

Departmental Promotion and Tenure Procedures and Guidelines

**Department of Curriculum and Instruction
College of Education
Texas Tech University**

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I. PURPOSE

The purpose of academic tenure is to retain, encourage, and promote the most promising and productive faculty. The purpose of promotion is to recognize and reward faculty with records of sustained professional accomplishment that contribute to the mission of the department and college. OP 32.01 states that “Recommendations for promotion and tenure originate with the department. Each department will develop written procedures to be utilized in promotion and tenure considerations. Each department will also develop specific written standards for promotion to each professorial rank that reflect its mission, and, at the same time, meet university criteria” (p. 7).

The purpose of this document is, therefore, to provide department-level procedures, written standards, and other helpful guidelines regarding tenure and promotion for the faculty in the Department of Curriculum and Instruction (hereafter C&I). It also identifies the composition and the role of the tenure and promotion committee of the Department of Curriculum and Instruction (C&I). This document is aligned with the university [OP 32.01 Promotion and Tenure Standards and Procedures](#) and [the College of Education’s Promotion and Tenure Policy and Procedures](#).

Please note that a faculty candidate may choose to use either this document or the one in effect when hired (if being considered for associate rank) or the one in effect when the candidate was last promoted (if being considered for promotion to full professor) (OP 32.01, p. 7)¹.

II. REVIEW

Once approved by C&I faculty, this document will be reviewed by the C&I Promotion and Tenure Committee as needed, in response to changes that may occur in OP 32.01 and the College of Education’s (COE’s) Promotion and Tenure Policy and Procedures. Revisions to this document must be approved by a majority of tenure-track and tenured faculty in C&I.

III. BACKGROUND

- a. C&I consists of a community of scholars who are devoted to standards of competence in teaching, research, and service, fulfilling [the department’s mission and vision](#).
- b. Members of the C&I faculty who are employed in a full-time tenure-track and tenured position with Texas Tech University are covered by this document.
- c. The faculty candidate is responsible for preparing and submitting a dossier by the start of the sixth year of the probationary period with guidance from the department chairperson and within the timeline set by the college.
- d. The faculty candidate will prepare a dossier that accurately depicts their work, achievements, and intellectual contributions in accordance with expectations for

¹ [From Senior Vice Provost]: “Expect that clarified guidance on a length of time after which T&P guidelines should no longer be used is forthcoming from the Provost’s office. Example: faculty member originally tenured in 2009 wants to use those guidelines when standing for promotion in 2023, even though the unit has gone through two updates to its policies since 2009.”

- academic integrity as an ethical member of a scholarly community.
- e. Evaluation of the faculty candidate's performance of their teaching, research and creative activity, and service responsibilities, rests upon the honest and fair judgments of voting members of the department, following the guidelines provided in this document.

IV. C&I PROMOTION AND TENURE COMMITTEE

The C&I Promotion and Tenure Committee (C&I P&T Committee) shall consist of three full-time tenured faculty members who will serve three-year terms. The committee members will be selected by C&I faculty vote. The eligibility of the membership of this committee should be tenured faculty at the rank of associate professor or full professor. However, if a committee member is an associate professor, this member will not participate in the review of a candidate who is going up for promotion to the rank of professor. In addition, the faculty candidate may request a fourth member of their choice if they believe that a fourth member is needed to advocate for the faculty candidate.² The fourth member with a rank higher than the faculty candidate may be chosen from any department in the College or the University and attend the meeting as a non-voting member. Every other year, one of the tenured faculty members will rotate off the committee and a replacement will be elected by C&I faculty vote. The committee chair will be selected by the committee members and serve for a two-year term.

The role of C&I P&T Committee includes:

- a. Serving as the Annual Review Committee for the department³: The committee will evaluate and write an annual performance review letter for each tenure-track assistant professor regarding their achievements as well as recommendations in the areas of research, teaching, and service. The committee will discuss the letter with the faculty candidate and then submit it to the department chair, following the schedule that the college of education establishes.
- b. Serving as the Third-Year Review Committee for the department: The committee will evaluate and write a third-year review letter for each faculty candidate for a third-year review, regarding their achievements for the past three years and will provide recommendations in the areas of teaching, research, and service. The committee will discuss the letter with the faculty candidate, and then submit it to the Department Chairperson (hereafter chairperson).⁴
- c. Providing mentorship for tenure-track assistant professors.
- d. Hosting a meeting where voting-eligible members meet to discuss the faculty candidate's dossier. The purpose of this meeting is to facilitate a discussion about the faculty candidate's strengths and weaknesses to help voting members better understand the candidate's accomplishments. This meeting should happen before the departmental vote.

