

TAB #1 (For S98-8)

DECLARATION of INTENT

The candidate shall insert the signed “Declaration of Intent” form in this section.

TAB #2 (For S98-8)

PREPARATION AND SUBMISSION OF “THE DOSSIER”

(WORKING PERSONNEL ACTION FILE) FOR RETENTION, TENURE, and/or PROMOTION

INSERT THE DOSSIER CHECK-IN COVER SHEET BEHIND THIS TAB, FILLING IN THE TOP SECTION AS APPROPRIATE.

Although personnel evaluations are not based upon the organization and format of a candidate's dossier, the dossier represents the candidate's case for retention, tenure, and/or promotion as it goes through the department/school/division, college, and University review committees. A well-organized, accurate, and attractively presented file serves the interests of the candidate by making accessible to the reviewers the information and materials on which the evaluation is based. The candidate is primarily responsible for the collection, organization, and presentation of the materials in her or his dossier. The candidate should be familiar with the University Appointment, Retention, Tenure and Promotion Policy (S98-8), that sets forth the standards and criteria for appointment, retention, tenure and promotion, and gives examples of activities appropriate to each review category. Although it is the responsibility of the department, not the candidate, to secure and/or conduct the necessary evaluations in the areas of academic effectiveness and scholarly/professional activity, it is in her or his best interest for the candidate to provide relevant information to the department chair or personnel committee chair including, if appropriate, the names of possible evaluators.

While the primary responsibility for assembling the dossier belongs to the candidate, University policy holds the department chair responsible “to ensure that the evidence necessary for a full and fair evaluation is contained” in the file (S98-8, V, A, 2.a.). Thus, before the closing date not only the department chair but also members of “evaluating committees and administrators” shall identify and provide (i.e., put into the dossier) “materials relating to evaluation not provided by the candidate” (Agreement, 15.12.a.). The responsibility for providing all of the material necessary for conducting the review is thus joint.

All retention, tenure and promotion candidates appointed since Fall 1990 have been asked to use standardized dossier dividers as guides for the preparation of the dossier. These dossier dividers have been produced to help all candidates and all Retention, Tenure and Promotion committees in the preparation and evaluation of the dossier. The ideal dossier makes the very best case possible for the candidate; it can be slim, contain only substantive material and appropriate evaluative documentation.

TAB #3 (For S98-8)

**RETENTION, TENURE and PROMOTION
RECOMMENDATION FORMS**

**Evaluation of Candidate
by Review Committees and Administrators
FOR THE CURRENT RTP CYCLE**

Candidate should:

- **Download a copy of the Retention, Tenure and/or Promotion Recommendation Form, as appropriate**
- **Complete the top portion, and insert behind Tab#3.**

As the Dossier moves through the levels of review, Department, Chair, College and University level reviews for retention, tenure and promotion as well as responses/rebuttals should be inserted after the form.

TAB #4 (For S98-8)

CONTEXT FOR REVIEW

Required supporting documents

⇒ FOR PROBATIONARY FACULTY, INCLUDE THE FOLLOWING MATERIALS IN THIS SECTION:

- CHAIR'S DESCRIPTION OF ACADEMIC ASSIGNMENT (must be signed and dated)
- TENURE CLOCK STOP (if applicable)
- APPROVED DEPARTMENTAL RTP GUIDELINES (if applicable)
- A CURRENT COMPREHENSIVE PROFESSIONAL VITAE
- AN INDEX TO THE CURRENT DOSSIER (see next page for template)
- INITIAL PROBATIONARY APPOINTMENT LETTER (must be signed by Dean and candidate)
- ALL PRIOR RTP-RELATED REVIEWS (In reverse chronological order)
 - Annual Evaluation forms, Annual Summary of Achievements, and any responses/rebuttals from prior "mini reviews" (1st, 3rd, 5th year)
 - Prior Performance Reviews: Retention & Tenure Form and/or Promotion Form Provost's Recommendation, Faculty Affairs AVP Recommendation, Dean's Recommendation, College Committee Recommendation, Chair's Recommendation (if not on departmental committee), Department Committee Recommendation, responses/rebuttals, Chair's Description of Academic Assignment, Approved RTP Guidelines (if applicable), Curriculum Vitae, and Dossier Index.

