



The dossier for tenure and/or promotion consideration must include the documents, materials, and information identified in the Administrative and Candidate Sections below. When materials are submitted to the appropriate vice chancellor's office, the Administrative and Candidate Sections should be submitted as a single, combined PDF document. For materials submitted to the Office of the Executive Vice Chancellor, the Appendices need not be submitted electronically. Files submitted to the Office of the IANR Vice Chancellor should include Appendices. Original electronic documents must be used whenever possible and scans of hard copy documents should be used only when necessary. The file must include "bookmarks" that link to the appropriate page, rather than a section cover sheet.

I. Administrative Section (to be prepared by department)

- A. Appropriate transmittal form, followed by apportionment change form, if necessary
- B. Original letter of offer
- C. Annual evaluations
- D. Reappointment letters by Department Chair/Head
- E. Promotion and tenure evaluations, as applicable, in this order
 1. Internal evaluations¹
 - a) Letter from Department Review Committee
 - b) Letter from Chair
 - c) Letter from College or Institute Committee
 - d) Letter from Dean(s)
 2. External reviews²
 - a) Candidate's waiver form
 - b) Sample letter soliciting evaluation³
 - c) Brief statement of how external reviewers were chosen, their qualifications, and relationship to candidate, clearly identifying that at least three are from R1 institutions
 - d) External review letters
- F. Teaching information⁴
 1. Peer evaluation of teaching
 2. List of courses taught using [required form](#)
- G. Summary of extension activities⁵

¹ Each internal group or individual making a recommendation on the file must submit a letter that addresses all aspects of the faculty member's responsibility and provides reasons for the recommendation.

² Every tenure and/or promotion file must include at least three external and independent letters of review, from faculty holding appropriate rank at R1 institutions. Any exceptions to this standard must be approved, in advance and in writing, by the cognizant dean and vice chancellor or their designees; exceptions are intended to be very rarely granted. Generally, external reviewers should have full professorial rank, and in any case they must hold at least the rank being sought in the promotion process. Note that it is the responsibility of the department chair/head/school director, the chair of the departmental promotion and tenure committee, or the dean – not the candidate – to solicit these letters. External evaluators should be asked to provide an assessment of the candidate's work and potential for future scholarship. For further guidance on selecting external reviewers, please visit the [promotion and tenure website](#).

³ Sample available on the [promotion and tenure website](#).

⁴ Both items in this section must be included if the candidate's apportionment includes teaching.

⁵ This section must be included if the candidate's apportionment includes extension.



II. Candidate Section (to be prepared by candidate)

- A. **Curriculum Vitae** (clearly note refereed or juried work; extent of contributions if collaborative work)
- B. **Candidate Statement** identifying that portion of the candidate's work that in the candidate's judgment represents his or her most significant work, explains why he or she thinks this work is significant, and points out what its impact has been or will be. This statement should reference supporting materials in the Appendices, should be at most 15 pages, and should address all areas of the candidate's apportionment. As a guideline, the proportion of the narrative should approximately match the proportion of the apportionment.
 - 1. Teaching goals, practices, accomplishments, and summary of evidence that documents local and broader impact (must be included if candidate's apportionment includes teaching)
 - 2. Research/Creative Activity goals, achievements, significance and impact (must be included if candidate's apportionment includes research/creative activity)
 - 3. Service goals, achievements, significance, impact at the department, college, university, professional and community levels (must be included if candidate's apportionment includes service)
 - 4. Extension goals, achievements, significance and impact (must be included if candidate's apportionment includes extension)
 - 5. Administration goals, achievements, significance, and impact (must be included if candidate's apportionment includes administration)



III. Appendices (to be prepared by candidate)

Note: Candidates should only include significant and relevant information that is referred to in the Candidate Section and/or required by the college.

- A. Possible examples of supporting evidence for the quality and effectiveness of teaching:
 - 1. Student evaluations
 - 2. Course portfolio
 - 3. Number of undergraduate advisees
 - 4. Curriculum/course development
 - 5. Student achievement/outcomes
 - 6. Number of graduate student advisees
 - 7. Number of graduate student committees
 - 8. Evidence of innovative practices in your teaching
 - 9. Evidence of contributions to diversity and inclusion in your teaching
 - 10. International educational activity
 - 11. SOTL activities (Scholarship of Teaching and Learning)
- B. Possible examples of supporting evidence of the quality of scholarly, professional, and creative activity:
 - 1. Publications (including electronic)
 - 2. Performances/exhibitions
 - 3. Reviews
 - 4. Citations
 - 5. International activity
 - 6. Evidence of contributions to diversity and inclusion in your research
 - 7. Funded grant proposals
- C. Possible examples of supporting evidence of the quality and significance of professional and institutional service activities:
 - 1. Editorships
 - 2. Committee service (department, college, university)
 - 3. Leadership in professional organizations
 - 4. International activity
 - 5. Evidence of contributions to diversity and inclusion in your service
 - 6. Community service related to assignment
- D. Possible examples of supporting evidence of the quality and significance of extension activities:
 - 1. EARS (Extension Accomplishments Reporting System)
 - 2. Citations
 - 3. Programming highlights and impacts
 - 4. Publications
 - 5. International activity
 - 6. Evidence of contributions to diversity and inclusion in your extension activities
 - 7. Funded grant proposals