PART II

Instructions

Candidate Forms Packet
Application Supporting Documentation

University-Wide Promotion Committee
2012 – 2013

Promotion Application: Basic Information

Label nine (9) folders with your last name, first name, and rank sought. One (1) folder should contain the original application including an original set of student evaluation computer printouts and eight (8) folders should contain the copies of your application with copies of student evaluation computer printouts.

On the forms provided, please use one (1) side of each page, one-inch margins, and a 10-point or 12-point standard font.

Promotion Application **Form 1**

This form lists basic information we need to know to guarantee your eligibility for promotion.

1. Self-evident.
2. Self-evident.
3. Eligibility requirements for each rank may be found in the S3P or in the Getting Started section of this application. You should examine them before applying.
4. Date of appointment to tenure track position. Candidates may not generally apply for promotion before their fifth or tenure year. If you have applied for and been granted a waiver by the Provost, please type "waiver granted" above the date and attach a copy of the waiver to the form.
5. Only completed degrees may be included. Equivalencies granted on or subsequent to hiring must be certified by management.
6. Do not include summer or part-time teaching if it was in addition to normal full-load. Otherwise part-time teaching should be indicated as the fraction of full-load it represents. Equivalencies granted by management must be certified.
7. Self-evident.
8. Self-evident.
9. The <u>original</u> must be signed by your department Chair and your DPC Chair. The copies need not bear a signature, which means that you can make your copies beforehand. The UWPC prefers ALL copies to be signed.

Promotion Application: Teaching Faculty Report **Form 2.A**

We are asking you to take time to reflect on what good teaching means to you. The Teaching Faculty Report will consist of three things. First, there is a brief statement of your teaching philosophy. All good teaching should stem from a philosophy and attitude toward teaching.

The second component is an original set of student evaluation computer printouts, for each course taught, for the three most recent academic year semesters in which student evaluations were administered.

Further, you are strongly encouraged to submit all individual student evaluation instrument sheets in your Application Supporting Documentation (UWPC). Student evaluations are not the

only items we examine to determine your teaching effectiveness, but they are important. You should also include in your Application Supporting Documentation (UWPC) an additional original set of the student evaluation computer printouts, for easy access by the UWPC.

The third aspect of the Teaching Faculty Report is to fill in the Workload forms that correspond to the three semesters of student evaluations being submitted.

Promotion Application: Administrative Faculty Report **Form 2.B**

Submit an official job description and show how you go beyond the minimum requirements.

Promotion Application: Alternative Workload Report **Form 3**

Submit copies of alternate workload reports for the same three semesters as the student evaluations being submitted. For any assignments in lieu of classroom teaching, you must indicate the nature of the assignment on this form.

Promotion Application: Scholarly Growth Report **Form 4.A**
-Priority- **Form 4.A – 1**
Form 4.A – 2
Form 4.A – 3
Form 4.A – 4
Form 4.A – 5

The CBA informs us that continuing scholarly growth:

> **will be indicated … by such items as: development of experimental programs (including distance education); papers delivered at national and regional meetings of professional societies; regional and national awards; offices held in professional organizations; invitational lectures given; participation in panels at regional and national meetings of professional organizations; grant acquisitions; editorships of professional journals; participation in juried shows; program related projects; quality of musical or theatrical performances; participation in one person or invitational shows; consultantships; research projects and publication record; additional graduate work; contribution to the scholarly growth of one's peers; and any other data agreed to by the Faculty and Administration at local meet and discuss.** (CBA, Article 12.B.2, pp. 23 – 24)

Because the CBA also tells us that, as evaluators, the UWPC should: "give greater weight to the quality of the performance reflected in the data, than to the quantity of the data" (CBA, Article 12.B, p. 23), the UWPC attempts to capture this list on the **Scholarly Growth Report -Priority-** form.

<u>The Best Items (up to five)</u>

Although you may submit a full list of all scholarly accomplishments, we are asking for a detailed description and copies of up to five of your most important (most notable, best) achievements. For each of these achievements, fill in a separate **Scholarly Growth Report -Priority-** form**.** The rationale for our preference is simple. Because we are interested more in the quality than the quantity of your work, and because it is virtually impossible for us to critically examine all scholarship for every candidate, we are asking you to select the best of your scholarship. We will use this selection to carefully examine quality. You should list all your scholarship so that we also understand the magnitude and scope of your work.

