

COLLEGE OF HEALTH PROFESSIONS GUIDELINES FOR TENURE AND PROMOTION

- A. Overview
- B. Alternative Models of Tenure Track and Non-Tenure Track Faculty Documentation for Tenure and Promotion
- C. Review of Teaching
- D. Review of Scholarship
- E. Review of Service
- F. Tenure Track Faculty: Standards According to Rank
- G. Non-Tenure Track Faculty: Standards According to Level
- H. External Reviews
- I. Preparation of the Dossier
- J. Pre-Tenure/Pre-Promotion Review
- K. Full Professor Incentive Review Program
- L. Roles and Responsibilities in the College Tenure and Promotion Process
- M. Procedures of the College Tenure and Promotion Committee

A. Overview

The Wichita State University (WSU) Policies and Procedures Manual shall be the overall guide in matters of promotion and tenure, including appeals, and professor incentive review (Chapter 4 – Faculty Policies).

The following guidelines are considered as further elaboration of that document specifically to reflect the unique nature of the College of Health Professions (CHP). Departmental role statements must be consistent with College and University tenure and promotion policies and shall be the guiding document for tenure and promotion review of tenure track (TT) and non-tenure track (NTT) faculty. The guidelines for tenure and promotion are not a rigid set of rules. The documents of each candidate (tenure track and non-tenure track) will be reviewed on individual merits in relation to the guidelines for tenure and promotion.

The College of Health Professions is unique in that a majority of faculty are scholars, educators, and clinicians. Health professions students are educated as health care clinicians and/or health care decision makers. This type of education requires excellent teaching effectiveness, a significant amount of hands-on individualized teaching, creative and innovative teaching, and time-consuming practicums and community/field work. Thus, the quantity and types of scholarly activity and the necessary level of teaching skills are best evaluated by the department and college. When evaluating the expectations for CHP faculty, the workload demands unique to the clinical education of health professions students must be considered and teaching, scholarship, and service expectations must be kept reasonable and balanced. Therefore, as stated in the “General Policies for the Awarding of Tenure” section of the WSU Tenure and Promotion: Guidelines and Criteria, “These judgments will always be made primarily at the departmental and college levels” (4.21).

In consideration of each candidate (tenure track and non-tenure track), the College Tenure and Promotion Committee shall look for positive, substantial, and significant contributions in the areas of teaching, scholarship, service, and, if appropriate, practice. In the case of tenure, the committee shall look for a high degree of confidence that this performance will be continued and enhanced. Under ordinary circumstances, these areas are considered based on the assigned percentages of effort. These areas shall be considered in particular as they enhance and contribute to the vision, mission, and guiding principles of the CHP.

B. Alternative Models of Tenure Track and Non-Tenure Track Faculty Documentation for Tenure and Promotion

After the endorsement of the UniSCOPE Scholarship model (Hyman et al., 2002) by the University Faculty Senate ([Unified Faculty Scholarship Model Resolution](#)), College of Health Professions faculty began exploring integration of this model into their activities. These Guidelines reflect a present state of the UniSCOPE model implementation in the College of Health Professions. They complement the University tenure and promotion policy by focusing on criteria and standards specific for tenure and promotion of College of Health Professions faculty (tenure track and non-tenure track). All candidates should be free to use UniSCOPE language in describing their work as it fits with the tenure and promotion guidelines of their Departments. Decisions related to how both tenure track and non-tenure track candidates apply the UniSCOPE model to their respective dossiers should be made at the Department level. Please see [Appendix A: UniSCOPE Model of Scholarship \(adapted from Hyman et al., 2002\)](#) for examples of activities.

C. Review of Teaching

Teaching is a purposeful activity designed to facilitate learning progress toward specified goals and may include a variety of educational experiences, such as classroom, laboratory, field, and clinical instruction, and/or individual and small group activities. The types of teaching and emphasis placed on each type of teaching vary by role and are defined specifically by the department in accordance with the College Tenure and Promotion Guidelines.