² In case that the faculty candidate feels that the P&T committee has insufficient knowledge about the candidate's field, the faculty candidate may make a request in writing about having a fourth member to the chairperson.

³ The C&I Third-Year Review document will also serve as the Annual Review guidelines.

⁴ See the C&I Third-Year Review document for more details.

- e. Arranging anonymous online ballots for eligible faculty to vote on the faculty candidate.
- f. Reviewing the C&I Department's Promotion and Tenure standards and procedures as needed. This review should evaluate the department standards to accommodate the changes that may occur in College and University's Promotion and Tenure Policies and Guidelines.

V. DEPARTMENTAL PROCEDURE FOR PROMOTION AND TENURE

- a. The faculty candidate notifies the chairperson of intent to apply for tenure and/or promotion, and/or the chairperson will notify the faculty candidate who must be considered for promotion and/or tenure, following OP 32.01 on the maximum probationary period. The chairperson, following guidance from the Associate Dean for Research (ADR), will visit with each eligible faculty candidate regarding the deadline for submission of applications for promotion and tenure by the end of February in the spring semester prior to the fall semester of their mandatory year for evaluation.
- b. The faculty candidate has primary responsibility for the preparation and submission of a dossier for promotion and/or tenure no later than the start of the sixth year of the probationary period, unless the faculty candidate has been granted an institutionally-approved extension. The faculty candidate will receive guidance from the chairperson, the department's P&T committee, and the Associate Dean for Research (ADR) in the college (see Appendix A for a more detailed timeline).
- c. The faculty candidate and the chairperson will meet to discuss a journal rating⁵ for each publication, which is to help determine the quality of the publication. The ratings for journal quality measures should be based on objective factors that are appropriate for the discipline, which include, review process (blind or open), acceptance rates, impact factor (IF), circulation rate, recognition (national, regional, state), outside professional recommendations, prestige, types of published articles, the reputation of a publisher, citation rates, information about authorship order relevant to the faculty member's role in the project (e.g., first author, corresponding author, etc.), graduate students' authorships, and/or percentages of effort for each publication. The chairperson will place a rating number in the left-hand margin of the candidate's curriculum vitae using the appropriate measures mentioned above.
- d. The faculty candidate will provide the chairperson with a list of 10 potential external reviewers selected from [peer institutions](#), [AAU institutions](#), or other aspirational peer institutions. External reviewers should hold an academic rank equal to or higher than that of the proposed promotion level and be well qualified to evaluate the candidate's research, scholarship and professional activities, without a conflict-of-interest relationship with the candidate (e.g., collaborator, coauthor, former professor or student, dissertation committee member, etc.). The candidate must disclose in writing any relationship with a prospective reviewer that could be perceived as a conflict of interest. Should that reviewer be among those selected, the chairperson will describe the relationship in the biosketch of the relevant reviewer. The chairperson will solicit letters

⁵ The publication rating scale: 5 = Outstanding recognition in field, highly prestigious, refereed; 4 = Highly respected in field, refereed; 3 = Good reputation, selective in publication, refereed; 2 = Average, fairly easy to publish in, typically refereed; 1 = Below average publication, not discriminating on articles published (OP. 32.01, Appendix B)

from external reviewers on the provided list and may add more to the list to secure a minimum of five external review letters that will be included in the faculty candidate's dossier. At least three of the letters should be from TTU's peer institutions.

