

CHS GUIDELINES FOR PROMOTION & TENURE DOSSIERS

Last update 5/2017

Each candidate's materials will be organized on a **flash drive**. Materials will be submitted to the candidate's department/school promotion and tenure committee and added to during the promotion and tenure process. After initial submission by the candidate, no changes are to be made to documents beyond the correction of grammatical, typographical, and formatting errors.

The **flash drive** should contain the following documents in .doc format:

- Cover sheets (provided by CHS)
- CV
- Portfolio summary
- Log of external evaluations received

All other pieces can be saved in .pdf format, but if there are .doc formats available, please include them.

Scanned documents such as external review letters and PRS' need to be scanned straight, clear, and readable.

All materials/pieces added to the dossier should be original, one-sided, computer-generated, numbered, proof-read documents – with only those exceptions noted below.

- **Original** – No copies of documents will be accepted in the dossier, with the exception of Position Responsibility Statement(s), which should be a copy of the original, signed document(s).
- **Computer-generated** – Do not handwrite or use a typewriter to fill in documents. Templates for a number of dossier materials are provided by CHS. If you need a different version of a template, please contact the dean's office.
- **Numbered** – Number within documents (Vita, Portfolio Summary, Dept/School Evaluations). Position Responsibility Statement(s) will be taken "as is" – numbering is not required.
- **Proof-read*** – Dossiers should not be sent forward with typographical/grammatical errors.

ORGANIZATION OF AND RESPONSIBILITY FOR TABS

DO NOT USE TITLE PAGES OR PAGES TO MARK NEW SECTIONS
DO NOT USE TABLES OF CONTENT TO ORGANIZE THE SECTIONS OF THE DOSSIER

Cover sheets – completed by candidate, chair/director, and administrative assistant

- Finalized Templates for the Checklist, Coversheet, and Factual Summary will be posted to the Provost and CHS website no later than July 1st.

Tab 1 – Position Responsibility Statement (PRS) and Vita – completed by chair/director and candidate

- CV shell provided by CHS – all sections should be in reverse chronological order

Tab 2 – Portfolio Summary – completed by candidate

- No more than 25 pages and should be a stand-alone document. Do not refer to supplemental materials or other pieces apart from the 25 pages in this tab.

Tab 3 – Department/School Evaluations – completed by D/S P&T committee and chair/director

- Contains two recommendation documents – one from committee, one from chair/director

Tab 4 – College Evaluations – completed by College P&T committee and Dean

- Contains two recommendation documents – one from committee, one from Dean

Tab 5 – External Evaluations – solicited and compiled by chair/director and administrative assistant

- Log of External Evaluations required – template provided by CHS – must include summary statement of each reviewer’s qualifications in Part II of the log. Log must be alphabetized.
- Chair/director’s summary of external reviewer selection, including the selection of reviewers
- One example of letter sent to external reviewers
- One side of one page biographical sketch and evaluation from each external reviewer – NO CVs

ROLES AND RESPONSIBILITIES

The candidate takes responsibility for initial dossier submission, but there are multiple pieces and contributors to the process after that submission and **responsibility must be shared by all.**

Mentor(s)

- Guide the creation of the dossier and provide feedback on organization/content and editorial help*

Administrative support staff

- Role will vary, depending on expectations of chair/director
- College charge – Manage the process to ensure timeline is followed and new/developing information is communicated to the dean’s office; review checklist and cover sheets for accuracy and completion; serve as communication link with dean’s office

School/departmental P&T committee members

- Charged with a thorough review of the dossier and authoring a recommendation
- Review includes editorial oversight*, identification of inconsistent/questionable information, and correction of such issues

Chair/director

- Charged with a thorough review of the dossier/external evaluations and authoring a recommendation
- Review includes editorial oversight*, identification of inconsistent/questionable information, and correction of such issues

*** *Dossiers should not be sent forward needing corrections in grammar, spelling, formatting, and/or chronology.***

When you find something wrong, you must bring it to someone’s attention so it can be corrected.

- It may not be appropriate to speak directly with the person who made the mistake (for instance, College P&T committee members would not be the people to talk to external reviewers since that relationship exists between the chair/director and the reviewers).
- Ask dean’s office when existing guidelines (CHS, SVPP, Faculty Handbook) are unclear as to how to communicate with others.

**CHS P&T DOSSIER GUIDELINES
COVER SHEETS**

**THIS IS A SAMPLE OF A DOCUMENT TEMPLATE PROVIDED BY THE COLLEGE
THIS SAMPLE IS NOT TO BE FILLED OUT AND SUBMITTED WITH THE DOSSIER
A FILLABLE TEMPLATE IS INCLUDED ON THE FLASH DRIVE PROVIDED BY THE COLLEGE**

Once the dossier is completed, Tabs 1 & 2 will continue to be available to the candidate; the remainder of the dossier, including this checklist and cover sheet, is to be considered and treated as a confidential document.

