

PROMOTION AND TENURE

NARRATIVE SECTION

STATEMENT ON BEHALF OF:

(Name)

(Department)

(College)

(Date)

I. CURRICULUM VITAE

FULL NAME: _____
(first) (middle) (last)

Department: _____

School or College: _____

Has tenure been awarded? _____ If yes, effective September, _____.
(yr.)

If no, by when must a mandatory decision be made? June, _____.
(yr.)

Number of years from other institution credited toward tenure _____.

Action Considered: Promotion to _____ and/or Tenure _____.

Present rank: _____ Since: _____ Years in rank: _____
(mo./yr.)

Previous rank: _____ Since: _____ Years in rank: _____
(mo./yr.)

Previous rank: _____ Since: _____ Years in rank: _____
(mo./yr.)

Prior to service at the University of New Hampshire, give:

Last previous title and employer: _____ From: _____ To: _____
(mo./yr.) (mo./yr.)

Previous title and employer: _____ From: _____ To: _____
(mo./yr.) (mo./yr.)

Summarize other pertinent experience if it seems desirable:

Indicate educational background by listing earned degrees:

Degree: _____ Field: _____ Institution: _____ Date: _____

Degree: _____ Field: _____ Institution: _____ Date: _____

Degree: _____ Field: _____ Institution: _____ Date: _____

II. CANDIDATE'S STATEMENT ON TEACHING, SCHOLARLY, AND SERVICE ACTIVITIES

1. THE CANDIDATE'S OWN OPINION OF THE EFFECTIVENESS OF HIS/HER TEACHING, SCHOLARLY, AND SERVICE ACTIVITIES. (The candidate has the option to provide an integrated statement on Teaching, Scholarly, and Service Activities or provide a separate description of each activity. If the candidate chooses the former, this should be a 3 – 5 page self-evaluation providing an overview and vision of his/her perspective on – and integration among -- teaching, scholarly and service activities, which may be supported by documentation.)

III. DESCRIPTION OF TEACHING ACTIVITIES

1. THE CANDIDATE'S OWN OPINION OF THE EFFECTIVENESS OF HIS/HER TEACHING. (OMIT IF CANDIDATE IS PROVIDING AN INTEGRATED STATEMENT ON TEACHING, SCHOLARLY, AND SERVICE ACTIVITIES.)

This should be a one or two page self-evaluation, which may be supported by documentation.

2. THE CANDIDATE'S MAIN FIELDS OF TEACHING INTEREST AND COMPETENCE.

3. COURSES TAUGHT BY THE FACULTY MEMBER.

List the courses by number and indicate how frequently the faculty member has taught them.

4. ADVISING OF UNDERGRADUATE MAJORS AND/OR UNDECLARED STUDENTS; THE CANDIDATE'S OWN OPINION OF THE EFFECTIVENESS OF HIS/HER ADVISING.

Identify the category and number of students advised. How often has the faculty member served as advisor? What measures are used to evaluate effectiveness in advising?

5. ADVISING OF MASTERS AND PH.D. CANDIDATES.

Identify the students for whom the faculty member has served as the major advisor and the current status of each student -- completed or current. For completed students, indicate their current positions. Also provide the number of students in each category for whom the faculty member served on the graduate committee.

6. INNOVATIONS OR SPECIAL METHODS USED BY THE CANDIDATE IN HIS/HER TEACHING.

IV. EVALUATION OF TEACHING

1. HOW HAVE THE CANDIDATE'S TEACHING INTERESTS AND COMPETENCE FIT INTO THE PROGRAMS OF THE DEPARTMENT, COLLEGE/SCHOOL AND UNIVERSITY?
2. EXPECTED FUTURE ROLE OF THE CANDIDATE'S TEACHING INTERESTS AND EXPERTISE IN THE DEPARTMENT.

Consider the probable future programmatic direction of the department, and assess the importance of the teaching done by the candidate in that context.

3. WHAT PROCESSES WERE USED TO COMPILE THE DOCUMENTATION ON TEACHING EFFECTIVENESS?
4. THE COMMITTEE'S EVALUATION OF EFFECTIVENESS OF HIS/HER TEACHING AT THE (a) UNDERGRADUATE LEVEL AND (b) GRADUATE LEVEL.

Describe available information on the candidate's teaching in each category. Include in the Appendix student evaluation summaries, include the original evaluation forms, and comment on them as a reflection of the candidate's teaching performance. Evaluate the candidate's competence as a teacher in the classroom, laboratory, studio, etc. Cite the candidate's strengths and weaknesses. What are colleagues' opinions of the candidate's teaching ability? Provide appropriate documentation in the Appendix.

5. EFFECTIVENESS OF THE CANDIDATE AS AN ADVISOR OF: (a) UNDERGRADUATE STUDENTS and (b) GRADUATE STUDENTS.

Describe criteria used in assessing effectiveness.

