Documentation for

Tenure and Promotion

Application

Revised June, 1999
[Updated August, 2005]

Office of the Provost
INTRODUCTION

Tenure and promotion are covered by policies described in the Academic Faculty and Administrative Professional Manual (hereafter, the Manual). Rights and responsibilities of academic faculty are included in several sections of this Manual. The enclosed instructions and forms are designed to implement policy as outlined in the Manual and communicate University standards for tenure and promotion decisions. The format is intended to cover a broad number of appointments, including academic faculty, Cooperative Extension specialists, and librarians, and not all categories will apply to all positions. Once consideration for tenure and/or promotion is initiated, the process continues as outlined in the Manual, Section E.

Two copies of the completed dossiers are to be forwarded by the Deans to the Provost on or before December 15. Following Provost review and discussion with the Council of Deans, a recommendation is forwarded to the President.

GENERAL GUIDELINES

This Promotion and Tenure Application should be given to newly hired faculty along with a copy of the letter of appointment. Each new appointee also should receive a copy of the Department and/or College guidelines/criteria for tenure and promotion and should be instructed to read relevant sections of the Academic Faculty and Administrative Professional Manual related to expectations and responsibilities. The Department Head/Chair also should review the document with each new appointee to clarify the appointee's responsibility for documenting accomplishments for tenure and promotion consideration.

A. An electronic version of this document is available on the World Wide Web at http://www.provost.colostate.edu/index.asp?url=faculty_affairs. Maintain the format (tables, narrative, etc.) as indicated. Omit all italicized information, including instructions. The candidate's name should appear on the upper right corner of each page. Inserted pages should be labeled by section and included in sequence. All pages should be typed using an 11-point font.

B. Supporting documents may be submitted by the candidate. These materials should be included as Appendices and maintained in the candidate's department, along with a complete copy of the application. The Dean and Provost may request to see the materials, but these should not be forwarded with the dossier. Appendices should be returned to the candidate following completion of the process. The candidate should keep a copy for his/her records.

C. A copy of the application (without supporting materials) must be maintained with the faculty member's personnel file in the Department. External reference letters are considered CONFIDENTIAL to the candidate and not part of the personnel file. These letters must be kept in a separate confidential file.
ORGANIZATION OF THE TENURE AND PROMOTION DOCUMENT

Checklist

____ Cover Page

____ Summary Statement [prepared by dean’s office and limited to one-page]

____ Part I Curriculum Vitae

____ Part II Evidence of Teaching and Advising Effectiveness

____ Part III Appointment Letter

____ Part IV Recommendations
   _____ Tenure and Promotion Committee
   _____ Department Head/Chair (new page)
   _____ Director of Extension and/or Experiment Station (new page)
   _____ Dean (new page)

____ Part IV Evidence of Teaching and Advising Effectiveness
   _____ Summaries of student ratings of teaching and advising
   _____ Other indicators used in the department such as peer reviews or teaching/advising awards

____ Part V Candidate Responses to Evaluations/Recommendations
   (optional; limited to no more than 3 pages)

____ Part VI Record of Other Evaluations [Prepared by Department Head/Chair]
   _____ Copies of annual evaluations/progress reviews for past three years by Department Head/Chair and Tenure & Promotion Committee, as appropriate
   _____ Copy of Progress Toward Tenure Review (if application is for tenure)
   _____ Copy of most recent Periodic Comprehensive Review (if applicant is tenured)

____ Part VII External Evaluation Letters [Prepared by Department Head/Chair]
   _____ Copy of letter sent to outside evaluators
   _____ Description of how evaluators were selected and their expertise in evaluating this candidate
   _____ Copies of external evaluator letters

____ Part VIII Appendices [Prepared by candidate]
   _____ Copy of tenure and promotion criteria/expectations in the unit
   _____ Student Evaluations of Teaching Evidence of Teaching and Advising Effectiveness