Faculty Name:

Administrative staff: Update checklist as materials are forwarded from the school/department to the college to the Office of the SVPP

Date Completed

- _____ External letters requested (5.3.3.1)
- _____ School/department P&T committee review and vote (5.2.4.1.; 5.2.4.2.; 5.3.3.2)
- _____ School/department faculty review and vote, if applicable (5.2.4.1.; 5.2.4.2.; 5.3.3.2)
- _____ Review by secondary department or program, if applicable (5.2.4.2.2)
- _____ Department/school executive officer (chair/director) review (5.2.4.2.4.; 5.3.3.2)
- _____ Prior to sending the dossier to the college, the chair/director notifies candidate (in writing) of school/department recommendation (5.2.4.2.5)
A statement of reasons must be offered for negative recommendations
- _____ Candidate given opportunity to review the factual information in tabs 1 and 2 (5.2.4.2.6)
- _____ Materials forwarded to college **by noon on first business day in November.**
(Tabs 1, 2, 3, 5 and supplemental materials)
- _____ College P&T committee recommendation(s) forwarded to dean (5.2.4.3.2)
- _____ Dean notifies candidate (in writing) of dean's recommendation (5.2.4.3.3)
If contrary to the department, chair/director, or college P&T committee recommendations, a summary of reasons is required
- _____ Dean forwards materials to Provost
- _____ Provost notifies candidate (in writing) of Provost's recommendation (5.2.4.4.1)
If contrary to the dean's recommendations, a summary of reasons is required.

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COVER SHEET FOR PROMOTION AND TENURE RECOMMENDATION

College of _____

1. Full Name:
2. Current Rank:
3. Primary Department:
4. Secondary Appointments (depts. or programs):
5. Action being considered:
6. Date of First Hire:
7. Date of Present Rank:
8. Is this a mandatory tenure review? ___ yes ___ no
9. Was the candidate granted an extension of the tenure clock? ___ yes ___ no; If yes, how many years? _____ year(s)
10. Was the candidate granted credit towards tenure? ___ yes ___ no; If yes, how many years of credit were granted? _____ years

11. Highest Degree Earned:

<i>Degree</i>	<i>Institution</i>	<i>Date</i>	<i>Field</i>

12. Voting record on this recommendation:

Departmental Committee (totals)	Yes	_____	No	_____	Abstain	_____	Absent	_____	On Leave	_____
Department Faculty (totals)	Yes	_____	No	_____	Abstain	_____	Absent	_____	On Leave	_____
Dept Chair Recommendation	Yes	_____	No	_____						
College P&T Committee (totals)	Yes	_____	No	_____	Abstain	_____	Absent	_____		
Dean's Cabinet (totals)	Yes	_____	No	_____	Abstain	_____	Absent	_____		
Dean's Recommendation	Yes	_____	No	_____						

Updated July 2014

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Factual Information Summary for Promotion and Tenure Iowa State University

To be completed by candidate and reviewed by department chair

This quantitative summary aims to present reviewers with a standard set of factual information relative to the candidate's activities during the review period. This summary of faculty information (Tab 1) contains the key facts of the candidate's promotion and tenure case (5.2.4.2.6). The narrative portfolio summary (Tab 2) prepared by the candidate articulates the specific context of the case, and highlights the candidate's scholarly accomplishments, trajectory, and impact. This factual information summary shall be completed by the candidate and reviewed by the department chair. The candidate has final responsibility for its accuracy.

Candidate Name:

Current Rank:

Department:

College:

Extension Appointment: Y or N

Date factual information summary completed by candidate:

I. For General Faculty

1. Advising (at ISU, provide number, not names)

Advisee Type	Active now	Graduated at current rank	Graduated since career start
Undergraduate advisees – Non-Honors			
Undergraduate advisees – Honors			
Masters – As major professor			
Masters – As committee member			
Ph.D. – As major professor			
Ph.D. – As committee member			
Post-Docs			

2. Teaching (at ISU since appointment to current rank)

Academic Year	Number of credits taught		
	Undergraduate	Graduate	Professional (CVM only)

3. Publications (provide number, not titles).

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Must be accepted, forthcoming, in press, or published – not “submitted” or “under review” or “working paper”.

Publication Type	At current rank	Since career start
Refereed journal articles		
Authored books		
Authored textbooks		
Edited books		
Book chapters		
Textbook chapters		
Non-refereed journal articles		
Encyclopedia entries		
Refereed proceedings – Major conferences		
Presentations – Major conferences		
Juried exhibitions/shows/performances		
Invited exhibitions/shows/performances		
Peer-validated curricula or instructional materials		
Other (specify):		

4. Invited Talks

Venue	At current rank	Since career start
At other universities		
At conferences		
At agencies, companies, other venues		

5. Funding

Type	Role	Total funding		Funding to candidate	
		At current rank	Since career start	At current rank	Since career start
External – Competitive	PI				
	Co-PI				
External – Non-competitive	PI				
	Co-PI				
Internal	PI				
	Co-PI				

6. Citations

Name of source	Date consulted	Number

7. H-index

Name of source	Date consulted	Number

8. AAU-Caliber Awards (at current rank)

Award Name	Date conferred

Consult http://sites.nationalacademies.org/PGA/Resdoc/PGA_044718 for list of awards.

