

DEPARTMENT OF EARTH AND ENVIRONMENTAL SYSTEMS

Procedures, Principles, and Criteria for the Review of Faculty Promotion, and Tenure, and for Expected Faculty Accomplishments

I. Composition, Duties, and Procedures of the Faculty Affairs Committee

1. The department Chair in combination with all tenured and tenure-track faculty annually will appoint and elect a Faculty Affairs Committee consisting of five members (including at least one Geographer, a Geologist, and an Anthropologist), four of whom should be tenured, and one alternate, who also should be tenured. Members will serve for two years with their appointment commencing on May 1. Terms will be staggered so that either two or three members retire each year. In the second week of April of each year, there will be an election by secret ballot to replace the two, or three, retiring members. The department Chair and faculty will each appoint/elect one member in years in which two members retire. In other years the majority of members will be elected by the faculty, and the department Chair will appoint the remaining member. When making appointments, the Chair will give due regard to the composition and balance of the committee.
 - a. All tenured and tenure-track EES faculty with full-time University appointments are eligible to vote
 - b. All tenured and tenure-track EES faculty with full-time University appointments will be eligible to be candidates for election or appointment by the department Chair, with the exception of those faculty: *i*) whose term on the Faculty Affairs Committee has not expired; *ii*) who are candidates for reappointment, promotion or tenure, in the election year, unless special circumstances require; *iii*) who will be on leave for all or part of the next academic year; or *iv*) who hold the office of department Chair.
 - c. The first-qualified runner-up, in order of votes received, will serve as the alternate. Runners-up in the election may also be called upon, in order of votes received, should it be necessary to permanently replace a committee member between elections. The Chair will nominate the alternate/replacement member if none of the runners-up are qualified or willing to serve in this capacity. In either case, the committee's composition of five members (four tenured, one non-tenured, and one tenured alternate) will be preserved.
 - d. The department's Administrative Assistant will be responsible for conducting the election. The department Chair will adjudicate if the vote is tied, and may make an appointment if an insufficient number of candidates present themselves for election.

- e. The Faculty Affairs Committee will meet annually, no later than five working days after May 1, to choose its own chair. Wherever possible the committee chair shall be a second-year member (and tenured.) The committee chair will be responsible for promptly reporting all recommendations and other actions of the Faculty Affairs Committee to the department Chair and faculty.
 - f. Untenured members of the Faculty Affairs Committee may participate in all the normal work of the committee except deliberations and balloting related to promotion and tenure. Untenured members will be replaced by alternate tenured faculty for this portion of the committee's work.
2. The Faculty Affairs Committee shall review the Department's procedures, principles, and criteria annually, and recommend any alterations to the department Chair and faculty.
 3. The committee chair shall be responsible for ensuring that all amendments to the Department's procedures, principles, and criteria that have been voted on and adopted by the faculty are incorporated in the living document in a timely manner, and the date of amendment recorded.
 4. The evaluation process for reappointment, promotion and tenure will be appropriate to an academic community, and will display due regard for evidence. Prejudgment and personal bias should play no part in these proceedings. The academic freedom of all persons concerned will be respected. Confidentiality will be strictly maintained in accordance with rules and procedures laid down by the University.
 5. Candidates should assume the responsibility of providing such material as they deem necessary to address the criteria for evaluating faculty performance (Section III), including student and peer teaching evaluations. These requirements shall apply equally in the case of candidates for promotion and for tenure. The requirements for reappointment are somewhat different (Paragraph 9).
 6. At the candidate's request, the committee is available to discuss the procedures, options, and methods of preparing and presenting materials, however, the departmental guidelines should be adhered to in all cases (Appendix I)¹. If requested by the candidate, the department Chair may also be involved. It is the responsibility of the candidate to anticipate any delays that may be encountered when soliciting letters of recommendation, and to ensure that their nominated referees are willing to provide such letters (Paragraph

¹Faculty should also refer to the College of Arts and Sciences Guidelines for Academic Tenure and Promotion, the University Faculty Appointment, Promotion, and Tenure Policies and University Handbook.

