May 26, 2015

TO: Vice Presidents, Chancellors, Vice Provosts, Deans, and Legal Counsel

FROM: Daniel J. Bernardo
Provost and Executive Vice President

SUBJECT: Recommendations for Faculty Promotion and/or Tenure

Enclosed are the instructions and forms for the 2016 promotion and/or tenure recommendations. No spaces are currently available within the Regents Professor rank. Therefore, nominations will not be accepted for Regents Professors this year. The attached listing indicates faculty eligible for tenure consideration in 2015-16. Faculty members who are tenured and who, therefore, should give recommendations are also listed ("T"). Please call Human Resource Services 335-3121 if the list of those to be considered does not agree with your records. Please ask department chairs to provide copies of these instructions to all tenure and/or promotion candidates.

Please note that recommendations and a summary sheet for faculty promotions and/or tenure actions must be received by my office no later than October 30, 2015. (Please note the deadline and plan accordingly.) Please also note that we will continue to have a Sharepoint site for each college available and ask that you upload as many documents as possible to that site. A notebook for each candidate will still need to be submitted with the following items: faculty and administrative recommendation forms with original signatures; recommendation letters with original signatures; and supporting materials that are not available electronically. Contact the Provost's Office at 335-5581 if you have questions or need assistance.

The instructions begin on page 4. They are organized as follows:

Page 4 Schedule and Order of Candidate Materials
Page 5 Instructions for Administrative Recommendations
Page 6 Instructions for Curriculum Vitae
Page 7 Instructions for Statements
Page 8 Instructions for Letters of Recommendation
Page 8 Instructions for the Teaching Portfolio
Page 9 General Format
Page 9 A. Goals
Page 9 B. Responsibilities
Page 10 C. Evaluations
Page 11 D. Results
Page 12 Instructions for Faculty Recommendations
Page 13 Instructions for Supporting Materials
Pgs. 14-23 Administrative and Faculty Recommendation Forms

The forms are similar to those used last year. Please fill all forms out completely. Forms are available on our website at http://provost.wsu.edu. You are reminded that faculty
recommendations are now required for all promotion cases, including promotion to senior instructor and to clinical associate professor and clinical professor. In addition, the dean and/or chancellor are now required to notify a candidate in writing about whether his/her case for promotion to professor will be forwarded to the Provost’s Office. Notification must occur within 10 working days of the decision. Justification must be provided if the file will not be forwarded, and the faculty member has the option to request that the application be forwarded to the Provost’s Office, in spite of the dean’s recommendation. As always, tenure cases must be forwarded.

Granting of tenure is one of the most important personnel decisions made in the university. It is not a routine matter and should not be treated as such. You are to be guided by the current Faculty Manual when considering your recommendation. Generally, recommendations for tenure will be made concurrently with the promotion to associate professor.

Thoughtful and lucid recommendations are prerequisite to a proper decision. If there is serious doubt about the wisdom of granting tenure, tenure denial is the proper recommendation.

REMINDERS

1. Be certain to provide clear and complete documentation to support all recommendations. Chairs and deans statements should include the sections outlined in the “Checklist for the Chair’s Statement for Tenure, Promotion, and Third-year Review.”

2. Evaluators at all levels must judge cases on their merit and in relation to department, college, and university expectations and not in comparison with others in the department with tenure already or being considered at the same time.

3. Please be sure that your recommendations, and the procedures that you follow, are consistent with your college and departmental guidelines.

4. Outside letters are required for tenure and for tenure-track promotion considerations and, in view of the time constraints, I urge you to begin to solicit external letters as soon as possible. All letters to reviewers should include the following statement:

   “Washington State University will treat your evaluation as a sensitive document, and it will not be made generally available. However, because Washington State University is a public institution and because our state has a very broad public records law, we are unable to guarantee confidentiality. If requested, evaluations will be made available to the candidate.”

Please note that the minimum number of letters from outside WSU is four; however, all letters received by the department by the time the case is forwarded to the dean’s office must be included in the file. Unsolicited letters must be included in a separate section. These letters should be available to faculty and administrators involved in the review process. External letters should be solicited from distinguished faculty members at peer or better universities, and at a rank appropriate for the promotion under consideration.

