# Part One - Introductory Documents

## 1. Review form for promotion (signature sheet)

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Add the signature sheet in the space directly below, then delete this comment. If relevant, enter To Be Added Later.

## 2. Letter from college dean or executive dean of regional campus

[Table of Contents](#Table_of_Contents)

Add letter regarding merit of the P&T proposal in the space directly below, then delete this comment.. If relevant, enter To Be Added Later.

## 3. Recommendation of the Chair/Director

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The Chair/Director should provide a complete and incisive letter evaluating the candidate’s professional progress and prospects. Standards of teaching and service should

be clearly articulated. Indicate how the candidate fulfills the promotion criteria of both

the department and the college. Note any department-wide votes, indicating pro, con, and

abstention numbers. If relevant, enter To Be Added Later.

## 4. Recommendation of the department/program promotion committee

[Table of Contents](#Table_of_Contents)

Provide a copy of the letter of recommendation of the department’s/program’s promotion committee. This letter should indicate the committee vote. Normally, the chair of the committee should sign this letter. If relevant, enter To Be Added Later.

## 5. Chair's/Director’s annual evaluation letters

[Table of Contents](#Table_of_Contents)

Add any promotion progress letters in the space directly below. If relevant, enter To Be Added Later.

## 6. Copy of the faculty member's Group II offer/appointment letter

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Add the most recent letter if it was ever modified, in the space directly below. If relevant, enter To Be Added Later.

# 

# Part Two - Promotion Summary Documents

## 1. Table of Contents

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[3. Recommendation of the Chair/Director](#_Toc480359006)

[4. Recommendation of the department/program promotion committee](#_Toc480359007)

[5. Chair's/Director’s annual evaluation letters](#_Toc480359008)

[6. Copy of the faculty member's Group II offer/appointment letter](#_Toc480359009)

[Part Two - Promotion Summary Documents](#_Toc480359010)

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[2. Academic Preparation](#_Toc480359012)

[3. Professional Experience](#_Toc480359013)

[4. Teaching and Advising](#_Toc480359014)

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## 2. Academic Preparation

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List institutions, dates of study, and degrees awarded. Also list post- doctoral awards, residencies, and other post-graduate study, whether leading to a degree or not. If relevant, enter To Be Added Later.

## 3. Professional Experience

[Table of Contents](#Table_of_Contents)

Note teaching positions and/or other professional experience (in reverse chronological order beginning with most recent); specify dates. Indicate date of last promotion, if applicable.

## 4. Teaching and Advising

### a. Teaching Load

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In a table, list the courses you have taught, term-by-term, for the past five years. Provide course numbers, titles, enrollments, and assistance (teaching assistants, readers, etc.). Keep directed readings courses separate from Honors tutorials. Note any changes in your teaching assignment since your initial appointment. Add your own table in the space between these comments, and then delete the comments.

Your content will look like the example below. You can copy / paste the example into the space above and replace the entries with your own information. Delete the example table when you are finished.