Please see [Appendix B: Examples of Teaching Activities and Documentation](#) for a listing of examples of types of teaching activities and examples of how to document teaching activities and teaching effectiveness. As noted in Appendix A, the first four types of teaching documentation are required.

D. Review of Scholarship

Scholarship is defined as those activities that advance teaching, research, and practice of the health discipline, with dissemination beyond the academic unit. The body of scholarship should expand knowledge, include refereed works, and be able to be reproduced or elaborated by other scholars. The types of scholarship and emphasis placed on each type of scholarship vary by role and are defined specifically by the department in accordance with the College Tenure and Promotion Guidelines.

Forms of scholarship may include—but are not limited to—the following:

- Discovery, where new and/or unique knowledge is generated.
- Teaching, where the teacher creatively builds bridges between his or her own understanding and the student learning.
- Application, where the emphasis is on the use of new knowledge in solving society's problems.
- Integration, where new relationships among disciplines are discovered as well as interpretation, fitting one's own research, or the research of others, into larger intellectual patterns; and
- Leadership, where the demonstration of expertise or role modeling advances the mission of the University and/or the profession. Leadership includes all roles: administration, teaching, mentoring, practice, and service.

Please see [Appendix C: Examples of Forms of Scholarship, Documentation, and Scholarship Quality](#) for a non-exhaustive listing of examples of forms of scholarship.

E. Review of Service

Service is considered to consist of those activities that are of benefit to the various units within the

university, the community of scholars, and the local, state, and national communities to which the individual contributes by virtue of a position as a teacher, scholar, and practitioner. Service must relate to the faculty member's professional role. Service also encompasses the faculty member's administrative roles and responsibilities.

Please see [Appendix D: Examples of Forms of Service and Documentation](#) for a non-exhaustive listing of examples of forms of service.

F. Tenure Track Faculty: Standards According to Rank

Recommendations for advancement in rank and/or tenure will be made according to the standards stated below. A favorable recommendation for tenure automatically carries a favorable recommendation for promotion to Associate Professor (link: [General Faculty Meeting Minutes, 05/04/2018](#)).

A terminal degree in a field appropriate to the discipline in which the candidate teaches or conducts research, scholarship, or creative activities is normally required for appointment or promotion to the rank of assistant professor, associate professor, or professor.

The Department Role Statements serve as a reference for specific guidelines by rank and for clarification of the terminal degree by discipline. Departmental guidelines may exceed these standards. Exceptions to these guidelines will require careful documentation based on an adequate rationale.

In addition to standards for each rank, the candidate for tenure will demonstrate a potential for continuing growth in the areas of teaching, scholarship, and service, to assure future contributions to the college and university.

1. **Assistant Professor:** The faculty member will demonstrate evidence of ability to teach and show evidence of potential for ongoing achievement in research, scholarship, creative activity, and some university or professional service appropriate to the mission of the department and college.
2. **Associate Professor:** The faculty member will demonstrate documented effectiveness of teaching, a record of research, scholarship, or creative activity which has earned recognition in professional circles at the regional or national level, and some professional or university service.
3. **Professor:** The faculty member will demonstrate evidence of sustained effective teaching, a record of excellence in research, scholarship, or creative activity which has resulted in significant impact/outcomes in professional circles at the national level, and demonstrate academic leadership in the form of service to the university and the profession, OR demonstrate evidence of excellence in teaching, a record of sustained accomplishment in research, scholarship, or creative activity that has led to recognition in professional circles at the national level, and demonstrate academic leadership in the form of service to the university and the profession.

G. Non-Tenure Track Faculty: Standards According to Level

Non-tenure track faculty are significant members of the university who are critical department members broadly engaged in an academic program's curriculum, evolution, and impact. Non-tenure track faculty need to demonstrate effectiveness in teaching and service, as defined in the role statement. Although there is no research expectation for non-tenure track faculty, the faculty member's appropriate mix and extent of responsibilities is defined within their department by a role statement.

