

**PREPARING
FOR
TENURE
AND
PROMOTION**

**Using Academic Senate Policies S88-120 and F04-028
("Old")**

**Office of Faculty Affairs and Professional Development
San Francisco State University
Fall 2008**

Preparing for Retention and Tenure Table of Contents

Introduction	1
Information Available to you	1
Frequently Asked Questions Concerning Retention, Tenure, and Promotion	1
About the Retention and Tenure Process	1
Retention and Tenure Criteria	2
About the Promotion Process	4
Teaching Performance (or Primary Assignment)	5
Professional Achievement and Growth	6
Contributions to Campus and Community	7
Request for Reconsideration of Tenure or Promotion Decision	8

Appendices

Preparation of the Working Personnel Action File (WPAF) for Retention, Tenure & Promotion

Retention/Tenure Flow Chart

Promotion Flow Chart

Preparing for Tenure and Promotion

Introduction

As a probationary faculty member at San Francisco State University (SFSU), you will want to know about the ways best to prepare for tenure and/or promotion review. Reviews for tenure and promotion of probationary faculty normally take place during the same cycle. The more you know about the retention, tenure and promotion processes, the timelines, the criteria, and standards, and the ways that you can most effectively document your accomplishments, the greater the chances of your success will be. Faculty appointed prior to Fall 2007 have the option of using Senate policies S88-120 and F04-028 to govern their retention, tenure, and/or promotion reviews or they may make a one-time non-reversible choice to be reviewed under Senate policy F06-241 (see separate manual).

Information Available to You

Two major sources of information that are readily available to you are the San Francisco State University Academic Senate Policies on Retention and Tenure (<http://www.sfsu.edu/~senate/documents/policies/S88-120.html>) and Promotion (www.sfsu.edu/%7Esenate/documents/policies/F04-028.html) and the Collective Bargaining Agreement between the California Faculty Association and the Board of Trustees of the California State University. Both provide invaluable information. In addition, you will want to read the written statement of your department's criteria and standards and discuss them periodically and carefully with your department faculty and chair.

The Office of Faculty Affairs and Professional Development provides workshops for faculty preparing for retention/tenure and promotion as well as individual consultation and support throughout the process.

Frequently Asked Questions Concerning Retention, Tenure and Promotion

- Q. What are the normal time periods for probation and promotion?**
A. As stated in Article 13.18 of the *Collective Bargaining Agreement*, the normal period of time for probation of tenure-track faculty is six years of full-time probationary service. The *Collective Bargaining Agreement* also says that "A probationary faculty unit employee shall normally be considered for promotion at the same time he/she is considered for tenure" (Article 14.2)."The President may award tenure to a faculty unit employee before the normal six (6) year probationary period [ends]."

About the Retention and Tenure Process

- Q. Is there an annual retention review for probationary faculty?**
A. Yes, a review is required during every year of probation and each level of review should take place by the dates specified in the executive calendar.
- a.** The first year review will, of necessity, occur during the first semester of probation. The focus of the review is on discussing the criteria for retention and tenure with the department committee, department chair, and/or college dean/university librarian. The review shall be limited at each level of review to a recommendation for retention or a terminal year appointment, with descriptive commentary as appropriate. Where they occur, problems should

be identified and discussed with the probationary faculty member so that the review is formative, identifying specific areas of concern and making suggestions for improving performance in them.

b. The second year review, a comprehensive evaluation, will be based upon performance until the relevant closing date in the review cycle (the final date on which a faculty member may add material to his/her file). It shall contain student and peer evaluations of teaching effectiveness and all other descriptive materials or commentary relevant to the other retention criteria. The recommendation shall be for retention or a terminal year appointment. Again, as in the first year, the department should identify concerns, if any, and make suggestions that will enable the faculty member to address them.

c. The third year review shall be an update of the second year review. The recommendation shall be for retention or a terminal year appointment.

d. The fourth year review, addressing all criteria for retention, shall be a comprehensive evaluation of the first three and one-half years of probation. The recommendation shall be for retention or a terminal year appointment. As in the first and second years, the department should identify concerns, if any, and make suggestions that will enable the faculty member to address them.

e. The fifth year review shall be an update of the fourth year review. This review shall specify any remaining problems that must be resolved prior to the tenure decision. The recommendation shall be for retention or a terminal year appointment.

f. The sixth year shall be the final probationary year, i.e., the year during which a tenure decision will be made. The sixth-year review shall be a comprehensive and summative evaluation of the preceding six years of probation according to all the criteria for tenure. The recommendation shall be for tenure or a terminal year appointment.

