



## Summary Guide for PROMOTION of Tenured and Part-Time Faculty

**Assistant Professors** who are tenured and who meet the qualifications for the higher rank may request consideration for promotion to the level of Associate Professor at any time, following the procedures, including the optional provision of external letters.

**Associate Professors** who meet the qualifications for the higher rank may request consideration for promotion to the level of Professor at any time, following the procedures, including the optional provision of external letters. Promotion to the rank of **Professor** requires formal solicitation of external reviewers of scholarship, through a process that begins three months prior to the closing of files (**MOA Faculty Evaluation Procedures 2015, Section II.B.3.c.**) Those promoted prior to tenure will be judged for tenure at the higher rank. For faculty hired at the rank of Associate Professor or Professor, promotion to a higher rank concurrent with the awarding of tenure is not the norm.

### [PERSONNEL CALENDAR:](#)

To access deadlines for closing of files, click on the Personnel Calendar link above. Underneath the colored checklist on the right side of the screen, click “none”. This will remove all the check marks. Find the year related to your file and click the check box. This will pull dates specific to your year.

### [Click here for PRECEPTORIAL ADVISING Resources](#)

Candidates for promotion to **Associate** or **Professor** should prepare files following the format described in the Faculty Evaluation Procedures (MOA 2015) for tenure.

- 1) Thoroughly read the locally-negotiated agreements: [Faculty Evaluation Policy \(2016\)](#) which outlines standards of excellence for faculty performance, and the [Faculty Evaluation Procedures \(MOA 2015\)](#) which outlines procedures for evaluating faculty performance and promotion.
- 2) External Reviews for promotion to **Associate Professor** are not required. However, it is suggested that you solicit two (2) external reviewers by involving the Formal Process of External Review. **(Optional)**
- 3) External Reviews for promotion to **Professor** are required through the Formal Process of External Review. **(Required)**

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- 4) Three (3) months prior to your file closing date, notify your Dean if you plan to use the **Formal Process of External Review**. You and your Dean will select a Review Advisor. You and the Review Advisor will select names of people to serve as external reviewers and the Review Advisor will submit those to the Dean within two days of your meeting. Then, within two days the Dean will contact those people to see if they agree to review. Candidates will need to submit their scholarly or creative work for review (digitally where possible), and any other materials for review, to the Dean. Letters from external reviewers should be submitted no later than three weeks before the file deadline.
- 5) Provide a copy of your approved Faculty Plan. **(Required)**
- 6) Update your Curriculum Vitae. **(Required)**
- 7) Write a 1-2-page **Executive Summary** assessment of your achievements **(Required)**. Explain progress on goals as outlined in the approved Faculty Plan and [University](#), [School](#), and [Program](#) standards. **Clearly state in this summary that you are applying for promotion.** \*It is highly recommended that you write your Executive Summary after you have written your self-evaluation and reviewed your achievements in teaching, scholarship, and service.
- 8) Write a **Self-Evaluation. (Required)**. Include activities since your Stockton hire date. Strive for brevity and clarity and address areas of concern brought up in previous personnel letters. The statement should be written as a single document and include the following:
  - a. **Teaching** (connect what you say to the [University](#), [School](#), and [Program](#) for excellence in teaching). **(Required)**
    - i. Briefly explain pedagogical approach/teaching philosophy.
    - ii. Explain how your pedagogy helps students meet learning goals and assess how well students meet those goals.
    - iii. Address, as applicable, teaching of different kinds at different levels, creation of new courses or curricula, unique teaching assignments (e.g., honors, first year or transfer seminars), mentoring of students in independent study, steps taken to improve teaching.
    - iv. Explain how the materials provided in the teaching portfolio (see below for portfolio documents) support what you say here about your teaching.
    - v. Comment, if applicable, on General Studies teaching.
    - vi. Comment, if applicable, on precepting.

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- b. **Scholarship or creative activity** (connect what you say to the [University](#), [School](#), and [Program](#) for excellence in teaching). **(Required)**
    - i. Compose a short statement briefly communicating your scholarly/creative program and a self-assessment of your progress.
    - ii. Make it clear what presentations and publications have been peer-reviewed, juried, invited, etc.
    - iii. Discuss letters from external reviewers if you are required or have chosen to invoke the Formal Process of External Reviews.
    - iv. Document the quality of the venues (e.g., selectivity/reputation of conferences, selectivity/reputation of journals) using reviews, citation indexes, and/or other sources.
    - v. If applicable, clarify your contributions to collaborative projects.
  - c. **Service** (connect what you say to the [University](#), [School](#), and [Program](#) for excellence in teaching). **(Required)**
    - i. Compose a short statement demonstrating the contributions you specifically made to the University (i.e., Committees) and in broader arenas and provide a self-assessment of your effectiveness.
- 9) Prepare appendices for your file. **(Required)**
- a. **Teaching Portfolio (Documentation of Teaching Effectiveness)** - Prepare an appendix that serves as a teaching portfolio and includes the following:
    - i. Copies of representative syllabi for courses taught so far at Stockton. **(Required)**
    - ii. Copies of student ratings of teaching and preceptor evaluations (IDEA and Small Class Instruments). **(Required, provided by your School Office)**
    - iii. Copies of at least 2, and perhaps more peer-evaluator observations. **(Optional)**
    - iv. If you desire, any of the following may be added **(Optional)**:
      1. Analysis of student evaluation data (IDEA, Small Class Instrument) and/or student comments; Additional written feedback from students (e.g., midterm evals, unsolicited student feedback); Additional evidence of peer review (peer review of portfolios or course materials); Representative student work; Grading samples; Relevant program

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- assessment materials; Copies of course materials; Evidence of precepting achievement (e.g., advising syllabus, student feedback).
- b. **Scholarship/Creative Activity** - Prepare an appendix with any of the following, as applicable: **(Required)**
- i. Samples of scholarly/creative work (electronically, as PDF or .doc or other files on CD or flash drive, where possible—more detail is provided in the main [Procedures](#))
  - ii. Copies of reviews of publications, panels, etc. (electronically as described above)
  - iii. Notifications of Awards for scholarly or creative work.
  - iv. Letters of External Reviewers (if applicable): Typically, in year 5, you may choose to invoke the Formal Procedures for Soliciting External Reviews of your scholarly work. This process begins no later than three months before the closing of your file. If you would like to choose this option, meet with your Director and read Section II.B.c.1 (pg. 10) in the [Faculty Evaluation Procedures \(MOA 2015\)](#)
- d. **Service** - Prepare an appendix with letters from committee chairs, community partners, etc. to document service work (as needed and if applicable). **(Required)**

Your school will have prepared the other required parts of your file (cover form, description of position, student evaluations, i.e., IDEA and Small Class Instrument forms, including written student comments for first semester courses, and preceptor evaluations). If you need help, please meet with the staff member in your School who is the administrator of evaluation files.

Do you need additional help? You may find additional assistance for file construction and tenure from assigned mentors, file reviewers, your program, school, the CTLD, and the SFT. Please do not hesitate to utilize the many resources at your disposal!

[Center for Teaching and Learning Design \(CTLD\)](#)  
[Stockton Federation of Teachers \(SFT\)](#)

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