Defining Scholarship

The **Scholarly Growth Report -Priority-** has certain biases which we make explicit here.

In labeling the first section of this form we have used Ernest Boyer's four-fold definition of scholarship from *Scholarship reconsidered: Priorities of the professorate* (1991). The definition arises from an attempt to broaden the definition of scholarship to what most faculty actually do, rather than hold us to a "Research University" standard of "the scholarship of discovery" that is rarely found at any level of academia. Scholarship is defined in four ways:

1. **The Scholarship of Discovery:** the disciplined research "at the very heart of what it means to be a scholar." It is the first element in the advancement of knowledge. "What Max Weber spoke of as the ecstasy that could occur on the cutting edge of specialization – original research" (Rice, E. 1990. Rethinking what it means to be a scholar. Teaching at UNL 12, 1:2 – 6.).
2. **The Scholarship of Integration:** scholarship that moves knowledge "beyond the isolated facts, makes connections across disciplines, seeks patterns, synthesis, relationships, and helps shape a more coherent view of knowledge." It is a scholarship that seeks knowledge close to the "deeper yearnings of the human spirit" (Boyer, E. 1990. Closing Address, National Conference on the Scholarship of Teaching, Iona, NY, October 20.).
3. **The Scholarship of Application:** scholarship that relates theory to the "realities of life." This is knowledge applied to and born out of action; applied research.
4. **The Scholarship of Pedagogy:** "scholarship means not only the ability to discover, integrate, and apply knowledge; it also under girds great teaching... A teacher to be most effective, must be, as Pat Cross suggests, a classroom teacher – someone who is involved in the evaluation of her own teaching and learning, even as it is taking place." The scholarship of teaching is the discovery of the means by which we engage in "the sacred act of conveying knowledge: of creating a new generation of scholars" (Boyer, E. 1990).

In looking at scholarship in this way we give credit to classroom research, critical essays, consulting, contracting, and disciplinary work for popular audiences as legitimate scholarship. We find most of these things in the CBA description, but with no framework. The framework provided here is meant to help both the UWPC and the candidate argue for the relevance and importance of different forms of scholarly work.

Juried Work

One sure guarantee of quality is the review and acceptance of your scholarly work in a selective process. Narrowly defined, this means published work in a journal which selects articles in a blind peer review process. In the spirit of a broader way of looking at scholarship to better fit the mission of IUP, the UWPC rejects a narrow definition of "juried" or "validated" work. Validation by one's peers in a selective or competitive process may take many forms. The definition below is an effort to give you a sense of how we will interpret this category.

Juried work: scholarly work of some form which has been reviewed by peers in a selective process and found to have sufficient merit for inclusion or reward. Examples might be: a successful grant; a peer reviewed publication; a conference presentation when papers are reviewed and rejected; an award for artistic work; inclusion in a juried show; a performance selected for presentation in a competitive process; and/or technical work subject to external scrutiny by experts in a forum where acceptance and rejection are possible outcomes. These works share the character that the candidate has risked appraisal by colleagues in a competitive process and been found to have merit.

Not having expertise in every field, the UWPC tends to use external review and endorsement of scholarship as a way of indicating quality. If you feel that your work belongs in this category, the
Scholarly Growth Report -Priority- form allows you to make a case. Because claims in the past have been vague and unsupported, we are asking for an exacting description on this form. We are requiring it only for up to five pieces of scholarship. For work that is not juried, you should make a strong case for quality.

The Forms

Priority - indicate the order of importance you give to each piece of scholarship 1 – 5.
Folder # - indicate the number of the folder in which supporting evidence may be found.