Departments reserve the right to perform a comprehensive review in any year. The probationary faculty member may request a comprehensive evaluation in any year.

Q. What are the criteria for retention/tenure?

A. There are seven areas that the various levels of review use in assessing each candidate. One's department shall provide specificity about its standards in each of these areas, which are:

A. Teaching Effectiveness or Primary Assignment

1. Assessments of teaching must be based on systematically gathered evidence. Departments must indicate the basis on which they make their judgments. To merit tenure, all candidates must meet the standard that is expected of all faculty and required by the University. Teaching effectiveness includes not only a high standard in classroom instruction but currency in the field; commitment to high academic standards; success in instructing students in the relevant discipline-based skills and subject matter; ability to guide and motivate students; skill in advising and in conferring with students.

2. Departments obtain evidence each semester from students. At a minimum, they must provide for the gathering of written student opinion on teaching in two courses each semester. RT committees should solicit peer evaluations of teaching each year, to be included along with data on student evaluations and other evidence in the WPAF. Additional evidence for review includes syllabi, teaching materials, and the like. Candidates are encouraged, but not required, to include in the WPAF a reflective statement about their teaching philosophy and the integration of that philosophy with their teaching practices.

3. Probationary faculty whose primary assignment is not teaching and whose units do not have a separate retention and tenure policy approved by the Senate, shall be evaluated primarily on the basis of the effectiveness with which they fulfill their assignment. Their departments must clearly explain the nature and scope of that assignment and must provide documentation about the quality of the faculty member's performance.

B. Professional Achievement and Growth

RT committees and department chairs should advise candidates early in the review process about any preferences or priorities they may have in relation to the customary categories: research; publication; creative works; and curricular development.

C. Community Service

Service can be provided at the community or city, state, or national levels and should make a contribution to community activities or projects and which enhance relations between the University and the community. Emphasis should be placed on those community activities in which the academic expertise of the faculty member is directly applied.

D. University Non-Teaching Activities

These include, but are not limited to—the following: Administrative assignments, committee work, special advising assignments, program/curricular development, sponsorship of student organizations, and direction of non-instructional activities and projects. Given the changes under way in higher education, 'administrative assignment' may include a variety of special assignments from assessment activities to service on major University task forces.

E. Personal Collegial Relationships as Member of Faculty

This includes an assessment of the candidate's demonstration of professional ethics and principles, and acceptance of responsibility for working effectively with colleagues to achieve department, college and university goals.

F. How the Faculty Member fits the Future Plan and needs of the Department

This describes how the candidate can contribute to the long-term goals of the department, including but not limited to teaching flexibility and curricular planning.

G. Professional Education

About the Promotion Process

Q. Who is eligible for promotion?

A. Probationary faculty are not normally promoted prior to being awarded tenure. By the terms of the *Collective Bargaining Agreement*, a probationary faculty unit employee “shall normally be considered for promotion at the same time he/she is considered for tenure” (CBA Article 14.2).

The promotion of a tenured faculty unit employee shall normally be effective the beginning of the 6th year after appointment to his/her current academic rank/classification. In such cases, the performance review for promotion shall take place during the year preceding the effective date of the promotion. (CBA Article 14.3)

Q. How does the candidate learn about the university’s levels of expectations for promotion?

A. Each department’s promotions committee is responsible for establishing and articulating clearly the department’s expectations for promotion, consistent with the university criteria, and for ensuring that all candidates are clearly informed early in the semester when they are eligible to seek promotion. The department committee should initiate discussions of and provide guidance to candidates in developing the WPAF.

