

## **Provost Guidance for Review, Promotion and Tenure (RPT) Dossier development – Tenure-track, Tenured, Clinical and Research Faculty**

*(with added notes from the College of Arts and Sciences Dossier Guidelines Document)*

Update June 2023

Faculty review, promotion and tenure processes are described in the Agreement between the URI Board of Trustees and the URI Chapter of the American Association of University Professors. See Article 15 “The Review Process”, Article 16 “Promotion,” and Article 20 “Tenure Process” for details regarding submission and review of candidate materials.

URI uses the [Interfolio RPT](#) online platform to support this process, including the use of electronic portfolios that provide an organized and clear summary of faculty activities and accomplishments during the period of review. Guidance and RPT training materials for candidates, peer reviewers, and chairs/deans is available on the [Provost website](#). Candidates undergoing review will receive an email when their “case” has been opened in Interfolio RPT.

Candidates upload the following materials through Interfolio RPT:

- Department Review Process
- URI Appointment Letter
- Applicant Statement for period of review
- Career CV, representing entire professional career
- Candidate Profile and Period-of-Review Tabulation of Accomplishments
- Candidate Supporting Materials for period of review
- SETs or IDEAs (Student Feedback on Teaching) for period of review

This document provides guidance for the development of your period-of-review materials.

### **A&S Dean Comments**

The successful preparation of personnel packets is essential to Annual Review, Tenure, and Promotion processes. Thus, the A&S Dean's office is adding some college specific remarks to this Provost document to help the process move smoothly. Please note that you are making a case for your contributions as a teacher, scholar, and university community member. To do this, you must consider how to best represent yourself and your accomplishments to faculty and administrators who are not in your field. You will be responsible for explaining the value of your work and the prestige and reach of the venues in which it appears. Like most universities, we are interested in the narrative of your development as a scholar and teacher, as well as your planned trajectory. But we also need to see evidence that supports the impact of your scholarly work and your success as an instructor. Similarly, you will need support for your argument about your effectiveness in service to the college, university and beyond. In addition to identifying your activities or achievements, therefore, your annual review materials should include evidence of the impact of your work.

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## Period of Review

As per the URI/AAUP Collective Bargaining Agreement, Article 15.5, the review [e.g., annual, triennial, or quadrennial review] covers the faculty member's performance during the period since the previous review. Reviews that involve promotion and/or decisions concerning award of tenure, and the fourth-year review for pre-tenure assistant professors, cover the faculty member's entire professional career, as reflected in their CV, with special attention to the period since initial appointment and/or previous promotion, as reported in this section. See Table 1 for the period of time to include in the Candidate Profile Tabulation of Accomplishments.

### A&S CV Guidance

CVs should provide clear, detailed information, including:

1. Clear differentiation of peer-reviewed publications v. non-peer-reviewed;
2. Clear differentiation of journal articles v. chapters or articles in edited volumes or books;
3. Clear differentiation between types of academic presentations (peer reviewed, invited, national, international, regional, etc.);
4. Clear bibliographic citations of all works.
5. Identifying any and all co-authors or co-editors. For multi-authored work, specify both the nature of the candidate's contribution and the proportion of the work contributed by the candidate.
6. Clearly separating works already published, works accepted for publication (note: for the category of "in press," there should be a specific date for the forthcoming publication, and you should include the press copy), works submitted and under review, and works in progress but not yet submitted. It's helpful if your CV highlights the work for the time period under annual review (e.g., put in bold the relevant items).

**Table 1. Period of time to include in Candidate Profile and Tabulation of Accomplishments, for tenure-track, tenured, clinical, and research faculty.**

NOTE: A comprehensive tabulation of accomplishments, representing your entire professional career, should be included in your CV.