5. The same general procedures and timeline should be followed in recommending promotion of indefinite- and fixed-term faculty. The documentation for these latter promotions need not include external letters, but must now include evaluations of the
candidate by the faculty. The list of those who should provide recommendations for particular indefinite- and fixed-term appointments is available in section 7. Faculty Recommendations below.

6. Make sure that all of the chancellors, deans, and department chairs, who are involved in a case provide written feedback when relevant about the case. In addition, all faculty members who are eligible to assess a case should do so. All recommendations (e.g., faculty, department tenure and promotion committee, college tenure and promotion committee) should be reported in the summaries prepared by the chair and dean.

7. No one with a conflict of interest should assess or prepare a case for a candidate. For example, no one with a personal relationship with the candidate that goes beyond that inherent in the role of colleague should contribute to a case. External letters should not be solicited from mentors, collaborators, former graduate students, post-doctoral associates, etc.

8. All tenure track and tenured faculty members engage in teaching, research and service. Percentage appointments are not acceptable excuses for total neglect of one area. For example, someone with a 70% teaching assignment who does no research will not usually be granted tenure or promoted. Good performance in one area cannot substitute for a failure to perform in other areas.

9. Cases for early promotion and/or tenure must be justified by extraordinary merit and permission to bring the case forward must be obtained from the Provost before the case is prepared.

10. It is required that the faculty discussion of all candidates’ cases for tenure and/or promotion be held over Academic Media Services (AMS) in schools and departments that have any participating members at the urban campuses or other off campus site. This meeting must be available to faculty at all appropriate sites. This meeting will allow all faculty members, regardless of location to provide and to hear information about any candidate’s progress and will allow questions about this progress to be asked and answered. I urge you to schedule these meetings early with AMS.

11. Tenure and/or promotion should be granted when the candidate has reached the level of performance specified in the departmental and college tenure and promotion guidelines. Those who have been granted a delay in the tenure clock should be held to the same standards as those given a normal clock. They should not be held to a higher standard because of the delay.
TENURE AND PROMOTION GUIDELINES 2015

Schedule

May, 2015  Distribution of Instructions and Forms on Tenure and Promotion
May, 2015  Distribution of Lists of Names for Tenure
October 30, 2015  Recommendations are DUE in the Provost’s Office
December, 2015  Discussion by the Provost’s Tenure and Promotion Advisory Committee
January, 2016  Discussions with relevant deans/vice provosts begin
March, 2016  Letters sent to faculty

Instructions

General:

Supporting materials for promotion, tenure, and appointment with tenure should be assembled in a three-ring binder with dividers (but **NO plastic covers**). Please make sure that all staples have been removed.

The materials should be assembled in the order indicated below. The cover material should be prefaced by a table of contents. The table of contents should consist of at least nine sections, but it does not have to be numbered by page. For instance, the tabs for most candidates would be as follows:

1. Administrative (Dean’s and Chair’s) Recommendation Form(s)
2. Current Resume
3. Past annual progress toward tenure, and third-year reviews (in cases of promotion to full professor, only those reviews conducted since the last promotion need be included).
4. Statements (optional)
5. Letters of Recommendation
6. Teaching Portfolio
7. Faculty Recommendations
8. Supporting Materials
9. Copy of Departmental and College Criteria for Promotion and Tenure
The tabs may make more precise divisions if needed, but in no case should any of the above sections be combined.

Please assemble notebooks alphabetically, by college, in archive boxes with the candidate’s name clearly marked on the notebook spine.

The notebook assembled for the promotion of an indefinite- or fixed-term faculty member contains the same information as the promotional file for a tenure-track or tenured faculty member except that external letters are optional, rather than required. All other elements of a tenure-track tenure and promotion file should be presented, including: Chair’s summary, Dean’s summary, Chancellor’s summary when appropriate, faculty recommendations, the candidate’s curriculum vitae, and supplemental material to support the case.

Materials:

1. Summary Recommendation Form

Submit the original copy of the Summary Tenure/Promotion Recommendation form to the Office of the Provost. Make sure it is filled out in its entirety including the full mailing address. Chairs and deans must verify all information that is included on the Summary Recommendation Form before submitting files to the Office of the Provost. It is the responsibility of the College to make sure that correct and complete information is submitted to the Provost’s Office. Be sure to include the recommendation from urban campus chancellor(s) and vice-chancellors where applicable and both the department chair’s, and the secondary department chair’s evaluation(s) in the case of a joint appointment.