V. DESCRIPTION OF SCHOLARLY ACTIVITIES

1. THE CANDIDATE'S OWN OPINION OF THE EFFECTIVENESS OF HIS/HER SCHOLARLY ACTIVITIES. (OMIT IF CANDIDATE IS PROVIDING AN INTEGRATED STATEMENT ON TEACHING, SCHOLARLY, AND SERVICE ACTIVITIES.)

This should be a one or two page self-evaluation, which may be supported by documentation. Candidates should document the work they did in collaboration with other faculty members and make explicit the nature of his or her contribution to the collaborative work.

2. LIST OF THE CANDIDATE'S PUBLISHED SCHOLARLY WORK AND OTHER PROFESSIONAL PERFORMANCES.

If the candidate is in a discipline in which scholarly work is usually exemplified by publications, the following format should be used: a) Books and Monographs; b) Textbooks; c) Refereed Articles; d) Other Articles; e) Reviews and Miscellaneous Publications. These should be cited in the standard entry form used in the faculty member's field.

If the candidate is in a discipline such as music or art, scholarly work should be described in terms of concerts, compositions, exhibitions, and publications, as appropriate. Other evidence of scholarly achievement, such as purchase of work by museums, galleries, etc., may be provided.

3. LIST OF CANDIDATE'S SCHOLARLY WORK CONTRACTED OR SOON TO BE PUBLISHED.

Follow the same format of listing as in item 1 above, and identify each as "in press," "submitted," or "in preparation." Provide dates of actual or expected submission.

4. LIST OF ORAL PRESENTATIONS BEFORE PROFESSIONAL GROUPS.

Include titles and dates of the talks and the identities of the groups hearing the presentations.

5. GRANTS, CONTRACTS, OR FELLOWSHIPS FOR WHICH THE CANDIDATE HAS APPLIED.

Identify their purposes, and indicate which have been funded. Candidates should document the work they did in collaboration with other faculty members.

6. PRIZES OR OTHER HONORS WON BY THE CANDIDATE.

7. PROFESSIONAL ORGANIZATIONS IN WHICH THE CANDIDATE IS PARTICULARLY ACTIVE.

Indicate the nature of the activity, such as holding office, performing committee duties, participating in regional or national meetings, etc.

8. ADDITIONAL AREAS OF SCHOLARSHIP AND WORK WITH PERSONS IN OTHER DEPARTMENTS, IN CENTERS, OR WITH GROUPS OFF-CAMPUS.

This may involve professional work with industries or other organizations. It does not include professional consulting, which is addressed in Item VII.2.

VI. EVALUATION OF SCHOLARSHIP

1. THE COMMITTEE'S EVALUATION OF THE SCHOLARLY WORK OF THE CANDIDATE.

Evaluate the quality of the candidate's scholarly writing or professional performances. If published scholarship is the professional standard, evaluate the venues in which it appears. When reviewers' opinions are available, summarize or quote from them or include copies in the Appendix. For books, clearly identify the nature of the publisher and the process of acceptance for publication. For joint publications, indicate proportion of the candidate's contribution. If the candidate's scholarly work takes the form of concerts, compositions, exhibitions, or personal appearances, comment on their quality. Cite reviewers' comments when they are available.

2. OUTSIDE REPUTATION OF THE CANDIDATE'S SCHOLARLY WORK.

How well known is the faculty member outside the University, and for what? Is he/she known regionally, nationally, internationally?

3. OUTSIDE LETTERS OF EVALUATION.

If the candidate is being considered for promotion to associate or full professor, provide in the Appendix letters from five or more persons in his/her field from off-campus evaluating his/her professional contribution to scholarship. Solicitation of such letters is also required for those being considered for promotion to associate professor. To ensure that at least five letters are received, it is recommended that more than 5 letters be requested.

- a) By whom are the letters written?
- b) How were these persons chosen? What is the relationship of the candidate with the outside reviewer? Reviewers should be neutral and not pose a risk for conflict of interest. A stronger case will be made if some of the evaluators are selected by the Department Committee rather than by the candidate. Candidates should not contact outsider evaluators.
- c) What are their professional credentials? It is important to choose outside evaluators whose opinions will be influential by virtue of their own positions and reputations. It should be obvious to the P&T Committees and the Deans that the evaluators are knowledgeable about the faculty member's discipline.
- d) On what page is a sample letter of solicitation included in the Appendix? It is important to request the evaluation in a neutral manner and to ask the evaluator to indicate the basis of his/her assessment. Letters of solicitation should include the following: "Please note that although it is our intention to hold your responses in confidences, under recent legal precedents we, like any other college or university, may be required to disclose your response along with other peer evaluation materials in the course of certain legal proceedings". Sample letters to request evaluations are available in the Deans' offices.
- e) Where in the Appendix will the letters be found?
- f) Summarize the contents of these letters and provide any appropriate reaction or further comment.