- e. After the faculty candidate provides a signed statement indicating that the candidate has reviewed all contents of the dossier as prepared for submission, the chairperson, in collaboration with the ADR, makes the faculty candidate's dossier available for examination by voting faculty in the department.
- f. There will be two separate electronic ballots, one for tenure and the other for promotion. Faculty members with a rank equal to or higher than that of the proposed promotion level are eligible to vote on promotion. All tenured faculty members are eligible to vote on tenure. All votes will be kept confidential.
- g. The C&I P&T committee shall arrange a meeting for voting faculty members. In this meeting, voting faculty members will discuss and evaluate the candidate's record based on the dossier. For evaluation, voting faculty will use the guidelines and criteria delineated in this document. If there is a fourth member that the faculty candidate has selected to serve as an advocate, he/she may also attend the meeting as a non-voting member as stated above (p. 3). All voting faculty members are **required** to attend this meeting. In case a voting faculty member cannot attend the meeting due to a time conflict, he/she will provide a written evaluation of a faculty candidate to the chair of the P&T committee.⁶ All the comments shared at the meeting must be kept confidential.
- h. Online ballots using Qualtrics set up by the college (in collaboration with the C&I P&T committee) will be available to the voting faculty after the abovementioned meeting. The ballot will contain space for written comments. Voting faculty members are strongly encouraged to provide typed, written comments that reflect their voting choice. Faculty votes and ballot comments will be unsigned and become part of the promotion/tenure dossier. The chairperson and the C&I P&T committee chair shall count the ballots and certify the vote in writing.
- i. The chairperson will prepare a letter to be addressed to the Dean, which will be forwarded to the College Promotion and Tenure Committee. The letter will include the chairperson's recommendation, a summary of the vote, the ballot comments, and a summary of the qualifications of the external reviewers. This letter will be included in the candidate's final dossier after sharing it with the faculty candidate.

VI. DEPARTMENTAL EXPECTATIONS FOR PROMOTION AND TENURE

The following sections provide the C&I Department's expectations in the areas of research, teaching, and service. These expectations are offered to assist faculty candidates in preparing their dossier for tenure and/or promotion, and at the same time, to assist voting faculty members in evaluating the candidate's dossier. These expectations and guidelines are commensurate with those of the College of Education and the University.

⁶ "Note that the Provost is working with the faculty Senate on developing guidelines for recusal when a faculty member eligible to vote has a conflict of interest with the candidate (e.g., spouse). I'd expect the need to modify the language in this paragraph." (Vice Provost for Faculty Success, Genevieve Durham DeCesaro, feedback received on October 6, 2022).

Three categories of *Outstanding*, *Competent*, and *Inadequate* will be used to evaluate the faculty candidate's performance. The faculty candidate for tenure and promotion to the rank of associate professor is expected to provide a preponderance of evidence at the **Competent level** in the three areas of research, teaching, and service. The faculty candidate for promotion to the rank of professor is expected to provide a preponderance of evidence at the **Outstanding level** in the three areas of teaching, research, and service. The faculty candidate is expected to perform at the Competent or Outstanding level to achieve promotion and tenure. See *Table 1 for definitions of the criteria for each evaluative category*.

	Research	Teaching	Service
Outstanding Level	<ul style="list-style-type: none"> - Demonstrates exemplary engagement in research and creative activities; - Demonstrates national and/or international recognition for research and scholarship; - Demonstrates leadership in successfully generating, developing, applying, and/or overseeing external grants 	<ul style="list-style-type: none"> - Demonstrates exemplary engagement in effective teaching in a consistent manner; - Demonstrate exemplary advising for master's and doctoral students as chair and a committee member 	<ul style="list-style-type: none"> - Demonstrates leadership contributions to the department, college, university, profession, and/or community
Competent Level	<ul style="list-style-type: none"> - Demonstrates consistent engagement in a line of research that is visible in publications, grant activity, and scholarly presentations as an emerging scholar who has contributed to the candidate's field; - Demonstrates state and/or regional recognition of their research and scholarship; - Demonstrates active participation in generating, developing, applying, and/or overseeing grants 	<ul style="list-style-type: none"> - Demonstrates effective teaching in a consistent manner; - Demonstrates effective advising for master's and doctoral students as chair and committee member 	<ul style="list-style-type: none"> - Makes meaningful contributions to the department, college, university, profession, and/or community
Inadequate Level	<ul style="list-style-type: none"> - Fails to demonstrate consistent engagement in a line of research in the candidate's field; - Fails to demonstrate any recognition of their research and scholarship; -Fails to demonstrate the ability to apply for grants and oversee grant activities 	<ul style="list-style-type: none"> - Fails to demonstrate effective teaching in a consistent manner (Or demonstrates ineffective teaching in a consistent manner); - Fails to demonstrate effective advising for master's and doctoral students 	<ul style="list-style-type: none"> - Fails to demonstrate good academic citizenship and/or making little or no contributions to the department, college, university, profession and/or community

Table 1. Definition of Evaluation Criteria

1. RESEARCH

To help faculty candidates better understand the scholarship expectations for their promotion and tenure and carefully prepare their dossier, the following sections provide the expectations and relevant evidence required for promotion and tenure. The two main research areas to be evaluated include the quality and quantity of the candidate's scholarly works and grant activities.