To be completed by the department chair(s):

Evaluation by the chair should be detailed and interpretive containing analysis of critiques by colleagues and peers as well as the chair’s assessment. Chairs must render a clear recommendation of grant or deny in the case of tenure and a promote or defer in the case of promotions. The chair should outline the process used during unit review and should explain, or at least provide a context for, faculty recommendations or external letters that contain negative information about the candidate or that disagree with the majority of departmental faculty recommendations. The chair’s recommendation will not ignore the views of the faculty but need not be in agreement with the majority of faculty recommendation forms. Chairs should not register both a faculty and chair recommendation. Faculty who have appointments that might provide more than one occasion to participate in evaluations (joint appointments, department chair, dean, etc.) must do so only once.

In commenting on the promotion of assistant to associate professor, the chair’s analysis should show that the candidate has a potential for national and international prominence based on the candidate’s performance to this point, as well as the potential for continued positive contribution to the University. The chair should address the question of whether the person would be tenured and/or promoted at the best of our peer institutions. In the event the evaluation differs markedly from those given at the time of the third-year review and/or annually with respect to cumulative
progress towards tenure, every effort should be made to explain these evaluative differences.

In commenting on the promotion of associate professor to professor, the chair’s analysis should stress persistence of quality in teaching, scholarly, and creative activities with particular focus on performance since promotion to associate professor, as well as increasing service to the institution, professional organizations, and society. The quality and quantity of accomplishments of the full professor are expected to be at a significantly higher level than that of the associate professor. The scope of these accomplishments should also be on a broader national and international level. Attainment of the rank of professor is an indication that, in the opinion of colleagues, the individual has made and continues to make outstanding contributions to the area of their major work assignment. The outstanding contributions that merit promotion to professor should be clearly specified. Promotions to professor cannot be justified on the basis of time in rank alone, generally adequate work, etc. National and international prominence is required and must be clearly established in the chair’s analysis.

To be completed by the dean(s):

Tenure/Promotion Recommendation Form

Evaluation by the academic dean should not just repeat the chair’s summary. Instead, the dean’s summary should be a detailed and interpretive analysis of the case. The dean should outline the process used during the college-level review. In cases where time to tenure/promotion credit has been given for service at another institution, indicate how much credit was allowed. The recommendation of college-level advisory committees should be reported as part of the dean’s analysis and recommendation. The formation of the Advisory Council is left to the discretion of the dean; however, the dean must take care to ensure that the composition of the group is fair to all candidates. Department chairs (who have their own opportunity to comment) should not be a part of college committees. Any member of a college-level committee must not assess candidates from his/her own unit. In cases of candidates from the urban campuses, the chancellor or designee must sign the academic dean’s recommendation as an indication that the chancellor or designee has seen that recommendation. The recommendation from the dean need not agree with the advice received from the department or dean’s advisory committee, but any disagreement with prior advice should be explained.

2. A curriculum vitae to be completed by the candidate. The vitae should include at least the following:

- a list of graduate courses taught, graduate students and postdoctoral fellows supervised, and graduate committees served on;

- summary of grant and contract support, including identification of principal investigators, granting agencies, periods, and funding of all awards. Unfunded proposals may be listed;

- complete list of publications with complete citations, including abstracts, articles, book chapters, books, papers in conference proceedings, patents, and reviews; or creative activities including original scores, exhibits, performances, and works of art. Refereed and non-refereed publications must be listed separately;
Note: only published or accepted publications should be included in the publication list.

- Documentation of acceptance for any publications listed as in press or accepted for publication must be included. Any unpublished publication which is not accompanied by documentation such as a letter of acceptance, signed contract, or other proof of eventual publication will not be considered as part of the file;

- List of consultancies, sabbatical leaves, and international collaborations, if applicable;

- List of invited and contributed presentations at national or international conferences and symposia, including titles and/or identifications of groups addressed; and

- Other supporting information, such as the number of citations of key publications (include period covered by the citations) or copies of reviews of exhibits or performances.

