Appendix 1

College of Natural Social Sciences Rank and Tenure
Recommendations from the Committee

The goal of this Appendix is to provide information to those individuals applying for promotion or tenure. Many of these suggestions come from currently serving members. Others come from suggestions from members of the CNSS faculty community during departmental forums conducted during the 2010-2011 academic year. Following these recommendations does not guarantee one will be promoted or tenured. Rather, the goal of this appendix is to list those items that are commonly and not so commonly included in promotion and tenure portfolios. This list is not inclusive and we appreciate any additions you or your department may have.

Questions or concerns about these recommendations should be directed to any member of the CNSS Promotion and Tenure Committee.

Teaching

Statement of teaching philosophy.

Examples include: What kind of teacher are you? How do you define learning? When do you know students understand what you are teaching? This section ranges from 2 to 10 pages.

Syllabi

Include your syllabi for all courses taught including guidelines for covering course materials, testing, standards for course success etc.

Course and curriculum development

If you have been responsible or collaboratively responsible for any changes in departmental curriculum, describe your role here. Examples include new courses, lab manuals, etc. Work in developing test banks, instructors’ manuals, PowerPoints and website information for publishing companies could also fit here. Clearly indicate if you were paid to complete those tasks.

Assignment development.

How do your assignments differ from the assignments of others? This section allows you to emphasize the importance of pedagogy in your courses. Examples include in-class demonstration materials, and any out-of-class assignments created by you. To demonstrate success you may also want to include actual student outcomes of same assignment (with student’s permission) in order to show learning has occurred.
Student course evaluations.

Include all numerical course evaluations since teaching at UNK. These have been presented in portfolios in several different ways (i.e., bar and line graphs, with or without departmental means, etc.) Regardless of how you present this information, present all of it.

Included either all of (or random sampling of) written student comments across all years of teaching.

If there are semesters or classes where evaluations are significantly different from others, include possible explanations for the disparity.

Faculty course evaluations.

The degree to which department members evaluate faculty teaching varies across departments. For example, some departments require a yearly class visit and subsequent report for their untenured faculty. This report identifies successes and improvements. Other departments evaluate faculty teaching by using student evaluations and self-evaluations rather than in-class visits.

Regardless of your department’s approach, the written evaluations are included in your promotion portfolio.

Outside sources (out of the department) for evaluation.

Through the Center for Teaching Excellence there are several on-campus faculty who volunteer to attend classes and impartially evaluate your teaching. If you have someone from this group evaluate the course and the evaluation has led to changes in how you are teaching or your teaching ratings, you may want to include this information in your portfolio. The evaluation itself is confidential and does not need to be included.

Letters of support from students.

Students should be graduates or students who are not currently enrolled in your classes. Choose up to three of the best. Avoid multiple thank you notes and emails. If there are comments included in said emails and thank you notes which you must include, create a section in your portfolio titled unsolicited student comments and type them into an easy-to-read section.

Evidence of teaching grants and outcomes.
Include citation of grant title, information, etc. Do not include a copy of the grant. If this grant allowed you to take students to a new locale for study or earned new equipment for study, tell us how this grant or grants has improved your teaching. If you wrote grants and they were not funded, include those on your list.

Evidence of own pedagogical research.

This can also be evaluations of techniques in your own classes presented at local, regional, national or international teaching or assessment conferences or published in teaching journals, proceedings. Citations or abstracts are necessary. Copies of the articles themselves are not necessary.

Evidence of continued education.

Attendance at campus wide, local, regional or national teaching workshops. The Center for Teaching Excellence sponsors several of these workshops each semester. Attendance at various computer classes (i.e., Blackboard, Ektron, Office). Should include how you have used the content of the course in your teaching. Citations of attendance necessary. Certificates of attendance are not necessary.

Evidence of student research.

List mentored Undergraduate Research Fellowships (URFs) and Summer Student Research Programs (SSRPs); Student authored abstracts accepted to research conferences Student publications. Include citations and/or abstracts. Actual copies of these materials are not necessary.

Evidence of teaching awards.

List any and all awards received for teaching or mentoring undergraduate research.

Scholarship

Statement of Research Philosophy.

Usually briefer than the statement of teaching philosophy, writers often explain why they chose a particular area of study, how their research program has developed, and goals for future work.

Citations of publications.
Citations of manuscripts accepted for publication.
Citations of manuscripts under review.
Citations of presentations.

For these areas, include all citations either in chronological or reverse chronological order. It is also possible to refer to the vitae, another required component of the portfolio. Be
sure to include the year published and as we move toward more computerized organization of materials, the DOI number for publications. Also indicate whether the publication is peer reviewed.

For individuals going up for tenure or full professor, be sure to delineate the most recent publications (since your last promotion) from older publications. Copies of the publications themselves are not necessary. Consider including the abstract for each publication or the first page of each publication. Only citations are expected for manuscripts under review and presentations.

*Grants, funded.*

List grants in chronological or reverse chronological order. Be sure to include the title, the funding agency, and the amount. After listing outside sources of funding first, list university sources of funding second.

*Grants, unfunded.*

After listing funded grants, in a separate category, list any grants that were written but not funded. Again, outside funding first, university funding second.

*External reviewer.*

Although not required, many applicants for tenure and promotion have included one or more letters from individuals from outside the university. These letters appear more genuine when they are not from a former advisor, close colleague or co-author. The letters usually address the extent to which a candidate’s portfolio has made a difference in or added to his or her field.

Nontraditional forms of Scholarship.

Here applicants can address whatever forms of scholarship they have completed and does not fit into categories presented previously. Examples may include software, government reports,

Yearly departmental evaluations of your scholarship are required and should be included.

*Service*

As indicated in the Promotion and Tenure Document, expectations for service often vary depending on your level of promotion. For example, expectations for service at the level of full professor are greater and expected at multiple levels when compared to the expectations for an associate professor. Usually examples of service range from International Service, National, Regional, and Local. Within the University, service levels range from University wide to department level.
If part of your service includes paid work such as consulting then the service should be labeled as paid service.

Service activities related to the applicant’s discipline are given greater weight than other forms of volunteerism therefore service activities related to the discipline should be presented first.

Letters, thank-you cards and emails acknowledging your services are not necessary.

Yearly departmental evaluations of your service are required and should be included.

**General recommendations**

Many of the committee members have served on Promotion and Tenure for many years. These are just general observations. If your department review committee requires more information or a different format, then meet their standards first.

Bigger is not better. Consider the materials required by the college (promotion request letter, department committee’s letter, chair’s letter, vita, hiring letter, letter of graduate status, etc.) as well as the materials you want to include. If you remove the copies of grants, articles, presentations, and excess materials then a 2 inch binder should be large enough to accommodate your application.

Plastic separating pages for holding documents and document pages make it hard to go through materials. Please use sparingly.