I. **Title, etc** - title of article, presentation, play, work of art, grant, contract, book, etc.
Forum, etc. – in what forum was this work presented or reviewed: conference, journal, show, etc.
Dates – since all work submitted for promotion must be completed prior to November 1, 2012, this is an important item. If the work is forthcoming, indicate that, but include also the date of *final* acceptance and include supporting documentation to that effect. Work in progress that has no clear intended completion date, no clear partial completion date or products, and no outside review or partial review, is not acceptable.
Place – if applicable.
Type – we have tried to include a wide range of types of scholarship. If we have forgotten something, add it in the Other category and explain briefly under Clarification.
Audience 1 – is this a local, regional, national, or international presentation? State presentation should be classified as regional. Presentations for international organizations, forums, or colloquia should be classified as international. A national or international audience may be given more weight by some members of the UWPC.
Audience 2 – to who was your work presented. Since the categories on the form are not mutually exclusive, choose the category which best exemplifies the majority of the audience.
Review Process – in addition to more conventional review processes (editor, peer, panel) we have included some non-traditional ones that could serve as a warranty of quality. If you have done artistic work that has been publicly praised by a critic or reviewer, indicate that here. If you have been involved in a grant or contract whose product had to undergo a critical acceptance process, again, indicate that. You should explain the exact nature of the process of critical review below.
Selectivity – if your work went through a selection process, how selective was it? What percentage of materials submitted are generally accepted in the process? You will need to document this in your supporting materials. Similarly, any invitation should be documented.
Clarification – use this space to clarify any ambiguities. All co-authored work should be clearly identified as such with an explanation of the nature and extent of your relative contribution to it. If you report work started prior to your appointment at IUP, but completed while serving at IUP, please indicate how much of this work was accomplished at IUP. Publications/paper presentations that are essentially identical except for minor changes must be identified clearly. Are presentations essentially the same but given to a different audience? The same article published in more than one journal with only minor revisions should be identified. If redundancy

has particular merit (invited paper, summary of earlier works in a more prestigious journal, unusual audience), tell us why.

II. Most of this section should be self-evident. Grants in this section differ from Section I in that they are primarily enabling for others rather than geared to your personal research agenda. For example, you may write a PASSHE grant to help a graduate student undertake a research process, or an equipment or pedagogy grant to assist instruction in the department. This is still scholarly activity of great merit, but falls in a different category.

III. Only conferences, workshops, etc. since appointment to last rank may be counted here. If you choose to use this section as one of your priority forms you may list <u>all</u> such activity as a single item.

Promotion Application: Scholarly Growth Report **-Continuation-**
Form 4.B

There are two types of scholarly growth forms. For those academic achievements of which you are the most proud (or which you think we will find the most impressive), you need to fill in up to five separate "Promotion Application: Scholarly Growth Report -Priority- Form 4.A" forms. For all other scholarly activity, you should simply provide us with a list by category and a brief explanation on this form. Also, you should list items in reverse chronological order within each category.

Promotion Application: Service Report **-Priority-**
Form 5.A – 1
Form 5.A – 2
Form 5.A – 3
Form 5.A – 4
Form 5.A – 5

The CBA defines service as:

> **... quality of participation in program, department, college, and university committees; APSCUF activity contributing to the governance of the University; development of new course(s) or program(s); training or assisting other faculty members in the use of distance education technology; participation in university-wide colloquia; voluntary membership in professionally-oriented, community-based organizations reasonably related to the faculty member's discipline; lectures and consultations; consulting with local and area agencies and organizations; and any other data agreed to by the Faculty and Administration at local meet and discuss.** (CBA, Article 12.B.3, p. 24)

In general, we have an idea of what service is. Only service relevant to the discipline may be counted here. Girl Scouts, Little League, church activities, civic and fraternal organizations are relevant only if the activity ties "reasonably" that is clearly and directly, to your discipline. This is contractual.

Work done under alternative workload is contractual and correctly identified as professional responsibility. We are asking you to document that separately. To the extent that you have gone beyond the contractual obligations of an AWE, say as a chair who is active in the Council of Chairs, serves on college committees, restructures a curriculum, you may want to make the argument that what you do beyond the minimum requirements is significant service. You should make that case on this form, in your three-page Statement of Promotability, and have your DPC verify your case.