Type of Review	Tabulate activities for the period		
	Since last review	Since initial appointment at URI	Since last promotion
Review without promotion	X		
4th Year review, pre-tenure assistant professors		X	
All tenure decisions		X	
Promotion to Associate Professor		X	
Promotion to Full Professor (if first hired as assistant professor)			X
Promotion to Full Professor (if first hired as associate professor)		X	
Full III Performance-Based Increase			X

## Applicant Statement

Provide a statement that describes your contributions as a faculty member at URI. The statement should address your program of scholarly/creative activity, including the context of your work, and its impact within your discipline, your approach and effectiveness in teaching, learning, and student advising/mentoring, and your service and professional outreach activities, including cooperative extension where applicable. This statement is your opportunity to help reviewers understand the framework, goals, and impact of your activities as a faculty member during the period of review.

The **goal of the applicant statement** is to tell your story as a faculty member. How do you describe your work and its importance? Where you are in the arc of your career path, what are your most significant accomplishments, what impact you are having, how you are developing as a scholar, teacher, mentor, and active member of the URI community, and what are your future plans in research or teaching in the coming years?

**Statement organization** - This statement can be structured as a holistic overview of your work where you synthesize your scholarly/creative work, teaching and service, or you may prefer to present your narrative in sections that address each domain of your contributions.

Statements should focus on the period of review and have no explicit word or page limit. Annual/biennial/triennial review statements are generally in the range of 2-4 pages, and promotion review statements, which should encompass the period shown in Table 1, are in the range of 3-6 pages.

Consider the following guidance as you develop your statement.

### Teaching Effectiveness

Your statement should describe your approach and effectiveness in teaching, learning, and student advising/mentoring, including your justice, equity, diversity, and inclusion (JEDI)-related pedagogy, content, and student mentoring contributions, where applicable. Provide evidence of teaching effectiveness such as changes made to instruction as a result of student feedback or participation in teaching professional development activities, peer review, or documentation of student success. See Appendix B of the URI-AAUP Collective Bargaining Agreement for Joint Guidance on Preparing Dossiers for the Evaluation of Contributions to the Instructional Program.

Per the URI-AAUP Collective Bargaining Agreement, the statement may include, but is not limited to:

1. A statement on teaching approach, pedagogy, and design
2. An evidence-based narrative of development as a teacher and student mentor and/or advisor
3. An explanation of how teaching approaches are implemented in courses and relate to course learning objectives and outcomes
4. Reflections on teaching effectiveness and the improvement of teaching effectiveness
5. An explanation of one's planned trajectory as a teacher.
6. Statement should focus on the period of review and refer to and be supported by the materials that you chose to include in the Teaching, Learning and Advising Supporting Materials portion of your RPT case.

#### **A&S Teaching Statement Guidance**

The teaching statement describes your approach to teaching and your self-assessment of teaching effectiveness. Here are some questions to consider:

1. How do your teaching practices and advising contribute to student learning and departmental objectives?
2. How do you know your students are learning?
3. How do you know your advising is effective?
4. How do you connect your statement to the supporting materials provided?
5. How has any ATL engagement impacted your teaching practices?
6. How have you used your IDEA reports, or other feedback, to improve the effectiveness of your teaching?

#### **Program of Scholarly/Creative Work**

Your statement should describe your program of scholarly/creative activity, including cooperative extension if applicable, for the period of this review (see Table 1), including the context of your work, and its impact within your discipline.

- **Context** helps reviewers understand the framework for your scholarly/creative activity, including the intended audience and the expected impact.
- **Impact** refers to both the dissemination and use of your work in the scholarly or public community.

Where applicable, include any justice, equity, diversity, and inclusion (JEDI) activities as carried out in a research, creative, or other scholarly setting. It is helpful to identify scholarly/creative works from your list of publications or creative works that are indicative of your best work, or most important contributions, and describe the impact of these contributions. For collaborative works, please describe the nature of your contribution. Please provide a clear explanation regarding the meaning of order of authorship on published work in your discipline.

