



Tenured or Tenure-Track Faculty
(two sides to this document)

I. Administrative Section (to be prepared by department)

- A. Copy of any current departmental promotion and tenure guidelines
- B. Transmittal form for Tenured or Tenure/Track Faculty
- C. Letters of appointment or position descriptions, reappointment and record of any changes including in apportionment
- D. Annual evaluations and/or reappointment letters by Department Chair/Head
- E. Promotion and tenure evaluations (as applicable) in this order
 - 1. Letter from Department Review Committee
 - 2. Letter from College or Institute Committee
 - 3. Letter from Chair
 - 4. Letter from Dean(s)
 - 5. Peer evaluations of teaching
 - 6. External reviews, to be preceded by
 - a) Sample letter soliciting evaluation
 - b) Candidate's waiver form
 - c) Brief statement of how external reviewers were chosen, their qualifications and relationship to candidate
- F. Teaching information
 - 1. List of courses taught with summary of quantitative data from student teaching evaluations, if available; or summary of extension education

Note: All items listed above are required. All letters referred to in (E.) above must include an analysis of quality and impact and a documentation of the basis for this analysis.

II. Candidate Section (to be prepared by candidate)

- A. **Curriculum Vitae** (clearly note refereed or juried work; extent of contributions if collaborative work)
- B. **Candidate Statement** identifying that portion of the candidate's work that in the candidate's judgment represents his or her most significant work, explains why he or she thinks this work is significant, and points out what its impact has been or will be. This statement should reference supporting materials in the Appendices. Candidate must also include as appropriate to assignment:
 - 1. Teaching philosophy, goals, and summary of evidence that documents teaching achievements and local and broader impact (1-5 pages)
 - 2. Research/Creative Activity philosophy, goals, achievements, significance and impact (1-5 pages)
 - 3. Outreach/Service philosophy, goals, achievements, significance, impact at the department, college, university, professional and community levels (1-5 pages)
 - 4. Extension Education philosophy, goals, achievements, significance and impact (1-5 pages)



III. Appendices (to be prepared by candidate)

Candidates should only include:

- Significant and relevant information
 - Information referred to in the Candidate Section
 - Information required by your college
- A. Possible examples of supporting evidence for the quality and effectiveness of teaching:
1. Student evaluations
 2. Course portfolio
 3. Number of undergraduate advisees
 4. Curriculum/course development
 5. Student achievement/outcomes
 6. Number of graduate students produced
 7. International activity
 8. SOTL activities (Scholarship of Teaching and Learning)
- B. Possible examples of supporting evidence of the quality of scholarly, professional, and creative activity:
1. Publications (including electronic)
 2. Performances/exhibitions
 3. Reviews
 4. Citations
 5. Funded grant proposals
- C. Possible examples of supporting evidence of the quality and significance of professional and institutional service, outreach activities:
1. Editorships
 2. Committee service (Department, College, University)
 3. Leadership in professional organizations
 4. Community service related to assignment
- D. Possible examples of supporting evidence of the quality and significance of extension activities:
1. EARS (Extension Accomplishments Reporting System)
 2. Citations
 3. Programming highlights and impacts
 4. Publications
 5. Funded grant proposals