4. EVALUATION OF THE WORK OF THE CANDIDATE AS DESCRIBED IN ITEM 8 OF THE PREVIOUS SECTION.

What is the Committee's opinion of this work? Were outside letters obtained commenting on this work?

- (a) If so, identify the writers and cite the locations of the letters in the Appendix.
- (b) If not, briefly explain why such letters were not obtained.

VII. DESCRIPTION OF SERVICE ACTIVITIES

1. THE CANDIDATE'S OWN OPINION OF THE EFFECTIVENESS OF HIS/HER SERVICE. (OMIT IF CANDIDATE IS PROVIDING AN INTEGRATED STATEMENT ON TEACHING, SCHOLARLY, AND SERVICE ACTIVITIES.)

This should be a one or two page self-evaluation, which may be supported by documentation.

2. ACTIVITIES IN SUPPORT OF THE UNIVERSITY'S LAND-GRANT AND SEA-GRANT, SPACE-GRANT AND OTHER PUBLIC SERVICE MISSIONS.

Include program development and teaching in continuing education, Cooperative Extension work, decision-oriented applied research and consultation efforts, services to the public that are by-products of research projects, etc.

3. DEPARTMENTAL COMMITTEES ON WHICH THE CANDIDATE HAS SERVED.

List the committees and the years served, and indicate whether the candidate has chaired any of the committees. If the purpose and accomplishments of these Committees are not obvious, please briefly describe them.

4. UNIVERSITY, SCHOOL, OR COLLEGE AND OTHER COMMITTEES ON WHICH THE CANDIDATE HAS SERVED.

As above, indicate the extent of service and the role of the candidate on the committees.

5. OTHER DEPARTMENTAL RESPONSIBILITIES ASSUMED BY THE FACULTY MEMBER.

Include service as coordinator of graduate program, organizer of seminar series, etc.

6. THE CANDIDATE'S CONTRIBUTIONS TO SCHOLARLY AND PROFESSIONAL ORGANIZATIONS.

This may include service to a discipline through professional association membership, journal editorship, review of manuscripts, etc.

VIII. EVALUATION OF SERVICE

1. EVALUATION OF THE CANDIDATE'S PUBLIC SERVICE ACTIVITIES.

Include supporting letters in the Appendix. Briefly, identify the writer's connections with the candidate.

2. THE COMMITTEE'S EVALUATION OF THE FACULTY MEMBER'S CONTRIBUTIONS TO THE DEPARTMENT THROUGH COMMITTEE WORK AND IN OTHER CAPACITIES.

3. EVALUATION OF THE CANDIDATE'S CONTRIBUTIONS TO THE UNIVERSITY AND SCHOOL OR COLLEGE.

Include supporting letters in the Appendix. If letters are supplied, briefly identify the writers' connections with the candidate.

4. EVALUATION OF THE CANDIDATE'S CONTRIBUTIONS TO SCHOLARLY AND PROFESSIONAL ORGANIZATIONS.

Include supporting letters in the Appendix; briefly describe the writers' connections with the faculty member.

IX. RECOMMENDATIONS

1. DEPARTMENT PROMOTION AND TENURE COMMITTEE RECOMMENDATION

Indicate the recommendation and summarize the bases for it in teaching, scholarship, and service. If the recommendation is not unanimous, indicate the reasons. Please report the numerical vote. Complete the following statement and indicate the phrase or phrases that apply.

The Department Promotion and Tenure Committee recommends that

(first)

(middle)

(last name)

By a vote of: _____ Approve ____ Deny____ Absent ____Abstain

be granted tenure

be promoted to the rank of _____

be retained in present rank

be given a terminal appointment.

Signed: _____
Committee Chairperson (Date)

2. SIGNATURES OF MEMBERS OF THE DEPARTMENT PROMOTION AND TENURE COMMITTEE

Voting members of the Department Promotion and Tenure Committee should **sign below and date**, indicating that they have read the complete contents of the "Statement" and have voted or abstained in the above recommendation. List any nonvoting members of the Committee.

3. DEPARTMENT CHAIRPERSON'S RECOMMENDATION AND SIGNATURE

Provide in your own words your assessment of the candidate's performance and your recommendation. Indicate whether your recommendation is the same as or different from the committee's and why. Complete the following statement and indicate the phrase or phrases that apply.

This document includes the recommendation of the Department Promotion and Tenure Committee. My recommendation, as Department Chairperson, takes into account its recommendation and the material contained herein. It is recommended that

(first) (middle) (last name)

- be granted tenure
- be promoted to the rank of _____
- be retained in present rank
- be given a terminal appointment.

Signed: _____
Department Chairperson (Date)

X. DEPARTMENT GUIDELINES FOR PROMOTION AND TENURE

Attach a copy of the Department Promotion and Tenure Guidelines.