### **A&S Research, Scholarship & Creative Work Guidance**

In your narrative, it's helpful to provide information about your publication venues, grants, and conferences, exhibits, or performances. Here are some suggestions:

- Provide information on quality of publication or outlet: acceptance rate, any information about the extent of the peer-review process, any available data on journal impact, any available data on press reputation, circulation, and quality rating, citation count for your work. Provide information about the norms of your field and how they view these metrics. We recognize that specialty journals have different standards of ratings from general journals in your field. It would be useful to include that information.
- For grants: specify the funding agency to which the grant was submitted, with full and complete citation. Specify the amount of the grant and whether funded or not. Specify the dates of funded grants (begin and end dates). Specify the PI of the grant. If you are not the PI, specify the nature and extent of your involvement.
- For conference presentations: differentiate between professional conferences/venues at the international, national, and regional levels. Differentiate between papers presented and service as discussant or panel organizer. Differentiate between papers presented and invited lectures. Differentiate between venues at which scholars in the discipline participate from presentations to audiences of primarily non-expert scholars, for example, campus presentations, panel discussions, brown-bag lunches. Specify the full title of the conference, the date and place of the conference.
- For exhibitions and performances: specify if invited, peer-reviewed, or judged. Specify full title of exhibition or performance, date, and location. Differentiate between venues at the international, national, and regional levels. Differentiate between solo exhibits and performances and group exhibits and performances.
- For translations: specify the language of the original work and the language into which the translation was made. Specify whether any contextual or scholarly material was added by the candidate such as an introduction or annotations.

### **Service and Professional Outreach**

Your statement should describe and characterize your service and professional outreach activities during the period of review with an emphasis on the context of your service and professional outreach, and the impact of your contributions, including where applicable, any justice, equity, diversity, and inclusion (JEDI) service and outreach.

- **Service** activities are defined as contributions made to support work within departments, colleges, and the University as a whole.

- **Professional outreach** describes those activities performed in support of your profession or within the local, state, regional, national, and/or international communities based on your professional expertise.

### A&S Service Guidance

The service statement offers faculty an opportunity to share their service and professional activities and reflect upon their contributions. Here are some questions to consider:

1. How have your service contributions impacted your department, the college, or university?
2. What leadership roles in service have you accepted at the department, college, or university level, and how demanding were these roles (number of meetings, etc.)?
3. What evidence do you have to document the activity level of your committee work (e.g., # of meetings; work contributed; goals reached; letter of support)?
4. How have your service contributions impacted your professional organizations or community groups? What impact have your professional outreach activities had (e.g., increasing membership contributions or other evidence of the impact or success of public service work)?

## Candidate Profile and Period-of-Review Tabulation of Accomplishments

Faculty have two pathways for creating their Candidate Profile and Period-of-Review Tabulation of Accomplishments:

1. Record activities in [Interfolio Faculty 180 \(F180\)](https://web.uri.edu/provost/interfolio-faculty180/) and generate a Candidate Profile and Period-of-Review vita for upload to your RPT case. Instructions for the use of F180 are available here: <https://web.uri.edu/provost/interfolio-faculty180/>
2. Tabulate activities for the period of review in the offline "[Candidate Profile and Period-of-Review Tabulation of Accomplishments](#)" form and upload to RPT. Note: this form combines the previous forms 8, 10 and 12 into a single form.

NOTE: Faculty who capture their full professional career in Faculty180 can also generate their comprehensive CV using Faculty180.

## Employment History and Awards

Provide professional information, educational history, prior employment history and awards and honors.

**F180 Pathway** – Basic URI employment related information is pre-populated from e-campus. Enter additional information your F180 Profile, and the Awards and Honors section. This will be stored in F180 for use in future reviews.

**Off-line Form** – Please enter/update information requested on the [Candidate Profile and Period-of-Review Tabulation of Accomplishments](#) form.

## Teaching, Learning and Advising

### A. Courses, Teaching, and Advising Assignments

Provide the information requested in the following sections for the period corresponding to the type of review case shown in Table 1. As URI works toward the strategic goal of creating a diverse, equitable, inclusive and accessible learning environment, please note, where applicable,

Justice, Equity, Diversity, and Inclusion (JEDI)-related contributions through courses, curriculum development/revisions, advising, etc. (see [URI Strategic Plan](#)).

The list of all courses taught since spring 2018 is available in Interfolio Faculty180 (F180). Faculty are encouraged to track their curriculum development, advising and student mentoring activities in F180 and use the vita-generating tool to automatically generate a Candidate Period-of-Review Vita that includes the sections described below. Faculty creating their own tabulation should use the [Candidate Profile and Tabulation of Accomplishments form](#).