9. Technology Transfer Activity

Activity	At current rank	Since career start

Patents	Awarded:		
	Pending:		
Licenses			

II. For CVM faculty only:

1. Teaching

Advisee Type	Active now	Graduated at current rank	Graduated since career start
Post-Docs (Board-Certified)			
Post-Docs (Non Board-Certified)			
Residents mentorship			
Interns mentorship			

2. Clinical Service Activity

Year	Weeks of Assigned Duty	Weeks of Emergency duty	Service Revenue Generated	Case Accessions

III. For Extension faculty only:

1. Teaching

Year	Number of non-credit classes/events	
	Professional	Community

Posted July 2016

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CHS P&T DOSSIER GUIDELINES

TAB 1: PRS & VITA

The candidate may prepare this section. If prepared by someone else, Tab 1 should be reviewed by the candidate for factual accuracy.

1.1. Position Responsibility Statement (PRS)

- A. Copies of the original signed and dated PRS should be included in the dossier. Original documents are to stay where they are currently housed.
- B. Copies of **all** statements since hire date or last appointment should be included and organized in reverse chronological order. Documentation of changes to the PRS or exceptions (letters of request, decision memos, emails, meeting notes, etc.) should also be included.

1.2. Curriculum Vitae

- A. CV shell is provided and highly recommended by the College
 - 1. A recommended style is proposed as the CV shell. Use of a similar style for all candidates makes it much easier for all reviewers to locate information.
 - 2. At the very least, recommended shell facilitates identification of how to present various kinds of information.
 - 3. Includes essential elements
 - 4. Highlights important designations/clarifications to make.
- B. Key points
 - 1. Separate scholarly/creative accomplishments
 - a. Refereed vs. not refereed
 - b. Published, In press, Under review
 - c. Contributed, Invited
 - d. Books, Book chapters, Journal manuscripts, Exhibits
 - e. Proceedings and abstracts section not needed. Proceedings are not generally refereed, and thus not equivalent to manuscripts. Proceedings/abstracts could be included with presentations.
 - 2. Presentations
 - a. Separate categories (e.g., local/state, national/international)
 - b. Refereed vs. not refereed
 - 3. Separate funding awards/proposals
 - a. Types of funding (e.g., internal, external)
 - b. Current, Past, Not funded
 - 4. Be consistent throughout the CV
 - a. Use reverse chronological order throughout
 - b. Use consistent style – bullets (preferred) OR statements
 - c. Font style, size, etc.

CHS P&T DOSSIER GUIDELINES

TAB 1: PRS & VITA

CURRICULUM VITA SHELL

NAME:

CURRENT POSITION:

EDUCATION:

Year	Ph.D.	Institution	Field
Year	M.A.		
Year	B.S.		

CERTIFICATION AND LICENSURE:

DISSERTATION TITLE:

POSITIONS HELD:

PROFESSIONAL RESPONSIBILITIES (%)

Year	Teaching	Research	Extension/Outreach	Service
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ADMINISTRATIVE RESPONSIBILITIES: (if appropriate)

MAJOR FIELDS OF TEACHING AND SCHOLARLY EMPHASIS:

UNDERGRADUATE COURSES TAUGHT:

Course Title	Catalog#	Credit Hours	Average Number of Students per Class	Number of Semesters Taught	Years Taught
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GRADUATE COURSES TAUGHT:

Course Title	Catalog#	Credit Hours	Average Number of Students per Class	Number of Semesters Taught	Years Taught
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CHS P&T DOSSIER GUIDELINES

TAB 1: PRS & VITA

SCHOLARLY TEACHING ACTIVITIES:

Funded projects

Fellowships

Teaching Mentor

Workshops/Seminars Taught

Certificates

Materials developed

RESEARCH AND SCHOLARLY/CREATIVE PROJECTS FUNDED:

Extramural Support – Funded

Extramural Support – Pending

Extramural Support – Not Funded

Intramural Support

PUBLICATIONS/CREATIVE EXHIBITS: *(include impact factors where available)*

Books *(include number of pages)*

Peer-reviewed Journal Papers – Published

Peer-reviewed Journal Papers – Accepted/In Press

Peer-reviewed Journal Papers – Submitted for Review

Invited Papers, Book Chapters, and Book Reviews

Extension Publications

Other Publications

Manuscripts in Preparation

Juried Exhibits

Creative Contributions

CHS P&T DOSSIER GUIDELINES

TAB 1: PRS & VITA

JURIED SCHOLARLY PRESENTATIONS AT PROFESSIONAL MEETINGS:

Regional, National or International

State and Local

INVITED SCHOLARLY PRESENTATIONS:

Regional, National or International

State and Local

OTHER SCHOLARLY ACTIVITIES

Editorial and Review Board Membership

Ad/Hoc Reviewer

Review Panel

Grant Reviewer

Book Reviewer

Consulting

Board of Directors

Advisory Boards

Technology Transfer

Outreach Activities

Extension Activities

Doctoral Students Supervised

Year Completed	Name	Dissertation Title
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Masters and Specialists Students Supervised

Year Completed	Name	Thesis Title
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CHS P&T DOSSIER GUIDELINES

TAB 1: PRS & VITA

Professional Degree Students Supervised

Year Completed	Name	Field/Degree
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HONORS AND AWARDS

National/International

State/Community

University

Other

MEMBERSHIP IN PROFESSIONAL AND HONOR SOCIETIES:

OFFICES HELD AND COMMITTEE MEMBERSHIPS

UNIVERSITY, COLLEGE, SCHOOL/DEPARTMENTAL, AND PUBLIC SERVICE:

University Service

Standing and Ad Hoc Committees

College Service

Standing and Ad Hoc Committees

School/departmental Service

Standing and Ad Hoc Committees

Public Service

DOCUMENTATION OF CANDIDATE’S PERFORMANCE IN POSITION RESPONSIBILITIES
This section must not exceed 25 pages – page numbers are required
All pages in TAB 2 count toward your page total

2.1. Performance in Teaching Position Responsibilities (if applicable)

A. Statement of teaching philosophy

B. List courses taught in last five years, using a tabular format, beginning with the most recent semester. Include the following columns: semester/year taught, course number, course title, enrollment, and percent of course for which you were responsible.

Semester and Year	Course #	Course title	Enrollment	Percent of course for which responsible
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C. Summarize results of student evaluations for all courses in the last five years on the two standard questions (overall instructor and overall course).

Please note that all departments are using the following 5-point scale for instructor evaluations: 1 = very poor, 2 = poor, 3 = satisfactory, 4 = good, and 5 = very good. If this scale is different from scales that were used since your hire date or last promotion, please convert scores and provide detail about what the scale numbers represent.

Information for each course should be presented in tabular format using the following headings:

Semester and Year	Course #	Total Enrollment	% of Students Responding	Overall Rating of Instructor	Department Mean for Comparable Courses	Overall Rating of Course	Department Mean for Comparable Courses
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D. Summarize procedures for and results of peer evaluation of teaching. As well, summarize information about work that you may have done with the Center for Excellence in Learning and Teaching (CELT) and/or other organizations to strengthen your teaching.

E. Course and curriculum development activity

1. Summarize contributions to course and curriculum development.

F. Undergraduate Advising

1. Describe the general school/departmental practice in undergraduate advising

2. Average number of advisees per year since appointment

CHS P&T DOSSIER GUIDELINES

TAB 2: PORTFOLIO SUMMARY

G. Graduate Advising

1. Describe the general school/departmental practice in graduate advising
2. M.S./M.A./M.F.C.S. Program of Study Committees (since appointment or last promotion)
 - a. In progress:
 - i. Chair/major professor (list names of students)
 - ii. Member of committee (list names of students)
 - b. Completed:
 - i. Chair/major professor (list names of students)
 - ii. Member of committee (list names of students)
3. Ph.D. Program of Study Committees (since appointment or last promotion)
 - a. In progress:
 - i. Chair/major professor (list names of students)
 - ii. Member of committee (list names of students)
 - b. Completed:
 - i. Chair/major professor (list names of students)
 - ii. Member of committee (list names of students)

H. Honors and awards received for teaching

2.2. Performance in Scholarship/Creative Activities Substantially Done at ISU since Appointment or Last Promotion

- A. Scholarship may occur in the areas of teaching, research/creative activities, and/or extension/professional practice. Although the nature and evidence of scholarship varies somewhat across these scholarly domains and across departments in the college, there are at least three common features of all types of scholarship. A critical feature of all scholarship is that it produces products, often referred to as intellectual property, that are shared with appropriate audiences (e.g., as a journal article, book chapter, book, exhibit, software program, professional presentation, performance etc.). A second important feature of all scholarship is that it is subject to "peer review," a critical evaluation of the product by those qualified to judge it. Finally, scholarship demonstrates a solid foundation and visibility in one's field and original contributions to that field.
- B. Address the significance of your scholarship, comment on the quality and impact of your work, and clarify your role in work that was done collaboratively with others. This description should address scholarship in any applicable scholarly domain(s) (teaching, research/creative activity, and/or extension/professional practice) based on work substantially done at ISU since appointment or the most recent promotion. Prior work would be included only in cases where formal time on the tenure clock was granted and documented on the Letter of Intent. Individuals seeking promotion to professor should highlight scholarly work since the last promotion. For individuals seeking tenure or promotion to associate professor with tenure, work completed as part of your degree program must be appropriately documented as such. Explanation can be offered in text or tabular format. Examples of peer reviewed scholarly products include refereed journal articles, books, chapters, textbooks, printed conference proceedings, conference

CHS P&T DOSSIER GUIDELINES

TAB 2: PORTFOLIO SUMMARY

presentations, and juried shows or exhibitions. Invited presentations and service on editorial boards are also important measures of national visibility.