Documentation Available for Review in Department:
   ✓ Parts I – VIII

Documentation Forwarded to Dean and Provost:
   ✓ Cover Page
   ✓ Summary Statement
   ✓ Parts I – VII
   ✓ One-Page List of Contents of Part VIII Appendices
A. Check to indicate type of action:

___ Advancement in rank  ___ Regular Appointment  ___ Special Appointment

 ___  a. Associate Professor to Professor
 ___  b. Assistant Professor to Associate Professor
 ___  c. Instructor to Assistant Professor

___ Tenure

Appointment Date________________________

Prior Service Credit_____________________
(if applicable and as specified in the appointment letter)

I hereby certify the accuracy and completeness of all information reported by me on this form.

Candidate's Signature________________________  Date_______________
SUMMARY STATEMENT (do not exceed one page)

SUMMARY OF TENURE AND PROMOTION RECOMMENDATION

Name/Department/College:

Request (tenure, promotion to):

Current Rank:

Completed Years in Rank:

Appointment Date at CSU:

Prior Service Credit (if applicable and as specified in the appointment letter):

Prior Academic Experience (years and institutions):

Faculty Responsibilities:

Recommended by:
Department Committee (with vote):
Department Head/Chair:
Dean:

Evaluation Highlights:

Teaching/Learning Process:

Research, Scholarly and Creative Activity:

Service:
CURRICULUM VITAE

This is the primary source of information for research/creative activity and service/outreach activity. The candidate should complete ALL parts of the Curriculum Vitae form applicable to her/his position and should omit parts that are not applicable. Do not rearrange sections of the form. Few candidates will complete all sections. However, there should be a record in each of the major parts (teaching, research/creative activity, or service/outreach) appropriate to the individual’s assigned responsibilities. The candidate is responsible for the accuracy of the document; misrepresentation is a breach of academic responsibility and integrity.

Candidates with appointments in Cooperative Extension should include activities and outreach related to their extension appointment in the areas of teaching and research, scholarly and creative activity sections.

1. Eliminate all information in italics, including these instructions.
2. Arrange all information using the underlined and non-underlined, bolded topics provided.
3. Whenever appropriate, list items chronologically with most recent items first.
4. Eliminate headings which are not applicable or which do not include any citations.

[Note: Evidence of teaching and advising effectiveness is included in Part II.]

CURRICULUM VITAE

NAME

ADDRESS

PHONE

EDUCATION

Year Degree, University.
Year Degree, University.
Year Degree, University.
Year Professional Certification/s, as applicable

ACADEMIC POSITIONS

(Years) Title, Discipline, Colorado State University
(Years) Title, Discipline, University

SABBATICALS

Year, Sponsor, Description

OTHER POSITIONS

(Years) Title, Employer, Location

CURRENT JOB DESCRIPTION

If there has been a significant change in your job description during the past 5 years, please note.
TEACHING

List all courses taught at Colorado State University during the last 5 years. Include laboratory sections and independent study courses, if any. If course is team-taught, indicate the actual number of contact hours.

(Sample)

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Course No./Title</th>
<th>Cr. Hrs.</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>Fall</td>
<td>CS123 - Java Time</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>2001</td>
<td>Sum</td>
<td>LA345 - Age of Angst</td>
<td>3</td>
<td>553</td>
</tr>
</tbody>
</table>

PUBLISHED WORKS

Books:
Author(s) in order as they appear on book, Year, Title, Publisher, pp.

Refereed Journal Articles:
Author(s) in order as they appear on the article, Year, Title, Journal, Volume, pp.

Non-Refereed Journal Articles:
Author(s) in order as they appear on the article, Year, Title, Journal, Volume, pp.

Textbooks:
Author(s) in order as they appear on book, Year, Title, Publisher, pp.

Refereed Chapters in Books:
Author(s) in order as they appear on the chapter, Year, Title of Chapter, In: Title of book (editor(s)), Publisher, pp.