- 8). Candidates for promotion, tenure, or reappointment should submit their applications and materials to the Faculty Affairs Committee 25 working days before the deadline set by the College of Arts and Sciences. The chairperson of the Faculty Affairs Committee will inform candidates of these deadlines as soon as they become known.
7. It is the primary responsibility of the faculty member under consideration to build his/her own case for the proposed review and, if necessary, to demonstrate empirically that he/she has meaningfully addressed all concerns that might be raised at any level of the evaluation process. A well-prepared application facilitates effective communication between the applicant and the reviewers, and it may be the decision of the Faculty Affairs Committee to refer the materials back to the candidate for supplementation or reworking, if the committee decides that there is insufficient or unnecessary documentation, or if the application does not present the candidate in the best possible light. Faculty members lacking a strong record of accomplishment and/or who are unwilling to submit a coherent, focused application should not apply for tenure or promotion. A candidate for tenure/promotion who terminates the review process at the department level may later apply for tenure/promotion without prejudice. In deciding whether to terminate or move forward with an application, a candidate should be mindful of the fact that, ordinarily, he/she must be reviewed favorably at all levels (Department, College and University) of evaluation.
8. The committee will solicit letters of recommendation only if the candidate requests them to do so. If requested to do so, the committee will obtain letters of recommendation from up to three people outside the department. Two letters will be obtained from a list of five referees provided by the candidate. The remaining letter of recommendation will be obtained from a person, in the candidate's field of expertise, nominated by the committee in consultation with the department Chair. Candidates are encouraged to make the names of persons they do not wish to be contacted known to the committee. The committee will treat all letters of recommendation and any supporting materials in strict confidence. When reading a letter of recommendation, the committee will bear in mind that its primary purpose is to augment the materials provided by a candidate, by heightening a committee's appreciation of their contributions to academic life and the quality of their teaching and research. Information that is not appropriate to an academic community may be disregarded (Paragraph 4). To facilitate the work of the committee, the candidate should provide the committee with three copies of their *curriculum vitae* and all significant publications. These materials will accompany the request for a letter of recommendation when it is sent by the committee chair.
9. In the case of candidates for reappointment, the committee expects that, in their first year, candidates will demonstrate that an effective level of teaching has been achieved in the

classes they have been assigned, and candidates are encouraged to have students evaluate all their classes on a regular basis. In the second year, the committee additionally expects a candidate to present substantive evidence of research activity. In subsequent years, candidates for reappointment are expected to conform with the departmental guidelines for performance and to demonstrate a continuing record of effective teaching and active involvement in research (Section III). Candidates for reappointment (and eventually tenure) are expected to address directly any concerns raised in previous evaluations.

10. If a candidate for reappointment, promotion or tenure holds a joint appointment with another department or unit, the Faculty Affairs Committee shall assess whether the candidate's performance (be it teaching; and advising, research, or service) is consonant with the proportion of time assigned for each task and the resources at the individual's disposal. The evaluation of services performed for another department or unit shall be the primary responsibility of that body.
11. The committee will discuss each case, using all the evidence accumulated, and in regard to the established principles and criteria. The committee chair will call for a secret ballot at the conclusion of the discussion. Where the ballot reveals a division of opinion, the majority and minority positions will be clarified. In cases where differences cannot be resolved in the course of this process, committee members may be nominated to write minority reports, which will be included with the materials forwarded to the department Chair.
12. The committee chair will give candidates the opportunity to read the report on their own case before it is forwarded to the department Chair. After this review, the candidate may exercise the option to meet with the full committee. Such a request must be made within five days of receiving the committee's report. The department Chair may be present if requested by the candidate, or by the committee. The candidate may respond to the committee's statement(s) and points of concern will be discussed. As a result of this discussion, the committee may amend its report. A candidate may convey his/her concerns about any outstanding areas of disagreement, in writing, to the department Chair.
13. The committee Chair will forward the final report(s) produced in each case to the department Chair. After a candidate's evaluation has been completed by the department it is shared with the faculty member, who should sign the evaluation to indicate receipt. The candidate has five working days after receiving the form to cite in writing to the departmental chairperson any areas of disagreement prior to the evaluations being forwarded to the Dean's Office for action.

