

# College of Education and Human Services

## Considerations and Recommendations

for Assembling and Submitting Materials  
for Reappointment, Tenure & Promotion  
(including Professor Salary Adjustment)\*

7/9/09

\*Adapted from the College of Science and Technology Reappointment, Tenure and Promotion document

This document provides suggestions for collecting and submitting materials for Reappointment, Tenure, and Promotion decisions. Information provided considers references in the 2008-2011 *Agreement* as well as strategies deemed good practice by the DAC. The intent of these recommendations is to assist in achieving a successful application at all levels in the RTP process. Although you are not required to follow these suggestions, it is very important that you especially heed paragraphs 4, 35 and 36, in article 14 of the 2008-2011 *Agreement*:

**Agreement, article 14, paragraph 4:** "...[departmental] standards form the basis not only for departmental evaluations but also for subsequent evaluations at higher levels."

**Agreement, Article 14, paragraph 36:** "It is the responsibility of each bargaining unit member to document both the quantity and quality of his/her activities and achievements. ...[and] the bargaining unit member has final responsibility for bringing forth all evidence that the bargaining unit member wishes to be advanced in conjunction with recommendations and decisions."

**Agreement, Article 14, paragraph 37:** "Supporting documentation for reappointment, tenure, or promotion shall include a narrative statement for each evaluation criterion, explaining how and to what extent each of the activities claimed has met the standards set forth in the departmental procedures, criteria, standards, and bylaws, and the terms of this Agreement."

### RECOMMENDATIONS FOR ORGANIZATION OF MATERIALS:

**First and foremost, it is your responsibility to provide supporting documentation and narrative information that demonstrates your merit for a positive decision.**

The following items should be provided in individual folders, preferably in order from 1-4. Some applicants also provide a Table of Contents. Check to see if this is required per your departmental bylaws.

#### 1. Personnel form; department level comments

The form should be completed and signed by the department chair. Some department bylaws require a statement by the department chair and/or personnel committee. If so, include that here. Normally, your department chairperson will include the completed form with your materials before they are sent to the dean's office.

#### 2. Narrative that briefly documents the quality and quantity of work – the most important item after #1

The narrative is where you document the quantity and quality of your work and the extent to which you meet the departmental criteria. To the extent possible, keep the narrative short and succinct and allow the supporting materials to justify your statement. Proofreading the narrative is essential. See the next page for additional suggestions about the narrative.

#### 3. Professional vitae – a current complete vita is expected

Highlight or somehow indicate activities that have occurred since your last personnel decision (initial appointment, last reappointment, or last promotion). See the attached suggested format for a vitae.

#### 4. Backup materials

Make it easy for the reader to locate specific items to which the narrative makes reference. The backup materials in your portfolio are often partitioned by sections, according to the sections in the departmental criteria (Teaching, Research and Scholarly Activities, and Service).

Be alert to backup items that are specified for inclusion by your departmental bylaws. It is up to you to decide what additional backup items to include. The most common ones are:

SOS reports and student comments  
Instructional materials (course syllabi, samples of student work, etc.)  
Grade distributions  
Relevant assessment data  
Copies of publications – reprints (or copies), CDs, ....

Acceptance letters from editors if a publication is “to appear”, plus a copy of the manuscript.  
Unbiased letters from contemporaries at other universities  
Copies of awards and recognitions of quality  
Documentation of successful service activity

## SUGGESTIONS FOR NARRATIVES:

**Remember: Demonstrate quality and quantity. Your narrative is crucial to a successful case – it must show how you meet each departmental and university criterion and standard.**

Each departmental criterion and standard should be clearly stated and addressed. Be sure to address required departmental criteria and standards. A disorganized, incomplete, or inaccurate narrative can be very detrimental to an otherwise compelling case.

### *Organization of the narrative:*

Reviewers get annoyed when things are unorganized. Keep your readers in mind – they are learned scholars but not necessarily in your specific field of study. Organize the narrative by sections that correspond to the departmental and university criteria and standards. Each section should, therefore, begin by stating or summarizing the department and university criteria and standards, followed by the applicant’s response.

### *Clearly distinguish activities that have been accomplished at CMU versus work prior to CMU.*

If some work was done both before and after coming to CMU, give the reader an indication of what/how much was accomplished in each venue. For promotion, the narrative should not include evidence that was considered in an earlier promotion decision as evidence for this personnel decision.

### *Clearly distinguish work completed from work in progress.*

Some applicants include a brief description of what they are working on and their plans for the future. This section is probably more important for tenure and reappointment, where a case for promise must be established. (Promise is not a standard for promotion – you are judged entirely on what you have accomplished since your last promotion or, from assistant professor since your initial hire.)

### *Teaching Criteria:*

Convince reviewers that your teaching is effective. Some examples of ways to demonstrate effective teaching include, but are not limited to, the following:

- analysis of assessment data
- reports of Student Opinion Survey results
- results of focused interviews with students by colleagues
- documented student learning such as pre- and post-tests analyses
- descriptions of mentored student projects and outcomes
- any other documentation that may be specific to the discipline

It is up to you to provide evidence that is consistent with the departmental criteria and standards. Including multiple measures of teaching effectiveness is a good way to add credibility.