| Term and Year | Course | Enrollment |
| --- | --- | --- |
| Fall 2008-2009 | ENG 153: Writing Read: Special Topics | 19 |
| ENG 308J: Writing & Rhetoric II | 19 |
| Winter 2009 | ENG 151: Writing & Rhetoric I | 18 |
| ENG 308J: Writing & Rhetoric II | 16 |
| Spring 2009 | ENG 153: Writing Read: Special Topics | 20 |
| ENG 308J: Writing & Rhetoric II | 20 |
| Fall 2009-2010 | ENG 151: Writing & Rhetoric I | 19 |
| ENG 308J: Writing & Rhetoric II | 20 |
| Winter 2010 | ENG 151: Writing & Rhetoric I | 20 |
| ENG 308J: Writing & Rhetoric II | 20 |
| Spring 2010 | ENG 151: Writing & Rhetoric I | 20 |
| ENG 308J: Writing & Rhetoric II | 20 |
| Summer 2010 | ENG 308J: Writing & Rhetoric II Online | 19 |
| Fall 2010-2011 | ENG 151: Writing & Rhetoric I | 20 |
| ENG 308J: Writing & Rhetoric II | 18 |
| Winter 2011 | ENG 151: Writing & Rhetoric I | 19 |
| ENG 308J: Writing & Rhetoric II | 19 |
| Spring 2011 | ENG 151: Writing & Rhetoric I | 20 |
| ENG 308J: Writing & Rhetoric II | 16 |
| Fall 2011-2012 | ENG 308J: Writing and Rhetoric II Online | 17 |
| ENG 308J: Writing and Rhetoric II Online | 19 |
| Winter 2012 | ENG 151: Writing and Rhetoric I | 20 |
| ENG 308J: Writing and Rhetoric II | 18 |
| Spring 2012 | ENG 151: Writing and Rhetoric I | 20 |
| ENG 308J: Writing and Rhetoric II Online | 19 |
| Fall 2012-2013 | ENG 1510: Writing and Rhetoric I | 20 |
| ENG 1510: Writing and Rhetoric I | 20 |
| Spring 2013 | ENG 1510: Writing and Rhetoric I | 19 |
| ENG 3080J: Writing and Rhetoric II Online | 19 |
| Fall 2013-2014 | ENG 3080J: Writing and Rhetoric II Online | 22 |
| ENG 3080J: Writing and Rhetoric II Online | 22 |
| ENG 3080J: Writing and Rhetoric II (RN to BSN) | 18 |
| Spring 2014 | ENG 3080J: Writing and Rhetoric II Online | 22 |
| ENG 3080J: Writing and Rhetoric II Online | 22 |
| ENG 3080J: Writing and Rhetoric II (RN to BSN) | 22 |

### 

### b. Teaching Effectiveness

Evidence of course organization, presentation, and requirements.

#### i. Table of overall instructor ratings

[Table of Contents](#Table_of_Contents)

Summarize in a table the overall instructor rating (Question 7 or 13 of the CAS form, or, the Global Index as provided by Class Climate Survey System) for each course taught during the past 5 years. Please provide the scale used and indicate the low/high value. You are strongly encouraged to present the data in tabular form using the model provided below. Provide any explanations you deem necessary for your numerical evaluations. Please provide copies of all the actual written student comments for one of your courses in an appendix. You may also provide copies of the comments for other courses in the appendix. It is not necessary to provide comments for all classes. If possible, include a comparison with average student evaluations for all instructors of similar courses in the department. Add your own table in the space between these comments, and then delete the comments.

Your content will look like the example below (a Model for Data Presentation of Evidence of Effectiveness). You can copy / paste the example into the space above and replace the entries with your own information. Delete the example table when you are finished.

| Course | Term | Overall  Instructor  Rating  Mean | Mean for  Same or Similar  Courses (all other  instructors) | Number of Courses  Used for Calculating  Mean |
| --- | --- | --- | --- | --- |
| OUST 1000 | Spring 2012-13 | 4.55 | 4.19 | 6 |
| OUST 4/5230 | Spring 2012-13 | 4.82 | 4.02 | 8 |
| OUST 2970T | Fall 2012-13 | NA | NA | NA |
| OUST 2220 | Fall 2012-13 | 4.63 | 4.09 | 13 |
| OUST 153 | Summer 2011-12 | 4.76 | 4.15 | 3 |
| OUST 3/533 | Spring 2011-12 | 4.80 | 4.53 | 2 |
| OUST 201 | Spring 2011-12 | 4.17 | 4.45 | 12 |
| OUST 688 | Winter 2011-12 | 4.85 | 4.21 | 4 |
| OUST 4/547 | Winter 2011-12 | 4.71 | 4.35 | 6 |
| OUST 201 | Fall 2011-12 | 4.69 | 3.71 | 7 |
| OUST 110 | Fall 2011-12 | 4.68 | 4.12 | 10 |
| OUST 599 | Summer 2010-11 | NA | NA | NA |
| OUST 153 | Spring 2010-11 | 4.74 | 3.72 | 7 |
| OUST 201 | Spring 2010-11 | 4.67 | 4.77 | 15 |
| OUST 3/533 | Winter 2010-11 | 4.78 | 4.56 | 2 |
| OUST 688 | Winter 2010-11 | 4.66 | 4.13 | 5 |
| OUST 201 | Fall 2010-11 | 4.21 | 4.00 | 12 |
| OUST 101 | Fall 2010-11 | 4.15 | 3.85 | 10 |
| OUST 234 | Spring 2009-10 | 4.48 | 4.14 | 9 |
| OUST 233 | Spring 2009-10 | 4.56 | 4.01 | 3 |
| OUST 3/533 | Winter 2009-10 | 4.50 | 4.50 | 1 |
| OUST 4/547 | Winter 2009-10 | 4.59 | 4.00 | 6 |
| OUST 110 | Fall 2009-10 | 4.52 | 4.18 | 11 |
| OUST 101 | Fall 2009-10 | 3.99 | 4.22 | 9 |
| OUST 153 | Summer 2009-10 | 4.44 | 4.55 | 2 |
| OUST 3/533 | Spring 2008-09 | 4.30 | 3.68 | 3 |
| OUST 153 | Spring 2008-09 | 4.63 | 4.27 | 8 |
| OUST 298T | Winter 2008-09 | NA | NA | NA |
| OUST 4/547 | Winter 2008-09 | 4.53 | 4.55 | 5 |
| OUST 110 | Fall 2008-09 | 4.20 | 4.35 | 9 |
| OUST 101 | Fall 2008-09 | 4.00 | 4.19 | 10 |
| Scale is 1.00 (Low) to 5.00 (High) | | | | |