Q. What work can be counted toward promotion?

A. Activities while in current rank are of primary relevance to promotion considerations. Verifiable activities in the same rank at other institutions or equivalent accomplishments in non-academic settings, and academic work done as a lecturer that is comparable to that of faculty at rank to which appointed may be included in the WPAF. Activities engaged in while in former ranks are relevant when they form part of a process which occurs, in part, while in current rank.

Q. What is the difference between the reviews done for those seeking the rank of associate and full professor?

A. The intensity of the evaluation process will vary in accordance with the academic rank the faculty member is seeking; thus, promotion to professor requires more rigorous application of standards than promotion to associate professor.

Q. What are the criteria for promotion?

A. The *Academic Senate Policy, S94-28*, describes standards for meeting the criteria for promotion in the categories of teaching performance, professional achievement and growth, and contributions to campus and community. While it specifies that “the primary emphasis is on teaching performance,” it also states clearly that “there is no order of priority between the non-teaching criteria,” and that “it is hoped that faculty members will exhibit highly varied profiles of achievement.” To merit promotion, a candidate must demonstrate

one of the following profiles, with superior being the higher rating than significant.

<u>Teaching Performance</u>	<u>Professional Achievement and Growth</u>	<u>Contributions Campus & Community</u>
SIGNIFICANT	AND Significant	AND Significant
SIGNIFICANT	AND Superior	OR Superior
SUPERIOR	AND Significant	OR Significant

TEACHING PERFORMANCE/PRIMARY ASSIGNMENT

- Q. What is the minimum number of classes that must be evaluated for promotion?**
- A.** The *Collective Bargaining Agreement* specifies that all faculty must be evaluated by students in a minimum of two classes each year. There is no prohibition against asking students in additional courses or sections to provide evaluations; departments may ask for more courses or sections to provide evaluations. The promotion process is, however, a performance review as defined in the *Collective Bargaining Agreement*, and also requires peer evaluation of teaching. Departments are encouraged to provide regular peer evaluation throughout the years before a faculty member attains the status of full professor.
- Q. What is expected in a faculty member's teaching performance?**
- A.** A faculty member should maintain a high level of instruction as defined in the department's criteria and the Promotions policy.
- Q. How does SFSU evaluate teaching performance?**
- A.** Assessment of teaching performance must be based on evidence obtained systematically over time from students and colleagues as well as from the candidate and as articulated by the department. The Promotions Policy delineates several types of evidence that may be provided, including course materials, colleague observations, participation in conferences and workshops, and student ratings.
- Q. What is a department's obligation in evaluating teaching performance?**
- A.** In evaluating teaching performance, departments must indicate the qualitative bases on which they make their judgments. A list of all courses taught, and those courses evaluated, should be included. Data, which have been summarized statistically (e.g. overall mean ratings), should be accompanied by the more detailed data (e.g., time means, course means, etc.) on which they were based. Comparative data may also be used, but should indicate the basis of comparison (e.g., department as a whole, faculty teaching the same or similar course, a candidate's ratings over time etc).

A department must also conduct ongoing peer observations of teaching.

The evaluation should reflect the department's need for instruction at different levels, individualized and special instruction, and student advising.

Q. How are faculty whose primary assignment is other than teaching evaluated?

A. For faculty whose primary assignment is other than teaching (e.g., audio-visual, some department chairs, library) and who do not have a separate promotion policy approved by the Academic Senate, primary emphasis shall be on effectiveness in assignment. Evidence of effectiveness in assignment must be based on systematically gathered data. The candidate's assignment must be clearly explained and documentation provided on the quality of performance. In addition, teaching performance shall be evaluated in courses taught by the candidate.

PROFESSIONAL ACHIEVEMENT AND GROWTH

Q. What are the categories and criteria for Professional Achievement and Growth as stated in the Academic Senate's Promotion policy (#S94-028)?