Please remember that a copy of your curriculum vitae is included in Tab 1, so this section is primarily for providing an analysis of your work, its importance and impact, and your role in collaborative activities.

C. Summarize your efforts and success in obtaining external support for your scholarship. External support for scholarship is a necessity in most disciplines and it also constitutes an additional measure of peer review.

D. Provide a summary of scholarship in progress and your plans for future scholarship.

2.3. Performance in Extension/Professional Practice Responsibilities (if applicable).

A. Provide a summary of extension and/or professional practice activities since your initial appointment at ISU and/or since your last promotion, as well as information on quality and impact. Examples of these activities include teaching extension courses, preparing informational and instructional materials, conducting workshops and conferences, consulting with public and private groups; acquiring, organizing, and interpreting information resources, engaging in clinical and diagnostic practice, and participating in activities that involve professional expertise for appropriate technical and professional associations. These activities may be local, regional, national, or international in scope.

1. Summary of extension and/or professional practice activities with information on quality and impact.
2. Honors and awards for work in extension or professional practice (please list)
3. Positions/offices held on regional, national, and international organizations, panels, or committees.

2.4. Performance in Institutional Service

A. While service contributions cannot be the sole basis for a promotion and/or tenure recommendation, every faculty member is expected to be involved in institutional service, and each promotion and tenure recommendation must provide evidence of such contributions. Institutional service may include committee service at the department, college, or university levels. It may also include international assignments on ISU projects that were not included in the extension or professional service category.

1. List committee memberships and/or chairships since appointment or the most recent promotion and comment on the quality of contributions to those groups.
2. Honors and awards for institutional service

CHS P&T DOSSIER GUIDELINES

TAB 3: DEPARTMENT/SCHOOL EVALUATIONS

3.1 School/Department P&T Committee's Report

This section begins with a description of the preliminary review process in the school/department. This should be followed by the school/department's evaluative synthesis of the candidate's performance in position responsibilities and scholarship. The evaluation of performance in position responsibilities should consist of separate analyses of performance in each applicable domain (scholarship, teaching/learning, service/professional practice). The evaluation of scholarship may include separate analyses of scholarship of teaching, scholarship of research/creative activity, and scholarship of extension/professional practice. Alternatively, and in keeping with the spirit of the University P&T document, the school/department's analysis of the candidate's scholarship may be combined into a single statement. When a faculty member is formally associated with another department or program, that department/program must be involved in the evaluation performance in scholarship and position responsibilities, consistent with CHS and university guidelines.

- A. Description of the P&T review process in the school/department. This summary briefly explains (1) selection of faculty members for review, (2) selection of faculty members to serve on the review committee, (3) voting eligibility, and (4) the chair/director's role in the school/departmental review process.
- B. Assessment of performance in position responsibilities in teaching/advising and/or extension/professional practice, and institutional service as applicable. (Note that research/creative activities are evaluated in Section 3.3.)
 1. Drawing on the materials presented in Tab 2, the school/department is expected to analyze the candidate's performance in position responsibilities and, wherever possible, submit documentation to support the evaluation and place candidate's performance in a comparative framework. Evaluations should focus on the quality of performance as well as the quantity of work performed in each area.
 2. When evaluating performance in teaching, student evaluations should be documented, compared to school/departmental norms, and factored into the evaluation. A synthesis and evaluation of student comments may be helpful, but do not include pages of verbatim student comments. Please also note that peer evaluation of teaching, including classroom observations and the review of teaching materials, is an essential component in the evaluation of teaching.
 - a. Assessment of performance in teaching (if applicable).
 - b. Assessment of performance in extension and/or professional practice (if applicable).
 - c. Assessment of performance in institutional service.
- C. Assessment of scholarship in research/creative activity, teaching, and/or extension/professional practice.
 1. Drawing on the materials in Tab 2 and the external reviews in Tab 5, the school/department is expected to evaluate the quantity, quality, impact and trajectory of scholarship. Wherever possible, submit documentation to support the evaluation and place candidate's performance in a comparative framework. Although this narrative should include summaries of completed, current, and future scholarship, the evaluation should focus on both the quality and the quantity of scholarship. The criteria used should be appropriate to the promotion being considered.
 2. Faculty members who engage in research/creative activities are expected to make original contributions that are appropriate to their chosen area of specialization. Documentation supporting a school/departmental evaluation of a candidate's scholarship will vary among the different departments. In most disciplines within the college, evidence of research primarily consists of publication in refereed journals, scholarly books, and monographs.