A terminal degree—determined by the candidate's Department—in a field appropriate to the discipline in which the candidate teaches is normally required for appointment or promotion for the following advancement levels: Assistant Teaching Professor, Associate Teaching Professor, and Teaching

Professor; and, Assistant Clinical Professor, Associate Clinical Professor, and Clinical Professor. Candidates may be hired to the following levels in the absence of a terminal degree: Assistant Educator, Associate Educator, and Senior Educator. Exceptions to this guideline will require careful documentation based upon an adequate rationale. When a faculty member below the level of Assistant Teaching Professor or Assistant Clinical Professor obtains a terminal degree, the candidate's Department can determine the steps for transitioning into the non-tenure track process, if appropriate.

Under normal circumstances, a faculty member should not expect to be considered for promotion with less than six years in advancement levels. For each level of promotion, successively higher levels of achievement are expected.

The standards for teaching and service, as defined in the role statement, for each level are indicated below. The relative significance of teaching and service, as defined in the role statement, may vary from case to case. Consideration, in context of the candidate's entire career, will be given to teaching and service, as defined in the role statement, conducted while the candidate has been employed at the University.

1. **Assistant Teaching Professor/Assistant Clinical Professor/Assistant Educator:** Evidence is normally expected of the following: (1) demonstrated adequacy in teaching; and (2) some University service, as defined in the role statement, appropriate to the mission of the department and the College of Health Professions.
2. **Associate Teaching Professor/Associate Clinical Professor/Associate Educator:** Evidence is normally expected of the following: (1) documented continuous improvement and effectiveness of teaching; and (2) some professional or University service, as defined in the role statement.
3. **Teaching Professor/Clinical Professor/Senior Educator:** Evidence is normally expected of the following: (1) sustained effectiveness in teaching; and (2) demonstrated academic leadership in the form of service, as defined in the role statement, to the University and the profession.

In some Departments, non-tenure track faculty are engaged in research activities. It is the responsibility of the candidate's Department—based on the role statement—to determine if research activities should be included with the required teaching and services activities when the candidate is applying for promotion.

H. External Reviews

The college will follow the University guidelines for the external review process (4.24). External reviews are required for tenure track faculty, not for non-tenure track faculty.

I. Preparation of the Dossier

It is the candidate's responsibility to provide sufficient evidence and documentation of productivity, quality and rigor of scholarship, relevance of work to discipline/faculty role, and teaching effectiveness in an organized fashion that is in compliance with the University guidelines. In order for any candidate to be adequately evaluated by committees within the department, college and University levels, documentation must be clear and unambiguous.

J. Pre-Tenure/Pre-Promotion Review

In addition to annual evaluation, a pre-tenure/pre-promotion review shall be required for probationary faculty in their third probationary year. This is a requirement for tenure-track faculty, and optional for non-tenure track faculty. The pre-tenure/pre-promotion review document must be submitted by the candidate to the Dean's Office by the first Monday after spring break of the third probationary year. Please see [Appendix E: Policies and Procedures for Pre-Tenure/Pre-Promotion Review](#) for details of this procedure.

K. Full Professor/Teaching Professor Incentive Review Program

The college will follow the University guidelines for both the voluntary incentive review program for tenured faculty holding the rank of Full Professor (4.25) and the voluntary incentive review program for non-tenure track faculty holding the level of Teaching Professor, Clinical Professor or Senior Educator (4.30).

L. Roles and Responsibilities in the College Tenure and Promotion Process

The College tenure and promotion process involves the College Dean, the Department Chairperson, the Candidate, the Department Tenure and Promotion Committee, the College Tenure and Promotion Committee, and the Assistant to the College Dean. Please see Appendix F: Roles and Responsibilities in the College Tenure and Promotion Process for the responsibilities for each role.

M. Procedures of the College Tenure and Promotion Committee

Please see Appendix G: Procedures of the College Tenure and Promotion Committee for the basic procedures. These apply to the review of both tenure track and non-tenure track candidates.