A. They are as follows:

- a. Research and Publications.** Description of publications, presentations to professional societies, research projects or unpublished manuscripts, or copies of said works, shall be included in the WPAF. Scholarly evaluations of such works may also be included. If such evaluations are not available, and if the department promotion committee determines that such evaluations are desirable, it may obtain such evaluations after reaching agreement with the candidate about appropriateness of the referees. The department promotions committee shall include in its report assessment of the quality of the candidate's work.
- b. Creative Works.** Creative works, such as musical compositions, choreography, art films, electronic media productions, literary or dramatic works, designs or inventions, exhibitions or performances shall be submitted to the department promotions committee in whatever form or forms typically are employed in the relevant field. Such forms may include presenting the creative work itself, a reproduction or replica of the work, or description of the work, together with whatever critical reviews may be available. The department promotions committee shall include in its report assessment of the quality of the candidate's work. Procedures for securing referees and evaluations are those specified under Research and Publications.
- c. Professional Leadership.** Leadership must be at a level that demonstrates accomplishment or recognition within the relevant field. Evidence of leadership may include elections to or offices held in professional societies; awards, honors, and other forms of formal recognition by professional societies; attainment of new licenses or certificates; conducting clinics, workshops, and symposia; participation on editorial boards or as a referee; professional consulting, etc. Community involvement that both applies professional expertise and results in professional innovations may qualify as professional achievement and growth.
- d. Curricular Innovations.** Curricular and/or programmatic innovations in the discipline, across disciplines, or for the benefit of General Education may qualify as professional achievement and growth. Such activities may

include the development of original academic programs, new courses or course content, disciplinary and/or pedagogical approaches, applications of technology, etc. Development of new areas of instructional expertise may also be considered in this category. Procedures for securing referees and evaluations are those specified under Research and Publications.

Q. How can you demonstrate Professional Achievement and Growth?

A. Professional achievement and growth, disciplinary or interdisciplinary, may be exhibited in a variety of ways, including research; publications; creative works such as musical compositions, films, etc.; presentations to professional societies; leadership in professional societies, curricular and/or programmatic innovation, or similar work in progress.

Q. Is there any single category of Professional Achievement and Growth that is more important than the others?

A. Although, in general, no single category of professional achievement and growth is more important than others, individual departments may emphasize one category over others within the framework of the department's needs and service to the students, and this emphasis shall be considered in the evaluations.

Q. Who is responsible for providing the department's promotion committee the materials that substantiate the significance and quality of the candidate's Professional Achievement and Growth?

A. You (the candidate). It is a mistake to expect the committee to do this for candidates or to assume that the quality or importance of their work is self-evident. Candidates are encouraged but not required to include in the WPAF a reflective statement about the role and importance within their disciplines of activities in the category of professional achievement and growth. Evaluation of the work by experts outside of SF State is highly recommended.

CONTRIBUTIONS TO CAMPUS AND COMMUNITY

Q. What are the criteria for Contributions to Campus and Community?

A. They are as follows:

- a. Contributions to Campus.** These may include, but are not limited to, the following: administrative assignments (other than primary assignment), faculty governance, committee work, special advising assignments (e.g., General Education advising, Liberal Studies advising, Special Major advising, etc.), program development, sponsorship of student organizations, and direction of non-instructional activities and projects. Evidence supporting contributions to campus may include descriptions of the nature and extent of work accomplished, committee documents, letters from students and/or colleagues, project reports, etc. The department promotions committee should include in its report assessment of the nature and quality of the candidate's work in these activities.
- b. Contributions to Community.** Faculty members may use their academic expertise or University status to serve the community at the city, state, national level, and/or international levels. Such contributions should clearly benefit both the community and the University. Descriptions of contributions to community shall be submitted to the department

promotions committee. If the department promotions committee determined that evaluation of these activities by outside experts is desirable, procedures for securing referees and evaluations are those specified under Research and Publication.

Q. How does a faculty member request reconsideration of his/her case if he/she is not tenured or promoted?

A. The faculty member requests reconsideration by filing a notice of dispute according to the provisions of Article 10 of the *Collective Bargaining Agreement*. The faculty member or his/her representative must file the notice of dispute within 42 days of receiving the President's decision.