Note: Faculty may, on a case-by-case basis, request upload of prior teaching records if they are using F180 to develop a comprehensive record of activities that includes the period prior to spring 2018 (contact Sean Krueger [skrueger@uri.edu](mailto:skrueger@uri.edu)).

1. **List of courses taught by semester for the period of review (see Table 1).** Include course information including enrollment, whether course was co-taught (2 or more faculty teach together throughout the semester) or team-taught (2 or more faculty teach portions of the course), whether you received additional compensation, and where applicable, please include a JEDI designation for courses in which you have offered JEDI-related lectures, activities, and/or substantive exposure. See your Interfolio Faculty180 "Teaching: Courses Taught" section for your instructor-of-record URI courses since spring 2018.

**F180 Pathway** – The list of all courses taught (with enrollment) since spring 2018 is available in F180. Please add details for non-ecampus fields (co/team taught, extra compensation, etc.).

**Off-line Form** – Enter information requested on the [Candidate Profile and Period-of-Review Tabulation of Accomplishments](#) form. Refer to e-campus faculty center (search by term) or F180 (for courses taught since spring 2018) for list of courses offered with enrollment.

2. **List of major course or curriculum developments or revisions**, including those that contribute to [Strategic Plan Priorities 2 and 3](#), for the period of review. Describe the impact of these developments/revisions on student learning in the Teaching, Learning and Advising portion of your applicant statement.
3. **List Independent Studies and Other Learning Projects** for the period of review (e.g., non-course teaching assignments).
4. **Student Advising** – List student advising for the period of review, including number of students advised per term, for the period of review.
5. **Graduate Student Mentoring** - List graduate students advised since your initial appointment at URI or last promotion, including your role (e.g., mentor, major professor, committee member, defense chair, post-graduate advisor; professional preparatory activities). Provide project title for major professor thesis/dissertation mentoring.
6. **Other Student Mentoring** – List mentoring carried out in both formal and informal settings not captured above, including, where applicable, JEDI-related advising and mentoring activities.

NOTE: Describe the impact of your advising activities in the Teaching, Learning and Advising portion of your Applicant Statement.

## **B. Teaching, Learning and Advising Supporting Materials**

Please provide representative samples of teaching/advising materials that support the Teaching, Learning and Advising portion of your Applicant Statement and provide data/evidence of teaching and advising effectiveness. Provide a table of contents that includes one or two explanatory



sentences for each document to provide context for their inclusion in your review dossier. These materials should be uploaded to your RPT case in Teaching, Learning and Advising Supporting Materials folder.

Please ensure you describe the significance of your supporting materials in your Applicant statement.

See Appendix B of the URI-AAUP Collective Bargaining Agreement for guidance on representative teaching materials and data/evidence demonstrating teaching/advising effectiveness.

#### **A&S Supplemental Teaching Materials Guidance**

1. Offer evidence of effective teaching practices that have an impact on student learning. Please also include selected or representative samples of teaching materials (e.g., syllabi, assignments, rubrics, assessments, etc.), peer or unsolicited student reviews, awards, and any other materials that would provide evidence of teaching effectiveness. The packet should include multiple forms of evidence for teaching effectiveness, as IDEA reports are only one form of that evidence.

- Note: Peer review can include the following: classroom observation; review of course syllabus and materials; review of supplementary online components and how they complement the face-to-face classroom activities; review of grading practices. It's best to have a mix of different types of peer review.

2. Support for your narrative about your teaching effectiveness. This might include the following: course assignments, student work, internal evaluations (like a mid-course survey), course proposals, changes made to syllabi in response to student feedback, exams and/or study guides. Helpful here would be an explicit connection between your statement and these materials or activities that you engaged in through the Office for the Advancement of Teaching and Learning.

3. Support for your teaching statement about advising effectiveness. This might include: summary of numbers of students advised compared to department average; summary of mentoring of students through letters of recommendation, extra office hours, serving on an honors, MA, or PhD thesis committees (other than as a major professor), directing an honors thesis or independent study, and/or sponsoring students for research projects and presentations (e.g., document the success of students you've mentored or advised through internship, work, or graduate school attendance); a list of students for whom you have served as major professor for MA or Ph.D. candidates and examples of your guidance to their timely degree completion.

