

Recommendations for Promotion and Tenure Dossiers
2011-2012 Campus Promotion and Tenure Subcommittee
January 6, 2012

Overall

Committee members who ultimately read P & T cases have finite amounts of time, it is critical that candidates write well-organized, clearly-expressed, logically-referenced and well-supported documents. This is not merely a matter of courtesy to colleagues: it is a demonstration of the candidate's level of commitment to the university as intellectual community.

Although compiling one's P&T case can be incredibly time-consuming and tedious, the writing process offers a candidate unexpected benefits, the very least of which is the opportunity to meaningfully reflect upon the arc of his or her career-to-date in order to gauge future career plans. Given a supple approach to the process, writing one's P&T case may actually offer the candidate a learning experience.

Show that you addressed any recommendations from your reappointment. Did you follow through and what were the outcomes?

What are the items that provide evidence of national or international recognition? Be certain that your chair or dean can support your discussion of recognition.

Provide information on how the external reviewers were selected. Discuss any relationship with reviewers.

Early promotion – must be based on productivity. Letters from external reviewers must be very strong. Often, there are questions of sustainability. Make certain that publications are valuable.

Always address authorship. If done with a student, faculty, or other colleague. discuss the work in percent and what you completed. Include letters from coauthors to document what you wrote about your contribution.

Teaching

Present multiple measures of evaluation.

- Make application to FACET for cases of teaching excellence
- Discuss use of best practice models (CELT)
- Discuss Peer Reviews that occurred over time
- Summative Peer Review
- Reflect on your teaching, what was or could be done differently?
- Online courses – use of Quality Matters for reviews

Focus on student outcomes.

- How do student perform in subsequent courses if your course is foundational?
- What is student performance on standardized tests?
- What are students' major projects?
- Show the movement of students from point A to point B in their learning

Student evaluations

- Departmental requirements vary on student evaluations – check with chair

- Follow previous campus subcommittee recommendations for summarizing and presenting student evaluations.
- Include number of students in course and number of students responding
- Reflect on your student evaluations
- Did you look at the evidence from the student evaluations, what did you change?
- Do not include low enrollment course evaluations in your main dossier

Scholarship of Teaching Publications

- Check departmental and College standards
- Discuss the quality of the journal
- Disclose journal qualities, some look at evidence of acceptance – others do not
- More documentation needed at this time for online journals – discuss in dossier
- If multiple authors – what was your role?
- If a minimal publication, be sure to represent as such – will give you greater credibility

Research

Focus of research

- Needs to be consistent
- Discuss how you followed your research focus
- How does research fit together?

Publications

- Discuss quality of journals
- Discuss importance of papers at conferences in your discipline
- Discuss importance of posters at conferences in your discipline
- If multiple authors – what was your role?
- If the majority or all are multiple authors – is that the norm for your discipline?
- If an open source journal, what is its importance/rank?
- If a minimal publication, be sure to represent as such – will give you greater credibility

Service

Present more than simply service to the department

What was your role on the committee?