Preparation of the Working Personnel Action File (WPAF) for Retention, Tenure, and Promotion

Although personnel evaluations are not based upon the organization and format of a candidate's Working Personnel Action File (WPAF), the WPAF represents the candidate's case for retention, tenure and/or promotion as it goes through the department/school, college, and university review process. A well-organized and accurate file serves the interests of the candidate by making easily accessible to the reviewers the information and materials on which the evaluation is based. The chair of the department RTP committee is responsible for the generation and maintenance of the WPAF until the file is forwarded to the department chair. The candidate is responsible for the identification of materials he/she wishes to be considered and for the submission of such material as may be accessible to him/her.

RTP committees and administrators are responsible for identifying and providing materials relating to evaluation which are not provided by the candidate. The candidate should be familiar with the Academic Senate Retention and Tenure and Promotion Policies that set forth the standards and criteria for retention, tenure, and promotion, and give 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, it is in her or his best interest for the candidate to provide relevant information to the department chair or Retention, Tenure, and Promotion Committee chair, including, when requested, the names of possible external evaluators.

In the following outlines for a Faculty Curriculum Vitae, Supplemental Materials, and the Index to the Supplemental Materials, reverse chronological order is preferred.

Standard Faculty Curriculum Vitae

The following outline for a Faculty Curriculum Vitae has been prepared by the Office of Faculty Affairs and Professional Development. While its use is not required, faculty may wish to use it as a guide for presentation of their work for RTP purposes.

When undergoing a review for retention, tenure, or promotion, present a complete curriculum vitae but designate clearly those activities that are relevant to the period of review.

NAME

EDUCATION

Institution	Years Attended	Degree	Major
-------------	----------------	--------	-------

Title of Dissertation

PROFESSIONAL POSITIONS AND RANKS HELD (IF APPLICABLE)

Institution	Rank	Date
-------------	------	------

TEACHING EFFECTIVENESS (Or Other Primary Assignment)

If the primary assignment is other than teaching, in whole or in part, applicable headings should be used for or added to this section.

List of All Courses Taught.

Quantitative Student Evaluations.

Summarize each course taught in table form. Include the following:

Total number of students enrolled in course.

Number of students who completed evaluations.

Quantitative mean scores.

Comparative departmental means, if available.

Masters Degree Committee Membership.

Include the student name and title of the thesis/creative work/etc. Note those which you chaired.

Awards and Formal Recognition for Teaching and/or Advising

PROFESSIONAL ACHIEVEMENT AND GROWTH

Publications, Presentations, Creative Work. Etc.

Provide a reverse chronological listing of activities in the area of professional achievement and growth, using the applicable headings as listed below. You may not have activities to list under each heading and you may have activities for which the headings below do not apply. In the latter case, please include a relevant heading.

Only papers and other scholarly works that have been formally accepted without qualification for publication or presentation, or have actually been published or presented, should be listed here. List work under review and work in progress under separate headings below.

In the case of multiple authorship, the major contributing author should be indicated. If all authors contributed equally, this should also be noted. Student co-authors should be designated.

Peer reviewed journal articles.

Editor reviewed journal articles.

Non-peer reviewed journal articles.

Books (other than edited volumes) and monographs.

Edited books.

Chapters in edited books.

Published papers in proceedings (indicate whether peer reviewed).

Unpublished, peer-reviewed conference presentations.

Invited presentations.

Non-peer reviewed conference presentations.

Bulletins and technical reports.

Book reviews.

Curricular innovations

Externally critiqued performances or juried exhibitions of works (for example, musical compositions, choreography, art works, films, electronic media productions, literary or dramatic works, designs, or inventions).

Non-juried or externally critiqued performances or exhibitions of works.

Work under Review.

Work in Progress.

External Awards Funding.

List all funding you have received from external agencies or foundations.

Grants and Contracts.

Funded research on which you are or have been the principal investigator. Specify the amount and the period of funding.

Funded research on which you are or have been a co-investigator. Specify the period of funding.

Proposals for research funding you have submitted that were not funded.

Funded training grants on which you are or have been the equivalent of the principal investigator or co-investigator. Specify the amount and the period of funding.

Proposals for training grants you have submitted that were not funded.

Foundation and Other Funding.

Specify the nature and the amount of the funding.

Prizes and awards for research, scholarly or creative work.