Reference

Hyman, D., Gurgevich, E., Alter, T., Ayers, J., Cash, E., Fahnline, D. et al. (2002). Beyond Boyer: The UniSCOPE model of scholarship for the 21st century. *Journal of Higher Education Outreach and Engagement*, 7(1&2), 41-65.

Appendices

- A: UniSCOPE Model of Scholarship (adapted from Hyman et al., 2002)
- B: Examples of Teaching Activities and Documentation
- C: Examples of Forms of Scholarship, Documentation, and Scholarship Quality
- D: Examples of Forms of Service and Documentation
- E: Policies and Procedures for Pre-Tenure Review
- F: Roles and Responsibilities in the College Tenure and Promotion Process
- G: Procedures of the College Tenure and Promotion Committee

Adopted by the College of Health Professions Faculty 05/01/2008
Approved by the University Tenure & Promotion Committee 05/02/2008
Updated by the College Tenure & Promotion Committee 02/18/2015
Approved by the College Tenure & Promotion Committee 03/28/2018
Updated by the College Tenure & Promotion Committee 05/11/2018
Approved by the College of Health Professions Faculty 06/08/2018
Approved by the University Tenure & Promotion Committee 01/10/2019
Updated by the College Tenure & Promotion Committee March 3, 2022
Approved by the College of Health Professions Faculty April 8, 2022
Approved by the University Tenure & Promotion Committee May 19, 2022

APPENDIX A

UniSCOPE Model of Scholarship (adapted from Hyman et al., 2002)

UniSCOPE		DISCOVERY OF KNOWLEDGE	INTEGRATION OF KNOWLEDGE	APPLICATION OF KNOWLEDGE	EDUCATION OF KNOWLEDGE
The FORMS of Scholarship	TEACHING Scholarship	<ul style="list-style-type: none"> • course innovation • course improvement • conceptual insights from course preparation or discussion • faculty insights from supervision of theses and dissertations 	<ul style="list-style-type: none"> • cross-disciplinary teaching • multidisciplinary teaching • integrative courses • capstone courses 	<ul style="list-style-type: none"> • course innovation • course improvement • conceptual insights from course preparation or discussion • faculty insights from supervision of theses and dissertations 	<ul style="list-style-type: none"> • course innovation • course improvement • conceptual insights from course preparation or discussion • faculty insights from supervision of theses and dissertations
	RESEARCH Scholarship	<ul style="list-style-type: none"> • basic research • original works • evaluation research 	<ul style="list-style-type: none"> • multidisciplinary and integrating research • cross-disciplinary teams • integration of creative works from several fields 	<ul style="list-style-type: none"> • applied research • policy research • performances of original works • demonstrations • technical assistance 	<ul style="list-style-type: none"> • student laboratories • theses and dissertation research (the objective is educating students about research and methods)
	SERVICE Scholarship	<ul style="list-style-type: none"> • participation in task forces, think tanks, and other problem solving activities • creative, theoretical, or conceptual insights as a result of service to society 	<ul style="list-style-type: none"> • academic governance • assistance to corporations, government, and communities that involves integration across disciplines 	<ul style="list-style-type: none"> • leadership in professional societies • peer review activities • editorship of journals and professional publications • academic administration • assistance in ones' field to groups, corporations, organizations, government, and communities 	<ul style="list-style-type: none"> • student advising and career counseling, advising student activities and organizations • mentoring students • internships • service learning • expert testimony and consultation

APPENDIX B

Examples of Teaching Activities and Documentation

Teaching Activities examples include but are not limited to:

- Teaching at the undergraduate and/or graduate levels.
- Curriculum development activities including developing, coordinating, and evaluating experiential and other new learning activities.
- Using new technology to improve teaching effectiveness.
- Participation in experimental teaching, innovative approaches, interprofessional teaching, interdisciplinary teaching.
- Developing unique methods to evaluate student learning, skills, and professionalism.
- Presenting workshops, and/or professional continuing education related to teaching.
- Developing methods to evaluate individual teaching, courses, or curricula.
- Professional development such as participation in workshops designed to improve teaching or clinical expertise.
- Development of new courses or major revisions of existing courses.
- Advising, thesis and project committees, facilitating student publications, practice, and presentations.
- Coordination of team and/or interprofessional or interdisciplinary courses.
- Other teaching activities directed toward the intellectual stimulation of students, colleagues, or the university community.

