

APPENDIX A

GUIDELINES FOR PREPARING CREDENTIALS FOR TENURE AND/OR PROMOTION REVIEW COLLEGE OF ARTS AND SCIENCES - DRAKE UNIVERSITY

The purpose of these “Guidelines for Preparing Credentials for Tenure and/or Promotion Review” is to create a format for the presentation of promotion and tenure cases: by the candidate to the Department, the Department Review Committee to the College Promotion and Tenure Committee, the College Promotion and Tenure Committee to the Dean, and the Dean to the Provost. The instructions refer to criteria of departments and the college for excellence in teaching, scholarship, and service.

I. Basic Organization of Document and Preparations

This document is designed to assist candidates in preparing the materials specified in 3.3.43 in a format that enables the Department and College Promotion and Tenure Committees, the Dean, and the Provost to review their record fully and fairly. The candidate is asked to prepare a dossier consistent with these guidelines.

A. Cover Sheet. A cover sheet should be included, containing the following information:

PROMOTION AND TENURE PORTFOLIO NARRATIVE SECTION

STATEMENT ON BEHALF OF:

NAME

DEPARTMENT

CHAIR

DATE PRESENTED TO DEPARTMENT

Department Review Committee

DATE FORWARDED TO THE DEAN

DATE FORWARDED TO THE PROVOST

B. The Candidate's Submissions

1. Narrative. To be completed by the faculty member – a self-reflective, concise yet thorough statement discussing her/his record and indicating plans for future development. The full narrative should not exceed 25 pages (single-spaced, 12 point font size, standard margins).

The candidate, working with the department chairperson or the chairperson's designate, is responsible for the preparation of the narrative. A tenured faculty member may assist the candidate in preparing an accurate and complete curriculum vitae and describing the candidate's accomplishments.

The areas of discussion for the narrative are:

- a. Description of teaching activities in relation to the criteria specified in Handbook Section 3.4.1 and Department statements.
 - i. Teaching Goals and Philosophy:
To the extent not covered in the course syllabi, candidate must describe his/her pedagogical practices as they are evidenced in his/her course assignments, exams, and classroom activities. Candidates will describe their teaching philosophy and goals, the evolution of their pedagogical practices, and will discuss how student learning is achieved. Within this context, a careful and rigorous examination of course assignments, exams, and classroom activities must be provided and must reference the materials presented in the appendix. Candidates should also discuss, as appropriate, student evaluations and the ways in which they have revised or rethought their courses accordingly. Reciprocal connections the candidate may see between his/her teaching and scholarship are appropriate to discuss in this section of the narrative.
 - ii. Courses Taught:
Candidates will compile, in easily readable format, the titles, dates, and number of credit hours for the courses taught during the years leading to the tenure and/or promotion review. (For promotion to full professor, materials from the previous 5 years will be sufficient). Materials submitted must include syllabi, representative handouts, assignments, and exams and should be keyed by letter and number to the letters and numbers specified in the narrative. Every iteration of every course need not be discussed unless such an iteration led to a significant revision of the course.
 - iii. Areas of Teaching Interest and Competence:
Candidates must identify areas of teaching interest and competence, and describe how one's courses reflect these interests and how (or whether) these interests have been shaped by teaching experience and/or curricular or programmatic needs.
 - iv. Mentoring:
Candidates must describe the ways in which they act as mentor, how that mentoring relates to teaching and/or scholarship or service, and how many students he/she has mentored. Candidates should provide any materials that give evidence of the quality of mentoring activities.

- v. Peer and Student Evaluations.
The candidate may choose to comment on peer observations in the narrative, if needed for clarification or explanation of what effects they have had on the candidate's teaching development. For student evaluations, the candidate should describe how evaluation forms were designed and by whom; and if desirable, a response to these evaluations, and indication of how they have contributed to the process by which the faculty member has continually improved her/his teaching.
- b. Description of scholarly/creative activities in relation to the criteria specified in Handbook Section 3.4.2 and Department statements.