14. Materials assembled by the committee will be handled in the following ways:
 - a. Materials submitted by the candidate shall be passed on to the department Chair (and will eventually be returned to the candidate).
 - b. Confidential materials supplied by referees outside the department will be incorporated with the materials submitted by the candidate and passed on to the department Chair. These materials will not be revealed to the candidate.
 - c. A copy of any non-confidential materials generated by the committee shall be submitted to the department Chair for reference by future committees.
15. It is recognized that the concerns and requirements of the department, and those of the administering agencies within the University and the State, do not necessarily always coincide. Where a divergence develops, the first obligations of the committee are to the fair treatment of its faculty and the well-being of the department.

II. Principles of Academic Performance

16. Promotion and the granting of tenure to faculty are to be regarded as normal occurrences in an academic career. Promotion is judged primarily on performance and accomplishment; reappointment and tenure may also be affected by potential. Recommendations for tenure and promotion (as well as reappointment) are based on the candidate's documented achievement in *i)* teaching; *ii)* scholarly and/or creative work appropriate to his/her discipline; *iii)* service to the University and community or the profession²; and *iv)* any additional areas stipulated at the time of the candidate's appointment. To receive a positive recommendation for tenure and/or promotion, a candidate must ordinarily demonstrate *satisfactory* performance in all categories (Section III). Additionally, the College Promotion and tenure guidelines state that: "The award of tenure may also be contingent upon the mission and need of the department at the time the tenure decision is made, as stated in the "AAUP Policy Documents and Reports". For example, recent or pending changes in program emphasis, or significant enrollment declines, or changes in teaching areas of a discipline may obviate the need to grant an otherwise qualified faculty member tenure. Whenever a department or the University anticipates such changes, it is obliged to inform potentially affected faculty of contingencies that might affect their being tenured, including the wisdom of their exploring retraining opportunities within disciplines in transition."

²Throughout this document, the term *community service* has a specific meaning -- namely, a faculty member's providing discipline-related expertise in service to an external agency, company, or non-profit organization.

17. In general terms, it is expected that non-tenured faculty members will be most concerned with developing their personal talents for teaching and research, and play an active role in the department. Tenured faculty will be expected to maintain the levels of teaching and service required by the department and to continue to enhance their research and publication record. However, the levels of accumulated accomplishment necessary for promotion at the different ranks will vary.
 - a. Full Professors, for example, are expected to have achieved and to have maintained authority in their chosen field(s) of specialization. Thus, candidates for Full Professor must demonstrate the maturity of their teaching, that they have achieved national (and perhaps international) recognition in their discipline, and maintained a pattern of active, significant service over time.
 - b. Associate Professors are expected to have made significant contributions in their field of specialization and should exhibit the potential for achieving national or international recognition.
 - c. Assistant Professors should be most concerned with developing their personal talents for teaching and research.
18. The University expects that faculty devote a substantial portion of their time to teaching, and mentoring students. In addition, faculty should provide students with opportunities for experiential learning in the classroom or research, as appropriate. A faculty member must demonstrate competence in these fields, since the well-being of students and the reputation of the department within the University is, in large part, dependent on them. Advising both undergraduate and graduate students is also recognized as an essential and important responsibility for faculty. Commensurate with the University's role as a comprehensive institution and the graduate courses offered by the department, it is expected that faculty will be actively engaged in research and publish their findings on a regular basis. The efficient functioning of the department, college, university and many professional and discipline organizations is dependent on faculty service. It is expected that faculty will perform service to the institution and to external organizations at various levels. Service to the college, university, or professional organizations should be commensurate with the ability of an individual, their commitments to teaching and research, and their normal departmental duties. Service activities cannot function as a substitute of effective teaching and research output.
19. All faculty members are expected to subscribe to the concept of the University as an intellectual community. Implied in an acceptance of this principle are such features as the

possession of and regard for superior intellectual attainment, a willing subscription to accepted academic ethics, and devotion to a continuing and genuine pursuit of knowledge and personal intellectual development, and the preservation of academic freedom and integrity. Likewise, the attainment and maintenance of a *satisfactory* level of performance ought not to be understood as a standard that accepts mediocrity. Rather, a *satisfactory* performance is indicative that a faculty member's performance has met a high standard, as understood in the faculty member's field of expertise and within the university community.