Non-Refereed Chapters in Books:
Author(s) in order as they appear on the chapter, Year, Title of Chapter, In: Title of book (editor(s)), Publisher, pp.

Refereed Proceedings/Transactions:
Author(s) in order as they appear on the article, Year, Title, In: Title of Proceedings, (editor(s)), Publisher, pp.

Non-Refereed Proceedings/Transactions:
Author(s) in order as they appear on the article, Year, Title, In: Title of Proceedings, (editor(s)), Publisher, pp.

Other (e.g. lab texts, book reviews, technical reports, in-house reports):
Author(s) in order as they appear, Year, Title, Publisher, pp.

Manuscripts Accepted for Publication
Author(s) in order as they will appear, Title, Publisher (for books) or Journal name (for research articles), Refereed or Non-Refereed. Include date of acceptance letter.

PERFORMANCES, EXHIBITS, PRODUCTIONS:

Indicate if performances, exhibits, or productions were on or off campus, and indicate whether state, regional, national, or international. Where appropriate, indicate if performance, exhibit, or production was invited or non-invited.

Juried Performances/Exhibits/Productions:
Non-Juried Performances/Exhibits/Productions:
Year, Title, Location

Juried Compositions/Arrangements:
Year, Title, Location

Non-Juried Compositions/Arrangements:
Year, Title, Location

Juried Productions (e.g. Directed/Choreographed):
Year, Title, Location

Non-Juried Productions (e.g. Directed/Choreographed):
Year, Title, Location

Juried Technical Directions (Theater):
Year, Title, Location

Non-Juried Technical Directions (Theater):
Year, Title, Location

Juried Production Design (e.g. Scenery, Lighting, Costumes):
Year, Title, Location

Non-Juried Production Design (e.g. Scenery, Lighting, Costumes):
Year, Title, Location

Clinics/Adjudications/Workshops:
Year, Title, Location

CONTRACTS & GRANTS

Funded Projects as PI
(Years) Title of proposal, CoPIs if any, Agency, Amount.

Funded Projects as CoPI
(Years) Title of proposal, CoPIs if any, Agency, Amount.

Pending Projects as PI
(Years) Title of proposal, CoPIs if any, Agency, Amount.

Pending Projects as CoPI
(Years) Title of proposal, CoPIs if any, Agency, Amount.

PROFESSIONAL AFFILIATIONS AND ACTIVITIES

Clearly differentiate editorial positions (e.g. journal editor/associate editor) from manuscript and grant refereeing.
Memberships in professional societies
Office in professional societies
Review/editorial boards
Grant review panels
Grant Refereeing
HONORS AND AWARDS

Year, Honor, Agency or Organization, Location

PAPERS PRESENTED/SYMPOSIA/INVITED LECTURES/PROFESSIONAL MEETINGS/WORKSHOPS

Year, Title of Workshop or Presentation, University or Organization, Role if any (e.g. chair, organizer), Location

COMMITTEES

If you served as committee chairperson, please note:
University Committee, year(s)
College Committee, year(s)
Department Committee, year(s)

STUDENT ADVISING/GRADUATE SUPERVISION

UNDERGRADUATE STUDENTS:
# Current Undergraduate Advisees
# Previous Undergraduate Advisees - Year
# Previous Undergraduate Advisees - Year
# Previous Undergraduate Advisees - Year
# Previous Undergraduate Advisees - Year

GRADUATE STUDENTS:
Current Graduate Advisees:
   Name (MS, MA, PhD)
Current Graduate Committee Memberships (excluding those chaired):
   ____ # Plan C
   ____ # Plan B
   _____ # MS/MA
   _____ # PhD
Graduate Committee Memberships (for past 5 years, not including those above)
   ____ # Plan C
   ____ # Plan B
   _____ # MS/MA
   _____ # PhD
Graduate Degrees Completed Under Your Supervision (past 5 years):
   Name, Year, (MS, MA, PhD)

