

**The Appointment, Rank, & Tenure  
(ART) Process  
at  
California Lutheran University**

Guidelines for Candidates

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[https://earth.callutheran.edu/academic\\_affairs/faculty\\_resources/art\\_information/](https://earth.callutheran.edu/academic_affairs/faculty_resources/art_information/)
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5. Faculty Evaluation Process & Standards (from Faculty Handbook)

**\*The dossier and all supporting materials must be submitted electronically**

### FORMS FOR EVALUATORS:

These forms can be found online and are included for your information only. They are distributed by the Vice President's office on behalf of the ART Committee. Responses are placed in the candidate's confidential file.

1. [Teaching Evaluation](#)
2. [General Evaluation](#)
3. [Department Contribution Evaluation](#)
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7. Dean Evaluation

**\*All forms must be submitted electronically.**

## DECLARATION OF CANDIDACY FOR PROMOTION

*Note to All Faculty:* According to the Faculty Handbook, it is your responsibility to initiate application for promotion, assuming you are eligible and wish to apply. You may use this form to begin that process with your department chair. Please note the February 15<sup>th</sup> deadline.

I am requesting to be reviewed as a candidate for (check one):

\_\_\_\_\_ Promotion to Senior Lecturer

\_\_\_\_\_ Promotion to Associate Professor

\_\_\_\_\_ Promotion to Full Professor

I have reviewed the minimum eligibility requirements in the Faculty Handbook and have discussed my candidacy with my Department Chair/Program Director and/or Dean. (The Dean functions as the Chair for candidates who are Department Chairs/Program Directors.)

\_\_\_\_\_  
Faculty Candidate (PRINT)

\_\_\_\_\_  
Faculty Candidate (SIGN)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Dean

\_\_\_\_\_  
Date

DEADLINE FOR SUBMISSION OF APPLICATION TO THE ACADEMIC AFFAIRS OFFICE: **February 15<sup>th</sup>**.

## CANDIDATE GUIDELINES FOR REVIEWS

The Appointment, Rank and Tenure (ART) Committee has prepared this guide to aid you in your application for promotion/tenure. You are encouraged to read carefully the "Faculty Evaluation Process and Standards," in the Faculty Handbook which contains more detailed information

(<https://nextcatalog.callutheran.edu/handbook/facultypersonnelpolicies/facultyevaluationprocessandstandards/>).

The evaluations by the ART Committee will be based on evidence contained in the review file. This file will consist of three parts: the dossier prepared by the faculty member, the confidential file containing material solicited by the Vice President for Academic Affairs on behalf of the ART Committee, and the file of student course evaluations.

**Second-year candidates** are expected to have devoted most of their time to teaching. They also should have developed a plan for scholarly work related to their specific discipline, and may have begun to do some advising and service on committees.

**Fourth-year candidates** are expected to have improved or solidified their effectiveness as teachers, to have made progress on their program for scholarship, to have played more significant roles in faculty governance or in other forms of institutional service, and to be carrying a full advising load relative to the needs of the department.

### 1. Dossier

Your dossier and file contain the materials which make the case for your review. The dossier consists of the materials you prepare for the ART Committee. It is very important that the materials in the dossier speak directly to the criteria in the Faculty Handbook by which you will be evaluated. There is no ideal size for the volume of material that needs to be in your file, but the committee encourages you to submit enough evidence to demonstrate that you meet the criteria specified in the Faculty Handbook without padding it. The committee will be more concerned with the quality and specificity of the evidence you present than with its sheer quantity.

### 2. Confidential File

In addition to your dossier, the ART Committee will review materials in your confidential file. This file contains confidential evaluations solicited by the Vice President for Academic Affairs on behalf of the ART Committee, and it is closed to the candidate. No unsolicited letters will be accepted. The evaluators viewing your teaching should attend different classes from one another. These evaluations include:

- a. Evaluations from your Department Chair/Program Director and Dean.
- b. Evaluations from members of your department.
- c. Teaching Evaluations from two (one for the 2<sup>nd</sup> year review) tenured members of your department/School. If there are fewer than two tenured faculty identify additional tenured members outside of your department who are most familiar with your teaching.
- d. Evaluations from two (one for 2<sup>nd</sup> year review) senior faculty outside your department using the General Evaluation Form.