In this portion of the narrative, candidates should highlight the key parts of their scholarly and creative record, indicating areas of growth and challenge, and describing the nature of their contributions to their field of inquiry. Such narratives may elaborate how the work fits with the institutional mission, as well as the stated goals of their departmental home, and the particular appointment of each candidate. The narrative may also emphasize the extent to which a candidate's scholarship informs and is informed by teaching and service.

- i. PUBLISHED SCHOLARLY WORK, PERFORMANCES, AND EXHIBITIONS:
If a candidate's work is exemplified by publications, they must be listed by the categories specified in Handbook Section 3.4.2, using the standard entry form of the candidate's discipline. Include items "in press," giving full publication information. If a candidate's work typically includes plays, concerts, music compositions, or art exhibitions, candidates must provide evidence of artistic achievement, such as reviews, selection in artistic competitions, purchase of work by museums, galleries, etc. In the case of collaborative work, candidates must describe their individual contribution.
- ii. SCHOLARLY OR CREATIVE WORKS IN PROGRESS AND/OR SOON TO BE PUBLISHED / EXHIBITED / PERFORMED:
Scholarly or creative works in progress/or soon to be published/exhibited/performed should be described and presented in the same format as above, with additional information about projected dates of submission, publication or performance.
- iii. ORAL PRESENTATIONS BEFORE PEER PROFESSIONAL GROUPS:
Candidates must list titles and dates of the presentations and the identity of the groups hearing them. Include copies of presentations as part of the appendix.
- iv. GRANTS, CONTRACTS, OR FELLOWSHIPS:
 - a. For grants awarded, candidates must list the purpose for each, relationship to the candidate's work, as well as the critiques of reviewers of review panels.
 - b. For grants applied for, candidates may list the purpose for each, relationship to the candidate's work, as well as the critiques of reviewers of review panels.
 - c. For prizes or other honors, the candidate must list the prize, title, or honor and the identity of the granting institution or organization.

- c. Description of service activities in relation to the criteria specified in Handbook Section 3.4.3 and Department statements.

Candidates are encouraged to offer an account of their service in their tenure narrative which speaks to any connections the candidate may see among their service activities and their scholarship and teaching, or to how they see their service as contributing to their professional development. All service activities should be listed by type, level, (e.g. college, department, professional), and dates. Candidates need not discuss every activity at length, but rather should comment on aspects of their service that they have found particularly rewarding and/or challenging. The list and narrative could include the following:

- i. Department committees, years served, and role (e.g., chair) on the committee; if necessary, describe the purpose and accomplishments of the committee.
 - ii. University, division, school, or college committees, years served, and role (e.g., chair) on the committee; if necessary, describe the purpose and accomplishments of the committee.
 - iii. Advising activities and approach. Issues that might be addressed in describing advising include discussion of approximate number of advisees and contacts with each advisee per year and the general philosophy that guides advising activities. Submit any materials in the appendix which provide evidence about the overall quality of advising activities. If advising is not part of a candidate's responsibilities, so state.
 - iv. Other departmental, college, or university responsibilities that constitute service.
 - v. Contributions to scholarly or professional organizations. These contributions may include holding office, serving on a committee, reviewing manuscripts, and so on.
 - vi. Community service directly related to one's area of professional or academic area of expertise.
2. Documentation appendix. With the narrative/statement, the candidate must submit the attachments providing evidence as called for in Handbook Section 3.3.43.

C. Department Review Committee Evaluation and Recommendation.

1. Evaluation. The judgments by one's professional colleagues are crucial to the review process. The purpose of the Departmental Review Committee's evaluation and recommendation is to document the collective judgment of peers most familiar with the candidate's teaching, scholarship, and service. Toward this end it is important that the evaluative statements be

supported by appended documentation solicited from the candidate and data gathered independently by the department.

In those cases where the candidate's work involves interdisciplinary programs, evaluations from the program director or faculty are to be obtained.