20. In all review processes (whether for reappointment, tenure, and/or promotion), allowance will be made for individual choice, talent, specialization, and departmental agendas. The performance of a faculty member under review will be considered from the standpoint of the candidate's contributions to general departmental effectiveness, up to the levels of teaching and service required by the department, as well as their research record. Where other considerations must be taken into account deficiencies must be of sufficient magnitude to materially impair the effectiveness and functioning of the department (Paragraph 4).

III. Criteria for Evaluating Academic Performance

21. Teaching --- general expectations regardless of rank and tenure
 - a. Teaching should demonstrate continued evidence of growth in mastery of the subject, for example, as evidenced by course development. At appropriate times each year, faculty will be urged to initiate a peer teaching evaluation (the results of which should be communicated to the faculty member concerned in a memorandum) and some form of student evaluation of their courses. In the latter case, it is considered in the candidate's best interests to: *i*) hold such evaluations; and *ii*) to use standard, campus-wide techniques.
 - b. A faculty member's teaching performance occupies a special place in any recommendation for reappointment, promotion and tenure. Whatever its other qualities, individual teaching performance must exhibit superior intellectual attainment if it is to be the basis for positive recommendations. The committee will take into account that there are many types and styles of teaching, and that even within a single discipline special pedagogical problems and opportunities for different approaches will occur in different specialties. Instructors will be expected to adopt goals and methods that reflect their particular interests. It is essential that the committee take into account the objectives of the faculty member in question, as well as the more obvious features of his/her performance. Suggested guidelines for conducting peer review are provided in Appendix II.

22. Advising --- general expectations regardless of rank and tenure
- a. The evaluation of a candidate's advisory duties involves a more subtle appraisal than that for teaching, and it will be weighted accordingly. Advising tends by its very nature to be less structured and more open-ended, and often relates not so much to what is known at the time, but to what a student would like to know, or to what a student knows but does not fully comprehend. Thus, a graduate adviser is expected to be familiar with, and appraise for the student, a vast range of bibliographic and other reference sources. Undergraduate advisors are expected to be conversant with the University's general academic requirements and policies, and with the department's curricula.
 - b. All faculty who are involved in advising and teaching graduate students and chair thesis/dissertation committees must be eligible for graduate faculty membership as per the College of Graduate and Professional Studies policy.
23. Research and Publication --- general expectations regardless of rank and tenure
- a. The department expects each faculty member to demonstrate a continued commitment to independent research, the results of which should be communicated regularly to faculty colleagues and to outside audiences in ways that are appropriate to the research and the discipline. Recognized methods of communication may include published articles (research papers and book chapters) and books, working papers, monographs, research proposals and contracts, and grant applications, maps, computer programs, and presentations at colloquia, as well as special lectures, and participation in regional, national, or international meetings.
 - b. As a member of the university and of a reputable graduate department, a faculty member in the professional ranks is expected to develop new knowledge and to disseminate it in the form of published research. All scholarly work (*e.g.*, research papers, book chapters, and books) with an ISU affiliation will count towards Promotion and Tenure.
 - c. Books and monographs are recognized to be an especial form of publication that may involve protracted effort, and either serve to disseminate research findings and/or facilitate teaching. Success in publishing a book may be presented as evidence of effective performance, but it is often difficult to evaluate the quality or success of this form of publication on a timescale that is relevant to the

committee's functions. Candidates are encouraged to briefly explain the relevance of the publication to their teaching and research goals and, if appropriate, to the aims and objectives of the department's teaching and research agendas. Consideration may also be given to the reputation of the publisher.