- e. Student Evaluations from advisees provided by the CSS Office and mentees submitted on the Peer Evaluation Form. (4 Year/6 Year/Tenure/Promotion Only)
- f. Committee Service Evaluations from committee chair(s). (4 Year/6 Year/Tenure/Promotion Only)
- g. Additional (optional) letters from individuals within or outside of the University. (6 Year/Tenure/Promotion Only)

### 3. Course Evaluations

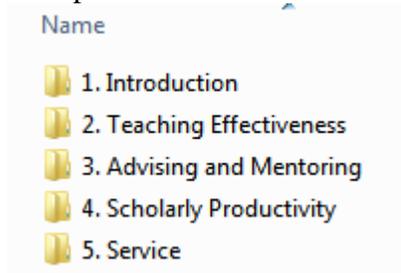
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## OUTLINE FOR DOSSIER

**Your Dossier must be submitted electronically. It must be submitted with each section as its own folder and as a PDF file. All of these documents are available to the Dean, the ART Committee, the Vice President for Academic Affairs, and the President. The department chair/program director has access to all sections of the dossier, except the personal statement. The department chair/program director does not have access to any other documents in the review process. Please try to limit the amount of folders you have within each folder, and use short titles for your files.**

Example of how files should be named to submit:



#### I. Introduction and Overview

##### A. Personal statement

Write a fairly brief (three to four page) overview statement regarding your candidacy, and present whatever considerations you feel are pertinent to your application. The ART Committee will be looking for how reflective you are about your own motivation, your “fit” at CLU, and your areas of strength as well as your potential areas for improvement. Be certain to address any issues raised in preliminary reviews or in your annual evaluations. Also identify the goals you have set for yourself for the next few years.

##### B. Curriculum Vitae

#### II. Teaching Effectiveness

- A. In evaluating a candidate’s credentials, the most weight is given to teaching effectiveness. For 6 year/tenure/promotion select 3 courses that best represent the range of your teaching abilities. For all other reviews, select 2 courses. For each

course, write a brief, reflective, and compelling statement that responds to the questions below. Provide relevant material, such as course syllabi (including statement of course objectives), exams, assignments, exercises, and student work, which present an accurate overall portrait of you as a teacher. Describe what you do best as well as areas that you think need improvement. Building on these specific courses as examples, present an overall portrait of yourself as a teacher, describing what you do best as well as discussing the areas in which you think you need to improve. In doing so, be sure to review all of your course evaluations and comment on what you have learned from them.

Write a brief, reflective, and compelling statement that responds to the questions below.

1. Indicate the course name, the number of times you have taught the course, and the typical enrollment in the course. Also, indicate if this is a core requirement, major/program requirement, or elective.
2. How do the course objectives stated in the syllabus reflect the student learning outcomes of the University or your department?
3. How do the assignments and activities of the course connect with the course learning outcomes?
4. What teaching methods do you use? What is the rationale for choosing these methods?
5. Respond to as many of the following as are applicable:
  - a. What do you do in this course to encourage active/experiential learning by students? How does this facilitate independent thinking?
  - b. If you use technology in this class, how does it enhance student learning?
  - c. What do you think students find most challenging about this course?
6. What are your major strengths in teaching this course?
7. In what ways could your teaching improve in this course?
8. Add any comments you feel were not addressed above that would be relevant in evaluating your teaching in this course.

### III. Advising/Mentoring

Second year faculty may not be expected to advise students. However, if you have advised students, please complete this section.

1. Describe your activities and effectiveness as a student advisor within and outside of the department. These activities might include advising load as well as advising materials prepared to assist students.
2. Describe your activities and effectiveness in mentoring students, beyond those who are assigned to you as advisees.

3. Have you included students in your own scholarly or creative activity? How have you encouraged research or scholarly creative activity by students (e.g., student research conferences, student attendance at professional conferences, on-campus or off-campus publications of student research, creative works or other scholarship)?

Some examples of advising/mentoring are:

- Honors Projects
- Student Research
- Thesis/Dissertation Chair or Member
- Letters of Recommendation
- Taking Students to Conferences
- Assisting Students with Professional Associations
- Serving as an athletic team advisor
- Serving as a Club Advisor
- Serving as a Focus Mentor
- Holding Graduate School or Career Workshops
- Attending T2CLU to Advise Transfer Students

#### IV. Scholarly Productivity

Full-time faculty at CLU are expected to be engaged in a sustained program of research, scholarship, or creative activities in their field of expertise and to have presented the results in a professional, peer-reviewed forum. Publications in professional journals or reviews of performances by professional peers are expected to be a component of each faculty member's dossier of scholarly products.

Use the following guidelines to develop your statement about your scholarship. You do not need to respond to every one. There may also be some scholarly activities you engage in that would count, but that might not neatly fit into the definitions of scholarship mentioned below. Regardless of the type of scholarship, it must meet the following criteria:

- The activity requires a high level of disciplinary expertise.
  - The activity either breaks new ground or has impact.
  - The work and its results are documented and peer reviewed.
1. List articles, books, monographs, chapter(s) in books, or courseware that you have published, or creative works (and reviews where applicable) that you've publicly presented, and include copies in this section of the dossier. Specify the journals, other publications, or presentations that are refereed.
  2. List papers presented in your discipline at conferences. Please list the title of your paper/presentation and the type and name of conference. Include copies in this section of your dossier.
  3. Identify unpublished manuscripts and creative or scholarly works you have completed, and include supporting documents in this section of the dossier.
  4. Second year faculty: Please include your scholarship plan including your timeline. All other reviews, based on the plan you laid out in your second-year review, reflect on your progress and any changes to your plan.

