise and/or resubmit its report at a later date. The Promotion Committee's final report may contain some comments on the way the promotion and tenure process is working and some advice on the contents of the dossier. It will also include a statement of the numerical vote, along with any signed minority opinions by department faculty.

The Promotion Committee's final report will be forwarded along with the dossier to the Department Chair who will prepare his or her own evaluation of the candidate. A copy of both the Promotion Committee's report and the Department Chair's report will be forwarded to the candidate and to the Full Faculty. Within one week of receipt of the reports the candidate may respond to them in writing to the author(s) of the report(s). The candidate may also meet with the Department Chair and/or either the Promotion Committee or (time permitting) the Full Faculty. Based on the input from the candidate (if any is provided), the Department Chair and the Promotion Committee may choose to reconsider their reports. The Department Chair will forward the dossier and the Chair's and the Promotion Committee's respective final reports to the Dean, according to the approved Administrative Calendar for that academic year.

Only the candidate has a right to withdraw an application for promotion and this may be done at any step in the process. At any step in the process after the dossier and reports are submitted to the Dean, the Department may choose to add new material to the dossier, e.g., additional paper acceptances and accompanying explanation, but only with the concurrence of the candidate.

## Appendix I

### PROMOTIONS PROCEDURES CALENDAR<sup>1</sup>

March 15	Deadline for notification of intent.
May 15	Submission of curriculum vitae, and, for tenure-track faculty, annotated bibliography, copies of major publications, and the names of at least eight external reviewers.
September 1	Deadline for submission of complete dossier to the Promotion Committee.
September 22	Faculty review of the Promotion Committee report
September 29	Circulation of the revised Promotion Committee report to the Faculty and the candidate
October 1	Circulation of the Department Chair's report to the Promotion Committee and the candidate
October 7	Deadline for the candidate's response (if any)
October 11	Review of the candidate's response (if any) by the Promotion Committee/Faculty and the Department Chair
October 15	Forwarding of the dossier and final Promotion Committee and Department Chair reports to the Dean
December 1	College Committee recommendation to the Dean
January 2	Dean's recommendation to the University Promotions & Tenure Committee
February 15	University Promotions & Tenure Committee recommendation to the Provost
February 25	Provost's recommendation

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<sup>1</sup>Future changes in the approved University Administrative Calendar may require modifications of the above Promotion Procedure Calendar. Candidates may obtain a copy of the current Promotion Procedure Calendar from the Department secretary.

## Appendix II

### ORGANIZATION OF THE DOSSIER

#### Tenure-Track Faculty

The dossier is required to be organized into two major sections: Introductory Material and Evidential Materials. The required organization for the Introductory Matter is detailed in the University procedures and is not repeated here. The Evidential Materials section is required to be ordered into three subsections, Research, Teaching and Service. Within each of those subsections the ordering is at the discretion of the candidate. The candidate is also referred to the Faculty Handbook which provides additional details on the dossier. The organization given here is consistent with the description in the Faculty Handbook.

#### **Evidential Materials**

##### Research

- Solicited peer evaluations. These are obtained by the Promotion Committee, and appear under the Preliminary Matter heading.
- Unsolicited Peer Evaluations. These include among others: (a) articles citing an individual's work and the reasons for its importance; (b) book reviews, particularly when the reviews are in depth; and (c) reprinting of articles or parts of books in collections of distinguished contributions to a subject.
- Published material. These include for example, journal papers, conference papers, books and book chapters, and research monographs. In the case of promotion to associate professor with tenure, the relationship of a candidate's publication record and their Ph.D. dissertation should be clearly stated. Also the candidate's relative contribution to collaborative work should be made clear.
- A list of journals and conferences in which the candidate's publications have appeared. For each source, some indication should be given of the prestige and/or selectiveness. For example, a journal might be noted to be one of the top journals in the field. For conferences, the acceptance rate should be given if it is known.
- Grants.
- Unpublished Material. Unpublished material may be an important indicator of a candidate's competence and achievements. Its evaluation, however, must be especially thoughtful. In particular, if it is to be a formal part of the dossier, it should be sent to outside reviewers by the Promotion Committee for a critical assessment of its merits. (This process applies also to so-called "in house" publications such as research reports that are not subject to an external review process prior to printing).
- Other relevant materials as determined by the candidate.

##### Teaching

- Peer evaluations that assess the candidate's pedagogical skills and knowledge of the subject matter. It is the joint responsibility of the Promotion Committee and the Department Chair to obtain at least one such evaluation.
- Student evaluations, properly tabulated and summarized. A copy of the questionnaire used should be included and the procedures used in administering the evaluations should also be described. Where available, comparable departmental evaluations and past measures of the candidate's performance should be provided.
- Verbatim copies of student comments from student evaluations.
- Testimonials from an objective selection of former and current undergraduate and graduate students. It is the joint responsibility of the Promotion Committee and the Department Chair to obtain such testimonials.

- Course materials which the candidate deems fit to include. Typically, one course is selected for which the candidate supplies copies of typical course materials: syllabus, handouts, assignments and exams.
- Other relevant materials as determined by the candidate.

### Service

- Outstanding levels of service that have taken appreciable effort, and service performed in a way that can be noted as excellent or out of the ordinary, should be highlighted in the dossier. Administrative responsibilities are considered a part of the service component, and may not be used as a substitute for scholarly accomplishment.

### **Continuing Non-Tenure-Track Faculty**

The dossier is required to be organized into two major sections: Introductory Material and Evidential Materials. The required organization for the Introductory Material is detailed in the University procedures and is not repeated here. The Evidential Materials section is required to be ordered into two subsections, Teaching and Service. Within each of those subsections the ordering is at the discretion of the candidate. The candidate is also referred to the Faculty handbook which provides additional details on the dossier. The organization given here is consistent with the description in the Faculty Handbook.

### **Evidential Materials**

#### Teaching

- Peer evaluations that assess the candidate's pedagogical skills and knowledge of the subject matter. It is the joint responsibility of the Promotion Committee and the Department Chair to obtain at least two such evaluations.
- Student evaluations, properly tabulated and summarized. A copy of the questionnaire used should be included and the procedures used in administering the evaluations should also be described. Where available, comparable departmental evaluations and past measures of the candidate's performance should be provided.
- Verbatim copies of student comments from student evaluations.
- Testimonials from an objective selection of former and current undergraduate and graduate students. It is the joint responsibility of the Promotion Committee and the Department Chair to obtain such testimonials.
- Course materials which the candidate deems fit to include. Typically, one course is selected for which the candidate supplies copies of typical course materials; syllabus, handouts, assignments and exams.
- Evidence of initiative or leadership with respect to undergraduate education.
- Other relevant materials as determined by the candidate.

#### Service

- Service that has contributed to the Department's undergraduate program should be described in the dossier. Any service that goes beyond the minimum requirements should also be included.