The Department Review Committee should consider and address the following in its evaluation:

- a. Evaluation of teaching in relation to the criteria specified in Handbook Section 3.4.1 and Department statements.
 1. How have the candidate's teaching interests and competence fit into the programs of the department/ division, college/school, and university?
 2. Which criteria among those listed in 3.4.1 and in the department's statement were given the greatest emphasis in the evaluation of teaching?
 3. What processes were used and what data were gathered to assess teaching effectiveness?
 4. How was peer evaluation of teaching carried out? Who did the observations and what was the nature of the visits (e.g., the number of visits, the courses observed)?
 5. Cite special activities if any, undertaken by the candidate to provide effective mentoring and to contribute to the department/division through mentoring. The department should provide and comment on any evidence of the quality of the mentoring activities of the candidate.
 6. What is the committee's evaluation of effectiveness of the candidate's teaching? Cite the candidate's strengths and weaknesses.

- b. Evaluation of scholarship/creative activities in relation to the criteria specified in Handbook Section 3.4.2 and Department statements.
 1. Consider and describe which of the works represent important contributions.
 2. Where available, summarize or quote from reviewers' opinions.
 3. Comment on the quality of creative work, such as concerts, compositions, exhibitions, or personal performances.
 4. Evaluate and comment on the Outside Letters of Evaluation, obtained consistent with Handbook Section 3.3.41.

- c. Evaluation of service in relation to the criteria specified in Handbook Section 3.4.3 and Department statements. Evaluation of the candidate's service can contain reference to:
 1. A candidate's contributions to the department/division through committee work, advising, and other capacities;
 2. A candidate's contributions to the university and school or college;
 3. A candidate's contributions to scholarly and professional organizations.
 4. Evaluation of the candidate's advising, including:
 1. A candidate's efforts to become knowledgeable about curricular and other advising issues and procedures;

2. A candidate's willingness to participate fully in providing for advising needs in the program;
 3. Any special activities undertaken by the candidate to provide effective advising; candidate's contributions to the department/division through advising.
- d. Recommendation. Following the evaluation, the Departmental Review Committee shall prepare a recommendation form for submission to the Dean.
2. Appendix. The Department Review Committee shall compile all documentation it obtained and/or considered as a part of its review for submission to the College Promotion and Tenure Committee. If the recommendation is negative, the Department Review Committee's appendix must also include a detailed account of its proceedings, including a tally of the vote, and a statement of its reasons for the negative decision, consistent with Handbook Section 3.3.41.
- D. Forms**. The Department Review Committee(s), College Promotion and Tenure Committee, and Dean may, but are not required, to use the forms set forth below.

FORM 1: DEPARTMENT REVIEW COMMITTEE RECOMMENDATION

Provide your narrative assessment of the candidate’s performance and recommendation.

Voting members of the department promotion and tenure committee should sign below, indicating that they have read the complete contents of the “Statement” and have voted or abstained in the recommendation. List any non-voting members of the committee.

The Department Review Committee recommends that:

(first) (middle) (last name)

- be granted tenure
- be promoted to the rank of _____
- be retained in present rank
- be given a terminal appointment.

Signed: _____
Committee Chairperson

Committee Members

Date: _____

Form 2 - RECOMMENDATION OF THE COLLEGE PROMOTION AND TENURE COMMITTEE

Provide a statement of reasons for the Committee's recommendation, complete the following statement, and sign below.

The College of Arts and Sciences Promotion and Tenure Committee recommends that

(first) (middle) (last name)

be granted tenure

be promoted to the rank of _____

be retained in present rank

be given a terminal appointment.

Signed: _____

Committee Chairperson

Committee members

Date: _____

FORM 3 - RECOMMENDATION AND SIGNATURE OF THE COLLEGE DEAN

Provide your narrative assessment of the candidate's performance and your recommendation.

I recommend that

(first) (middle) (last name)

be granted tenure

be promoted to the rank of _____

be retained in present rank

be given a terminal appointment.

Signed: _____

Dean

Date: _____