#### iii. Teaching awards and recognition

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Add your content directly in the space directly below, then when you are finished, delete this comment. If you have no content, say Not Applicable.

#### iv. Selection for teaching in special programs

[Table of Contents](#Table_of_Contents)

Special programs could include Themes, Scholars Program, etc. Add your content directly in the space directly below, then when you are finished, delete this comment.

#### v. Peer evaluation letters

[Table of Contents](#Table_of_Contents)

At least two (no more than three) internal letters must be provided in this section from faculty within the candidate’s department/program who have conducted some form of comprehensive teaching peer review and can adequately speak to the candidate’s expertise in this area. Note: These reviews should include, at a minimum: at least one classroom visit and systematic review of course materials (including but not limited to website or BB page, sample syllabi, handouts, examinations, corrected student papers) and course evaluations from students. Add your content directly in the space directly below, then when you are finished, delete this comment.

### 

### c. Interdisciplinary Teaching

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— List of interdisciplinary activities related to teaching (if relevant). Add your content directly in the space directly below, then when you are finished, delete this comment. If you have no content, say Not Applicable.

### 

### d. Advising and Supervision

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Indicate the number of students you regularly advise. Detail any significant experiences supervising laboratory and field work, directing independent study and undergraduate research experiences, working with Honors Tutorial students, participating in Education Abroad programs, participating in summer programs involving students, and mentoring students. Detail any noteworthy experiences offering students personal counseling or assisting in Student Affairs activities. Add your content directly in the space directly below, then when you are finished, delete this comment.

## 5. Professional Associations

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Add your content directly in the space directly below, then when you are finished, delete this comment.

## 6. Committees and Service

### a. Department

[Table of Contents](#Table_of_Contents)

Add your content directly in the space directly below, then when you are finished, delete this comment.

### b. College

[Table of Contents](#Table_of_Contents)

Add your content directly in the space directly below, then when you are finished, delete this comment.

### c. University

[Table of Contents](#Table_of_Contents)

Add your content directly in the space directly below, then when you are finished, delete this comment.

### d. Professional

[Table of Contents](#Table_of_Contents)

Add your content directly in the space directly below, then when you are finished, delete this comment.

### e. Community

[Table of Contents](#Table_of_Contents)

Add your content directly in the space directly below, then when you are finished, delete this comment.

## 7. Interdisciplinary Contributions (other than teaching)

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These should be contributions other than teaching. Add your content directly in the space directly below, then when you are finished, delete this comment.

## 8. Other Factors

[Table of Contents](#Table_of_Contents)

Add your content directly in the space directly below, then when you are finished, delete this comment.

# Section Three – Internal Review

## 1. Curriculum Vitae

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Add a current, comprehensive CV directly in the space directly below. If it is a PDF, convert it first to a Word document (see the Method instructions). When you are finished, delete this comment.

## 2. Department/School/Campus promotion guidelines

[Table of Contents](#Table_of_Contents)

Add your content directly in the space directly below, then when you are finished, delete this comment. These must be in Word format (see the Method instructions).

