TENURE AND PROMOTION REVIEW DOSSIERS AND THIRD-YEAR TENURE PROGRESS AND RETENTION REVIEW DOSSIERS: PREPARATION, PROCESS AND FUNDING

I. Preparation and Funding

A. The candidate has full responsibility for constructing the dossier in accordance with the established guidelines, which follow.

B. The campus will assist the candidate with reproducing and digitizing all materials which have been gathered by the candidate for the requirements of the dossier, including those non-digital materials added by individual department guidelines, and with distributing those materials to the departmental evaluation committee. Departments will keep the required non-digital materials to a minimum, to allow economical accumulation and distribution.

C. Dossiers received by the department will be forwarded to the campus evaluation committee by the date indicated in FPP #501.

D. The campus evaluation committee will forward a copy to the campus dean to place in the candidate’s campus file. The dean’s office will forward a copy of the dossier to the provost in support of department/campus/dean recommendations.

E. Faculty are expected to keep their dossiers up to date. That is, they build their tenure and/or promotion dossiers year by year, starting from the first year.

II. Statement of Request and Self-Assessment
The self-assessment should be in narrative form (maximum 10 printed single-spaced pages) in which the applicant presents a guided history of accomplishments pertinent to the request for personnel action. In addition to a Curriculum Vita, the presentation should describe and interpret the quality of activities in all the areas: teaching, scholarship, professional development and university service. In the case of promotion, materials should address progress since the last promotion. To support the self-assessment, the narrative should include references to documents in A-D. Departments may require additional information.

III. Documentation Appendices
Revised by the Senate 2010-10-22

Please include the documentation described below and any other documentation you believe pertinent to your self-assessment.

A. Teaching
   1. Lists (may include a brief annotation that assesses the relationship and value of the activity to your teaching effectiveness)
      a) Summary of courses taught and enrollments
      b) Grading/assessment procedures and results
      c) New course preparations
      d) Assessment procedures (as used for assessing student learning for improvement of teaching)

   2. Evaluations
      a) Evaluations of teaching by former students when mandated by FPP #501 for promotion to tenure
      b) From the most recent two semesters available: 1) Student Survey of Instruction Reports as received from the UWC Office of Student Affairs and 2) Copies or transcriptions of written comment sections from Student Survey of Instruction (per Senate policy; originals should be available if a committee requests during the process)
      c) Results of colleague visitations

   3. Materials
      a) Selected samples of course syllabi, examinations, and course materials (two currently taught courses)
      b) Selected samples of innovations in course development and/or teaching practices
      c) Selected samples of grading (assessment of student learning limited to the course)
      d) Selected samples of assessment activities (assessment of student learning for use for improvement of teaching)
      e) Other

B. Scholarship and Professional Development
   1. Lists (may include a brief annotation of the significance of the items listed; e.g., published in refereed journal.
      a) Publications
      b) Professional presentations
c) Fine Arts creations (as appropriate)  
d) Grants submitted/received  
e) Professional meetings attended  
f) Consultations  
g) Other: additional credit coursework and/or degrees earned.

2. Materials  
a) Submit copies of materials as requested by department unless duplicated elsewhere in the dossier.

C. University Service  
1. Lists (annotate briefly to reflect significance of service and/or accomplishment on committee)  
   a) Committee assignments (Department, Campus, Colleges-wide, System-wide)  
   b) Special assignments

D. Community Service  
1. Lists (annotate briefly to reflect significance of service and/or accomplishment)  
   a) Professional presentations  
   b) Special projects  
   c) Consultations

E. Retention Letters (both departmental and campus) from all prior retention decisions.

IV. Format  
Revised by the Senate March 6, 2009  
Revised by the Faculty Council (FPSC) 2013-03-15

All dossiers may be transmitted in an unalterable electronic format. Preparation of a hard copy of an electronically circulated dossier is the responsibility of the individual who desires a hard copy. If a department requires the candidate to circulate hard copies of the dossier, each copy should include the self-assessment, the appendices, and any other material in one two-inch, three-ring binder. Use both sides of the page, organize and number them clearly, and provide separators between sections. Keep the documents unstapled so they can be easily duplicated and mailed. Items like videotapes and slides can be treated separately.

V. Senate Policy Deadlines (may vary given Board of Regents schedule)  
Revised by the Faculty Council (FPSC) 2016-02-19

All faculty dossiers shall be submitted to the appropriate entity by the deadline dates indicated in FPP #501.

VI. Criteria and Procedures for Third-Year Tenure Progress Review and Retention Dossier  
Criteria and Procedures for the third-year tenure progress review and retention dossier shall conform as closely as possible to the “Criteria for Procedures for Tenure and Promotion to Associate Professor” included in FPP #501, Section IV.