Teaching Documentation should reflect the content of the departmental role statements. Examples include—but are not limited to—the following:

- *Required:* Evaluation by department chairperson consistent with department and university guidelines.
 - *Required:* Student evaluations consistent with department and university guidelines. Standardized or normative evaluations are desirable.
 - *Required:* Candidate's statement of his/her role in the department should include a reflective statement of teaching which includes teaching philosophy, methods, and evaluation.
 - *Required:* Peer evaluation. For the purpose of this document, peers may include other members of the department, college, university, and others in the discipline outside the university.
- The following are recommended but not required:*
- Awards or honors to mentored students.
 - Evidence of student learning.
 - Faculty honors, awards, recognition of teaching.
 - Grade distribution patterns.
 - Syllabi and other class materials, including Web-based materials.
 - Evidence of improvement of teaching and student learning.
 - Teaching and/or course portfolios.
 - Employer evaluations of graduates.
 - Course load, including contact hours.
 - Classroom observation and/or course material review.
 - Pass rates of students on national/state certification and licensure exams.

APPENDIX C

Examples of Forms of Scholarship, Documentation, and Scholarship Quality

Examples of scholarship include—but are not limited to—the following:

Scholarship of Discovery

- Publications of research, theory, or philosophical essays.
- Presentation of research, theory, or philosophical essays.
- Grant proposal submissions and/or awards in support of research or scholarship.
- State, regional, national, or international recognition as a scholar in an identified area.
- Positive peer evaluations of the body of work.
- Books, monographs, or book chapters reflecting new knowledge.

Scholarship of Teaching

- Publication of research related to teaching methodology or learning outcomes, case studies related to teaching-learning, learning theory development, and development or testing of educational models or theories.
- Successful applications of technology to teaching & learning (videotapes, CDs, Web).
- Positive peer assessments of innovations or excellence in teaching.
- Recognition as a master teacher within the university and/or profession.
- Published textbooks or other learning aids.
- Grant proposal submissions and/or awards in support of teaching and learning.
- Design of outcome studies or evaluation/assessment programs.
- Presentations related to teaching and learning.

Scholarship of Practice

- Publications of research, case studies, technical applications, or other practice issues.
- Presentations related to practice.
- Consultation reports.
- Reports compiling and analyzing patient, public health, or health service outcomes.
- Products, patents, license copyrights.
- Peer review of practice.
- Grant proposal submissions and/or awards in support of practice.
- State, regional, national, or international recognition of excellence in practice.
- Professional certification, degrees, and other specialty credentials.
- Policy papers related to practice.

Scholarship of Integration

- Publications of research, policy analysis, case studies, integrative reviews of the literature and others.
- Copyrights, licenses, patents, or products for sale.
- Published books, monographs, book chapters.
- Peer evaluations of contributions to integrative scholarship.
- Reports of interdisciplinary programs or service projects.
- Interdisciplinary grant proposal submissions and/or awards.

CHP T&P Guidelines

- Reports of meta-analyses related to practice problems.
- Reports of clinical demonstration projects.
- Presentations.
- Policy papers designed to influence organizations or governments.
- Citations of work or publications in disciplines outside one's own profession or discipline.

Scholarship of Leadership

- Publications and/or presentations.
- Mentorship of junior colleagues or students in research, scholarship, and administration that results in publication or presentation.
- Accreditation or other comprehensive program reports.
- State, regional, national, or international recognition of leadership in one's profession or discipline.
- Recognition of leadership within the department, college, and/or university.
- Innovation in program or curriculum development.

Documentation of scholarship should reflect the content of the departmental role statements.

