

# POLICY FOR NON-TENURE-TRACK FACULTY PROMOTION

### IMPORTANT DATES FOR TENURE AND PROMOTION

<b>Deadline</b>	<b>Action</b>	<b>Responsible Party</b>
1 June	Promotion request submitted in writing	Faculty Member
1 October	Complete evaluation portfolio submitted to the department chair	Faculty Member
15 October	Evaluation portfolio with any additional material submitted to the departmental tenure and promotion committee	Department Chair
15 November	Evaluation portfolio with departmental tenure and promotion committee and department chair recommendations submitted to the college tenure and promotion committee	Department Chair
15 December	College tenure and promotion committee submits recommendation to the dean	COE T&P Committee

# POLICY FOR NON-TENURE-TRACK FACULTY PROMOTION

## 1 PREAMBLE

The excellence of the College of Engineering and its reputation and standing among its peers are determined by the achievements of its faculty, students and alumni. The policy and procedures described in this document shall apply to all College of Engineering full-time benefit eligible non-tenure track faculty.

The expectations from faculty member's appointed to non-tenure track positions at various ranks may normally include, but are not limited to, teaching, mentoring and advising students and student organizations, student recruiting and retention, engaging with the professional community, and professional development. The specific work assignment would be based on the expertise of the person and the needs of the College and the faculty member's department. Persons holding non-tenure track positions are not normally expected to have or develop an externally funded research program or published scholarship. However, these may be required based on the needs of the College and may be used as a criteria for the initial appointment or promotion. Promotion of a faculty member is indicative of their contributions to the profession and the University. Accordingly, the promotion of faculty members are based primarily on:

- Demonstrated strong performance in teaching; and
- Service to the institution, the profession, and/or the community; and
- Demonstrated collegiality by supporting the mission of the department, college and university.

The policy and procedures are intended to support the goals of the College as well as provide direction for individual faculty members. In all cases, these policies and procedures shall conform to and be consistent with The University of Texas at Tyler *Handbook of Operating Procedures*.

## 2 DEFINITIONS

### 2.1 Teaching

The principal goal of teaching is the development of students' knowledge, skills, and attitudes, including the development of professional competencies. Teaching includes the transmission of knowledge to students and colleagues, as well as the transformation, extension, and expansion of knowledge. The teacher stimulates active learning and encourages students to be critical and creative thinkers with the capacity to continue learning long after formal education is completed.

Faculties, as scholars, are also learners. Thus, teaching and learning are complementary processes between teacher and student.

Teaching takes many forms and includes classroom-based teaching, supervising students' laboratory-based experiences, working with students on individual projects, developing learning materials, providing continuing education experiences for professional audiences, and developing new courses and programs. Most importantly, a faculty member's teaching can imprint lasting impressions on many students and inspire a few others to achieve great heights in society.

### 2.2 Service

Faculty members provide service and leadership to the University, the profession, and the community through their professional expertise, technical competence, and professional skills. A faculty member's service includes internal and external service to the University and can take multiple forms.

## 2.3 Collegiality

Collegiality encompasses issues such as the candidate's genuine compatibility with and support for the College's missions and goals; ability and willingness to work cooperatively and constructively within the department, college, and university; a willingness to engage in shared governance; and maintenance of high standards of professional integrity in dealing with colleagues and students.

## 3 PROMOTION COMMITTEES

The purpose of the departmental and college promotion and tenure committees is to evaluate a candidate's record of accomplishments in relation to respective criteria found in this document for promotion and to provide an independent assessment as to whether those criteria have been achieved. The departmental and college promotion and tenure committees will provide independent levels of review. Each committee will conduct its evaluation based on the promotion policy in effect at the hiring date of the candidate or the most current evaluation criteria whichever the candidate chooses. All policies outlined in **Section 3 Tenure and Promotion Committees** of the **College of Engineering Policy for Faculty Tenure, Promotion and Periodic Review of Faculty** will be applicable.

## 4 PROMOTION PROCESS

This section describes the process and timeline for promotion. Faculty's dossier will be evaluated by the department committee, department chair, and the college committee. The dossier and the recommendations will then be forwarded to the college dean.

A faculty member who wishes to be considered for promotion must request such consideration by June 1 of the year in which he or she wishes to be considered. The request must be in writing to the department chair with a copy to the dean. Upon receipt of the request, the department chair will notify the individual that they must have their complete evaluation portfolio submitted to the department chair by October 1. The department chair will include any additional material required and submit the evaluation portfolio to the departmental committee by October 15.