POSTDOCTORAL STUDENTS/RESEARCH ASSOCIATES:
Current:
   Name (MS, MA, PhD)
Past 5 years:
   Name, Year, (MS, MA, PhD)

OTHER ACTIVITIES/ACCOMPLISHMENTS

Visiting scholars/outstanding students sponsored
Patents/Copyrights
Off-campus/non-credit courses
Special service to the state/community related to professional expertise
Consultations related to professional expertise
Expert Testimony
Accreditation reviews at other institutions
PART II: EVIDENCE OF TEACHING AND ADVISING EFFECTIVENESS

This is the primary source of information regarding effectiveness of teaching and advising. The candidate should complete ALL parts of the following form applicable to her/his work as a teacher and/or advisor and should omit parts that are not applicable. Do not rearrange sections of the form. Few candidates will complete all sections. The candidate is responsible for the accuracy of the document; misrepresentation is a breach of academic responsibility and integrity.

1. Eliminate all information in italics, including these instructions.
2. Arrange all information using the underlined and non-underlined, bolded topics provided.
4. Eliminate headings which are not applicable or which do not include any citations.

[Note: Research/creative activity and service/outreach are included in the candidate’s curriculum vitae (Part I).]

The Academic Faculty and Administrative Professional Manual states that evaluation of teaching and advising effectiveness shall involve multiple sources of information. It is the responsibility of the faculty member to provide evidence of teaching and advising effectiveness.

TEACHING

Teaching includes but is not limited to classroom and/or laboratory instruction; individual tutoring; supervision and instruction of student researchers; clinical teaching; field work supervision and training; preparation and supervision of teaching assistants; service learning; outreach; and other activities that organize and disseminate knowledge. Faculty members’ supervision or guidance of students in recognized academic pursuits that do not confer any University credit also is considered teaching. Associated teaching activities include class preparation; grading; laboratory or equipment maintenance; preparation and funding of proposals to improve instruction; attendance at workshops on teaching improvement; and planning of curricula and courses of study. Outreach activities such as service learning, conducting workshops, seminars, and consultations, and the preparation of educational materials for those purposes, are also considered as teaching. These outreach activities include teaching efforts of faculty members with Cooperative Extension appointments. Scholarly inquiry, essential for maintaining currency and competency in a given field, is also an aspect of teaching.

Evidence of effective teaching can include course syllabi; signed peer evaluations; appropriate student course surveys, such as the ASCSU Student Course Survey; examples of course improvements; development of new courses and teaching techniques; integration of service learning; letters, electronic mail messages, and/or other forms of written comments from current and/or former students; and assessments from conference/workshop attendees. Various additional criteria for teaching effectiveness for faculty with Cooperative Extension appointments are found in the Statewide and Regional Specialist Roles and Responsibilities document found in the Colorado State University Cooperative Extension Employee Handbook. (See Academic Faculty and Administrative Professional Manual, Sections E.12.1 and I.8)

EVIDENCE OF TEACHING EFFECTIVENESS:

Course Syllabi, Assignments, and Other Materials
[If included, list the course(s) for which materials are provided and include the materials in an appendix. Provide a brief description that calls attention to relevant aspects of the materials.]

Peer Evaluations of Teaching
[If included, list the course(s) for which peer evaluations are provided and include the evaluations in an appendix. Provide a brief description that calls attention to relevant aspects of the evaluations.]

Student Course Surveys
[If included, list the course(s) for which surveys are provided. Survey results in summary form and selected comments may be listed in this section. Original surveys, if included, should be provided in an appendix. Provide a brief description that calls attention to relevant aspects of the survey results and/or comments.]
Examples of Course Improvements

[If included, identify the course(s) for which improvements were made and provide a brief reflection on the improvements.]

Development of New Courses

[If included, identify the new course(s). Briefly call attention to the contributions made by the new course(s) to student learning.]

Development of New Teaching Techniques

[If included, identify the new technique(s). Briefly call attention to the contributions made by the new technique(s) to student learning.]