## 3. College/RHE promotion guidelines

[Table of Contents](#Table_of_Contents)

Add your content directly in the space directly below, then when you are finished, delete this comment. These must be in Word format (see the Method instructions).

# Section Four – Additional CAS Core Documents

## 1. Statement on Teaching

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Provide a reflective statement (no more than 2-3 pages) describing your goals for student learning, methods you use to help you achieve your student learning goals, and how you know your goals are being met (what sort of assessment tools do you use, and why?). Add your content directly in the space directly below, then when you are finished, delete this comment.

.

## 2. Professional Development

### a. Participation in events

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List participation in teaching or advising-related programs, conferences, workshops, courses, or seminars in reverse chronological order, including the date, location, and sponsoring organization. Add your content directly in the space directly below, then when you are finished, delete this comment.

### b. Other activities

[Table of Contents](#Table_of_Contents)

List any other professional development activities related to your faculty position. Add your content directly in the space directly below, then when you are finished, delete this comment.

## 3. Additional Evidence of Teaching Effectiveness

[Table of Contents](#Table_of_Contents)

Provide a table of contents listing the selected additional evidence of teaching effectiveness, including a brief statement (1-3 sentences) for each item addressing why the particular document was selected.

* Sample syllabi, handouts, examinations, corrected student papers. (NOTE: Any student work provided in your dossier must either have the expressed written consent of the student or have their name/ID redacted from the document). One or two examples, perhaps one undergraduate course and one graduate course, are sufficient.
* Statements detailing assessments of teaching materials and preparation of students for higher-level courses.
* Unsolicited testimonial letters from colleagues. (No more than five. Place others in an appendix.)
* Statements detailing the careers of eminent advisees and graduates.
* Any other appropriate evidence of effective teaching and mentoring.

If you have kept a teaching portfolio, include those materials in an appendix. Add your content directly in the space directly below, then when you are finished, delete this comment.

# 

# Section Five – Ancillary Materials

Include all additional materials that you feel relevant to your case for promotion in this section. This may include PDFs of articles, a large external grant currently pending, student or colleague testimonials, teaching portfolios, etc. If the material is lengthy, consider using a link to an external source instead of including all the content here.

## Table of Appendices

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Add a TITLE and a brief description in the line following. Enter “Not Applicable” if this appendix is not needed, then delete this comment. Don’t delete the whole entry.

[Appendix 2](#Appendix_2)

Add a TITLE and a brief description in the line following. Enter “Not Applicable” if this appendix is not needed, then delete this comment. Don’t delete the whole entry.

[Appendix 3](#Appendix_3)

Add a TITLE and a brief description in the line following. Enter “Not Applicable” if this appendix is not needed, then delete this comment. Don’t delete the whole entry.

[Appendix 4](#Appendix_4)

Add a TITLE and a brief description in the line following. Enter “Not Applicable” if this appendix is not needed, then delete this comment. Don’t delete the whole entry.

[Appendix 5](#Appendix_5)

Add a TITLE and a brief description in the line following. Enter “Not Applicable” if this appendix is not needed, then delete this comment. Don’t delete the whole entry.

### Appendix 1

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Add a TITLE and a brief description in the line following. Enter “Not Applicable” if this appendix is not needed, then delete this comment. Don’t delete the whole entry.

Add your content directly in the space directly below, then when you are finished, delete this comment.

### Appendix 2

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Add a TITLE and a brief description in the line following. Enter “Not Applicable” if this appendix is not needed, then delete this comment. Don’t delete the whole entry.

Add your content directly in the space directly below, then when you are finished, delete this comment.

### Appendix 3

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Add a TITLE and a brief description in the line following. Enter “Not Applicable” if this appendix is not needed, then delete this comment. Don’t delete the whole entry.

Add your content directly in the space directly below, then when you are finished, delete this comment.

### Appendix 4

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Add a TITLE and a brief description in the line following. Enter “Not Applicable” if this appendix is not needed, then delete this comment. Don’t delete the whole entry.

Add your content directly in the space directly below, then when you are finished, delete this comment.

### Appendix 5

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Add a TITLE and a brief description in the line following. Enter “Not Applicable” if this appendix is not needed, then delete this comment. Don’t delete the whole entry.

Add your content directly in the space directly below, then when you are finished, delete this comment.