⇒ FOR TENURED FACULTY SEEKING PROMOTION, INCLUDE THE FOLLOWING MATERIALS IN THIS SECTION:

- CHAIR'S DESCRIPTION OF ACADEMIC ASSIGNMENT (must be signed and dated)
- APPROVED DEPARTMENTAL RTP GUIDELINES (if applicable)
- A CURRENT COMPREHENSIVE PROFESSIONAL VITAE
- AN INDEX TO THE CURRENT DOSSIER (see next page for template)
- INITIAL PROBATIONARY APPOINTMENT LETTER (must be signed by Dean and candidate)
- RTP-RELATED REVIEWS, ONLY INCLUDE THE MOST RECENT PROMOTION REVIEW & OTHER FULL REVIEWS SINCE THE MOST RECENT PROMOTION (in reverse chronological order)
 - Retention & Tenure Form and/or Promotion Form Provost's Recommendation, Faculty Affairs AVP Recommendation, Dean's Recommendation, College Committee Recommendation, Chair's Recommendation (if not on departmental committee), Department Committee Recommendation, responses/rebuttals, Chair's Description of Academic Assignment, Approved RTP Guidelines (if applicable), Curriculum Vitae, and Dossier Index
 - Post Tenure Reviews (if applicable)

➤ REMOVE ALL REVIEWS PRIOR TO THE MOST RECENT PROMOTION

TAB #5 (For S98-8)

I. EFFECTIVENESS IN ACADEMIC ASSIGNMENT

A. Teaching Effectiveness

This section should contain the following, but, generally, not more than the following unless there are special circumstances.

1. Classes Taught

In reverse chronological order, list by semester classes taught during the period under review; include course number, title or course, and the census enrollment. Any assigned time and its purpose should also be listed for each semester.

2. Selected Syllabi

During the period under review, include **ONE** syllabus for each course taught (but not for each time the course was taught). It is highly effective to include syllabi for those classes that have been evaluated by peers or students.

3. Selected Course Materials

A **limited sample of representative** course materials, such as handouts and exams--matching the syllabi included--are appropriate for inclusion. However, do not include all course materials or course textbooks; if you have authored and self-published a textbook used in your classes, you may include colleague evaluation of the textbook **but not the textbook itself**.

4. Student Evaluations

In reverse chronological order, include all official student evaluations (both statistical and narrative portions) of **all** courses evaluated during the period under review.

Be sure to identify clearly the course title, the semester and year, the number of evaluations and the census enrollment.

If desired, include brief comments or explanations, which may be useful to reviewers in interpreting the results of the student evaluations.

5. Peer Evaluations

In reverse chronological order, include peer evaluations, and clearly indicate course number, title, semester year, and date of evaluation. University policy F12-6 requires a minimum of one peer evaluation per year for retention, tenure and promotion to Associate Professor candidates. For candidates seeking promotion to Professor, peer reviews in at least two different courses during the period of review are required. The department chair is responsible for securing these evaluations.

In reverse chronological order, include other types of evaluations of teaching assignment by peers, such as evaluations of supervisory activity in the field by professional colleagues off-campus. Evaluations of such work are most useful if comprehensive, systematic and solicited by an impartial agent.

6. Other Evaluations

In reverse chronological order, list other indicators or assessments of your success as a teacher, such as student success in post-graduate activities, teaching awards, etc. Signed student letters are generally **not** useful unless they are quite specific and comprehensive in their evaluation of your teaching.

TAB #6 (For S98-8)

I. EFFECTIVENESS IN ACADEMIC ASSIGNMENT

B. Service to the Students and the University; where applicable, indicate assigned time received for service activities.

1. Committee Service

List all committee activity, during the period under review, noting beginning and ending dates and the level of the committee (departmental, college, or University). For each committee, describe in a few sentences your **contribution** to the achievements of the committee. **Do not include letters of appointment to the committees, minutes, agendas, or thank you letters; these are not useful in dossiers.** Only if your work has been beyond the usual contribution, should you seek systematic and comprehensive evaluations of your committee activity.

2. Administrative Service

List dates of such service during the period under review and briefly describe your achievements. For department chairs and coordinators, evaluations of such work by colleagues and peers on campus are most useful if comprehensive and systematic. **Documented evaluation of administrative service is only necessary if it is a major portion of the academic assignment or if it signals unusual and significant accomplishments.**

3. Educational Equity Activities

List the dates of such service during the period under review. Briefly describe your achievements; documented evaluation is only necessary if such educational equity activity is a major portion of your academic assignment or if it represents unusual and significant accomplishments.

4. Advising Responsibilities

List the dates of such service during the period under review. Briefly describe your achievements; documented, objective evaluations in sufficient numbers are useful particularly if such advising is a major portion of your academic assignment or represents significant accomplishment.

5. Community Service

Describe in a few sentences activities directly related to your academic assignment which demonstrate service to the community, such as outreach activities to school districts, etc.

6. Other

Describe in a few sentences any other activities that demonstrate service to students and the university.