- d. The department is, in part, dependent on extramural funding to advance its research agenda. Thus, the acquisition of extramural funds, in the form of a grant or contract, is an important achievement, and success in securing extramural monies in support of the department's mission or an individual's research agenda may be presented as evidence of effective performance.
- e. The actual date of publication or of an award will be used to determine research activity, and the fair evaluation of academic performance requires that no award or publication be counted more than once.

24. Service --- general expectations regardless of rank and tenure

The department expects its faculty to contribute to the administration of the department through active participation in the work of its committees. Each faculty member should belong to at least one, and usually no more than two departmental (excluding sub-discipline) committees. In addition, the department welcomes the participation of its faculty in the work of other committees at the College and University level, as well as in the profession at large, and in the local community. Although it is recognized that service is an important activity, it will not be weighted equivalent to teaching and research.

25. Criteria for Tenure, and Promotion to Full Professor

As outlined in Paragraphs 16 and 17, recommendations for tenure and promotion (as well as reappointment) are based on the candidate's documented achievement in *i*) teaching; *ii*) scholarly and/or creative work appropriate to his/her discipline; *iii*) service to the University and profession; and *iv*) any additional areas stipulated at the time of the candidate's appointment.

In the case of candidates for tenure, the minimum expectation of research activity is four peer-reviewed scholarly articles (research papers or book chapters) in publications of national or international standing. The candidate should be the first author on the majority of these publications. By the time of the third-year review, there should be one article in print, one under review, and other research projects underway at various stages so that the publications appear at a rate of one article per year during the fourth, fifth, and first half of the sixth year following his/her

appointment. As a teacher, a faculty member should meet the tenure standards for effective teaching no later than his/her third year. In the third year following their appointment, faculty should also provide evidence of an ongoing service commitment beyond the department (*i.e.*, to the College, University, community, or profession).

The accumulated publication record (consisting of books, monographs, research papers, book chapters, *etc.*) of candidates for promotion to Full Professor should demonstrate the individual has achieved and maintained authority in their chosen field(s) of specialization. A majority of this work should have appeared in publications of national or international standing, and may have been facilitated by extramural research grants or contracts. Candidates are also expected to demonstrate the maturity of their teaching, and provide evidence that they have maintained a pattern of active, significant service (to the department, College, University, community, or profession) over time.

IV. Departmental Responsibilities

At the request of the department Chair, the Faculty Affairs Committee will review applications for sabbatical leave in the Fall Semester of each academic year, to ascertain if a candidate has maintained the levels of teaching and service required by the department and continued to enhance their research and publication record during the previous six years (Section III).

When (if) reappointment, promotion, or tenure materials are returned to the department after the final disposition of the cases, the department Chair will check the file to ascertain that any confidential letters from external referees have been removed. The department Chair will retain one copy of the report(s) without confidential letters for departmental records and oversee their proper destruction of all extra copies. All materials submitted by the candidate will be returned to him/her.

The department has the responsibility of ensuring that candidates have the right to examine decisions about reappointment, promotion, and tenure made by the Faculty Affairs Committee. The committee welcomes the opportunity to meet with candidates to discuss procedures, options, and methods of preparing and presenting their materials (Paragraph 6). Candidates may exercise the option to meet with the committee to discuss a decision (Paragraph 12). If requested by either the committee or the candidate, the department Chair may be involved in any meeting. In cases where a substantial divergence of opinion remains about the committee's recommendation, the department Chair will adjudicate and may elaborate on the issues in their own appraisal of the candidate.

The department has the responsibility of ensuring all faculty are made aware of the general expectations for performance and achievements in teaching, research and service. To this end, a copy of the “Procedures, Principles, and Criteria for the Review of Faculty Promotion and Tenure and for Expected Faculty Accomplishments” will be distributed to all department faculty at the time of appointment, when revised, or upon request.

After consultation with the faculty and department Chair the Faculty Affairs Committee will establish and maintain a preference list of specialties to be filled within the department as positions become available. The list will be compiled and updated early in the Spring Semester of each academic year.