CLU embraces a broad definition of scholarship, informed by the work of Ernest Boyer.<sup>1</sup> It may include all forms of scholarship as well as critical analysis and arts performances. Forms of scholarship include:

- Scholarship of discovery – traditional research, the creation of new knowledge through original investigation.
- Scholarship of integration – the critical evaluation, synthesis, analysis, integration, or interpretation of the research of creative work produced by others. It may be disciplinary, interdisciplinary, or multidisciplinary in nature and includes the varieties of artistic interpretation and performance.
- Scholarship of application – the application of disciplinary expertise to the investigation of intellectual, social, or institutional problems. In the arts it can involve mastering a new performance repertory or exploring a style of creative activity developed by someone else.
- Scholarship of teaching/practice –the use of one’s expertise as a teacher to develop, transform, and extend the skills, methodology, and resources of pedagogy in artistic, disciplinary, or interdisciplinary teaching. It includes research and other creative work that focuses on the improvement of teaching and learning.

## V. Service

### A. Department/College/School Service

1. Include a list of all activities which constitute service to your department/college/school. List the activity, dates, and the specific role you played, especially leadership roles. Please include a review/discussion of special responsibilities and contributions to your department (e.g., Department Chair, curriculum revisions, department newsletter, or colloquium organizer).
2. The following are examples of service to the department/college/school:
  - Assisting with Program Review
  - Attending Department Meetings
  - Mentoring New Adjuncts
  - Assisting with Curriculum Changes
  - Student & Faculty mentor program: Pairing prospective students and faculty relative to academic or extra-curricular areas of interest and/or field of expertise
  - Admitted Student Day (Traditional Undergraduates): Facilitating sample lectures, exhibiting majors/departments, engaging with students and families.
  - Information Sessions (Professionals and Graduate): Faculty representation at information sessions for prospective students to highlight programs
  - All -Access program: Serving as faculty panelist / participant for targeted yield program exclusively for admitted students.

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<sup>1</sup> Boyer, E.L. *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton, N.J.: Carnegie Foundation for the Advancement of Teaching, 1990.

- Honors Day: Interviews for Presidential Scholarship & Honors program candidates.
- Campus Visit Program: Providing access to lectures and meeting on an individual basis for visiting prospective students.
- Global Scholars Program: Interviews for high performing international students for Global Scholarship program.
- Yield Campaign support: Participating in various communication campaigns including letter writing, phone calls, e-mail strategies.
- Engagement and development with community partners in outreach & recruitment

## B. University Service

1. Include a list of activities which reflect service to the University community as a whole. List the activity, dates, and specific contribution that you made to each. Include participation in University committees, leadership positions in faculty governance or faculty development, representation of the faculty to the larger community beyond CLU, and participation in extracurricular student clubs or activities.
2. For promotion to Full Professor, include a list of all leadership roles held at CLU.

The following are examples of service to the University:

- Attendance at Faculty Retreat\*
- Attendance at Opening Convocation\*
- Attendance at Commencement\*
- Committee Assignment\*
- Attendance at Monthly All-Faculty Meetings\*
- Timely completion of ART Evaluations
- Serving on Search Committees
- Serving on Advisory Boards (e.g. Alumni Board)
- Serving as a New Faculty Mentor
- Leading Workshops and Presentations (e.g., CTL Lunch, Faculty Retreat Session)
- Chapel Speaker
- Speaker at Synod Assemblies
- Safe Zone Ally (attended Safe Zone training)
- Attendance at Honors Convocation
- Attendance at Speaker Series
- Member of a Task Force
- Attendance at sporting events or cultural events
- Attendance at Orientation Events
- Attendance at Homecoming Events
- Attendance at Community Events on Campus
- Attendance at University Sponsored Events (e.g. , Books and Brew, CEJ sponsored events)

\*The Faculty Handbook indicates that faculty are expected to participate in these activities.

C. Professional Service/Professional Development

Faculty may also be involved with service-related activities that contribute to their profession. Describe the work and direction you have provided.

The following are examples:

- Awards or honors received for scholarly work
- Membership and participation in professional organizations
- Positions held in professional associations
- Grants you have applied for and those you have received. Was this grant work performed outside your required load distribution? Identify those that you have received.
- Attendance at conferences/workshops in your discipline. How did the attendance at these conferences/workshops benefit you professionally?
- Editor or reviewer for a journal
- Coordinating sessions at a professional conference

D. Community Service

Include a list of activities which constitute service to the community. List the activity, dates, and precise role you played. You may include supporting documents such as programs or letters from community representatives.

The following are examples:

- Lectures given to community groups
- Leadership positions in community organizations
- Participation in charitable or service groups in the community
- Technical assistance or consultation donated to businesses or community groups
- Service on boards or advisory groups