- A description of service activities, including:
  - A description of services to the department, college, and university, other institution or firm (contributions to shared governance are important expectations of senior faculty);
  - A description of services to professional groups or associations; and
  - A description of services to county or state governments, communities or other societal groups.

- A description of honors and awards, including:
  - Teaching, research or public service awards; and
  - Other evidence of recognition, such as lectureships.

3. Copies of past annual progress towards tenure, and third-year reviews. The recommendation on tenure and promotion should follow logically from, and be consistent with, the feedback the candidate has been given in the past whenever possible.

4. Statements (e.g., context, research, service).

Each statement should be limited to two pages. The statement may include a description of expectations placed on a faculty member by circumstances extant at research stations or urban campuses, the requirement of joint appointments or other special circumstances such as commitments to student groups. If the faculty member would like to clarify the themes of his or her research and/or service activities, he or she may provide short descriptions here.

5. Letters of Recommendation and a list of reviewers contacted with the names supplied by the candidate marked with an asterisk.

Letters may be obtained from evaluators chosen by the chair from a list composed partially from recommendations of the candidate. Letters should be solicited from
noted senior faculty, scholars, researchers, artists, and performers at comparable or better institutions, research centers, or private-sector organizations. Careful thought should be given to the qualifications, stature and overall appropriateness of those from whom letters are solicited. Academic standing of external reviewers is particularly important. The letter writers should hold a rank at least equal to the rank to which the candidate aspires. Letters should not be solicited from people who have a conflict of interest, such as a personal relationship with the candidate that goes beyond that of colleague (e.g., mentor, collaborators). Letters from WSU faculty are not considered "external" letters and should not be solicited. If they are received, they should be included in an appendix to the file.

A short (no more than one page) biographical sketch for each evaluator should be submitted with the letters forwarded (please do not send complete resumes).

Copy of the letter sent to reviewers requesting their comments. All letters to reviewers should include the following statement:

"Washington State University will treat your evaluation as a sensitive document, and it will not be made generally available. However, because Washington State University is a public institution and because our state has a very broad public records law, we are unable to guarantee confidentiality. If requested, evaluations will be made available to the candidate."

Only four from outside WSU are required, but all letters received by the department by the time the case is forwarded to the dean's office must be included in the file.

Unsolicited letters from students, colleagues, and citizens, or other evidence of research, creative or performance activities, teaching, extension or service excellence, may be submitted but should be forwarded only when unique perspectives are offered on the faculty member's service to the institution and society.

6. The Teaching Portfolio.

A "teaching portfolio" is a compilation of information about a faculty member's teaching, made by that faculty member, often for use in consideration for tenure or promotion. It is not, in itself, an instrument for teaching evaluation, but a vehicle for presenting information which may include results of evaluations and which may itself contribute to evaluation.

The format and uses of the portfolio will naturally vary from one part of the university or discipline to another. The outline that follows is meant to be an adaptable template, which can be modified for individual units or even individual faculty members.

Nevertheless, there should be a degree of uniformity. The original impetus for proposing the portfolio at WSU was the fact that personnel documents from different units described teaching activities in such varied ways that often it was difficult, if not impossible, to use them fairly or to obtain useful aggregate results. Some guidance seemed in order.

General Format

The teaching portfolio narrative shall be firmly limited to five pages. It should present information under headings selected appropriately from those listed below (and perhaps
others) and organized in much the same way. Some faculty members may attach complementary information in the form of appendices or exhibits, but these are not always essential and should be used in moderation. The outline that follows can therefore be regarded as a menu from which faculty members (or departments, or colleges) can select items to include in teaching portfolios to fit their particular circumstances.

Each teaching portfolio should be dated and signed by the faculty member.

A. Goals

A compact but thoughtful statement about the faculty member's intentions and aspirations in teaching, especially for the near future.

Examples: preferred principles for good teaching; plans for actions for improvement, curricular projects, publications, presentations, etc. Platitudes and vacuous generalities should be avoided.

Obstacles the faculty member has encountered, such as inadequate facilities, inadequate library resources, excessive class size, etc.

B. Responsibilities

(The topics listed below reflect a broad concept of teaching. Others might be added.)