Provide a context within which the evidence may be judged. For example, a simple context to provide for SOS scores is a table comparing your average SOS scores on selected questions to corresponding departmental averages, college averages, etc. If you are including grade distributions for your sections, you should include grade distributions for all sections of the same courses. Another example might be that if student evaluations were significantly lower for a particular class you could provide a note of possible reasons why this has occurred, such as “the course was a new preparation that the faculty member agreed to teach at the last minute because of the illness of another faculty member.” Another example might explain low student evaluations by providing evidence that others who have taught this course also received lower

evaluations when teaching the course. Such explanations are more persuasive if clear evidence that supports the explanation is also provided.

Some applicants address the question “What do I expect from my students?” as a means of demonstrating quality. Applicants often include copies of syllabi, examinations, examination results, or labs. If you do so, the narrative should make reference to and provide a context for qualities within these documents that support the case for effective teaching. Other applicants sometimes include a discussion of innovations or efforts they have made to improve instruction. Some applicants describe what they learned from their courses and what they might do differently next time.

Faculty who make assertions about their teaching, such as the rigor of their teaching or the difficulty of their grading, should provide evidence to support such assertions.

Whatever evidence is provided, the narrative should comment as to how it supports the quality and quantity of the effectiveness of teaching.

#### *Scholarship Criteria:*

##### **Tell the reviewers about the nature of each scholarly work and your contribution to it.**

It helps to include such things as

- descriptions of the reviewing process (how rigorous was it? was it reviewed by multiple reviewers or just the editor?)
- the stature of the publication where the work appears (is it a top notch journal? is it a regional quarterly? what is the acceptance rate?)
- the role that you played in the work if it involves multiple authors (what specific contribution(s) did you make to the work?)
- whether it was an invited piece, whether it has reviews or citations

One way to clearly delineate various types of scholarship is to group items into separate categories (refereed journal articles, proceedings, abstracts, ...).

Provide a complete citation of each work in a consistent and acceptable bibliographic style.

Funding activity should clearly distinguish whether the grant proposal or grant is from an external agency or from funds within CMU. Just as in scholarly publications, describe the competitiveness of an external proposal and describe your specific contribution if there are multiple investigators.

If scholarship counted from years of service prior to CMU is applicable to a personnel decision, it is important to describe the exact work(s) that was begun elsewhere and completed at CMU. Indicate roughly how much of the work for an item was accomplished prior to CMU. Example: “The field work and data gathering were performed during my last year of post-doc work at Whatsamatta U; the analysis and write up have been carried out at CMU.”

#### *Service Criteria:*

Give a qualitative and quantitative description of any professional or public service related to your discipline. Include contributions to the department, college, university, community, and your field. Discuss your contribution to the activity or committee. What role did you take? (e.g., “member of the Hiring Committee that searched for a para-professional, screened 82 applications, interviewed 4 candidates on campus.”) How active were you in the committee (perhaps estimating how many hours of effort)? What evidence from others (such as a letter from the chair of the committee) can you provide to show that you took an active role?

Simple lists of committees and dates are insufficient because the list by itself does not address the quality of your service. If you wish to have community and public service counted in terms of service, the narrative needs to explain why this is relevant to your professional role.

Pay particular attention to the quality and quantity of service provided at the college, university, or regional/national level because service at the departmental level is routinely expected.

Speak about any leadership roles and accomplishments in any of the above.

## *Suggested Faculty Vitae Format*

*Note: This particular format is not important. The items within should usually be included.*

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Current date

### **I. Personal**

Name, Rank, Department

### **II. Education**

Background -- degrees, dates, schools.  
Fields or specializations.

### **III. Employment History (Professional Positions)**

Specify employer, dates of employment, job title. Include your current position.

### **IV. Teaching/Administrative Experience**

University level courses or subjects taught.

<i>Course Prefix/Number</i>	<i>Title</i>	<i>Sem. Hrs.</i>	<i>semesters taught</i>
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Administrative positions held, titles, dates of appointment.

### **V. Creative and Scholarly Activity**

Specify the title, author(s), publication name, volume, and date of publication, page numbers of the article.

- a. Refereed journal articles
- b. Proceedings publications
- c. Abstracts and other publications
- d. Technical reports
- e. Presentations – author(s), title of presentation, audience, location and date.

### **VI. Grants and Contracts**

Specify the title, agency or contractor, award date, amount and duration, and provide a brief description of the work.

- a. External grants and contracts
- b. Internal grants and contracts (such as REF, FRCE,...)

### **VII. Activities for Maintaining and Enhancing Professional Abilities**

Short courses taken, seminar participation, etc. – specify the activity, location, date.

Memberships – name, dates, and sponsoring group

Reviews – specify item reviewed, date of review, reviewing agency

Consulting – specify date, contracting unit, brief description of the work.

Involvement in PK-12 activities

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### **VIII. Community and University Service**

Service activity -- specify work performed, unit involved, dates

### **IX. Honors, Awards and Distinctions**

Specify award, date of award, significance, bestowing unit.

### **X. Other**

Other information appropriate to the vitae.