

Guidelines for Promotion Candidates

Revised 05/15/2015

The following are advisory guidelines recommended by the Committee on Academic Rank and Tenure in the development of a candidate's dossier for promotion review.

- 1) Candidates for promotion now submit **digital dossiers through Sakai**. In addition to the electronic file uploaded via Sakai, the Office of Academic Affairs would greatly appreciate two hard (i.e., paper) copies of the complete dossier, as well as a copy of any lengthy papers or books that are too large to provide as digital copies.
- 2) The template for digital submissions in Sakai includes several folders which allows a faculty member to submit each section separately. The complete dossier should include the following:
 - An opening or brief personal statement in which the candidate writes about his/her experience and achievements in teaching, scholarship or creative activity, and service, including academic advising.
 - A current *curriculum vitae*. In addition, the main dossier should be divided into three parts: teaching, scholarship, and service. Each section of the dossier should be prefaced by a brief introductory statement in which the candidate, for example, writes about his/her teaching philosophy, discusses projected scholarly and creative directions, and assesses the value of department, college, and community service to the candidate's professional development. In the scholarship section, scholarly contributions that have been peer reviewed should be distinguished from those that are not, and the status of scholarly contributions not yet published should be noted (e.g., 'in process' for those fully accepted, but not yet printed; 'in review' for submitted manuscripts and those that are revise and resubmit).
 - **Teaching:** In the dossier's section on teaching, the candidate should include the following for no more than five courses offered over the preceding three years: syllabi, statistical summaries of teaching evaluations (not selected student comments), and, if available, peer evaluations. The courses selected for inclusion in the dossier should be representative of the teaching assignments the faculty member has had in the preceding three years and should, where possible, include courses at lower-division and upper-division levels. To supplement the statistical summaries of teaching evaluations, complete sets of evaluations, including student commentary, may be forwarded for the Committee's evaluation to the Office of Academic Affairs; they need not be duplicated for inclusion in the dossier itself.
 - **Scholarship:** In the candidate's introductory statement on scholarship and creative activity, in addition to assessing achievements since promotion to the rank of associate professor or appointment as assistant professor, the candidate should provide information about publications submitted--the professional reputation of the journals in which articles have appeared, the candidate's particular contributions to multi-authored articles and an explanation of the sequencing of authors' names, and, if possible, the

acceptance rates for the journals in which the candidate's work has been published. Offprints of selected articles should be included in the dossier; copies of other articles, books or lengthy research publications should be submitted for examination in the Office of Academic Affairs and should not be included in the dossier itself. For creative activity, the candidate should submit, as appropriate, slides, audiotapes, and videotapes and should provide information about juried reviews, exhibits, performances, etc., indicating the significance of the activity in the recognition of his/her reputation and professional development.

- **Service:** The section on service should include whatever documentation is appropriate that identifies the particular service that the faculty member has rendered, but documentation included in the dossier should be restricted to the period at Providence College since promotion to the rank of associate professor or appointment as assistant professor. Please note that faculty are evaluated in terms of their service to the department/program and service outside of departmental obligations. The candidate's introductory statement on service should make clear which service obligations were particularly important in the candidate's professional development.
- 3) If the candidate chooses to secure evaluations from former students, these should be alumni/ae, and the candidate may secure letters from no more than five individuals who can speak about his/her effectiveness in teaching and advising. Under no circumstances should students in the candidate's current courses be asked to write letters of support on the candidate's behalf. Alumni/ae letters should be directed to the department chair.
- 4) Since the qualifications for promotion in the area of scholarship include sharing concrete scholarly products with the relevant scholarly community and presenting those products for objective peer review, the Committee on Rank and Tenure strongly recommends that candidates provide evidence of external review from professional colleagues. Testimony on the significance of the candidate's research or creative work and his/her reputation in the professional field should be directed, not to the candidate, but to the candidate's department chair.
- 5) Consistent with the AAUP Statement of Professional Ethics (Appendix H, Faculty Handbook) candidates for tenure and promotion must insure the integrity of the information in their dossier and avoid misrepresentation of the facts and information regarding their contributions in the areas of teaching, scholarship, and service.
- 6) Changes to the Faculty Handbook that went into effect on September 1, 2014 require that CART only consider evidence provided by the candidate, department, applicable school dean, or the Office of Undergraduate & Graduate Studies, or both solicited by one or more of them and provided to the Office of Academic Affairs.