1. Percentage of appointment devoted to teaching, if stipulated.

2. Courses recently and currently taught, with credit hours and enrollments

   When instructional duties for a course are shared, those of the faculty member should be described or at least represented by a percentage. Attachment of typical syllabi as exhibits may be appropriate.

3. Work with individual students

   Examples: Guidance of independent study or undergraduate or graduate research; direction of theses; supervision of postdocs.

4. Advising

   Examples: Advising for the Center for Advising and Career Development (CACD), advising of majors, advising students competing for prestigious scholarships or for admission to graduate or professional programs. Advising students in one's own classes specifically about those classes does not belong here. Approximate numbers of students advised, etc.

5. Instructional innovations

   Innovation is not essential to good teaching, but credit should be taken for major efforts to improve teaching. Examples: Novel use of instructional technology; development of collaborative arrangements outside the unit and/or university; adoption of such methods as collaborative learning, use of case studies, etc.

6. Extraordinary efforts with special groups of students
Examples: Exceptionally able students; members of underrepresented groups or groups facing special challenges (women in mathematics, men in nursing, returning students, physically impaired students).

7. Use of research in teaching

Examples: Modification of syllabi, laboratory experiments, reading lists, etc., in light of one's own research; involvement of students in one's own research; special activities for helping students to develop creative and critical thinking skills for use in their research.

8. Out-of-class evaluation activities

Examples: Participation in assessment of educational outcomes, such as end-of-program assessment; participation in conducting examinations for advanced degrees; screening students for scholarships and other distinctions.

9. Service on WSU or other committees concerned mainly with instruction

Examples: Service on the Faculty Senate Academic Affairs Committee, and college and department committees of the same general kind.

10. Learning more about teaching

Examples: Programs of systematic reading in the literature on teaching; attending short courses and professional conferences concerned with teaching; leading or participating in faculty seminars concerned with teaching issues.

11. Projects and potential projects requiring non-state funding

Teaching-centered grants received and grant proposals under consideration. When other faculty members are involved, the role of the faculty member who is reporting should be made clear.

C. Evaluations

The "Evaluation" section in a portfolio should consist chiefly of summaries of data from whatever methods for evaluating teaching are used--not only evaluation by students. The data themselves may be attached in exhibits or offered as available on request. Some faculty members may wish to include explanations or rejoinders for evaluations which they believe to be potentially misleading.

1. Student evaluations

Examples: Results of student questionnaires; interviews of students; the one-minute essay and other forms of "classroom research." Teaching evaluations should be provided whenever possible.

2. Measures of student learning

Direct evidence of the extent and quality of learning by the faculty member's students, e.g. performance on appropriate standardized tests.

3. Peer evaluation
Reports from respected colleagues who have visited classes, examined instructional materials, talked with the faculty member, etc. (these are particularly helpful). Letters from colleagues may also be useful.

4. Letters from students, alumni, and employers of alumni
Solicited letters, e.g. from former students, are not likely to carry the credibility of unsolicited statements.

5. Teaching awards
Something should be said about the character of the awards if the names are not self-explanatory.

6. Other evaluations

D. Results

1. Student successes
Examples: Noteworthy achievements of students (in awards, admissions to graduate school, employment, other accomplishments), for which the faculty member claims a significant part of the credit.

2. Instructional materials
Examples: Textbooks, workbooks, manuals, visual aids, software, etc.

3. Contributions to the scholarship of teaching
"The scholarship of teaching" treats teaching itself (especially in one's discipline) as a subject of scholarly discourse. Results may include oral presentations, papers in appropriate journals, etc.

In items 2 and 3, data about publications should be presented in some standard style.

4. Other results

Appendix, or exhibits
These may include: detailed information (syllabi, student evaluation forms, reports of peer evaluations, grade distributions, etc.) about specific courses and other teaching activities; copies of materials listed under D.2; preprints or offprints of items listed under D.3; etc.

