

# Guide to Faculty Promotions – Revised 2011

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## **1. INTRODUCTION**

The Guide to Faculty Promotion is intended to be a practical resource to the University's promotion policies and their implementation. Promotion of faculty is an important matter for eligible faculty, their respective colleges, departments, and the University community as a whole. Promotion is a significant career achievement and is an important way that academic departments, the colleges, and the University recognize and reward faculty accomplishments and contributions. To ensure fairness, much time and effort have been expended on devising the rules and procedures that govern promotions. Moreover, additional time and effort is expended by faculty in preparing their promotion files and by their departments, their deans, and the Joint Promotion Committee (JPC) in formulating promotion recommendations.

## **2. OVERVIEW**

The JPC realizes the difficulty for an individual to excel equally in all areas of teaching, scholarship, and service. New faculty members tend to spend most of their non-teaching efforts initiating programs of scholarship. Consequently, a successful candidate for promotion to associate professor may have, along with evidence of good teaching, a solid record of scholarship and a more modest record of service. In general:

1. Promotion from assistant to associate professor depends upon clear demonstration of strong teaching and a growing record of scholarship and service. At this level, the JPC is looking for evidence of effective classroom instruction and a pattern of scholarship and service that lays a coherent basis for continued growth.
2. Promotion from associate to full professor depends upon demonstrating a sustained record of accomplishment in teaching, a mature program of scholarship, and a leadership role in service within the university community.

AAs indicated in the Rules and Procedures of the Joint Promotion Committee, candidates are not deliberately compared to one another for purposes of evaluation. The JPC, to the best of its ability, attempts to judge each candidate individually on the basis of the evidence provided in the promotion file and votes on whether or not to recommend that individual to the Chancellor

for promotion. Therefore, the candidate must assume the responsibility for presenting the JPC with the evidence and some criteria for interpreting that evidence.

Some faculty who are eligible for promotion may be unsure of whether their record of teaching, scholarship, and service is sufficient to meet the criteria of the JPC. Others may be confident that their efforts warrant a promotion, but may be unclear as to how to construct an effective promotion file. Such faculty members are advised to seek the counsel of department chairs, senior colleagues in their respective departments, faculty from other departments, and their respective deans. For the benefit of faculty who are beginning the task of preparing a promotion file, the Provost/Vice Chancellor's office has available for their review a few promotion files from faculty who were recently promoted.

### 3. PROMOTION POLICIES AND PROCEDURES

Promotion policies and procedures are complex, and a thorough understanding of the policies requires an appreciation of the UW System's hierarchy of faculty personnel rules. All policies on the recruitment, appointment, evaluation, retention, tenure, promotion, layoff, and dismissal of faculty are contained in one or more of the following sources of rules, procedures, and bylaws.

1. **The Rules of the Board of Regents (a part of the Wisconsin Administrative Code):** The rules, which are approved solely by the Board, provide the legal basis for all personnel policies in the hierarchy. The rules are usually referred to as the UWS Personnel Rules and designated numerically by Chapter and Section. For example, UWS 3.01 states that, "Appointments to the faculty are either tenure or probationary status. Faculty appointments carry the following titles: professor, associate professor, assistant professor, and instructor."
2. **The Supplementary UWL Personnel Rules:** The supplementary rules, which augment the UWS Personnel Rules, are designated numerically to be consistent with the UWS rules (for example UWL 3.04 supplements UWS 3.04 on Probationary Appointments). The supplementary rules may be revised by joint action of the Faculty Senate and the Chancellor. They require UW System Board of Regents' approval.
3. **The Faculty Senate Bylaws:** The Senate Bylaws provide the basic organizational structure, rules, policies, and procedures that define the faculty's role in University governance. Bylaws seldom contain specific personnel rules, but the promotion policies are an exception. Amendments to the bylaws require a reading of the proposed amendment at a Senate meeting and approval by two-thirds of the Senate.
4. **Faculty Personnel Policies and Procedures:** The faculty personnel policies, which may be revised by majority action of the Faculty Senate, provide greater specificity regarding the implementation of UWL Personnel Rules.
5. **Departmental Bylaws and Policies:** The Faculty Personnel Policies and Procedures leave much specificity, especially evaluation criteria and standards, to individual departments.