The department should submit the complete portfolio, including the recommendations of the departmental committee and the department chair, to the college by November 15. At this point, the candidate may choose to withdraw from consideration. The college review committee should submit its recommendation to the dean by the December 15. The dean, prior to submitting the recommendation to the Provost, shall meet with the candidate to review the candidate's college-level evaluations. In the event that any due date specified in this document should fall on a weekend or holiday, the due date will be the next business day.

## 5 THE EVALUATION PORTFOLIO

The evaluation portfolio is a document generated by the repository software in use by the university. The candidate for promotion is responsible for entering information into this database. The purpose of the evaluation portfolio is for the candidate to present the basis upon which a successful promotion recommendation can be made. Faculty members are responsible for maintaining, assembling, and presenting documentation in support of their request for promotion. Within the cover letter, the candidate should state why he/she is deserving of promotion. The documentation presented in the rest of the portfolio should support this position. The cover letter should be approximately two pages in length. Unsolicited letters to support teaching, service, and collegiality from former students, university colleagues, community, and professional leaders may be included to augment the candidate's application. Letters of support for research and scholarship may be included if applicable. It is the responsibility of the faculty to be aware of departmental, college, UT Tyler and UT System rules and regulations regarding promotion. The faculty who is to be considered for

promotion should compile his or her files well in advance. In all cases, a recommendation for promotion must include an outstanding record in teaching. Promotion will not be granted unless the candidate is deemed to be a strong teacher and demonstrates a commitment to lifelong improvement of his or her teaching skills. To that end, dossiers for promotion must include the candidate's curriculum vitae, a summary of the candidate's teaching and service responsibilities since arriving at UT Tyler, and if applicable appropriate electronic copies and other representations of the candidate's scholarship.

Once the faculty to the department chair that the electronic dossier is ready for evaluation, no additional materials may be submitted, unless permission to do so is given by the college dean. However, the faculty may answer questions posed and may provide specific documents at the request of the department chair.

## 6 CRITERIA FOR APPOINTMENT OR PROMOTION

This section defines the criteria for appointment and promotion for non-tenure-track faculty members. The decision to appoint a faculty member to a rank or to promote a faculty member to a higher rank is recognition of the faculty member's cumulative accomplishments to date. Recommendations for promotion must be voted upon separately by members of the departmental and college Tenure and Promotion Committees.

Because the needs and goals of each department vary widely, the level of faculty involvement in teaching and service may also vary from department to department.

Criteria for appointment or promotion to non-tenure track positions recognize three broad areas of activity: (1) teaching, (2) experience, and (3) service. The same criteria that apply to promotion to a given rank will also apply for initial appointment to that rank. Furthermore, regardless of rank, the successful candidate for appointment or promotion must demonstrate collegiality, i.e., the individual must demonstrate

- Compatibility with the College's missions and goals;
- A willingness
  - To work constructively and cooperatively within the College; and
  - To engage in shared governance; and
- A willingness and the ability to maintain a high standard of professional integrity when working with faculty, staff, and students.

### 6.1 Teaching

To qualify for promotion, faculty members must demonstrate a consistent pattern of effectiveness in teaching. Documentation related to teaching effectiveness, gathered from multiple and flexible assessment methods, is an important element of the promotion review process.

Documentation to support teaching effectiveness includes:

- Faculty member has achieved ratings on student teaching evaluations indicative of quality teaching (average rating greater than 3.75 on a scale of 1-5 to be considered strong and average rating greater than 4.0 on a scale of 1-5 to be considered outstanding);
- Faculty member has been involved in the development of new curriculum and/or has shown evidence of continued development and refinement of instructional materials for classroom and/or laboratories;
- Faculty member has earned recognition (awards) in teaching at the department, college, university, regional or national level;
- Faculty member shows a consistent record of improvement through participation in teaching development activities (e.g., workshops, seminars, etc.) continually striving to improve abilities to teach, mentor and interact with students;
- Faculty member shows evidence of innovation in teaching pedagogy; and
- Faculty member shows a consistent pattern of directing high-quality senior design projects.

For a candidate to be considered strong in the area of teaching, the candidate should be able to clearly demonstrate that he/she has satisfied the first bullet item and 2 more of the bulleted areas listed above. For a candidate to be considered outstanding they should clearly demonstrate that they have satisfied the first bullet item and achieved 3 of the bulleted areas from the list above.