To help faculty build their case for reappointment, performance expectations that exceed the normal departmental requirements (Section III) will be specified in the appointment letter sent to a new (prospective) faculty member. The appointment letter will also include details of any previous service awarded and the dates that the faculty member is eligible for promotion and for tenure. New (prospective) faculty members who are desirous of being appointed at the rank of Full Professor and of receiving tenure at the time of appointment should have met or exceeded all the normal departmental requirements, achieved and maintained authority in their chosen field(s) of specialization, and be supported by a two-thirds majority of the tenured and tenure-track EES faculty with full-time University appointments. The Faculty Affairs Committee will, at the request of the search committee chair, review a candidate’s file and, using the normal departmental criteria (Section III), assess whether the candidate's achievements in *i*) teaching; *ii*) scholarly and/or creative work; and *iii*) service conform with the normal departmental expectations of accumulated accomplishments for Full Professors (Paragraphs 17 and 25). The committee will assess a candidate’s performance on the basis of their accomplishments at their present/previous institution(s). Thus, in addition to the materials requested in the position announcement, a prospective faculty member may be required to submit supporting documentation that: *i*) demonstrates the maturity of their teaching; *ii*) shows they have achieved national (and perhaps international) recognition in their discipline; and *iii*) provides evidence that they have maintained a pattern of active, significant service over time. The committee’s assessment will be reported to the search committee and the department.

Adopted: March 24, 2003
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Appendix I

Departmental Guidelines for the Preparation and Presentation of an Application for Reappointment, Tenure, or Promotion

A well-prepared tenure and/or promotion application facilitates effective communication between the applicant and those reviewing his/her application. To this end, the department utilizes the template devised by the College of Arts and Sciences. Candidates for tenure and/or promotion need not follow the template in every detail, but they must present three (3) sets of documentation, one each for teaching, scholarly and/or creative work, and service. Key generalizations to keep in mind when presenting materials for review are:

Be *SELECTIVE* and *CONCISE*: include only the most significant information in the main body of your application.

Be *WELL-ORGANIZED*: place important supporting information in appendices, and include road signs for those reviewing your application, such as tables of contents and clearly labeled binder dividers.

Build a *SELF-CONTAINED* case: present your major academic achievements in a way that, based on the evidence contained in the materials you submit, clearly demonstrates the quality, the quantity, and the importance of these achievements.

Preface

1. Cover Page

Application for Tenure/Promotion

Name _____

Department _____

Year _____

2. Table of Contents

Body of Application

Part I -- Preliminary Materials (should include)

- Curriculum Vitae.

- Letter of initial appointment (if a candidate for tenure) and, if applicable, any official memoranda of understanding affecting your appointment.
- Copies of annual reappointment reviews, including letters of reappointment (if a candidate for tenure).

Part II -- Documentation of Teaching Effectiveness (may include)

- One-page statement of teaching philosophy.
- A logically arranged list of all classes taught at ISU, including course name and number, credit and contact hours, and number of students for each class (since last promotion if a candidate for promotion only).
- Three or four course syllabi that represent the range of courses taught and demonstrate the practical application of your teaching philosophy.
- A brief description of any new or significantly revised courses, newly employed pedagogies, or significant teaching materials developed at ISU (since last promotion if a candidate for promotion only).
- Tabulated information about the number and type of students advised (if applicable), a brief description of the candidate's advising practice (since last promotion if a candidate for promotion only).
- A brief description of undergraduate/graduate-student research involvement (if applicable, and since last promotion if a candidate for promotion only).
- A brief description of undergraduate/graduate-student professional-development involvement (if applicable, and since last promotion if a candidate for promotion only).
- A list of instructional grant and contract applications, including source, date, amount, status (funded/unfunded/pending), and a brief description for each item (since last promotion if a candidate for promotion only).
- A list of monies secured in support of instruction, including source, date, amount, and a brief description of the project funded (since last promotion if a candidate for promotion only).
- Documentation of the quality of the candidate's teaching, including: *i*) a summary of student evaluations for all courses taught (results from SIRs and/or departmental instruments are required); *ii*) copies of all peer teaching evaluations (required); *iii*) letters from current and former students; *iv*) input from the Student Consultation Program (if applicable); and *v*) a list of teaching awards (if applicable, and since last promotion if a candidate for promotion only).
- A summary of professional pedagogical-development activities (*e.g.*, participation in workshops, s since last promotion if a candidate for promotion only).
- A list of the materials supporting teaching effectiveness included in Appendices.
- A list of experiential learning opportunities provided to students related to course work.
- A list of classroom activities that involved community partners.