Where do policies and procedures regarding promotion of faculty fit in this hierarchy?

1. First, no UWS Personnel Rule mentions promotions.

2. The only reference to rank is UWS 3.01 (cited above), which designates the titles that faculty appointments may carry.
3. In place of System-wide rules, UWS 3.03 Appointments--General, states that, "The faculty of each institution, after consultation with appropriate students and with the approval of the chancellor, shall develop rules relating to faculty appointments."
4. The UWL Personnel Rules contain no specific policies regarding promotion of faculty.
5. The Faculty Senate and the Chancellor therefore have primary responsibility for these policies.

The Joint Promotion Committee was created by Faculty Senate Bylaw I.P, which also specifies the composition and basic rules of operation (Appendix A contains the full text of the bylaw). In evaluating candidates for promotion, the members of the Joint Promotion Committee are required to use the general performance and achievement criteria specified in UW-L's Faculty Personnel Policies and Procedures. (Appendix B contains the criteria). The criteria specify minimum standards of educational preparation and experience and describe levels and kinds of achievements expected of each of the academic ranks, as well as general University policies regarding notification and appeals. Each department, in consultation with the appropriate dean, is to have developed criteria for the evaluation of faculty for the purpose of promotion. The criteria must be stated in writing and address teaching, research, professional and public service, and contributions to the University. Scholarly activity varies among departments; therefore, each department, with the approval of the appropriate dean, shall formulate a definition of scholarly activity that is to be included.

Faculty Senate Bylaw I.P also requires that the Joint Promotion Committee create guidelines for submission of departmental criteria and other data submitted on behalf of promotion candidates. The JPC is also required to establish rules and procedures of operation and subsequently publicize the rules and procedures prior to the submission of candidate applications. (Appendix C contains the full text of the rules and procedures adopted for the next academic year.)

#### **4. PROMOTION CRITERIA: DESCRIPTIONS, EXPECTATIONS AND EVALUATION**

As required by the Faculty Personnel Policies and Procedures, all candidates for promotion will be judged on "teaching, scholarship, professional and public service, and contributions to the University."

1. Commonly, professional and public service and contribution to the University are combined into a single category referred to as "service."
2. The evaluation criteria employed for teaching, scholarship, and service and the relative weighting of each area vary, sometimes significantly, from department to department and may vary among members of the JPC.
3. In general, activity conducted by the candidate prior to joining the faculty at UW-L may be given less weight than activity conducted since becoming a UW-L faculty member. Candidates should provide evidence in all three areas for their time at UW-L.
4. Any faculty member who is eligible for promotion and considering creating a promotion file should begin by obtaining his or her department's written criteria and seeking advice

and counsel from department chair, senior faculty, and Dean. Of course, a positive recommendation from a candidate's department is only the first step to achieve promotion.

5. Promotion is a privilege based upon qualifications exceeding established minimal criteria and is recommended by an informed collective peer judgment.
6. All candidates should understand clearly that eligibility status and departmental and college recommendation does not assure or imply that a promotion will be made.
7. Senate Bylaw I.P requires that members of the JPC also judge each promotion candidate on his or her teaching, scholarship, and service.

The following sections are intended to be a guide to the factors that are likely to inform the collective judgment of the JPC in each of the categories of teaching, scholarship, and service.

## **5. FACULTY PROMOTION REPORT FORMAT AND INSTRUCTIONS**

The Faculty Promotion Report is the joint responsibility of the candidate and the promotion committee in the candidate's department. Information included in the report should come from the date of last promotion at UW-La Crosse or a previous institution. Candidates seeking a first promotion should clearly identify materials completed after appointment at UW-L. The candidate submits the report electronically to the department. The department submits the electronic report plus the electronic departmental component to the college dean. The JPC annually publishes a calendar that includes submission dates and decision dates. Information included in the report should come from the portfolio closing date of the last promotion.