### 6.2 Service

To qualify for promotion, the candidate must present evidence of commitment to service to the department, College, the University, and the profession and/or the civic community. Service is essential to the operations of a department and its obligations to serve its students, discipline(s), and community as may be described by the mission statements of the department, the College, and the University.

The commitment to service is demonstrated through leadership or active participation in some of the following areas, which satisfy the College and University service criteria:

- Serving on departmental, college, and university committees;
- Assessing degree programs and courses as part of continuous quality-improvement;
- Recruiting students for the academic programs in the college;
- Establishing and maintaining professional relationships with regional industries;
- Establishing and maintaining cordial relationships with regional junior/community colleges, their faculty and their students;
- Active participation in national, regional, state, or local professional societies, civic clubs, or other volunteer organizations; and
- Active participation in conference organizing committees, publication reviews for journals, conferences, or other publication venues if applicable. (leadership roles required for those faculty applying for promotion to full professor of practice)

For a candidate to be considered to have met expectations for promotion in the area of service, the candidate should be able to clearly demonstrate that they have satisfied the first two bullet items and 2 more of the bulleted areas listed above.

### 6.3 Collegiality

Collegiality is a professional, not personal, criterion indicative of a faculty member's participation in the affairs of and performance of duties within a given department, the college, and the university. The concept of collegiality is not to be confused with sociability, likeability, or conformity to certain views. The University of Texas at Tyler and the College of Engineering strongly believe in the concept of academic freedom and recognize that there may be fundamentally differing opinions among the faculty at the intellectual level. Not only is this normal, but it is desirable and often necessary for progress. Notwithstanding differing viewpoints, however, there must be professionalism, eagerness, and a constructive attitude to move forward for the good of the students, the profession, and the missions of the department, college, and university. The underlying belief is that while collegiality will lead to long-term fulfillment in the faculty and constructive progress in the academic environment, its absence will likely lead to disruptive activities. Collegiality addresses such issues as the faculty member's compatibility with and support for the goals and aspirations of the department, college, and university; an ability and willingness to work cooperatively and constructively within the department, college, and university; a willingness to engage in shared governance; and a high standard of professional integrity in dealing with colleagues and students on a professional and personal level.

The College subscribes to the following description of collegiality from the American Association of University Professors (AAUP) statement on professional ethics:

As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas, professors show due respect for the opinions of others.

Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

An assessment of collegiality involves an evaluation of how well the candidate's participation at the institution is in alignment and cooperation with the missions of the department, college, and university and how well they uphold the principles of free inquiry, mutual respect, objectivity, shared responsibility, and shared governance. For instance, a faculty member will be considered collegial if they

- Actively participate in the development of departmental policies and procedures;
- Contribute productively to the assessment of ABET learning outcomes;

Because departments interact most with the candidate, the Departmental Tenure and Promotion Committee and department chair shall provide independent objective assessments of the candidate's collegiality based on their observations of the candidate's participation in the department, college, and university. The College Tenure and Promotion Committee and dean should base their assessments primarily on the departmental statements regarding the candidate's collegiality.

### **6.4 Criteria for Appointment to Lecturer**

Appointment to the rank of Lecturer requires that the individual holds a master's degree in an area appropriate to their discipline. Appointment to this rank is made on the judgment that the individual has the potential for excellence in teaching and service.

### **6.5 Criteria for Appointment or Promotion to Senior Lecturer**

Appointment or promotion to the rank of Senior Lecturer is recognition that the faculty member has a clearly defined record of strong performance in teaching; a commitment to continued improvement in teaching; and a commitment to responsible and conscientious participation and leadership in service activities.

To be promoted to Senior Lecturer, the candidate must have at least five consecutive years of teaching experience for which they are rated as strong or outstanding (i.e., exceed expectations) in Teaching and should meet expectations in the other areas of review. The criteria for achieving these metrics are defined clearly in **sections 6.1 Teaching, 6.2 Service, and 6.3 Collegiality** of this document.

### **6.6 Criteria for Appointment or Promotion to Distinguished Lecturer**

In addition to the minimum qualifications identified above for Senior Lecturer, promotion or appointment to the rank of Distinguished Lecturer requires an additional demonstrated commitment to the teaching profession. This appointment or promotion is a recognition of demonstrated achievement and distinction over the span of a faculty member's academic career in teaching and service. Further, significant experience and distinction in teaching within the discipline, with demonstrated progression to high levels of responsibility and leadership over the individual's career is also required for this position.