Integration of Service Learning

[If included, identify the course(s) in which service learning was used. Briefly call attention to the contributions made by service learning to student learning.]

Written Comments from Students

[If included, summarize the comments and include the comments in an appendix.]

Conference/Workshop Assessments

[If included, summarize the assessments and include the assessments in an appendix.]

Participation in Professional Development Activities Related to Teaching

[If included, identify the activities and briefly discuss their relevance to enhancing teaching effectiveness.]

Grants Related to Teaching

[If included, list grants submitted for teaching activities. Identify the funding agency, the date of submission, the amount requested, and whether the grant was funded. For funded grants, identify the contributions made to enhancing teaching effectiveness and student learning.]

Professional Consultation Related to Teaching

[If included, list institutions for which consultation was provided. Briefly describe the contributions made to enhancing teaching effectiveness and student learning.]

Other Evidence

[Other evidence may be summarized. Evidence may be included in an appendix.]

ADVISING

Advising includes, but is not limited to, meeting with students to explain graduation requirements; giving academic advice; giving career advice or referring the student to the appropriate person for that advice; and supervision of or assistance with graduate student theses/dissertations/projects.

Evaluation of advising effectiveness can be based upon signed evaluations from current and/or former students, faculty members, and professional peers.

[Note: Information about service on graduate committees is included in the candidate’s curriculum vitae (Part I).]

EVIDENCE OF ADVISING EFFECTIVENESS:

Evaluations from Students

[If included, summarize the comments and include the comments in an appendix.]
Evaluations from Faculty and Professional Peers
[If included, summarize the comments and include the comments in an appendix.]

Descriptions of Mentoring Activities
[If included, briefly describe the mentoring activities. Indicate the number of students who benefited from mentoring. Additional information may be provided in an appendix.]

Other Evidence
[Other evidence may be summarized. Evidence may be included in an appendix.]

PART III: APPOINTMENT LETTER

The candidate’s initial appointment letter to Colorado State University should be part of the dossier. The appointment letter contains important information such as date of appointment, type of appointment, initial effort distribution, and possible prior service credit granted toward tenure and/or promotion for work at another institution.

PART IV: RECOMMENDATIONS

Evaluation and Review Process

The critical analysis of research and scholarly competence is primarily the responsibility of the external reviewers and the faculty of the unit in which the candidate's appointment lies. Recommendations above the level of faculty and external reviewers judge how well the case has been made either for the granting of continuous tenure or for promotion. The overall quality of the candidate’s record and accompanying documentation, rather than the length of the dossier, determine the final outcome.

Evaluations or reviews at each level must address teaching/advising, research/scholarship/creative activity, and service/outreach as they relate to the candidate's responsibilities. A written recommendation should be based on credible information, comply with University policy, and conform to Departmental Codes.

In cases where a candidate was hired with prior academic experience, the Committee should be apprised of the terms of the original appointment of the candidate regarding the influence of service at another institution.

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RECOMMENDATIONS FOR TENURE AND/OR PROMOTION

Candidate: _______________________________________

Department: _________________________________

College: _________________________________
Committee Recommendations

A summary of the Committee's findings should reflect the total of those voting and explain the majority and minority positions. It is critical that details of Committee discussions remain confidential, to the extent permitted by law, and that the vote results (yeas and nays) be communicated with those voting or eligible to vote. The Chairperson of the Departmental Committee must sign the evaluation and recommendation statements. The results of this vote and statements of the majority and minority points of view shall be promptly communicated in writing to the candidate and the Department Head/Chair.

A. Tenure and Promotion Committee

1. Vote of Committee
2. Recommendation, analysis, and justification. (This section should include an evaluation of the candidate’s achievements in each area of responsibility and the T&P committee’s assessment of external letters.)
3. Minority report, if applicable
4. Signature: Committee Chairperson

B. Department Head/Chair

The Department Head/Chair receives the faculty member's application and Committee's recommendation and prepares a recommendation to be forwarded to the College Dean and to the candidate. The Head/Chair also is responsible for verifying the completeness of the materials and signing the document.