The promotion report consists of three sections: one from the candidate, one from the department and one from the college dean. Appendix D provides detailed instructions regarding the steps involved in producing the electronic portfolio required for promotion.

### **5.1 Candidate's Report**

**5.1.1 Candidate's Narrative Statements** These statements describe the candidate's accomplishments in teaching, scholarship, and service. The candidate may write up to 3 pages for teaching, 2 pages for scholarship, 2 pages for service (singled-spaced, minimum 12 point font one side only). All information should be listed in descending order of importance,, with dates, rather than chronological order. The most outstanding achievements should be highlighted. A special effort should be taken to emphasize the value and quality of the work, not merely the quantity. Do not duplicate items. If an activity could be included in more than one area, place it in the most appropriate area. Lists should be used rather than narrative paragraphs whenever that would be more efficient. There are numerous areas where both the Candidate's report and Department Promotion Committee report may appropriately comment on the same information. In general the Candidate's report should present this information in the context of the candidate's goals and teaching standards.

**5.1.1.1 Teaching** Teaching includes a broad array of activities that take place both inside and outside the classroom, laboratory, and studio. There is no universally accepted definition of good teaching, but the primary aim of all teaching is to stimulate, promote, and advance student learning and educational development. The quality of teaching should be measured by the success of the instructor in securing the interest, effort, and progress of students toward this aim.

**Expectations** UW-La Crosse enjoys a long and proud tradition of offering quality instruction throughout the institution. To maintain this tradition, the JPC expects that candidates for promotion will be good teachers and will provide multiple sources of evidence about their teaching effectiveness. Evidence of quality teaching and clinical/laboratory or librarianship work is a necessary condition for promotion; poor teaching skills and lack of effectiveness cannot be offset by superior achievements in scholarship and service. Faculty members who have reduced classroom-teaching loads or whose primary responsibility is clinical/laboratory or librarianship work will be evaluated using the same criteria as that used for those whose primary responsibility is classroom teaching.

**Evidence** The JPC expects that candidates will present evidence of teaching quality from three distinct sources.

1. Self assessment of teaching.
2. Peer evaluation of teaching.
3. Student evaluation of instruction.

The candidate should provide clear, concise, and specific material demonstrating high quality teaching. While there is no prescribed structure to this section of the report, the portfolio should present evidence from the sources listed below.

**Teaching Evaluation** Provide information (other than SEI scores) about the effectiveness of your teaching or other instruction related activities. This will include

1. A discussion of teaching philosophy and personal growth.
2. A discussion of course expectations (what do you expect students to learn and do).
3. A description of your approach to grading and evaluation.
4. A description of methods you use to measure your teaching effectiveness.
5. Your responses to assessment outcomes.

Candidates must provide representative samples of course syllabi. Syllabi with student learning outcomes are highly encouraged. In addition, a candidate might provide in an appendix such items as reading lists, student assignments, and similar teaching materials. If included, this section should provide appropriate explanations. Without accompanying explanation, such materials are difficult for JPC members to assess and may carry little weight in determining quality or effectiveness.

**Teaching Development** Include only the most important activities that have had a significant effect on your teaching. Examples of such activities might include:

1. Improvements in teaching techniques.

2. Participation in workshops, institutes, seminars, graduate courses, or participation in professional organizations or attendance at professional meetings.
3. Research as preparation for teaching.
4. Development of new course and units.
5. Preparation of curriculum materials such as workbooks and textbooks.
6. Visiting scholar or artist.

**Teaching Assignment** While statistical information will be included in another section, the candidate should also address:

1. Identification of any areas of unique expertise and their value to the department.
2. Details about your duties that are different from classroom teaching (coaching, directing, advising, administering, offering independent studies or other courses with individual instruction patterns, directing student research projects, etc.).