Candidates should have a minimum of ten years of teaching experience in their discipline, preferably with the majority of this experience at UT Tyler. Exceptional candidates with experience in engineering instruction at the college level at other institutions may be considered.

At a minimum, candidates for appointment or promotion to Distinguished Lecturer must have at least five consecutive years of teaching experience for which they are outstanding (i.e., exceed expectation) in Teaching and should meet expectations in the other areas of review as per the criteria specified in **sections 6.1 Teaching, 6.2 Service, and 6.3 Collegiality** of this document. Further, candidates for promotion to Distinguished Lecturer must be recognized beyond The University of Texas at Tyler in their area of expertise that complements the focus in teaching inherent in this position. Further, for promotion or appointment to Distinguished Lecturer, evidence of leadership roles is required in at least 2 of the bulleted areas for service specified in Section 6.2. Example indicators for Service Contributions considered for promotion or appointment to Distinguished Lecturer are:



- Faculty member willingly participates in University, College and Departmental service activities as appropriate. All are expected to be team players regarding the basic administrative, advising and service activities of the department and college. Examples of service at the department and college level include advising student organizations, serving as coordinator of department initiatives, etc.
- Faculty member participated in national level service activity. Examples include service to ABET as a PEV or Team Chair, service on national professional committees or societies, contributing to a national level service or learning initiative, etc. National level service increases the reach of the university and faculty member, and likely will increase the network available to the faculty member to aid in achievement in other areas noted here.
- Faculty member has achieved a leadership position in an external organization whose mission is in line with the mission of the College of Engineering and with the teaching focus of this position.
- Faculty member provides service to the community in the form of outreach to K-12 programs, non-profit organizations and other entities in which they are representing UT Tyler.

### 6.7 Criteria for Appointment to Assistant Professor of Practice

Professors of Practice bring years of real-world experience to the classroom. Persons appointed to these positions will hold at least a master's degree and professional experience relevant to the discipline area beyond an entry level position. Their expertise as a practitioner should be commensurate with that necessary to effectively teach the subject matter at the university level and equivalent to one holding a doctorate in the discipline. A candidate for this position should have 10 or more years of industry experience with evolving responsibilities. Other significant experiences, contributions, licensures, and/or certifications may be considered in lieu of partial fulfillment of the minimum years of industry experience. Appointment to this rank is made on the judgment that the individual has the potential for excellence in teaching and service.

### 6.8 Criteria for Appointment or Promotion to Associate Professor of Practice

Appointment or promotion to the rank of Associate Professor of Practice requires that the individual holds a terminal degree or equivalent experience in an area appropriate to their discipline. Truly exceptional candidates with a master's degree in the discipline may be considered for this position, if they satisfy all other requirements outlined in this document. Further, significant experience in the discipline is also required for this position. In addition to the minimum qualifications identified above for an Assistant Professor of Practice, appointment or promotion to the rank of Associate Professor of Practice is recognition that the faculty member has a clearly defined record of outstanding performance in teaching; a commitment to continued improvement in teaching; and a commitment to responsible and conscientious participation and leadership in service activities.

To be promoted to Associate Professor of Practice, the candidate must be rated as outstanding (i.e., exceed expectations) in Teaching and should meet expectations in the other areas of review. The criteria for achieving these metrics are defined clearly in **sections 6.1 Teaching, 6.2 Service, and 6.3 Collegiality** of this document.

### 6.9 Criteria for Appointment or Promotion to Professor of Practice

Appointment or promotion to the rank of Professor of Practice requires that the individual holds a terminal degree or equivalent experience in an area appropriate to their discipline. This appointment or promotion is a recognition of demonstrated achievement and distinction over the span of a faculty member's academic career in teaching, and service. Further, significant experience and distinction in the discipline, with demonstrated progression to high levels of responsibility and leadership over the individual's career is also required for this position. Truly exceptional candidates with a master's degree in the discipline may be considered for this position, if they satisfy all other requirements outlined in this document. The College of Engineering requires that each of its faculty members at the professorial rank be nationally or internationally recognized.