Scholarship Quality

Quality published scholarship is essential for a positive recommendation for promotion and/or tenure. The CHP recognizes all quality intellectual contributions. The candidate shall have exhibited individual capacity in his/her scholarly writings. However, sole authorship is not required to demonstrate individual capacity. Rather, there must be clear evidence that the candidate has played a major role in the scholarship. Indications of quality published scholarship may include:

1. **Journal Publications:** Refereed journal publications are essential to promotion/tenure. Invited publications are valued in that they indicate recognition of expertise. The CHP defines the term "refereed" in accordance with the Faculty Senate as an article that has been "...carefully reviewed and evaluated before publication by scholars or experts." Both academic and practitioner journals are acceptable publication vehicles.
2. **Books / Book Chapters / Monographs:** These are desirable forms of scholarship for promotion/tenure. In the health disciplines books, book chapters, and monographs are frequently refereed. Such publications may be considered high quality forms of scholarship. Special consideration will be given to books / book chapters / monographs that incorporate forms of discovery, application, and integration of scholarship.
3. **Professional Presentations:** These are desirable forms of scholarship for promotion/tenure. The value assigned to the presentation will be determined by such factors as the quality of the presentation, the nature of the competition and whether or not the presentation was refereed and published in conference proceedings.
4. **Professional / Practice / Research Reports:** These are desirable forms of scholarship but not essential for promotion/tenure.
5. **Competitive Scholarly / Research Grant Proposals:** Submission of competitive grant proposals is desirable for promotion/tenure. The value assigned to grant proposals will be determined by such factors as the nature of the competition, internal vs. external grant proposals, and the research output of the grant project.

APPENDIX D

Examples of Forms of Service and Documentation

Examples of service include—but are not limited to—the following:

- Committee service University, College, Departmental, member, chair, coordinator.
- Administrative Roles (Chair, Coordinator, Director, etc.).
- Special task forces/committees.
- Service of Faculty Senate or Graduate Council.
- Participation in student recruitment.
- Serving as advisor to recognized student organizations (RSO).
- Professional speeches and/or panel presentations not otherwise listed.
- Professional consulting contributing to professional development.
- Editorial service for journals and other publications.
- Service on proposal or policy review panels for granting agencies.
- Service on national or regional boards with research or scholarly functions.
- Committee assignments in professional organizations.
- Presentations to community groups.
- Service to one's profession (e.g., serving on committees, holding office, organizing programs).
- Service to community in a professional capacity (e.g., membership on boards, volunteer work).
- Service as a reviewer of presentation proposals for a professional conference.
- Participation in special assignments as designated by the department, college, or university.
- Participation in a practice setting relating to the faculty member's professional role, unless listed as a scholarship component.
- Other activities which enhance the university's image, represent the university to the public, further the university's goals and direction, or employ one's professional competence to benefit the public.

Documentation of service should reflect the content of the departmental role statements.

APPENDIX E

Policies and Procedures for Pre-Tenure/Pre-Promotion Review

1. The Overall Procedure for the Pre-Tenure/Pre-Promotion Review

The Department Committee and College Tenure and Promotion Committee will conduct the pre-tenure review for tenure track faculty and the pre-promotion review for non-tenure track faculty.

- a. The department chairperson shall notify probationary faculty of their mandatory pre-tenure/pre-promotion review no later than the second Friday in September (beginning of the candidate's third probationary year).
- b. The pre-tenure/pre-promotion review document must be submitted by the first Monday after spring break of the third probationary year of the faculty member's appointment.
- c. The Department Committee shall consist of three tenured faculty members from the faculty member's department, with one member being non-tenure track faculty. In departments with two or fewer tenured faculty, the department chairperson will convene the Department Tenure and Promotion Core Committee utilizing tenured faculty from within the college, which may also include the tenured faculty in the candidate's own department. The deadline for departmental review is the second Friday in April.
- d. The College Committee will be comprised of the elected and appointed members consistent with procedures in the college bylaws. The deadline for college committee review is the fourth Friday in April.
- e. After both committee reviews are completed, the faculty member will meet jointly with the chairperson and College Dean to discuss the reviews and develop goals related to teaching, research/scholarship, and/or service to be achieved during the remainder of the probationary period.