The JPC takes into consideration students' overall evaluation of instructional performance. The JPC has available the candidate's student evaluation of instruction (SEI) scores for the most recent three years of full-time instruction. Although additional student generated information is not necessary, some candidates choose to provide written comments from students on their teaching ability. If a candidate elects to provide additional evidence of students' opinion on teaching, a candidate should provide a typewritten transcript of all student comments that were received. Providing only selected student comments is likely to be viewed by the JPC as potentially biased, and substantially discounted. Providing the originals (or photocopies) of handwritten student comments is not desirable since they are difficult to read and tend to make the promotion file bulky and unprofessional in appearance.

The JPC also has available the grade distribution for each course taught by a promotion candidate during the previous three years. Grades given by an instructor are generally not considered to be evidence of either good or poor teaching. While some JPC members may ignore this information, other members do take the grade distribution into consideration, primarily to determine whether the grades given by the candidate appear to be consistent with those given by departmental colleagues teaching the same or similar courses.

*Note: Library faculty may not have traditional teaching assignments but are expected to provide systematic analyses of student learning from their teaching-related activities when applicable.*

**5.1.1.2. Scholarship and Creative Activities** Although UW-La Crosse faculty have not adopted a standardized definition, scholarship is generally viewed by the JPC as well-defined activities which use professional expertise to discover, apply, or use knowledge. Scholarly and creative activity may be further characterized as those activities having value to an academic discipline, using methods appropriate to one or more disciplines, and having been subjected to external peer review. Examples of scholarly activity include: basic and applied research, new applications of existing knowledge, integration of knowledge, creative endeavors and the development and/or analysis of pedagogical methods.

**Expectations** The JPC expects that successful candidates for promotion have a record of ongoing scholarly activity and evidence that external peer review has judged it to be of value. The JPC recognizes that the nature of scholarly activity varies considerably among disciplines, and so does not demand that all such activities fit the same mold. Although the JPC will look to departmental definitions of scholarship for guidance, there is an expectation that the evidence of a candidate's scholarly program will meet the general description of scholarly activity described above. When scholarship is collaborative (with students or colleagues) the nature of the candidate's involvement should be indicated and its contribution to the candidate's on-going program of scholarship discussed. The JPC focuses on the quality and not necessarily the quantity of scholarly activity in an attempt to judge the scholarly activity as part of a candidate's overall record.

**Evidence** The evidentiary material provided to the JPC may vary considerably from candidate to candidate, even within the same discipline, depending to a large extent on the type of scholarship program that the candidate has chosen to pursue. For example, if a promotion candidate has elected to pursue a scholarly program of original research, in which the activities are intended to advance basic knowledge (or the application of knowledge) within a discipline, the primary evidence of the success would consist of articles published in scholarly-refereed journals, monographs published by recognized academic publishers and presentations at national or regional professional conferences. In this situation, the candidate should provide as much evidence as possible regarding the selection process used for publications or presentations, such as submission percentages, number of acceptances, and the refereeing or judging process. In the cases of multiple authorship, the candidate should provide evidence of the role he or she played in the creation of the work.

In contrast, some scholarship has a more integrative function within a discipline. In this case evidence would consist of textbooks, publications and presentations that overview recent research, published book reviews or abstracts for periodicals, funded grants as well as compiling and editing anthologies. Although such activities are not subject to external peer review in the same manner as original research, a board of editors or a similar panel of judges verifies the value of these activities and the candidate should provide appropriate information about the review process.

Other activities of an ongoing program of original research that are likely to strengthen the candidate's file include grant writing activities, receipt of funding to support research programs and giving invited addresses at professional conferences.

In general, articles submitted for publication, but not yet accepted; monographs published at the author's expense; and presentations before on-campus or general audiences are not considered evidence of successful external peer review of original research.