1. Recommendation, analysis, and justification. (See previous page for details under T&P Committee)
2. Signature: Department Head/Chair

C. Director of Extension and/or Experiment Station, if appropriate

The application for a candidate who also has an appointment with Cooperative Extension or the Experiment Station must be reviewed by that Director or his/her designee prior to sending the materials to the Dean and the candidate. This evaluation should focus on the quality of the candidate's work with the agency programs.

1. Recommendation, analysis, and justification. This section should include an evaluation appropriate to the responsibilities to these agencies.
2. Signature: Director

D. Dean's Recommendation

The Dean will review the application, evaluation summaries, and recommendations. Following review, the Dean will prepare and sign an evaluation statement that is sent to the Provost, Department Head/Chair, and the faculty member. The Dean also will prepare a single-page, public record summary of the candidate's tenure and promotion documents. A copy of the summary constitutes a performance evaluation that will be stored in a file accessible to the public that does
not contain any confidential evaluation materials.

1. Recommendation, analysis, and justification
2. Signature: Dean
**PART IV: EVIDENCE OF TEACHING AND ADVISING EFFECTIVENESS**

[Note: Research/creative activity and service/outreach are included in the candidate's curriculum vitae.]

Evaluation of teaching and advising effectiveness shall involve multiple sources of information. It is the responsibility of the faculty member to provide evidence of teaching and advising effectiveness. Among acceptable forms of evidence are: (1) development of new courses and teaching and advising techniques; (2) examples of course improvements, including service learning and new technologies; (3) appropriate surveys of teaching and advising effectiveness, including signed peer evaluations and exit interviews. **NOTE:** advising activities include (a) meeting with students to explain graduation requirements; (b) giving academic advice; (c) providing career advice or referring students to appropriate persons for that advice; and (d) assisting graduate students with theses/dissertations. (See Academic Faculty and Administrative Professional Manual, Sections E.12.1 and I.8)

**PART V: CANDIDATE RESPONSE TO EVALUATIONS/RECOMMENDATIONS**

Optional – limited to no more than three pages.

**PART VI: RECORD OF OTHER EVALUATIONS**

*Prepared by Department Head/Chair. Includes the following:*

1) Copies of annual evaluations/progress reviews for past three years by Department Head/Chair and Tenure & Promotion Committee, as appropriate
2) Copy of Progress Toward Tenure Review (if application is for tenure)
3) Copy of most recent Periodic Comprehensive Review (if applicant is tenured)
PART VII: EXTERNAL EVALUATION LETTERS

Reviews from experts external to the University must be part of the evaluation process. A candidate may not have access to external letters of evaluation; such letters may otherwise be disclosed only as permitted by law. Letters from 5-7 scholars who are qualified to judge the credentials of the candidate are required for all tenure and promotion recommendations. Normally, the expectation is to obtain letters from those at or above the rank aspired to by the candidate. It is further advisable that the majority of the letters come from well-respected institutions. Selection of evaluators from industry or governmental agencies who have appropriate scholarly credentials is acceptable. While it is appropriate for the candidate to suggest persons familiar with his/her work, the majority of external evaluations must come from referees suggested by the Departmental Tenure and Promotion Committee and Department Head/Chair. Letters from colleagues/collaborators who might stand to benefit from the success of the candidate or who are known to be close personal friends are discouraged. The list of potential reviewers from a candidate and from the Tenure and Promotion Committee should be long enough so that confidentiality of a source is maintained. The candidate has no privilege of vetoing external reviewers, but may indicate individuals whom he or she considers to be inappropriately biased. The Department Head/Chair or Committee chair should contact reviewers to assure they feel qualified and are willing to provide letters of evaluation. The qualifications of all outside evaluators should be provided in the tenure and promotion document. External review letters should be sent to the Department Head/Chair or Committee Chair and must be made fully available for review by all members of the Tenure and Promotion Committee prior to their final recommendation. These letters are to remain confidential and not available to the candidate. Neither the source nor direct quotes from reference letters are to be conveyed to the candidate. The Department Head/Chair or Committee Chair should paraphrase key points in the letters and provide them to the candidate. A copy of the letter sent to external evaluators should be included with the reviewers' responses. Whenever possible, copies of the works of a candidate should be provided to the outside evaluators.