TAB #7 (For S98-8)

II. SCHOLARLY OR ARTISTIC OR PROFESSIONAL ACTIVITIES

A. Scholarly or Artistic Activities During the Period Under Review

1. Publications or Artistic Productions

For the period under review, list--**in reverse chronological order and in the standard bibliographic form for your disciplines**--publications, articles, textbooks, monographs, patents, software, creative productions, technical reports, grants awarded, software developed and published. Indicate, when applicable, whether or not a refereed or juried process was involved, what that process was, and, when appropriate, how competitive that process was.

For all refereed achievements, include the document itself, e.g., the journal article, the monograph, the textbook, the grant, the patent granting notification, the museum catalog, the program of the performance, etc. Evaluation in addition to the refereed process is not necessary, although published book reviews, grant reviews, or newspaper or magazine reviews of creative production should be included. Translations of articles published in non-English journals or documented evaluation of non-English publications should normally be provided.

If a publication or creative activity has not undergone a refereed or juried process, then impartial and objective evaluation should be sought.

2. Scholarly or Artistic Work Forthcoming

List all forthcoming publications, creative achievements, scientific work, patents or grants in the process of being awarded, etc. Include a short description of the project and its status, e.g., a letter documenting acceptance of the work, galley proofs, reviewers' comments on articles, books, software, grants, revision requests, etc. Inclusion of the work itself is encouraged.

3. Scholarly or Artistic Work in Progress

In a few sentences describe the project and the progress achieved to date. For work, which is still in progress but is intended to contribute significantly to achievement in the scholarly or artistic area, impartial professional evaluation must be sought. If the work has been submitted for publication, identify where it has been submitted and include any correspondence about its status. Inclusion of the work itself is encouraged.

4. Scholarly or Artistic Presentations at Professional Conferences

List scholarly papers or other scholarly/artistic presentations presented to professional associations **in reverse chronological order**. Document such activity **only once** either with the letter of acceptance or with the program or with the proceedings. Colleague evaluations of such scholarly presentations are useful only if they directly evaluate the specific content of the paper and are not routine reviews or thank you notes. Inclusion of the work itself is encouraged.

5. Other

TAB #8 (For S98-8)

II. SCHOLARLY OR ARTISTIC OR PROFESSIONAL ACTIVITY

B. Professional Contributions and Activities

In this section list activities pertaining to disciplinary and professional activities and associations appropriate to your assignment. **Neither extensive documentation nor outside evaluation is usually necessary.** However, if you wish to establish that the scope of your professional achievement is so compelling that it constitutes your major contribution in the scholarly or artistic or professional area, then comprehensive evaluation of your professional achievements must be obtained from impartial colleagues.

1. Workshops or Seminars

List in reverse chronological order any workshops, panels, and/or symposia organized and/or in which you participated as a speaker or panelist. Briefly describe your role in these events and their contribution to the profession or discipline.

2. Offices Held

List in reverse chronological order, noting year, all offices held, and whether organization is local, regional, or national. Briefly describe your significant contributions to the profession through these organizational offices.

3. Consulting

Describe consulting work or other such activity in which there was significant use of the candidate's professional expertise. Examples include pre-publication manuscript reviews, training sessions for industry, judging artistic performances or exhibitions, summer work for government agency or scientific laboratory, advisory committee activities for state, local, or federal governmental agencies.

4. Community Service

Describe any service to the community, state or nation in a capacity related to your discipline and requiring professional knowledge or skills. Identify service to K-14 educational segments or other groups related to the institutional mission of a metropolitan university.

5. Unrefereed Professional Writing

Document unrefered articles for dictionaries, encyclopedias, newspapers, newsletters, editorships, etc.

6. Honors and Awards

List honors or awards for scholarly, artistic or professional activities **only if** not listed elsewhere in the dossier.

7. Professional Achievements

Briefly describe any other **professional** achievements which represent significant contributions beyond the campus to your discipline or profession.

8. Coursework or Degrees Completed

Briefly describe any coursework or degrees completed.

9. Descriptions, Documents and Evaluations of Other Professional Achievements

List evidence of any other professional achievement that is included in your dossier.

TAB #9 (For S98-8)

OTHER MATERIALS ADDED DURING OPEN PERIOD

Materials necessary to evaluate candidate's performance during the period under review:

List, in order of appearance in this section, materials provided by the Chair, by evaluating committees and administrators relating to evaluation not provided by the candidate and response, if any.

TAB #10 (For S98-8)
LATE ADD MATERIALS

This section is reserved for materials provided by the candidate and approved by the Late-Add Committee.