Some individuals' scholarly work focuses on using their professional expertise to solve problems. For inclusion in the Scholarship category, the applied research should result in a

finished product that has been externally reviewed. Applied research or applied scholarship may include:

1. Writing software that makes existing knowledge and procedures available to colleagues.
2. Conducting a program assessment for an external organization.
3. Conducting an oral history project for the community.

As with a program of original research, one source of evidence about the quality of this work may be refereed journal articles, scholarly monographs, and conference presentations. It may also be possible to demonstrate the quality of the work through some form of review by the primary audience or beneficiaries of the work as well as external peer review by experts in the field.

Individuals in such disciplines as art, music, theatre, literature, and dance frequently engage in creative endeavors for their scholarly activities. Such scholarship may include:

1. Exhibitions of paintings
2. Drawings
3. Sculptures or ceramics
4. Publication or performances of instrumental or vocal compositions
5. Publication of novels, short stories, plays, essays, or poetry
6. Interpretative recitals or performances
7. Production of stage plays or dance choreography

Evidence of the quality of creative works is usually indicated through appropriate publication. Published reviews by peers, critics, panels of judges, or other juries usually determine the quality of exhibitions and performances. In addition, quality is suggested when the professional offer of employment resulted from the quality of the faculty member's work.

Pedagogical research or the scholarship of teaching is another form of scholarly activity. Given the teaching emphasis of UW-La Crosse, some faculty may focus on studying or experimenting with ways to improve students' learning. A candidate for promotion who submits this kind of work as part of the record of scholarship should provide the JPC with evidence that the methods are well defined and documented, that the student learning outcomes have been properly assessed, that the results have been analyzed and compared to those using standard teaching methods of the discipline when that is feasible, and that the methods have been subjected to appropriate external peer review. Publication of articles on innovative teaching methods in journals and presentations at national or regional conferences frequently provides the evidence of external peer review.

Other examples of pedagogical scholarship include assessment activities to measure and improve student learning in academic programs. The product of the assessment should be a report or article that can be reviewed by external peers.

Pedagogical scholarship is not to be confused with normal elements of good teaching such as course preparation, revision, or development unless the additional elements of documentation, assessment, analysis, and external peer reviews are also present.

**5.1.1.3 Service** Service by a candidate for promotion is the fulfillment of his or her professional responsibilities, including educational responsibilities outside the classroom, active participation in professional organizations, committee work or other assignments within his or her department and/or the University, and activities that benefit the community at large. Each department defines service activities appropriate to the particular discipline. The Wisconsin Idea values service to the university, state and nation.

**Expectations** The JPC expects that any candidate recommended for promotion by a department has satisfied his or her educational responsibilities within that department, including advising. The JPC also expects that a successful candidate for promotion will provide evidence of additional service activities for the department, college, University, discipline, or community.

**Evidence** The list of service activities that candidates might include in their promotion files is almost endless. Service activities tend to fall into three categories—Professional Service, University Service and Community Service. Professional service involves the use of professional expertise in a service activity that may be internal or external to the University. Examples of professional service include:

1. Making an active contribution to a professional society.
2. Organization of lecture series, institutes, workshops etc.
3. Provision of in-service training.
4. Consulting and advising.
5. Providing lectures or workshops.
6. Assisting colleagues with research design and statistical analysis.
7. Serving as a peer reviewer for articles or grant proposals.
8. Evaluating a program for an external agency.

The candidate should explain how professional expertise is essential to the success and quality of the activity and outcome. For example, an individual who organizes a professional conference may be involved in the development of the topics and themes, selection of presentation proposals, and reviewing and editing a collection of conference proceedings. Work of this kind depends upon professional expertise, makes a contribution to the field and can be judged by peers.

Similarly, consulting with governmental, charitable, or health agencies or area business groups or corporations and analyzing public policy or proposed legislation for the media are other examples of professional service. The candidate should present a clear case that the activity depends upon professional expertise and demonstrate the success or quality of the work through some type of agency assessment and external peer review.