Promotion Application: Service Report **-Continuation-**
Form 5.B

There are two types of service reports. For the service accomplishments you feel are the most important, fill in up to five separate "Promotion Application: Service Reports -Priority- Form

5.A" forms. The remainder of your service should be listed by category in reverse chronological order on this form.

Promotion Application: Statement of Promotability **Form 6**

On November 1, 2012 you should submit a three-page Statement of Promotability with all the forms listed above. The purpose of such a statement is to clarify the significance of your contributions to the University in the broad areas of teaching, scholarship, and service. Since we will have all substantive information in other materials, your goal should be to help us to understand the importance, significance, and coherence of your work. We list here some of the themes you may want to address.

a) **Teaching:** How is your philosophy of teaching reflected in the materials you present to the UWPC? How do your student evaluations and student comments demonstrate that you are meeting your goals as a teacher? How do your tests, assignments, and exercises reflect the goals and objectives expressed in your syllabi or your statement of teaching philosophy? Of which particular courses, student work, projects, innovative classes, awards are you most proud? If you have shortcomings, what have you done to improve? How can we see improvement in your work?
b) **Professional Responsibility:** You may address advising, contractual obligation, and the results of Alternative Workload in this section. To the extent that your fulfillment of AWE has exceeded requirements and should be given higher credit, make the argument here.
c) **Scholarly Growth:** What is the theme of your research over time? Do you have a developing research agenda you wish to tell us about? How does your research relate to and enhance your teaching? What changes have occurred in your research as it developed? What accomplishments are you most proud of: an article in a top journal, citation by a top scholar in your field, invitation to present in some prestigious forum, selection in a highly competitive process? Help us to understand the importance and relevance of what you do.
d) **Service:** How do you view service as part of your commitment to IUP? Why have you chosen to do particular forms of service? What important service contributions do you feel you have made? Again, what are you most proud of?

This is not meant to be an exclusive list of what you may choose to say. It is meant to give you an idea of the kind of thing that will be useful to the UWPC. Your statements should be precise and factual. Superlatives and hyperbole may well act against you. Anything you say in this statement must be carefully documented in your supporting materials. People who help themselves with these statements are those who avoid repeating information we already have, who present themselves accurately, and who are precise and particular in their use of supporting evidence.

Promotion Application: Supporting Documentation

If done well, one of the most exacting tasks is the preparation of a portfolio of supporting material. We have attempted to relieve some of that burden. For scholarship and service you are encouraged to submit documentation for up to five of the best items you have reported on your Priority Scholarly Growth and Priority Service forms. All other accomplishments you list should be documented in your Additional Documentation (DPC). Your DPC will verify the list and hold your Additional Documentation until the promotion process is completed. The UWPC reserves the right to see any of this material prior to April 15, 2013.

We fully believe all candidates will be better off if the task of the UWPC is limited to a careful review of your best work. If the up to five best accomplishments do not give us a grasp of the quality of your work, it is hard to understand how the remainder would.

Some caveats are listed here before a fuller description of what your supporting materials should contain.

1. Only work completed by November 1, 2012 may be included. In the case of a publication, a letter of final acceptance dated prior to November 1, 2012 qualifies a manuscript for inclusion.
2. Only work done since arrival at IUP and after November 1 of the year prior to your date of appointment to present rank qualifies. You may explain overlap on your Priority Scholarly Growth Form.
3. You are responsible for submitting to your DPC by November 1, 2012, a well-organized complete set of supporting materials. The supporting materials are to be in two forms, Application Supporting Documentation (UWPC) and Additional Documentation (DPC). The Application Supporting Documentation (UWPC) will contain evidence of effective teaching, fulfillment of professional responsibilities, up to five priority scholarly growth items, and up to five priority service items. The DPC will forward this to the Provost's office for use by the UWPC on January 15, 2013. The Additional Documentation (DPC) will contain the additional scholarly growth and service items. It should be presented in a form prescribed by the DPC and will remain with the DPC throughout the promotion process. **After November 1, 2012 nothing can be added to any supporting documentation. It is important that only the Application Supporting Documentation (UWPC) is forwarded to the Provost.**
4. Both scholarship and service should be directly related to your discipline. Interdisciplinary or cross-disciplinary work should be justified as to its relevance to your discipline.
5. Place all supporting materials in folders which are sequentially numbered and clearly labeled with contents. Indicate on the folder whether it is teaching, scholarship, or service material. Indexing and color-coding folders are helpful. If a folder includes several items, list them on the inside of the folder and make sure the items are also numbered. The easier your Application Supporting Documentation (UWPC) is to use, the better. A file box with a handle or handles is the most appropriate container for your Application Supporting Documentation (UWPC). Do not place materials that you expect us to read in plastic binder inserts; however, single sheets are sometimes okay. Removing and replacing them is cumbersome and adds hours to our work.