1.1. Quality and Quantity of Scholarly Works

The quality and quantity of research and creative activities are an essential part of the scholarship record, which can be evidenced by the:

- Number of publications in refereed books and/or journals with recognizable publishers and journal ranking systems (e.g., Scimago, SCI, Web of Science), impact factors, acceptance rate, citation rate, h-index on Google Scholar, and/or dissemination rates;
- Number of publications that are single-authored and/or first authored;
- Effort in grant activities; applying for and/or successfully securing internal and external grants as PI or co-PI;
- Awards, honors, and recognitions at college, university, regional, national, and international levels;
- Clear research agenda that is aligned with scholarly products;
- Dissemination of research at professional conferences.

1.2. Grant Activities

C&I faculty members are expected to apply for internal and external competitive grants as part of their research and creative activities. The faculty candidate for tenure and promotion to the rank of Associate Professor is expected to demonstrate a **competent level** in grant activities through *active participation in developing, generating, applying, and/or overseeing internal/external grants* that lead to scholarly research products, and/or improve knowledge, policy, and practice in the candidate's field. The faculty candidate for promotion to the rank of Professor may demonstrate an **outstanding level** through *leadership in the successful development, application, and oversight of external grants* that lead to scholarly research products, and/or improve knowledge, policy, and practice in their field and beyond.

Tenure and Promotion to the Rank of Associate Professor (Research):

The faculty candidate pursuing tenure and/or promotion to associate professor is expected to clearly demonstrate by providing a preponderance of evidence of their scholarly identity as an *emerging* scholar in their field at the **Competent Level**.

Examples⁷ of Scholarly Works at the Competent Level:

- a. Peer-refereed journal publications with measurable and acceptable impact factors and/or circulation rates are expected to constitute a majority of the candidate's scholarly record. In addition, single authored or first authored journal articles are expected particularly in their core disciplinary field.
- b. Books and edited books that target scholars, policymakers, and/or practitioners in the candidate's field with limited circulation. Books will have higher ratings than edited books, and higher ratings will be attributed to single authored or first authored books, particularly in their core disciplinary field.
- c. Peer-refereed or invited book chapters that advance the faculty member's visibility as a scholar in their discipline.
- d. Conference proceedings, presentations, and invited keynote speeches or talks given at professional conferences that reach scholars, policymakers, and/or practitioners in the candidate's field.
- e. Scholarly products adopted as curriculum materials, professional standards, professional development, and instructional practices at the district level and above.
- f. Scholarly products that appear in public conversation or that are used in legislation and legal proceedings relevant to the candidate's field.
- g. Scholarly mentoring for students that leads to conference presentations and publications.
- h. Awards, honors, and recognitions at college, university, and regional levels.

Examples of Grant Activities at the Competent Level:

- a. The level of grant funding organizations, the amount of grant funding, and the competitiveness of the review process for internal grants;
- b. Evidence of the candidate's role and efforts in grant activities as the principal or co-principal investigator, and to a lesser extent, support personnel;
- c. Submitted applications for grant funding;
- d. The grant project's limited impact on the scholarship mission and activities of the department, college, university, and/or profession;
- e. Peer-refereed journal articles, books, book chapters, and/or conference presentations that are written based on the candidate's grant project.

Promotion to the Rank of Professor (Research):

The faculty candidate pursuing promotion to professor is expected to clearly demonstrate by providing a preponderance of evidence of their scholarly identity as an *established* scholar in their field at the **Outstanding Level**.

⁷ Please note that although the example lists of each section (research, teaching, and service) in this document is not exhaustive, they are intended to provide guidance. Furthermore, the lists should not be used as a "checklist" for all of the activities that must be completed. The expectation is that there are multiple ways to qualify for tenure and promotion.

Examples of Scholarly Works at the Outstanding Level:

- a. Peer-refereed publications in professional journals with high impact factors and a high circulation rate. Similar considerations apply to peer-refereed book chapters.
- b. Books and edited books that target national and international audiences with widespread circulation. Books will have higher ratings than edited books, and higher ratings will be attributed to single authored or first authored books.
- c. Peer-refereed conference proceedings, presentations, and invited keynote speeches or talks delivered at national and international professional conferences.
- d. Scholarly products adopted at the state level and above.
- e. Scholarly products used with national and/or international recognition in the field.
- f. Scholarly mentoring and leadership at the national and international levels.
- g. Awards, honors, and recognitions, mainly at the national and international levels.