At a minimum, candidates for appointment or promotion to Professor of Practice must be outstanding in Teaching and should meet expectations in the other areas of review as per the criteria specified in **sections 6.1 Teaching, 6.2 Service, and 6.3 Collegiality** of this document. Further, candidates for promotion to Professor

of Practice must be recognized beyond The University of Texas at Tyler in their area of expertise through patents, consulting, leadership positions in industry or other artifacts. Journal, conference publications, books, external research funding and directing student research may be included, if applicable. Further, for promotion or appointment to Professor of Practice, evidence of leadership roles is required in at least 2 of the bulleted areas for service specified in Section 6.2. Example indicators for Service Contributions considered for promotion or appointment to Professor of Practice are:

- Faculty member willingly participates in University, College and Departmental service activities as appropriate. All are expected to be team players regarding the basic administrative, advising and service activities of the department and college. Examples of service at the department and college level include advising student organizations, serving as coordinator of department initiatives, etc.
- Faculty member participated in national level service activity. Examples include service to ABET as a PEV or Team Chair, service on national professional committees or societies, contributing to a national level service initiative, etc. National level service increases the reach of the university and faculty member, and likely will increase the network available to the faculty member to aid in achievement in other areas noted here.
- Faculty member has achieved a leadership position in an external organization whose mission is in line with the mission of the College of Engineering.
- Faculty member provides service to the community in the form of outreach to K-12 programs, non-profit organizations and other entities in which they are representing UT Tyler.

### **6.10 Criteria for Promotion to Assistant Professor of Instruction**

Appointment to the rank of Assistant Professor of Instruction requires that the individual holds a terminal degree in an area appropriate to their discipline. Further, significant teaching experience in the discipline is also required for this position. In particular, candidates for promotion to Assistant Professor of Instruction should have a minimum of three years teaching experience in their discipline, preferably with UT Tyler. Exceptional candidates with experience in engineering instruction at the college level at other institutions may be considered. Appointment to the rank of Assistant Professor of Instruction is recognition that the faculty member has a clearly defined record of outstanding performance in teaching; a commitment to continued improvement in teaching; and a commitment to responsible and conscientious participation and leadership in service activities.

To be promoted to Assistant Professor of Instruction, the candidate must be rated as strong or outstanding in Teaching and should meet expectations in the other areas of review. The criteria for achieving these metrics are defined clearly in **sections 6.1 Teaching, 6.2 Service, and 6.3 Collegiality** of this document.

### **6.11 Criteria for Appointment or Promotion to Associate Professor of Instruction**

Appointment or promotion to the rank of Associate Professor of Instruction requires that the individual holds a terminal degree in an area appropriate to their discipline. In addition to the minimum qualifications identified above for Assistant Professor of Instruction, appointment to the rank of Associate Professor of Instruction requires an additional demonstrated commitment to the teaching profession. Candidates should have a minimum of six years of teaching experience in their discipline, preferably with the majority of this experience at UT Tyler. Exceptional candidates with experience in engineering instruction at the college level at other institutions may be considered. Additionally, candidates should be contributing to the teaching discipline through appropriate publication or other means of dissemination of pedagogic (or other) research findings, theories and lessons learned about teaching, mentoring, and contributing to student success and outcomes.

To be promoted to Associate Professor of Instruction, the candidate must have at least five consecutive years of teaching experience for which they are rated as outstanding (i.e., exceed expectations) in Teaching and should meet expectations in the other areas of review. The criteria for achieving these metrics are defined clearly in **sections 6.1 Teaching, 6.2 Service, and 6.3 Collegiality** of this document.

### **6.12 Criteria for Appointment or Promotion to Professor of Instruction**



Appointment or promotion to the rank of Professor of Instruction requires that the individual holds a terminal degree in an area appropriate to their discipline. In addition to the minimum qualifications identified above for Associate Professor of Instruction, appointment to the rank of Professor of Instruction requires an additional demonstrated commitment to the teaching profession. This appointment or promotion is a recognition of demonstrated achievement and distinction over the span of a faculty member's academic career in teaching and service. Further, significant experience and distinction in teaching within the discipline, with demonstrated progression to high levels of responsibility and leadership over the individual's career is also required for this position.

Candidates should have a minimum of ten years of teaching experience in their discipline, preferably with the majority of this experience at UT Tyler. Exceptional candidates with experience in engineering instruction at the college level at other institutions may be considered.