University service includes activities such as doing department, college, and University committee work; serving as a Faculty Senator; advising student organizations; and graduate student research committees. Evidence that service activities have been particularly valuable to the discipline, University or the community serves to strengthen a promotion recommendation.

Performance of community services unrelated to the candidate's discipline is certainly worthwhile and reflects well on the University, but such community service is usually not given as much weight by the JPC in making promotion recommendations.

**5.1.2 Candidate's Activities Report** Following the instructions provided in Appendix D, candidates activities reports will be extracted from the material entered into the electronic portfolio system.

**5.1.3 Appendices regarding evidence of teaching, scholarship, & service** Each candidate may provide appendices regarding evidence of teaching, scholarship, and service. Candidates should be aware that JPC members rely on the department and experts in the field to provide judgment regarding the quality of the materials included. Although evidence of teaching, scholarship, and service are reviewed, they are not the primary source of information for JPC members. The primary role of the appendices is to provide the department and dean with the information needed to make their determinations. JPC members vary in their review of appendices. JPC members tend to refer to appendices for clarification or verification of arguments made by the candidate or the department. Appendices should be referenced in the primary materials and JPC members should be guided by the candidate in terms of the importance and/or intent of an appendix. Prior to the use of electronic portfolios, candidates were allowed a 1-inch binder in which to present their materials. Candidates should be mindful of this guideline and not exceed 10 links of evidence appropriate to each per area (teaching, scholarship, and service). For teaching, appendices are in addition to syllabi. Links to appendices/evidence should be ordered according to importance and follow the guidelines provided in Appendix D.

**5.1.4 Part-time appointment expectations (added 2011)** In reference to any period of time for which the faculty member was not a full time employee a part-time faculty member is responsible for uploading a document in their promotion report that describes the details of their appointment including expectations for Teaching, Scholarship, and Service as approved by their department and consistent with their departmental bylaws.

**5.1.5 Full-time faculty with reassigned time (added 2011)** In reference to any period of time for which the faculty member has received reassigned time, a full-time faculty member with reassigned time to fulfill a position outside the expectations of a standard faculty member (e.g. department chair, director of a center or program, etc.) must provide two related documents in their promotion report:

1. One or more letters from their supervisor(s) (e.g. department chair, Dean, etc.) that outlines their job description with respect to each reassigned time appointment.
2. Documentation that illustrates their level of success in the role fulfilled by the appointment, such as performance reviews or other data that show how the aims of the appointment are being met.

The candidate is responsible for uploading these documents in their promotion report.

## 5.2 Departmental Materials

**5.2.1 Department Promotion Committee Report** This section of the report justifies the departmental promotion committee's decision that, in the context of the department's policy and the recognized standards of the discipline, the candidate's record warrants promotion. This section consists of separate statements on teaching, scholarship, and service. The vote of the committee is reported on the transmittal form and a signature page, signed by all members of the committee, is to be appended to this section of the report. A sample signature page is included at the end of this document. Once the deadline for transmittal of the portfolio to the Dean's office has passed, the portfolio is closed and cannot be modified.

**5.2.1.1 Teaching** A candidate's departmental colleagues are in the best position to make accurate judgments as to the quality of instruction in that discipline. The JPC assumes that a candidate recommended for promotion by a department is regarded as a good teacher within that department. Nonetheless, the JPC asks the department to evaluate the quality of teaching both in terms of content and method and to provide specific evidence in support of the candidate's success in securing student interest, effort, and progress.

Examples of such evidence include reports of classroom observation by tenured faculty, comparative results on common or standardized tests, outcomes of departmental assessment activities, and performances or exhibitions by the candidate's students. Simple testimony that a candidate is believed to be a good teacher, whether from the department chair, chair of the department's promotion committee, or a mentor, is likely to be greatly discounted without specific corroborating evidence. Classroom visit reports on their own carry less weight than an analysis of the reports that places the observations in context and draws appropriate conclusions. Reports or letters resulting from classroom visits may be included in an appendix.