Examples of Grant Activities at the Outstanding Level:

- a. The grant funding organization, the amount of grant funding, and the competitiveness of the review process for external grants;
- b. Evidence of the candidate's leadership role in grant activities as a lead principal investigator;
- c. Awarded funding from external funding agencies;
- d. The grant project's substantial impact on the scholarship mission and activities of the department, college, university, and/or profession;
- e. Peer-refereed journal articles, books, book chapters, and/or conference presentations with national and/or international recognition based on the candidate's grant.

2. TEACHING

Teaching is understood to include any activity that is designed to impact the learning of university students and their professional influence on others. Consequently, teaching includes but is not limited to the responsibilities that are integral to course and program design, development, assessment, evaluation, and revision. Likewise, it includes advisement of students and serving on master's degree and dissertation committees as a chair or as a committee member. Teaching is focused on developing students' knowledge bases, reasoning abilities, skills acquisition, productive capacities, and reflective and affective dispositions. Quality teaching and its impact on learning can occur in contexts other than on campus, including the following: in the field, in clinical settings, in organizations, online, and through study abroad. Teaching may include community-engaged teaching that incorporates collaboration and partnerships between the university and the community for mutually beneficial exchange of knowledge and resources to meet community-identified needs.

All tenure-track faculty members must seek a peer evaluation of the quality of their teaching effectiveness once per year. Faculty should be able to provide evidence of innovation and impact in their coursework and effective advising, including graduating students in a timely manner.

Tenure and Promotion to the Rank of Associate Professor (Teaching):

The faculty candidate pursuing tenure and/or promotion to the rank of associate professor is expected to be an effective teacher at the **Competent Level** by providing a preponderance of evidence demonstrating a high level of consistent commitment, expertise, innovation, and impact within the area of teaching and advising.

Examples of Effective Teaching at the Competent Level:

- a. Teaching evaluations and peer reviews that show the effectiveness of teaching over time;
- b. Participation in professional development opportunities to improve teaching;
- c. Teaching courses to meet program and/or departmental demands;
- d. Teaching courses collaboratively with other disciplines in the college and university;
- e. Effective use of innovative and creative pedagogical methods in online, hybrid, face-to-face courses, and/or other settings outside the classroom (e.g., study abroad);
- f. Revision of old courses and/or design of new courses to better align with current literature, program goals, and/or institutional needs;
- g. Conducting community-engaged teaching (e.g., service learning, practica) in collaboration with community partners;
- h. Impactful contributions by chairing students' dissertations and graduating students in a timely manner;
- i. Impactful contributions in advising and serving as a committee member for graduate students;
- j. Awards and recognitions for teaching at the college and/or university (e.g., TLPDC) level;

Promotion to the Rank of Professor (Teaching):

The faculty candidate pursuing promotion to the rank of professor is expected to provide a preponderance of evidence demonstrating their highly effective teaching at the **Outstanding Level** that indicates the highest level of commitment, application of expertise, innovation, and impact beyond the institution within the area of teaching and advising.

Examples of Effective Teaching at the Outstanding Level:

- a. Consistent demonstration of highly impactful teaching through teaching evaluations, peer reviews, and/or external reviewers over time;
- b. Invitations as a guest lecturer to provide workshops or other professional development opportunities to other universities, colleges, and/or K-12 institutions;
- c. Participation in and/or leadership in the design or redesign of entire programs, tracks, or concentrations within the department;
- d. Consultation on teaching issues for other departments, districts, schools, universities, or organizations;
- e. Development and leadership in community-engaged teaching (e.g., service learning, practica) in collaboration with community partners;

- f. Invitations to provide teaching support to state and/or national-level organizations;
- g. Impactful contributions by successfully chairing students' dissertations and graduating students in a timely manner;
- h. Impactful contributions in advising and serving as a committee member for graduate students;
- i. Awards and recognitions from an external body (from outside the college or university).