CHS P&T DOSSIER GUIDELINES
TAB 3: DEPARTMENT/SCHOOL EVALUATIONS

Other forms of dissemination of research results include oral presentations of such work to the academic community on campus; at other universities; and at regional, national, and international meetings. Invited lectures and papers presented, as well as requests to review and referee the scholarly work of others, are evidence of the individual's local, regional, national, and international reputation. Additional indicators of the quality or visibility of the research or creative activity may include reviews of the candidate's papers, books, performances and exhibitions; the candidate's ability to attract external research funding; and citations of the candidate's work by other scholars. Participation in or honors received from technical, professional, or scholarly societies appropriate to a candidate's academic discipline and public service related to the candidate's academic expertise might also be used to support the quality and national recognition of scholarship in the area of research or creative activity.

- D. Future development and prospects
 1. Future development. Include an assessment of the candidate's prospects for future development and the basis for this assessment.
 2. Programmatic contribution. A detailed programmatic justification ("role in the school/department and beyond") is required for all tenure recommendations. Indicate how the present recommendation for the faculty member will continue to serve the missions of the school/department, the college, and the university. Identify specific programs in which the candidate has been, and will continue to be, involved.

- E. School/department P&T Committee's Vote
 1. If not applicable, there must be mention of what school/departmental/college policy allows for the school/department committee members to refrain from voting.
 2. If applicable, should be mentioned in this report and must be recorded on the voting record table included in the provided CHS Coversheet.

Department/School Committee (totals)	Yes	No	Abstain	Absent	On Leave
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- F. Vote of Eligible Voting Faculty (EVF)
 1. **CHS policy requires a vote of the EVF.** Consistent with the university policy against double voting, if the school/department committee takes a vote, committee members may not participate in the EVF vote.
 2. Results of the vote should be mentioned in this report and must be recorded on the voting record table included in the provided CHS Coversheet.

Dept/Sch Faculty (totals)	Yes	No	Abstain	Absent	On Leave
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- 3.2 Chair/director's Recommendation
 - A. The chair/director's statement should not simply be an advocacy letter for one position; rather, the statement should summarize the chair/director's critical analysis and weighting of the evidence for and against promotion in a manner that makes evident the thinking and rationale underlying the chair/director's recommendation.
 - B. The statement must contain a clear recommendation to the dean and the recommendation must be recorded on the voting record table included in the provided CHS Coversheet.

Chair/Director Recommendation (X)	Yes	No
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CHS P&T DOSSIER GUIDELINES
TAB 4: COLLEGE EVALUATIONS

4.1 College P&T Committee’s Report

This section consists of a statement written by the college P&T committee after committee members have completed individual review of P&T documents and taken part in deliberations followed by a secret ballot vote.

- A. Much like the process of the school/department P&T committee, the report begins with a description of the preliminary review process at the college level, which is followed by the committee’s evaluative synthesis of the candidate’s performance in position responsibilities and scholarship. The evaluation of performance in position responsibilities should consist of separate analyses of performance in each applicable domain (scholarship, teaching/learning, service/professional practice). The evaluation of scholarship may include separate analyses of scholarship of teaching, scholarship of research/creative activity, and scholarship of extension/professional practice.
- B. **College policy requires a vote of the CHS P&T Committee.** The committee’s report must contain a clear recommendation to the dean and a record of the vote. Consistent with the university policy against double voting, representatives to the CHS P&T Committee do not vote at the college level in cases where the subject of the vote is from their school/department.
- C. The committee is provided with a template on which to record the report

College of Human Sciences
Promotion & Tenure Committee – Recommendation

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<p>DATE _____</p> <p>CANDIDATE _____</p> <p>SCHOOL/DEPARTMENT _____</p> <p>PROMOTION _____ TENURE _____ <small>If promotion, rank under consideration:</small></p> <p>CHSPT VOTE Affirm ___#___ Deny ___#___</p>	<p>Signature of Committee Members:</p> <p>_____ <<Name>>, Chair – <<School/department>></p> <p>_____ <<Name>> – <<School/department>></p> <p>_____ <<Name>> – <<School/department>></p> <p>_____ <<Name>> – <<School/department>></p> <p>_____ <<Name>> – <<School/department>></p> <p>_____ <<Name>> – <<School/department>></p>
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In a comprehensive evaluative statement and in keeping with the stated University and College Policies and Procedures for Promotion and Tenure, delineate and discuss the criteria and evidence of performance used in making decisions to Affirm or Deny promotion and/or tenure.

4.2 College Dean’s Report

This section consists of a statement written by the college dean after receiving the college P&T committee recommendation, conducting a thorough review at the dean’s office level in conjunction with associate deans, and an individual review of all information received through the evaluation process.