2. Preparation of the Pre-Tenure Dossier

The materials shall be compiled in the same manner as a tenure or promotion dossier. The faculty member will complete a primary and secondary dossier using the university guidelines for such documents. Specific information as to the contents of the primary and secondary dossiers is found in Appendices B-D of this document, the University Policies and Procedures Manual (Chapter 4 – Faculty Policies), and the Faculty Handbook of the Faculty Senate (Faculty Handbook).

3. Expected Outcomes

The committee will write an evaluative statement that reviews the faculty member's teaching, research/scholarship (if appropriate for non-tenure track candid), and service record. The committee shall make an evaluative comment regarding the faculty member's progress towards tenure and/or promotion and include recommendations to assist the faculty to achieve a successful tenure/promotion review. Copies of the statement will be given to the faculty member, the faculty member's department chairperson, and the College Dean. A positive pre-tenure/pre-promotion review does not constitute a definitive review for tenure/promotion.

The pre-tenure/pre-promotion evaluative statements are NOT required to be included in the final T&P dossier but can be submitted at the discretion of the candidate.

APPENDIX F

Roles and Responsibilities in the College Tenure and Promotion Process

Responsibilities of the College Dean

1. Notifies candidates for tenure and/or promotion.
2. External Review (Tenure Track Only): After identification of reviewers, contacts and obtains commitment from reviewers to serve. Obtains addresses of reviewers. Sends external review materials to reviewers by the first Friday of June.
3. Distributes tenure and promotion material from the Office of the Provost and Senior Vice President:
 - a. Calendar.
 - b. Criteria.
 - c. Format and procedure.
4. Calls the first meeting of the academic year for the College Tenure and Promotion Committee:
 - a. Provides the charge to the committee.
 - b. Does not participate in subsequent meeting
5. Additions to dossiers by the College Dean:
 - a. Informs the candidate of any additions to or deficiencies in the primary or secondary dossier
 - b. The College Dean must provide copy of additional material to the candidate.
 - c. Additional materials requested by the College Tenure and Promotion Committee are placed at the end of the primary dossier or the secondary dossier, as appropriate.
6. Informs the candidate of the departmental decision and pursuant procedures:
 - a. Decision of the department chairperson.
 - b. Right to rebuttal/appeal and the procedure for the rebuttal/appeal.
7. Informs the candidate of college decisions and pursuant procedures:
 - a. Decision of the College Tenure and Promotion Committee.
 - b. College Dean's recommendation.
 - c. Right to rebuttal/appeal.
 - d. Procedure for rebuttal/appeal.
 - e. Right to a meeting with the College Dean and the chairperson of the College T&P Committee.
8. Submit the following results to the Provost and Senior Vice President:
 - a. Departmental Tenure and Promotion Committee's vote and evaluative statement.
 - b. Department chairperson vote and evaluative statement.
 - c. College Tenure and Promotion Committee's vote and evaluative statement.
 - d. College Dean's recommendation and evaluative statement.

Responsibilities of the Department Chairperson

1. Notifies the College Dean of faculty applying for tenure and/or promotion.
2. Provides annual evaluation materials for review period (FARs, department chairperson and department committee annual evaluations).

CHP T&P Guidelines

3. Calls the first meeting of the Department Tenure and Promotion Committee:
 - a. Prepares copies of primary dossier of each candidate for committee members.
 - b. Notifies committee of availability of secondary document.
4. Informs the College Dean of:
 - a. Decision of the Department Tenure and Promotion Committee and its evaluative statement.
 - b. Submits the department chairperson's recommendation and evaluative statement.
5. Confers with the College Dean and nominee as requested.