SERVICE TO CAMPUS AND COMMUNITY

Campus.

Departmental committees and assignments.

College committees and assignments.

University committees and assignments.

CSU committees and assignments.

Other governance activities.

Administrative services to/for the University. Include department chair or administrative positions for which substantial assigned time was received in the Teaching Effectiveness or Other Primary Assignment section.

Community

Editorships of or service as a reviewer for journals or other learned publications.

Participation in professional organizations (office held, committee work, conference organizing, etc.).

Service to governmental agencies at the international, federal, state, or local levels.

Service to business and industry.

Service to public and private organizations.

Service to citizen/client groups.

Clinical services.

Other professional/public service if not included elsewhere.

Supplemental Materials

Department Evaluation Criteria, include if applicable

It would be most useful if each of the following sections of the Supplemental Materials were introduced by a statement from the candidate pertinent to that section. Please arrange the Supplemental Materials as follows:

Teaching Effectiveness

1. Classes taught

- List all classes, in chronological order, taught at San Francisco State University since your appointment as a probationary tenure track faculty. Include course number, title of course, and census enrollment.

2. Teaching Materials

- Include syllabi and other materials such as examples of PowerPoint presentations, selected web materials, handouts, and the like.

3. Student Evaluations

- Include blank copy of the department's teaching effectiveness evaluations form.
- Include the statistical evaluations in chronological order, for all courses evaluated.
- Summarize the quantitative data in a table or chart.
- Include a copy of all student evaluations, both quantitative and qualitative. If the department chooses, it may send a transcription of all qualitative data. In any event, either transcriptions or copies of all evaluations submitted for a class must be included.
- Include an evaluation of advising effectiveness.
- The only anonymous student evaluations acceptable are those collected in class as part of the regular classroom evaluation of teaching effectiveness. Any additional student evaluations/comments/letter must be signed by the student and dated. Only student evaluations collected in this manner can be placed in the faculty's department personnel file.

4. Peer Evaluations

- Include peer evaluations and clearly indicate course number, title, semester, date of evaluation, length of time class observed (i.e., 1 hour/2 hours, etc.) and signature of evaluator.
- Include other types of evaluations of teaching assignment by peers, such as evaluations of supervisory activity in the field by professional colleagues off-campus.

Professional Achievement and Growth

Professional achievement and growth, disciplinary or interdisciplinary, may exhibited in a variety of ways, including research, publications, clinics and workshops, presentations to professional societies, leadership in professional societies, development of new areas of expertise, attainment of new professional licenses or certification, creative work, curricular and/or programmatic innovation, unpublished manuscripts, or similar work in progress. Although in general no single category of professional achievement and growth is viewed as more important than others, individual

departments may emphasize one category as more important than another within the framework of the department's needs and service to the students, and this emphasis shall be considered in the evaluations.

Research and Publications

- Include copies of publications, professional presentations, research projects, unpublished manuscripts.
- Include letters documenting acceptance of forthcoming publications, software, grants, etc.
- Include scholarly evaluations of work.
- Include translations of articles published in non-English journals or documented evaluation of non-English publications.

Creative Works (i.e. musical compositions, choreography, art works, films, electronic media productions, literary or dramatic works, designs/inventions, exhibitions, performances)

- Include the creative work itself, a reproduction or replica of the work, or a detailed description.
- Include whatever critical reviews may be available.

Professional Leadership (Promotion only, for retention and tenure review, professional leadership is evaluated under Community Service)

- Include evidence of elections to or offices held in professional societies, awards, honors, other forms of formal recognition by professional societies, new licenses or certificates, conducting clinics, workshops, symposia, editorial boards or referee, professional consulting, etc.
- Include evidence of community involvement which applies professional expertise and results in professional innovations.

Curricular Innovations

- Include curricula/programmatic innovations in the discipline, across disciplines, or for the benefit of General Education.
- Include the development of new areas of instructional expertise.
- Include activities which demonstrate the development of original academic programs, new courses or course content, disciplinary and/or pedagogical approaches, applications of technology, etc.