A sample of a letter that could be sent to external evaluators is shown below.

CONFIDENTIAL

Dear ____________________________:

Dr. ____________________________, now holding the position of __________________ in the (Department/School) of __________________ is being considered for __________________ (promotion to full professor, tenure and promotion to associate professor) at Colorado State University. As you know, (appointments with tenure are among the most important a university makes/full professors play a critical role in the intellectual quality of a university) and we would be grateful if you could help us by evaluating Dr. ____________________________’s scholarly achievements. We are providing (his/her) curriculum vitae and reprints of publications. In making your evaluation of (his/her) accomplishments, it would be helpful if you could evaluate and comment on the following:

1. Your relationship to the candidate;
2. Dr. ____________________________’s achievements and stature at this stage of (his/her) career;
3. The strengths and weakness of (his/her) scholarship and the degree of recognition achieved in (his/her) discipline;
4. The scope and significance/originality of his/her research interests and activities or significant contributions to the discipline;
5. If appropriate, the quality of Dr. ____________________________’s teaching of undergraduate and graduate students;
6. Any additional insight that may be helpful to the department's tenure and promotion committee in determining whether or not to recommend that (tenure/promotion) be awarded.

When you review Dr. ____________________________’s materials, please consider that (his/her) distribution of effort within the College of ______________________ at Colorado State is approximately ___% teaching, ___% research, and ___% service. With this in mind, please consider whether the credentials presented would be viewed as 1) well-above average, 2) above average, 3) average, 4) below average, or 5) well-below average. As best as possible, please focus your comments from the perspective of an institution with a 40% research effort.

We would appreciate a reply by __________ if at all possible. Under applicable state law, all letters of evaluation from persons outside the institution are confidential and only the tenure and promotion committee and administrative officers directly responsible for making recommendations and decisions will have access to your letter. It is very important to the integrity of our process that our request is kept confidential. A self-addressed stamped envelope is enclosed for your convenience. Please note that we cannot accept e-mail responses due to privacy issues.

Thank you in advance for taking the time to assist us in this important task.
PART VIII: APPENDICES

Appendices contain additional documentation and other information that may be helpful in review and recommendations. The following are required, if available:

Copy of tenure and promotion criteria/expectations in the unit

Examples of materials that could be included as appendices are as follows:

- Materials demonstrating scholarly and creative activity
  - Reprints of scholarly works
  - Photographs of creative activities
  - Copies of funded contracts/grants, including official cover page of application (strongly recommended)
  - Proposals submitted, but not funded
- Service/Outreach Evaluations
- Advising Evaluations
- Evidence of Teaching and Advising Effectiveness
- Teaching
  - Peer evaluations
  - Student ratings and comments
  - Significant mentoring activities with names, dates, and brief description
- Significant mentoring activities with names, dates, and brief description
- Other materials
- Statement of professional philosophy (optional)
  The candidate may provide (in three pages or less) a personal statement of teaching, research, and/or service/outreach philosophy, methods, strengths, goals and other material in a manner that will present colleagues with a context for interpreting other evaluative information. Candidates may be poorly served by self-reviews that draw attention to their own weaknesses. For this reason, it is unethical to ask them to go so far in the statement.

Appendices remain on file in the department and are not forwarded to the Dean or Provost unless requested; however, a one-page list of contents is to be provided with the dossier to the Dean and Provost.