3. SERVICE

Service includes any activity that enables the department, the college, and the university to pursue their respective missions. Community-engaged service includes work with professional partners and entities (e.g., PK-12 schools and districts, higher education institutions external to TTU, counseling agencies, private sector educators) to help them better meet the needs of their students and clients. This service provides an opportunity for faculty to apply their professional expertise and to collaborate with community partners to engage in activities that address community needs. Examples of service include engaging in collaborative intervention-based research activities, serving as program coordinators, and working on university, college, department, and program committees. Similarly, providing leadership in professional associations, for organizational projects, and as members of editorial review boards or staff on professional journals is service.

Community-engaged service includes work with professional partners and entities (e.g., PK-12 schools and districts, higher education institutions external to TTU, counseling agencies, and private sector educators) to help them better meet the needs of their students and clients. This service provides an opportunity for faculty to apply their professional expertise and to collaborate with community partners to engage in activities that address community needs.

Tenure and Promotion to the Rank of Associate Professor (Service):

The faculty candidate pursuing tenure and/or promotion to the rank of associate professor is expected to demonstrate the **Competent Level**, which includes membership in departmental and/or college-level committees and/or reviewing of journal articles or conference proposals. Duration on committees and relative workload should also be noted in descriptions of service endeavors.

Examples of Effective Service at the Competent Level

- a. Serving as a committee member in program development and implementation at the college, departmental, or program level
- b. Serving on standing, ad-hoc, or elected committees at the department, program, or college level
- c. Serving as appointed officer/board member in a professional organization and/or conference
- d. Serving as a committee member in a professional organization
- e. Serving communities or organizations through facilitating workshops
- f. Serving as a manuscript reviewer for journals in the candidate's field

- g. Serving as a mentor for students
- h. Serving as faculty advisor for student organizations
- i. Developing community-engaged projects

Promotion to the Rank of Professor (Service):

The faculty candidate pursuing promotion to the rank of professor is expected to provide a preponderance of evidence within the **Outstanding Level**, which includes not only the demonstration of the Competent level, but also university level committee members, membership of a national and/or international committee of a professional association, committee work beyond the institution, and/or a leadership role in those organizations. Breadth in levels of service (e.g., program, department, college, university, community, profession) is recommended. Additionally, a clear and sustained demonstration of taking on leadership roles in service activities is also recommended.

In general, leadership roles on departmental, college, and university committees may be ranked higher than membership on such committees, while service in professional organizations at a national or international level is likely to be rated higher than service at a local or regional level. Likewise, awards for such service may be rated in a similar manner. Service that demands greater time commitments would be rated higher. The time commitment may also be a useful way of classifying some more routine activities. A formal role of program coordinator or center director is likely to be rated highly. In the context of community engagement, the time commitment should be considered in addition to the measurable impact on the stakeholders.

Examples of Effective Service at the Outstanding Level:

- a. Serving as a leader in program development and implementation at the university, college, departmental, or program level
- b. Serving as a leader on standing, ad-hoc, or elected committees at the university, college, department, or program level
- c. Serving as a program coordinator
- d. Serving as a mentor for graduate research assistants, postdoctoral scholars, and/or junior faculty
- e. Serving as a committee chair in a professional organization
- f. Serving on tenure review panels (e.g., external reviewer) for external candidates
- g. Serving on program review panels at external institutions
- h. Serving communities or organizations through workshops
- i. Serving on committees for fellowships/grants/awards
- j. Serving as a journal editor or on journal editorial boards
- k. Developing and/or implementing community-engaged projects

NOTE on Engaged Scholarship:

Expectations for engaged scholarship of teaching, research, and service are included in this document rather broadly. Tenure and promotion criteria for outreach and engagement will be added as soon as they are available from the Provost's Office. The addition must be approved by the Dean's Office and the Provost's Office.

Appendix A**General P&T Timeline**

Mid April	Faculty/Chair notification of intent to apply for P&T
First Week of May	Faculty gives Chair the list of potential external reviewers
Mid June	Dossier completed and due to ADR
First Week of July	Dossiers sent to external reviewers
First Day of September	External review letters due to Chair (may be adjusted by chair)
Mid September	Full dossiers due to the ADR and made available to department voting faculty
September 20-October 1	Department-level voting-eligible faculty meeting and voting
October 15	Chair letter to the dean (with the faculty vote results included) added to the dossier
October 18-29	College P&T Committee meets to review dossiers and voting
November 1-5	College P&T committee letter (with the committee's vote results included) are due to the dean
Mid November	Dean's letter written and added to the dossier
Mid November	Dossiers due to the Provost's Office