### **C. Student Feedback on Courses and Teaching**

The University currently uses the IDEA Student Ratings of Instruction instrument which is supported by Campus Labs. Faculty can assess and download their course evaluation results here: <https://uri.campuslabs.com/faculty>.

Upload copies of your IDEA diagnostic reports for courses taught during the period of review. Choose file names that include the term and course prefix/number.

IDEA Instructions and resources are available here: <https://web.uri.edu/provost/idea/>

Per Article 15.12 of the [AAUP Agreement](#), student feedback results are to be regarded as but one source of information about a faculty member's teaching. Quantitative results from the student feedback instrument may be used as one factor in promotion and/or tenure decisions, with an emphasis on the pattern of student progress on relevant learning objectives. The response rate must also be considered when evaluating IDEA results (see Article 15.12 for full details).

The Office for the Advancement of Teaching and Learning provides [resources](#) on how to make the most of your IDEA results, including setting your relevant objectives, creating your own questions, and interpreting your results.

### **A&S IDEA Guidance**

Candidates should include the progress on relevant learning objectives and teaching methods and style sections of the IDEA report. As the collective bargaining agreement states, there shall not be an exclusive or overreliance on IDEA results as long as a faculty member provides other meaningful evidence of teaching effectiveness. Please see the URI AAUP CBA Appendix B (at the end of this document) for the relevant passages from the collective bargaining agreement re: the evaluation of teaching effectiveness.

## **Research, Creative, and Other Scholarly Activity**

The goals of scholarly productivity differ by academic discipline and thus assessment of this work will vary by academic department and college. Overall, the impact and quality of scholarly/creative work, rather than just the quantity, is what is important.

As per the URI/AAUP Collective Bargaining Agreement, Article 15.5, the review covers the faculty member's performance during the period since the previous review. Reviews that involve promotion and/or decisions concerning award of tenure, and the fourth-year review for pre-tenure assistant professors, cover the faculty member's entire professional career, as reflected in their CV, with special attention to the period since initial appointment and/or previous promotion, as reported in this section. See Table 1 for the period of time to include in the following sections.

### **A. Scholarly Contributions, Publications, and Creative Works**

Provide the information requested in the sections below, in chronological order, beginning with earlier entries, for the period of review (see Table 1). A comprehensive list of publications and scholarly/creative contributions should be included in your CV. Ensure that you have described the context, relevance, and impact of your work in the research portion of your Applicant Statement.

**F180 Pathway** – Faculty are encouraged to track their scholarly and creative activities in F180 on an ongoing basis and then take advantage of the vita-generating tool to generate a Candidate Period-of-Review vita that covers the sections requested below.

**Off-line Form** – Enter information requested below on the [Candidate Profile and Period-of-Review Tabulation of Accomplishments](#) form. Enter information for period of review only (see Table 1).

#### **1. Scholarly/Creative Works Completed**

List publications, scholarly/creative contributions, and comparable activity during the period of review. Specify and separate by category (books, book chapters, peer-reviewed articles and essays, non-peer-reviewed articles and essays, performances, reports, complete conference papers, collections, juried exhibits, etc.).

Include only those works published or in press and indicate accordingly. All other work (i.e., work under review, in revision, or in progress/development) should be listed in section 2, below. Use standard bibliographic format for your discipline/field. Include page references for all entries and where possible, include a web link for each work.

Where appropriate, provide indicators of impact, clearly indicating the number of self-citations if

total number of citations are presented as a measure of impact.

## **2. Scholarly/Creative Works in Progress**

List any current works under submission, being revised, or in progress, and indicate accordingly. These works should not be listed in section 1, above.

## **3. Intellectual property**

List intellectual property such as inventions, patents, software development, research instruments, licensing agreements, etc. Identify co-developers, if applicable.

## **B. Funding**

Please list scholarly/creative funding activities since your initial appointment at URI or your last promotion. A comprehensive list of funding activities should be included in your CV.