This section should put SEI information into context by including, for example: (1) an explanation of how the candidate's SEI scores compare to others in the department, (2) a comparison of SEI scores for a course with those of department members who teach the same course, (3) an interpretation of the candidate's SEI scores in general and for specific courses, and (4) an explanation of any trends in those scores.

**5.2.1.2 Scholarship and Creative Activity** This section should include a statement on the significance of the scholarship within the discipline and the department. Acceptance rates for publications should be discussed where this bears on the quality of the scholarship. In cases of multiple authorship, the promotion committee should address the candidate's role in the performance and reporting of the research. In disciplines where creative scholarship is the norm, the committee should discuss how creative activities are evaluated by the discipline as well as accepted standards for documenting and reporting the results of creative efforts.

**5.2.1.3 Service** This section of the report should address the quality of service activities and their value to the department, college, university, and profession. Where service is external to

the university this section should discuss the role of the candidate's professional expertise in the success of the service activity.

### **5.2.2. OPTIONAL: Department Chair's Recommendation Letter**

This letter is optional. If provided it should summarize the candidate's major accomplishments and include additional comments the department chair may wish to make, i.e., beyond what is contained in the promotion committee report.

**5.2.3. Statistical Information** This section reflects statistical information on the candidate and is conveyed via the department chair. This includes the teaching assignment form, SEI, and merit information. Sample forms are included at the end of this document.

**5.2.3.1 Teaching Assignment Information Form (TAI) with SEI data.** The department chair requests from Information Technology Services (ITS) a set of TAI forms for the past six semesters specific to the candidate. The TAI forms include information regarding all courses taught by the candidate with grade distribution, workload, and SEI information. In addition, the TAI includes department averages for grade distributions, and department, and university averages for workload in order to provide comparative benchmarks. As of Spring 2008, JPC requires the Faculty Senate approved SEI questions in the form of a single motivation item and a composite SEI consisting of 5 common questions. On the TAI form, the department adds both the motivation item and the composite SEI fractional median for each course. In addition, the candidate's overall fractional median for the term on both the single motivation item and the composite SEI are reported. Finally, the department adds the departmental fractional median for both the single motivation item and the composite, the minimum and maximum composite SEI for the department, and the candidate's rank in SEI scores relative to all departmental ranked faculty for that term (e.g. 3 of 15).

*Note: Library faculty need not provide TAI or SEI information. However, it is expected that library faculty will provide systematic analyses of student learning from their teaching-related activities when applicable.*

**5.2.3.2. Merit Information** The department provides the merit ranking (or categorization) for the candidate along with departmental data (such as ranges and averages). In addition, the department briefly describes the merit evaluation procedure used by the department. If applicable, the relative weighting of teaching, scholarship and service used in the merit process are included. Any weighting for determining merit scores is explained.

### **5.2.4 Department's Statement on Scholarly Activity**

### **5.2.5 Transmittal and Signature Form from the Department (scanned with original sent to the Dean)**

## **5.3 Dean's Materials**

**5.3.1 Dean's Letter** The dean submits a document with a signed declarative statement such as "I agree with the recommendation of the department." If the Dean's recommendation is at variance with the department recommendation, the document should explain the reasons for the Dean's dissenting opinion.

## **APPENDICES**

- APPENDIX A FACULTY SENATE BY-LAW FOR JOINT PROMOTION COMMITTEE (REVISED 2007)
- APPENDIX B RANK, PROMOTION & TENURE GUIDELINES (Approved by Faculty Senate 5-8-08)
- APPENDIX C JOINT PROMOTION COMMITTEE RULES AND PROCEDURES (Revisions Approved 3/2007)
- APPENDIX D INSTRUCTIONS FOR PREPARING THE ELECTRONIC PORTFOLIO, Sample TAI
- Appendix E PROMOTION FORMS PREPARED BY THE DEPARTMENT