Responsibilities of the Candidate

1. Confers with the department chairperson on criteria and procedures.
2. Follows the University Tenure and Promotion Calendar.
3. Prepares documentation in support of nomination:
 - a. Prepares the primary dossier in careful accordance with the university guidelines.
 - b. Provides secondary dossier materials in support of the primary document.
 - c. Consider having the primary and secondary dossiers reviewed for clarity, organization, and compliance with the university guidelines by a variety of colleagues (including those outside one's department/discipline) prior to submission of tenure documents.
4. Confers with the department chairperson and/or the College Dean, if desired, regarding the bases for review decisions and on rebuttal/appeal procedures.
5. Prepares and submits rebuttals/appeals when necessary.

Responsibilities of the Department Tenure and Promotion Committee

1. Meets with department chairperson.
2. Elects a committee chair and recorder.
3. Reviews documents of each candidate.
4. Cast votes for each candidate based upon departmental criteria.
 - a. For tenure track candidates: Votes on tenure and promotion (combined in one ballot).
 - b. For non-tenure track candidates: Votes on promotion.
 - c. Non-binding, straw vote may be taken after discussion.
 - d. Final votes cast and recorded.
5. Prepares statement in support of the committee's decision. All committee members sign document of transmittal.
6. Informs the department chairperson of the decision and vote tallies and provides an evaluative statement.
7. The chair will meet with the candidate to discuss the committee's decision, if requested (4.24).

Responsibilities of the College Tenure and Promotion Committee

1. Meets at the call of the College Dean.
2. Elects a chairperson and recorder.
3. Reviews documentation of each tenure track and non-tenure track candidate.
4. Casts votes for each candidate based on departmental and college criteria.
 - a. For tenure track candidates: Votes on tenure and promotion (combined in one ballot).
 - b. For non-tenure track candidates: Votes on promotion.
 - c. Non-binding straw votes may be taken after preliminary discussion.
 - d. Casts and records final votes.
5. Prepares statement supporting the decision of the committee. All committee members sign the transmittal sheet.
6. Informs the College Dean of decisions and vote tallies.
7. The chair will meet with the candidate to discuss the committee's decision, if requested (4.24).

Responsibilities of the Assistant to the College Dean

1. Assures all signature pages are complete.
2. Submit original primary dossier [hard copy] and signature pages to Academic Affairs.

APPENDIX G

Procedures of the College Tenure and Promotion Committee

1. For details of committee purpose and scope, membership and electorate, criteria for eligibility, term of service see the [CHP Bylaws](#).
2. The procedures of the CHP T&P Committee follow those presented in the WSU “Review for Tenure or Promotion: Procedures” in the section “College/School/University Libraries Review of Nominees for Tenure or Promotion” (4.24):
 - a. Regular meetings of the committee shall be determined at the first meeting of each semester. Meetings shall be scheduled consistent with demands of the university tenure and promotion calendar.
 - b. The College Dean shall be available to the committee for purposes of consultation on matters of process and content. Similarly, the College Dean may meet with the committee to present matters of concern to the College.
 - c. The deliberations of the committee and the materials submitted by and for candidates are confidential. Committee members may not communicate with candidates about deliberations or materials.
 - d. Votes of the committee on matters regarding candidates shall be by secret ballot and shall be recorded according to the numbers for, against, and abstaining.
 - All TT and NTT members shall be present for respective deliberations and votes (refer to University Policy 4.29). Abstentions will not be registered except when a committee member declares they have a conflict of interest concerning a case.
 - Tenure and promotion are now considered one vote, not two separate votes.
 - A consideration which receives negative votes from 50 percent or more of those casting ballots shall be interpreted as having received a negative committee vote.
 - e. The communication of results of committee deliberations shall be determined by procedures presented in the WSU tenure and promotion policies (4.24)
 - f. Minutes of each meeting shall be kept by the recorder, distributed to committee members, and placed in a binder of College T&P Committee minutes in the office of the College Dean.
 - g. The committee shall adopt such rules and regulations as it may deem expedient for the conduct of its affairs, providing such rules are not inconsistent with policies and procedures of the WSU or of CHP policy.
 - h. The committee chairperson or designee shall report committee activities at meetings of the faculty of the CHP. The chairman shall submit a written annual report to the college faculty and administration. The reports will be consistent with the policy of confidentiality.