CHS P&T DOSSIER GUIDELINES

TAB 5: EXTERNAL EVALUATIONS

5.1 Evaluations by Peers Outside the University (See P&T guidelines regarding issues of confidentiality)

School/departments should make every effort to secure a minimum of six external letters.

The candidate will generate a short list of potential external reviewers (1 to 3 individuals), and the committee will independently generate a list of appropriate external reviewers. At least one of the letters should come from the candidate's list. Reviewers on both the candidate's list and the committee's list are counted as coming from the committee's list.

Candidates are permitted to submit a list of up to three people in their field who are not to be contacted as reviewers. (This request, if made, must be put forward at the same time candidates submit names of potential reviewers.)

“Log of External Evaluations Received” provided by the College must be used.

A. Brief memo (a few paragraphs) from chair/director describing the process used to select external reviewers. An example follows:

The candidate and the department P&T committee were asked to submit a list of names of potential evaluators to me. After reviewing all lists, I chose ___ people to contact, which resulted in ___ evaluators from the candidate's list and ___ from the committee's list. Of those contacted, ___ responded affirmatively to provide an evaluation. ...and then any subsequent information to describe the process...

B. Log of External Evaluations Received – example provided in following pages

1. Overall

- a. Within the log, alphabetize external reviewers by last name
- b. It is expected that the external reviewers will be from peer institutions or better and that they are of an equal or higher rank than the candidate's proposed rank (e.g., Associate Professors and Professors may review cases for promotion to Associate Professor, and Professors may review cases for promotion to Professor).

2. Part I

- a. Clarify which reviewers were suggested by the candidate and which by the school/department in the “Nominated by” column
- b. Provide comments/rationale in space below table if less than six reviewers, non-peer institutions, etc. were used

3. Part II

- a. Provide a brief but detailed statement explaining criteria for and method of selection for each reviewer.
- b. Indicate the reviewer's relationship to candidate.

Note that the university has very clear language about who should not be asked to serve as an external reviewer.

C. Sample request letter to reviewers – example provided in following pages

1. Only one sample is required – you should not include every letter that was sent to every external reviewer

D. Original letter and **one-page** biographical sketch from each reviewer (alphabetized by last name)

1. One side of one page biographical sketch (NO CVs) and evaluation from each reviewer. *If a one-page sketch is not provided by the reviewer, it will be the responsibility of the chair/director to obtain that before submitting the dossier to the dean's office.*

CHS P&T DOSSIER GUIDELINES
TAB 5: EXTERNAL EVALUATIONS

**THIS IS A SAMPLE OF A DOCUMENT TEMPLATE PROVIDED BY THE COLLEGE
 THIS SAMPLE IS NOT TO BE FILLED OUT AND SUBMITTED WITH THE DOSSIER
 A FILLABLE TEMPLATE IS INCLUDED ON THE FLASH DRIVE PROVIDED BY THE COLLEGE**

Candidate Name:

Current Rank:

Action proposed: Tenure

Promotion to: Associate Professor

Professor

Part I:

Reviewer Name & Position	Current Institution	Nominated by	Date Request Letter Sent	Date Letter Received	Comments
1.					
2.					
3.					
4.					
5.					
6.					

Part II:

Please give a brief summary of the reason each of the evaluators was selected (significant publications, prominence as a teacher or extension specialist, leader in the field, award winner, prominent editor, etc.)	Association the evaluator has with candidate (none, met at conference, heard presentation at meeting, etc.)	Association the evaluator has with ISU (none, degrees, external review team, former faculty member, etc.)
1.		
2.		
3.		
4.		
5.		
6.		

**THIS IS A SAMPLE OF A DOCUMENT TEMPLATE PROVIDED BY THE COLLEGE
 THIS SAMPLE IS NOT TO BE FILLED OUT AND SUBMITTED WITH THE DOSSIER**

Letter for Promotion to Associate Professor with tenure

The Department of _____ in the College of _____ at Iowa State University is considering the tenure and promotion of Assistant Professor _____ to the rank of Associate Professor. Iowa State University requires that written evaluation be obtained from eminent professionals in the candidate's field outside the university. Earlier you agreed to serve in this role and we are pleased to have your assistance as an external reviewer for the candidacy of _____.

Iowa State University's standards for promotion to Associate Professor with tenure require that a faculty member "have a solid academic reputation and show promise of further development and productivity" in his/her career. The enclosed excerpt from the ISU *Faculty Handbook* pertaining to promotion with tenure provides an elaboration on the criteria for promotion; you will note that our promotion and tenure evaluation is centered on the faculty responsibilities outlined in the Position Responsibility Statement and on the production of scholarship, as defined in the first section of the excerpt. Note that the guidelines indicate that the candidate must demonstrate excellence in scholarship, be a significant contributor in his/her field, and exhibit a potential for national distinction. The candidate must be effective in all areas of his/her position responsibilities and show satisfactory institutional service. Your judgment about rate and quality of scholarly productivity (including teaching, research/creative activities, extension/professional practice), national visibility, national impact of the candidate's work, and the influence of the candidate's work on the work of other scholars are important for our review. We would ask that you carefully review the qualification for promotion and assess the candidate's accomplishments and contributions based on the criteria for promotion.