6. Verification of work and documentation of quality are crucial in our assessment of candidates. For these reasons the UWPC encourages you to make sure that your supporting materials are well organized, contain appropriate documentation, and make a strong case for your promotion.

A. **Teaching**

a) You are required to submit the most recent three semesters of your teaching materials, and student evaluations for the most recent three academic year semesters for which they were administered. An **original copy** of the student evaluation printout sheets for each course taught in the three semesters is to be included in the Application Supporting Documentation (UWPC). The UWPC strongly encourages you to submit **all student comment sheets** and you **must submit** computer generated individual class summaries for the previously mentioned three semesters. **Do not submit only a portion of your student comment sheets**.

b) Copies of any student comment sheets, which you quote in your Statement of Promotability, must be placed in a separate, labeled folder in your Application Supporting Documentation. **The originals should remain with the complete set of student evaluation comment sheets in the Application Supporting Documentation**. This allows us to find them easily.

c) Additional materials that are very helpful are sample syllabi, sample exercises, sample tests, sample assignments, sample labs, and sample products of student work.

d) Briefly document attendance at any teaching colloquia, discussion groups, training sessions, etc.

e) Document any teaching awards or honors.

f) Please include all peer evaluations of classroom teaching.

g) Teaching Portfolio – a teaching portfolio is a good way to organize your supporting documentation for teaching. It would include items such as those listed above within a textual framework, explaining their importance.

B. **Professional Responsibility**

a) Please include all peer and Chair annual or five-year evaluations.
b) Please carefully document any claims you have made with regard to fulfillment of AWE. Documentation may be in the form of a letter or may be materials themselves.
    i. Doctoral release time – a letter from the graduate coordinator of your department listing thesis committees, comprehensive committees, program responsibilities, and course development you have been involved in would be an excellent way to document your use of this time. To the extent the time has been used to improve and update graduate courses, include syllabi and reading lists to show your work.
    ii. Chair – your DPC should speak directly to your routine fulfillment of chair's responsibility. To the extent you have gone beyond the minimum contractual obligations of a chair, you should document that here.
    iii. Other contractual and exceptional AWE – If you have been given an AWE to accomplish a particular task; e.g., a Five-year Plan, include the product of your work.

C. **Scholarly Growth**

We are asking you to document only up to five of your best scholarly achievements (**Scholarly Growth -Priority-**) in the Application Supporting Documentation (UWPC). If it is a presentation or publication, please include it. You should also include **evidence** of invitation, selectivity, and any other form or status or merit you claim. Letters from conference organizers or editors, E-mail with full return address, references from other journals, etc., are the kinds of things we need. An index of citations of your work, letters from other scholars, and comments on your work in print are measures of quality. For artwork please include pictures. For scholarly efforts such as design or lighting, programs and a description of your efforts should suffice. You are not only documenting what you did, but also the quality of what you did.

D. **Service**

Again, we are asking you to document only up to five of your best service accomplishments (**Service Report -Priority-**) in the Application Supporting Documentation (UWPC). Service letters are often sufficient to document service. They should be very specific, however, as to your contribution or involvement, the time and commitment involved, and the quality of your work. If there were direct products as a result of your service; e.g., reports, curricula, etc., please include them.

Remark: A good set of supporting materials seldom exceeds a filing cabinet drawer in size. Often your work can be supported with half that volume of documentation. It is quality we are looking for, not quantity.