### **1. External Funding**

List external funding of your work for the period of review. Indicate your role (PI, Co-PI, Co-I, Senior Personnel, etc.), the URI portion of the award and your % contribution to the execution of the overall project. This category includes grant proposals that are submitted to an outside agency for consideration.

### **2. Internal Funding**

List internal funding for the period of review. Indicate your role (PI, Co-PI, Co-I, Senior Personnel, etc.) and your % contribution to the execution of the overall project. This category includes grant proposals that are submitted for internal consideration/ competition within URI.

### **3. Unfunded Grant Proposals**

List grant proposals submitted, but not funded, for the period of review.

### **4. Student Engagement in Funded Research**

- 5. List research projects in which students were engaged as externally funded research assistants or in funded independent study for the period of review, including the number of students engaged in each project. Students mentored in unfunded research and independent study should be reported in the Teaching, Learning & Advising portion of your dossier.**

## **C. Cooperative Extension Service and Outreach**

For faculty with formal extension appointments. These activities provide state, regional and national stakeholders with access to university expertise, service, products, and research. The issues that are addressed through these activities are stakeholder driven, problem---focused and outcome---oriented.

Provide a list of extension service and outreach programs/activities with the following information:

1. What problem(s) or issue(s) did the program address? Who are the stakeholders?
2. What activities were designed, initiated, and undertaken by the faculty member? (e.g., field days, seminars, conferences, symposia, media events, etc.) Include dates and attendance numbers (if applicable).
3. What *outputs* (products) were generated by the extension/outreach program? (e.g., this should include a list of publications, fact sheets, books, websites, etc.).

4. What *outcome(s)* occurred from the program? Importantly, what *impact* did the program have? (Describe the change in behavior or conditions that occurred as a result of the program). Please list all instruments that were used and what evidence supports the outcomes and impacts described here.

If desired, provide examples of outputs (products) that were generated by the Extension/outreach programs described above and upload to the Research and Creative Activities Supporting Materials folder in Interfolio RPT.

## **D. Research and Creative Activities Supporting Materials**

Provide copies of scholarly/creative work, grant proposals, and cooperative extension outputs where applicable, including works identified in your Applicant Statement as being exemplary of your best and most impactful work. Provide a table of contents that includes one or two explanatory sentences for each work, to provide context for their inclusion in your review dossier. These materials should be uploaded to your RPT case in the Research and Creative Activities Supporting Materials folder.

## **Service and Professional Outreach**

**Service** activities are defined as contributions made to support work within departments, colleges, and the University as a whole.

**Professional outreach** describes those activities performed in support of your profession or within the local, state, regional, national, and/or international communities based on your professional expertise.

Provide the information requested in the sections below for the period of review (see Table 1) and ensure that you have described your most important and impactful contributions in the service/outreach portion of your applicant statement. A comprehensive list of service and professional outreach activities should be included in your CV. Where applicable, please identify service and professional outreach contributions that contribute to JEDI-related activities (see [URI Strategic Plan](#)).

**F180 Pathway** – Faculty are encouraged to track their service and professional outreach activities in F180 on an ongoing basis and then take advantage of the vita-generating tool to generate a Candidate Period-of-Review vita that covers the sections requested below.

**Off-line Form** – Enter information requested below on the [Candidate Profile and Period-of-Review Tabulation of Accomplishments](#) form. Enter information for period of review only (see Table 1).

## **A. URI Service**

List department, college, and University service activities for the period of review (see Table 1), including dates of service. Specify and separate by category (e.g., department, college, university). A comprehensive list of service activities should be included in your CV.

Examples of service include, but are not limited to:

1. Serving on committees or task forces within your department, college, or the University, including those that support strategic initiatives of the university (e.g., diversity and equity, interdisciplinary efforts, global education, civic engagement, sustainability, student group advising, undergraduate/graduate research initiatives, shared governance, etc.).

2. Election or appointment to offices of organizations/governing bodies on campus, in departments, colleges, or university-wide
3. Chairing committees in the department, college, and university
4. Administrative service (e.g., department chair, director, coordinator, etc.).