Signed: X*************** Y**************

7. Faculty Recommendations
It is the responsibility of the unit administrator (usually the chair) to ensure that all faculty eligible to offer an opinion about a candidate have available at the time of their evaluations, all relevant documents (department criteria, letter of appointment,
complete file), including those from other related units (institutes, research stations, urban campuses, etc.). To facilitate the dissemination of appropriate information, the faculty discussion of all candidates’ cases for tenure and/or promotion will be held over Academic Media Services in schools and departments that have any participating members at the urban campuses or other off campus locations. This meeting must be available to faculty at all appropriate locations.

The administrator must also convey to faculty the responsibility to participate in the evaluation process and to provide a written recommendation. Each tenured department member is to complete one copy of the appropriate recommendation form for each member of the department eligible for tenure consideration. Tenured department members should indicate "yes" or "no" and provide an explanation for their recommendations. Abstentions are not permitted. Faculty members should take particular care to ensure that the contents of their recommendation conforms to, and supports, their recommendation of yes or no. For urban campus faculty, the chair will consult with the appropriate academic director.

The granting of tenure is an important decision. Tenured members of the faculty tend to remain on the faculty for many years. Faculty members are in a good position to evaluate both the performance and promise of their potential long-term colleagues. Therefore, faculty members bear particular responsibility for upholding standards of excellence and should write their recommendations with those standards in mind and with particular care.

All tenured faculty should complete recommendations on the granting of tenure. There must be at least five faculty recommendations, not including the chair, for promotion and/or tenure.

All tenured associate and full professors or equivalent should submit recommendations on the appointment or promotion to associate professor.

All tenured full professors should complete recommendations on the appointment or promotion to full professor.

The following members of the faculty submit recommendations on promotion to senior instructor: senior instructors, clinical associate professors, clinical professors, associate professors, and professors.

The following faculty submit recommendations on promotion from clinical assistant professor to clinical associate professor: clinical associate professors, clinical professors, associate professors, and professors.

The following faculty submit recommendations on promotion to clinical professor: clinical professors, and professors.

8. Supporting Materials

Supporting material includes books, papers (copies of no more than 10), slides, tapes and other evidence (e.g. photographs, videotapes) of the candidate’s teaching, research,
scholarly, creative, and service activities. The material should be assembled in an archive box (behind the three-ring notebook), and labeled with the candidate's name, department, and college.

Files are considered complete at the time of the deadline for submission of materials. Faculty may not add material to the file after the deadlines except for the following:

a. A faculty member has listed a publication as “in press” and the article or book is published. If the faculty member wishes the material to be included, it may be substituted for the manuscript in the file. This is a “cosmetic” change and requires no further action.

b. A faculty member who is being considered for tenure has listed a publication or grant proposal as “submitted” and, after the file leaves the department, the faculty member receives word that it has been accepted. The faculty member can request reconsideration at the department level if the Provost has not yet rendered a final decision. The faculty member must provide documentation to the department chair who will request reconsideration by the eligible faculty. Both the original and subsequent recommendations will become part of the file sent to the college for reconsideration and then to the Provost. Reconsideration is appropriate to ensure that the best possible case is made for faculty who are at a critical juncture in their career.

c. Any materials that are submitted as part of your supporting documentation may become part of WSU’s permanent record and may not be returned to the candidates. We urge you to submit copies rather than originals.

ANL
PLEASE MAKE A COPY OF THE FOLLOWING 3 PAGES ON YELLOW PAPER FOR EACH TENURE/PROMOTION CANDIDATE AND MAKE SURE THEY ARE FILLED OUT IN THEIR ENTIRETY

PLEASE BE SURE THAT THE CANDIDATE'S NAME, CURRENT TITLE, DEPARTMENT AND MAILING ADDRESS ARE REFLECTED ACCURATELY ON THE FORM
TENURE/PROMOTION RECOMMENDATION
(Please type and fill in all appropriate fields)

NAME__________________________WSU ID#__________________

CURRENT TITLE__________________________________________

PROPOSED TITLE:_________________________________________

DEPARTMENT_____________________________________________

ENTIRE MAILING ADDRESS (Where candidate is physically located; If off-campus, please give CANDIDATE'S COMPLETE mailing address. If on-campus give 4+plus zip code.)

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*Indicate numbers for each.