Contributions to Campus and Community

Promotion

Contributions to Campus

- Include administrative assignments (other than primary assignment), faculty governance, committee work, special advising assignments (i.e., General Education, Liberal Studies, Special Major), program development, sponsorship of student organizations, direction of non-instructional activities and projects.
- Include descriptions of the nature and extent of work accomplished, committee documents, letters from students/colleagues, project reports, etc.
- Include assessments of the nature and quality of the candidate's work in the activities listed.

Contributions to Community

- Include a description of professional/service contributions to the community at the city, state, national, and/or international levels.
- Include assessments of the nature and quality of the candidate's work in the activities listed.

Retention and Tenure (Activities in the area of service to the community and the campus use different headings in retention and tenure reviews)

Community Service

- Include a description of professional/service contributions to the community at the city, state, national, and/or international levels.
- Include evidence of elections to or offices held in professional societies, awards, honors, other forms of formal recognition by professional societies, new licenses or certificates, conducting clinics, workshops, symposia, editorial boards or referee, professional consulting, etc.
- Include evidence of community involvement which applies professional expertise and results in professional innovations.
- Include assessments of the nature and quality of the candidate's work in the activities listed.

University Non-Teaching Activities

- Include administrative assignments (other than primary assignment), faculty governance, committee work, special advising assignments (i.e., General Education, Liberal Studies, Special Major), program development, sponsorship of student organizations, direction of non-instructional activities and projects.
- Include descriptions of the nature and extent of work accomplished, committee documents, letters from students/colleagues, project reports, etc.
- Include assessments of the nature and quality of the candidate's work in the activities listed.

Index to the Supplemental Materials

Using a numbering/lettering system, the index should specifically *itemize and identify by title and date* each document in the Supplemental Materials in the order in which they are included. It may be useful to think of the index as a detailed “Table of Contents” to the supplemental materials.

I. Teaching Effectiveness

- A. List of classes taught and assigned time received by semester.
- B. List of selected course materials in the order of appearance in the Supplemental Materials.
- C. List of student evaluations in the order of appearance in the Supplemental Materials identified by semester and year (include all student quantitative and qualitative evaluations).
- D. List of peer evaluations in the order of appearance in the Supplemental Materials by name of evaluator, semester and year.
- E. List of other evaluations of your academic assignment in order of appearance in the Supplemental Materials.

II. Professional Achievement and Growth

- A. Scholarly Work, Creative Work, Curricular Development, Unpublished Manuscripts, or Work in Progress.
 1. List, in order of appearance in the Supplemental Materials, of each item of documentation and evaluation, if any, of publications, creative productions, technical reports, published software, grants/contracts awarded, etc.
 2. List, in order of appearance in the Supplemental Materials, of each document confirming forthcoming scholarly or artistic work.
 3. List, in order of appearance in the Supplemental Materials, of each description and evaluation, if any, of work in progress.
 4. List, in order of appearance in the Supplemental Materials, of each document and evaluation, if any, related scholarly or artistic presentations at professional associations and conferences.
 5. List, in order of appearance in the Supplemental Materials, of any other evidence of scholarly or artistic achievement.
 6. List, in order of appearance in the Supplemental Materials, of each document confirming curricular development.
- B. Curricular Innovations:

List, in order of appearance in the Supplemental Materials, of documentation of activities which demonstrate the development of original academic programs, new courses, or course contents, pedagogical approaches, applications of technology, etc.