All accomplishments and credentials of a faculty member are considered at Iowa State University in making a decision on promotion and/or tenure, but primary weight is given to accomplishments and attainments while in the current rank. In the case of _____, he/she was appointed to his/her current rank in _____.

(Optional: Iowa State University encourages its faculty members to consider extensions of the probationary period when special circumstances may interfere significantly with the faculty member's opportunity to develop the qualifications necessary for tenure in the time allowed (i.e. arrival of a child, illness, care of an ill family member, significant alterations in position. Dr. X has had his/her probationary period extended by one/two years according to policy. Please note that standards regarding what constitutes a record deserving of tenure are not raised to adjust for this extension.)

In addition, and as a part of your letter, please describe your relationship with _____. This should include how long you have known the candidate, whether you have a personal or professional relationship with the candidate, and, in general, whether there is potential for conflict of interest.

We recommend that our external reviewers not have served as members of the dissertation committee, post-doc advisors, or co-authors.

Enclosed is _____ dossier including the vita, faculty portfolio, selected supporting materials, and the Position Responsibility Statement to assist you in your review. Should you have any questions or require other information, do not hesitate to call me at your convenience.

Your name and those of other external reviewers and the verbatim content of the reviews shall not be made available to _____. The contents of the reviews are regarded by the university as confidential to the extent permitted by law and shall be released only to those individuals who are authorized to review and make recommendations on _____.

As a final request, I ask that you send with your review a one-page biographical sketch so that others will have knowledge of your excellent credentials to place the review in context.

Again, I wish to thank you for your willingness to serve as an external reviewer for _____. Promotion decisions are critical for any department and university, and we appreciate your assistance on this matter. For your review to be included in the candidate's review process, I ask that your evaluation be returned to me no later than _____.

Letter for Promotion to Professor

The Department of _____ in the College of _____ at Iowa State University is considering the promotion of Associate Professor _____ to the rank of Professor. Iowa State University requires that written evaluation be obtained from eminent professionals in the candidate's field outside the university. Earlier you agreed to serve in this role and we are pleased to have your assistance as an external reviewer for the candidacy of _____.

Iowa State University's standards for promotion to Professor require that a faculty member "be recognized by his or her professional peers within the university, as well as nationally and/or internationally, for the quality of the contribution to the discipline" in his/her career. The enclosed excerpt from the ISU *Faculty Handbook* pertaining to promotion to Professor provides an elaboration on the criteria for promotion; you will note that our promotion and tenure evaluation is centered on the faculty responsibilities outlined in the Position Responsibility Statement and on the production of scholarship, as defined in the first section of the excerpt. Note that the guidelines indicate that the candidate must demonstrate national distinction in scholarship, and demonstrate evidence of wide recognition and outstanding contributions to the profession. The candidate must be effective in all areas of his/her position responsibilities and show significant institutional service. Your judgment about rate and quality of scholarly productivity (including teaching, research/creative activities, extension/professional practice), national visibility, national impact of the candidate's work, and the influence of the candidate's work on the work of other scholars are important for our review. We would ask that you carefully review the qualification for promotion and assess the candidate's accomplishments and contributions based on the criteria for promotion.

All accomplishments and credentials of a faculty member are considered at Iowa State University in making a decision on promotion, but primary weight is given to accomplishments and attainments while in the current rank. In the case of _____, he/she was appointed to his/her current rank in _____.

In addition, and as a part of your letter, please describe your relationship with _____. This should include how long you have known the candidate, whether you have a personal or professional relationship with the candidate, and, in general, whether there is potential for conflict of interest. We recommend that our external reviewers not have served as members of the dissertation committee, post-doc advisors, or co-authors.

Enclosed is _____ dossier including the vita, faculty portfolio, selected supporting materials, and the Position Responsibility Statement to assist you in your review. Should you have any questions or require other information, do not hesitate to call me at your convenience.

Your name and those of other external reviewers and the verbatim content of the reviews shall not be made available to _____. The contents of the reviews are regarded by the university as confidential to the extent permitted by law and shall be released only to those individuals who are authorized to review and make recommendations on _____.

As a final request, I ask that you send with your review a copy of your current abbreviated vita so that others will have knowledge of your excellent credentials to place the review in context.

Again, I wish to thank you for your willingness to serve as an external reviewer for _____. Promotion decisions are critical for any department and university, and we appreciate your assistance on this matter. In order for your review to be included in the candidate's review process, I ask that your evaluation be returned to me no later than _____.