PULLMAN_____ SPOKANE_____ TRI-CITIES_____ VANCOUVER_____ OTHER _____

TERMINAL DEGREE_____ DEGREE YR_____ BEGINNING TENURE-TRACK YR @ WSU_____

ACADEMIC___________ ANNUAL__________

TENURED YEAR_____ TENURE ELIGIBLE YEAR____ YEAR OF THIRD-YEAR REVIEW_____

SUPPORT MATERIAL ATTACHED:

_____CURRENT RESUME
_____PAST ANNUAL PROGRESS TOWARD TENURE, PRE-TENURE AND THIRD-YEAR REVIEW
_____STATEMENTS (OPTIONAL)
_____LETTERS FROM OUTSIDE REVIEWERS
_____EVALUATION OF REVIEWERS
_____TEACHING PORTFOLIO
_____FACULTY RECOMMENDATIONS
_____REPRINTS/CREATIVE ACCOMPLISHMENTS
_____COPY OF DEPARTMENT AND COLLEGE CRITERIA
_____OTHER_____

SUMMARY OF REVIEW CRITERIA:
CHAIR'S ANALYSIS AND RECOMMENDATION:

CHAIR'S
SIGNATURE________________________________ DATE_____________________

Please type name ________________________________________________
DEAN'S ANALYSIS AND RECOMMENDATION:


ACADEMIC DEAN
SIGNATURE ___________________________ DATE ____________

Please type name ________________________________________

CHANCELLOR
SIGNATURE ___________________________ DATE ____________

Please type name ________________________________________
PLEASE MAKE COPIES

OF THE FOLLOWING

PAGE ON BEIGE PAPER
TENURE AND PROMOTION RECOMMENDATION
MAY, 2015

Faculty should be aware that upon request, the candidate has the right, by law, to be provided the entire tenure and promotion file, including faculty recommendations.

It is requested that all departments use this form only.

EVALUATOR’S NAME (TYPED):

RECOMMENDATION ON TENURE/PROMOTION FOR:

The granting of tenure and promotion is a most important matter and should, therefore, be considered very seriously by those making tenure and promotion recommendations, as tenured individuals tend to remain on the faculty for many years. Each recommendation should be followed by frank, objective comments in its defense. Pertinent criteria from the Faculty Manual and from approved department, college, and other unit tenure guidelines should be applied.

For the above-named person, my tenure and promotion recommendation is:

_____ Recommend tenure and promotion

_____ Recommend denial

Comments (Please type or use very dark ink):

Signature ___________________________ Date ____________

This form is to be completed by all tenured faculty members in the department or area except the chair or director, those with a conflict of interest and others who will participate later in the process. With other material, this form will be used by administrative officers of the university in evaluating the qualifications of the faculty member under review. The form will not become part of the personnel file of the faculty member being evaluated.
PLEASE MAKE COPIES

OF THE FOLLOWING

PAGE ON PINK PAPER
TENURE RECOMMENDATION
MAY, 2015

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For the above-named person, my tenure recommendation is:

____ Recommend tenure

____ Recommend denial

Comments (Please type or use very dark ink):

__________________________
Signature

__________________________
Date

This form is to be completed by all tenured faculty members in the department or area except the chair or director, those with a conflict of interest and others who will participate later in the process. With other material, this form will be used by administrative officers of the university in evaluating the qualifications of the faculty member under review. The form will not become part of the personnel file of the faculty member being evaluated.
PLEASE MAKE

COPIES OF THE

FOLLOWING PAGE ON

GREEN PAPER
PROMOTION RECOMMENDATION
MAY, 2015

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EVALUATOR'S NAME (TYPED):

RECOMMENDATION ON PROMOTION FOR:

Promotion is a most important matter and should, therefore, be considered very seriously by
those making promotion recommendations. Each recommendation should be followed by
frank, objective comments in its defense. Pertinent criteria from the Faculty Manual and from
approved department, college, and other unit promotion guidelines should be applied.

For the above-named person, my promotion recommendation is:

___ Recommend promotion

___ Defer promotion

Comments (Please type or use very dark ink):

Signature

Date

This form is to be completed by all tenured faculty members in the department or area
ecept the chair or director those with a conflict of interest and those who will participate
later in the process. With other material, this form will be used by administrative officers of
the university in evaluating the qualifications of the faculty member under review. The form
will not become part of the personnel file of the faculty member being evaluated.