At a minimum, candidates for appointment or promotion to Professor of Instruction must have at least five consecutive years of teaching experience for which they are outstanding (i.e., exceed expectation) in Teaching and should meet expectations in the other areas of review as per the criteria specified in **sections 6.1 Teaching, 6.2 Service, and 6.3 Collegiality** of this document. Further, candidates for promotion to Professor of Instruction must be recognized beyond The University of Texas at Tyler in their area of expertise that complements the focus in teaching inherent in this position. Further, for promotion or appointment to Professor of Instruction, evidence of leadership roles is required in at least 2 of the bulleted areas for service specified in Section 6.2. Example indicators for Service Contributions considered for promotion or appointment to Professor of Instruction are:

- Faculty member willingly participates in University, College and Departmental service activities as appropriate. All are expected to be team players regarding the basic administrative, advising and service activities of the department and college. Examples of service at the department and college level include advising student organizations, serving as coordinator of department initiatives, etc.
- Faculty member participated in national level service activity. Examples include service to ABET as a PEV or Team Chair, service on national professional committees or societies, contributing to a national level service or learning initiative, etc. National level service increases the reach of the university and faculty member, and likely will increase the network available to the faculty member to aid in achievement in other areas noted here.
- Faculty member has achieved a leadership position in an external organization whose mission is in line with the mission of the College of Engineering and with the teaching focus of this position.
- Faculty member provides service to the community in the form of outreach to K-12 programs, non-profit organizations and other entities in which they are representing UT Tyler.

## 7 APPENDIX: GUIDELINES FOR CONTENT OF THE EVALUATION PORTFOLIO

The evaluation portfolio is a document generated by the repository software in use by the university. The candidate for promotion and the department chair are responsible for entering information into this database. This appendix provides important guidelines about the materials that may be included regarding teaching, service, and collegiality. Candidates being considered for promotion are responsible for providing accurate, thorough, and clear documentation of achievements for review at the departmental, college, and university levels.

### 7.1 Cover Letter

The cover letter should be approximately two pages in length. The candidate should state why he/she is deserving of promotion.

## 7.2 Annual Evaluations

The candidate should include all previous faculty annual evaluations.

## 7.3 Departmental and College Promotion Guidelines

The candidate should include a copy of the current departmental and college promotion guidelines. The purpose of including these guidelines is to make immediately available to the next level reviewer the criteria by which the candidate is being evaluated at the lower levels.

## 7.4 Teaching

The candidate should enter a statement of their teaching philosophy and the manner in which they attempt to engage students inside and outside of the classroom. This statement should be no more than two pages. The candidate should also include the following:

- Summary of teaching responsibilities (list courses by semester). (Note courses taught in online and hybrid formats).
- Any teaching awards received.
- Teaching Enhancement. Describe how you have used student evaluations to improve instruction. You can also list workshops, panels, training sessions, etc. on teaching you have attended in past two years.
- Workshops, panels, papers, etc. you have presented on teaching in your field.
- Use of technology in the classroom.
- Student course evaluations.

## 7.5 Service Contributions: Teaching

The candidate should enter a statement of his or her service activities and the relationship of these activities to the teaching mission of the department. The narrative is to be no more than one page in length. The following should also be listed, by category beginning with the most recent:

- **Curriculum development.** New courses developed; participation on curriculum development committees; laboratory manuals, workbooks, etc. prepared for courses.
- **Advising.** A statement on advising activities, including graduate students if applicable (half page maximum).
- **University.** List membership on all departmental, college, and university committees along with leadership roles, significant activities; other contributions.

## 7.6 Service Contributions: Professional and Community

The candidate should enter a statement of his or her service activities to the profession, and the community, and the relationship of these activities to the teaching of the department. The narrative is to be no more than one page in length. The following should also be listed, by category beginning with the most recent:

- **Service to profession (Academic, Disciplinary).** Memberships in organizations; offices held; other relevant service activities, and other relevant contributions. Other activities such as journal editor, manuscript reviewer; conference paper reviewer and others may be included if applicable.
- **Professional practice.** Consulting and practice; service on agencies, boards, professional (non-academic) organizations; technology transfer work; workshops, seminars, etc. for professionals; and other contributions.

- **Public schools.** Describe service activities involving public schools.
- **Community.** Describe service activities involving the community at large.

### **7.7 Other Summary Information Requested by the Department or College**

At a minimum, the candidate should enter his/her short and long term goals and objectives addressing the next year and the next five years, respectively, after promotion is granted. The goals and objectives must specifically address teaching, professional service, and professional development. The purpose of these goals and objectives is to demonstrate clearly that the candidate has a plan for continued contributions after being promoted.

Other materials may be requested by individual departments.