Part III -- Documentation of Scholarly and Creative Achievement (may include)

- A one-page description of scholarly and/or creative goals pursued to date, and future scholarly and/or creative directions.

- A list of scholarly and/or creative outcomes, including basic reference information and a brief description for each item: books, refereed articles, and book chapters; software; translations, edited works, research reports, non-refereed articles, research abstracts, articles in proceedings volumes, and book reviews; conference presentations; *etc.* (since last promotion if a candidate for promotion only).
- A list of forthcoming works, including place, approximate length, acceptance letter, *etc.*, and a brief description for each item.
- A list of works-in-review, including place, approximate length, and a brief description for each item (if a candidate for tenure only).
- A list of major works-in-progress, including contracts or invitations where applicable (if a candidate for tenure only).
- A list of research grant and contract applications, including source, date, amount, status (funded/unfunded/pending), and a brief description for each item (since last promotion if a candidate for promotion only).
- A list of monies secured in support of scholarly and/or creative work, including source, date, amount, and a brief description of the project funded (since last promotion if a candidate for promotion only).
- Documentation of the quality of one's scholarly and/or creative work, including reviews, abstracts, citations, awards, letters from editors or conference organizers, *etc.*.
- A list of the materials supporting scholarly and/or creative achievement included in Appendices.
- A list of students involved in research projects that benefited from research related experiential learning opportunities.

Part IV -- Documentation of Service Achievement (may include)

- A one-page description of service goals.
- A list of departmental, College, and University service assignments, including dates, major responsibilities and achievements, and a brief description for each item (since last promotion if a candidate for promotion only).
- A list of professional service activities, including dates, major responsibilities and achievements, and a brief description for each item (since last promotion if a candidate for promotion only).
- A list of community service activities, including dates, major responsibilities and achievements, and a brief description for each item (since last promotion if a candidate for promotion only).
- A list of service grant and contract applications, including source, date, amount, status (funded/unfunded/pending), and a brief description for each item (since last promotion if a candidate for promotion only).
- Printed notices, awards, *etc.*
- A list of the material supporting service achievement included in Appendices.

Appendices (may be presented in a separate folder)

A. Teaching (should include)

- Sample assignments, examinations, and other teaching materials.
- Printouts of all student-generated teaching evaluations and, if applicable, copies of prose comments from all responding students in selected classes.

B. Scholarly and Creative Achievement *(should include)*

- Copies of all published material.

C. Service *(may include)*

- Major committee reports, consulting reports, or other tangible records of service achievements (if applicable).
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Appendix II*Departmental guidelines for conducting peer review*

The following questions may be posed or addressed by the observer when conducting a teaching assessment:

- Is there adequate command of the subject?
- Is there evidence of ability and willingness to keep up with current developments in the field?
- Is there indication of an ability to present materials in an organized and logical fashion?
- Is there a grasp of the fundamental objectives and concepts of the instructor's special field, and is this related to other fields of knowledge?
- Is there the ability to teach in an interesting and effective way so that the enthusiasm of students is aroused and maintained?
- Mindful of class size, are class presentations and discussions encouraged, stimulated, and effectively guided?
- Does the instructor seem willing to innovate and experiment with techniques that may improve effectiveness?

Summary comments by the observer may also include suggestions that might help the instructor improve their educational skills, an assessment of the instructor's major strengths, and an evaluation of the instructor's effectiveness as a teacher. The observer's assessment should be communicated directly to the faculty member concerned in a signed and dated memorandum.