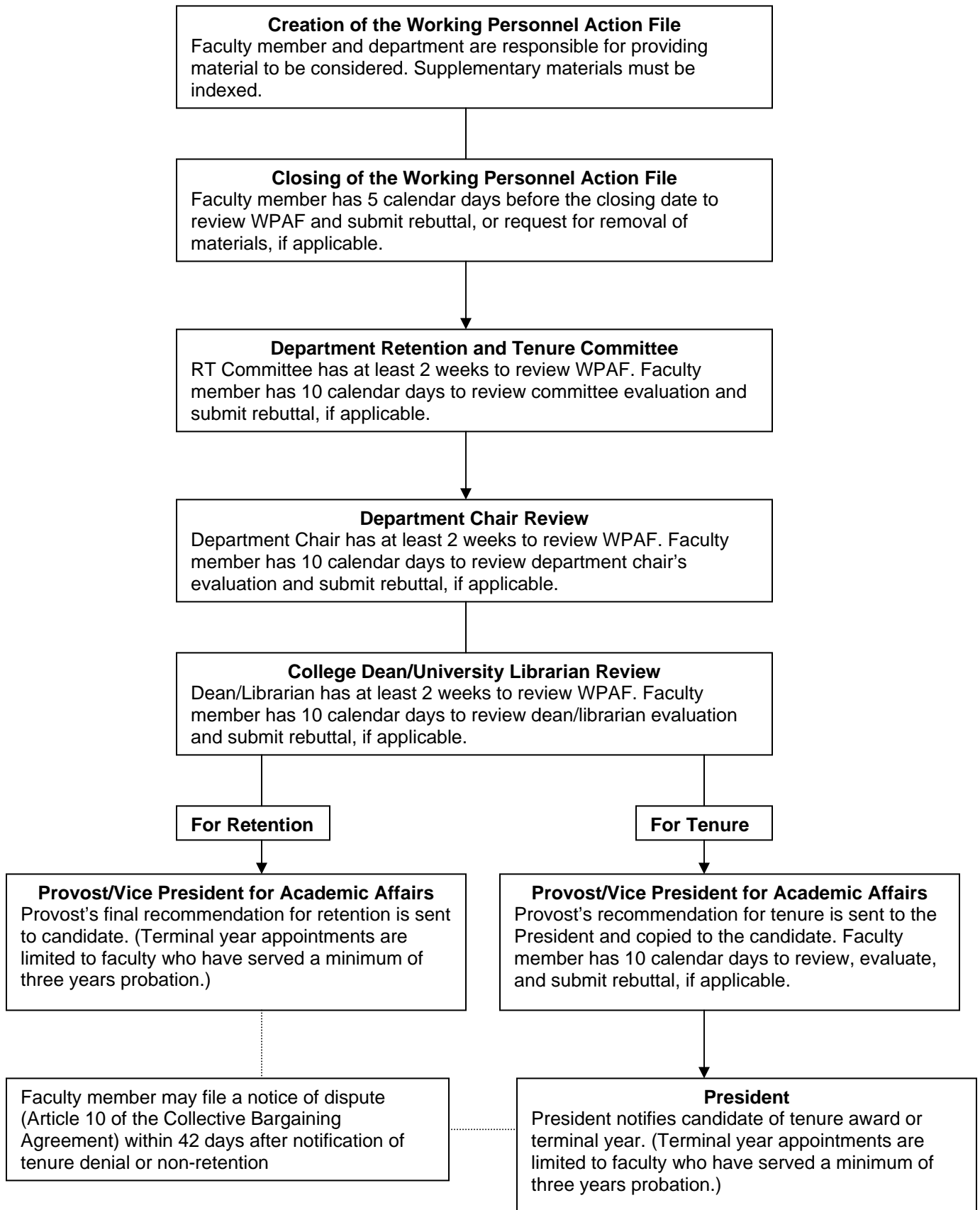
III. Contributions to Campus and Community

- A. List, in order of appearance in the Supplemental Materials, of documentation of each of your contributions to your department, college, and the university such as administrative assignments, committee work, special advising assignments, sponsorship of student organizations, direction of non-instructional activities and projects, etc.
- B. List, in order of appearance in the Supplemental Materials, of documentation of each of your contributions through organizational offices held or active committee work.
- C. List, in order of appearance in the Supplemental Materials, of documentation of each of your consulting activities.

- D. List, in order of appearance in the Supplemental Materials, of documentation of each of your community service activities.
- E. List, in order of appearance in the Supplemental Materials, of documentation of un-refereed professional writing completed as part of professional activity (for newsletters, etc.).
- F. List, in order of appearance in the Supplemental Materials, of honors and awards for scholarly and professional activities.

For retention and tenure reviews, index contributions to the community and the campus under separate headings: Community Service, University Non-Teaching Activities

Retention/Tenure Flow Chart



Promotion Flow Chart