## **B. Professional Outreach**

List professional outreach activities performed during the period of review (see Table 1), in support of your profession or within the local, state, regional, national, and/or international communities based on your profession. A comprehensive list of professional outreach activities should be included in your CV.

Examples of professional outreach include, but are not limited to:

1. Service on editorial boards of journals
2. Service as a reviewer of manuscripts for journals or pre-- or post-- publication reviews of texts or other scholarly works
3. Election or appointment to offices on boards of directors of regional, national, and international professional organizations
4. Serving on national review panels

## **C. Service and Professional Outreach Supporting Materials**

If desired, provide materials to support and demonstrate the impact of your service and professional outreach contributions (e.g., requests to serve; committee/organization appointment letters; commendations; awards; outcome summaries of committee activities; etc.). Provide a table of contents that includes one or two explanatory sentences for each document to provide context for their inclusion in your review dossier. These materials should be uploaded to your RPT case in the Service and Professional Outreach Supporting Materials folder.

## **AAUP CBA: APPENDIX B**

### **JOINT GUIDANCE ON PREPARING DOSSIERS FOR THE EVALUATION OF CONTRIBUTIONS TO THE INSTRUCTIONAL PROGRAM**

The purpose of this appendix is to provide faculty members guidance in meeting their obligations under Section 15.6 of this Agreement and, specifically, the provisions relating to contributions relating to the instructional program.

In the section of the review packet entitled "Teaching and Learning," faculty are encouraged to consider the inclusion of the following:

#### **Section 1: Teaching, learning and advising statement.**

The statement may include, but is not limited to:

1. A statement on teaching approach, pedagogy, and design
2. An evidence-based narrative of development as a teacher and student mentor and/or advisor
3. An explanation of how teaching approaches are implemented in courses and relate to course learning objectives and outcomes
4. Reflections on teaching effectiveness and the improvement of teaching effectiveness
5. An explanation of one's planned trajectory as a teacher

#### **Section 2: Evidence of effective teaching and advising practices that have an impact on student learning.**

If appropriate to duties performed:

Representative teaching materials may include, but are not limited to, the following:

1. Course syllabi with learning objectives and outcomes
2. Representative course materials such as assignments, grading rubrics, exams and/or study guides
3. Course proposals

Data/evidence demonstrating teaching effectiveness may include, but is not limited to, the following:

1. Representative student work with feedback (student names redacted)
2. Internal evaluations (such as a mid-semester survey)
3. Changes made to syllabi in response to student feedback and the analysis of student achievement on learning outcomes
4. Evidence of changes made to instruction or syllabi as a result of participation in teaching development activities (such as Office for the Advancement of Teaching and Learning workshops, teaching circles)

and teaching pairs, or by engaging in peer reviews of colleagues)

5. An explanation of how results of the student feedback instrument were used to improve teaching effectiveness
6. Peer review feedback, such as classroom observations; review of course syllabi and materials; review of supplementary online components and how they complement the face-to-face classroom activities; review of grading practices
7. Documentation of student success (such as prizes won, publications, career placements, etc.)
8. Invited lectures and readings
9. Data from scholarship of teaching and learning projects
10. Grants, fellowships, or other awards for teaching excellence and/or innovation

If faculty choose to include advising to demonstrate teaching effectiveness, the data/evidence may include, but is not limited to, the following

1. Number of undergraduate students advised relative to department average
2. Strategies used to promote student success and timely degree completion
3. Supporting students through letters of recommendation
4. Directing an honors project or independent study and/or sponsoring students for research projects or presentations
5. Serving on honors project, thesis, and/or dissertation committees
6. List of students mentored as major professor for a graduate degree and the students' post-graduate placements
7. Share the success of students you have mentored or advised through internship, work, or graduate school placement
8. Contributions to student learning outside the classroom as demonstrated by, for example, independent or directed studies, development of co-curricular activities or community engagement projects
9. Supervision of research/creative activity of graduate and undergraduate students beyond the mentoring expected as part of one's professional responsibilities such as joint conference presentations, co-authorship of research articles, creative production and other work, and teaching independent study, research, and readings courses