



**GUIDELINES FOR PREPARATION
OF CASE FILES FOR RENEWAL OF PROBATION,
TENURE, AND PROMOTION**

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Last Revised May 2010

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General Guidelines: Preparation and Submission of the Case File

To assist members of Department, College and University Review Committees, files are to be submitted using the following guidelines:

- All submitted material must be single-sided.
- All staples or paper clips must be removed.
- Assemble the case file in the **exact order** indicated in the **Case File Contents**.
- Once the case file is completely assembled, and prior to forwarding it to the University Review Committee (URC), **number all pages consecutively from beginning to end on the bottom right hand of the page**.
- If the candidate, Department or College finds it useful to have the pages numbered during the assembly process, this may be done on the bottom left hand side of the pages.
- Materials should **not** be hole-punched, nor should they be placed in a binder; gather the materials using an **elastic band** with the candidate cover sheet on top.
- Identify each section of the case file using the heading used in the **Case File Contents**. Section headings should be placed on a separate sheet of paper.
- Submit all documents to the University Review Committee, c/o Secretary, University Review Committee, Room E234, 107 Administration Place.
- All case files will be returned to the appropriate Dean/Director once the University Review Committee has completed its business for the academic year. (usually by June of the academic year the review takes place.)

Preparation of Case for Renewal of Probation as Compared to Tenure or Continuing Status:

Individuals holding probationary appointments are to be considered for renewal of probation during the final year of their initial probationary appointment unless they elect to be considered for tenure or continuing status. The categories for renewal of probation are the same as the award of tenure or continuing status. The standard of performance shall be **satisfactory progress** towards meeting the standards for the award of tenure or continuing status. In preparing a case file for renewal of probation, evidence and the decision on whether renewal of probation will be recommended or denied should be based on the **progress of the candidates towards meeting the standards for tenure or continuing status**.

Case File Contents

The Case File must be assembled in the following order:

Candidate Cover Page * followed by:

Table of Contents *

Section I: Material Required From a Departmentalized College for Tenure and Promotion Case Files (Arts and Science, Agriculture & Bioresources, Edwards School of Business, Education, Engineering, Medicine, Western College of Veterinary Medicine).

- **PR-2 or T-2 form, including:**
 - List of committee members;
 - Summary of process;
 - Evidence considered;
 - Rationale (*see notes on Statement of Rationale, pages 8-11*).
- **Letter to candidate from CRC Chair**
- **The College must include a complete list of any individuals consulted in the evaluation process, including:**
 - Co-authors;
 - Co-grant holders;
 - Other Departments/Colleges in the case of joint appointments;
 - Committee chairs;
 - Clients and/or client colleagues/organizations;
 - Professional colleagues;
 - Individuals who provided information regarding the candidate in extension and/or public service activities;
 - In the case of associate memberships, individuals consulted.
- **List of any additional documents collected by the College Review Committee** (documents collected subsequent to the department decision or collected by the college in addition to the material submitted by the department).

Section II: Material Required From a Department or a Non-Departmentalized College for Tenure and Promotion Case Files (Dentistry, Kinesiology, Law, Nursing, Pharmacy and Nutrition, University Library).

* Templates available at: <http://www.usask.ca/vpacademic/collegial/promotion.php>)

▪ **PR-1 or T-1 form, including:**

- Complete list of committee members;
- Summary of process;
- Evidence considered;
- Rationale (*see notes on Statement of Rationale, pages 8-11*).

▪ **Letter to candidate from CRC Chair**

▪ **The College/Department must include a complete list of any individuals consulted in the evaluation process, including:**

- co-authors;
- co-grant holders;
- other Departments/Colleges in the case of joint appointments;
- committee chairs;
- clients and/or client colleagues/organizations;
- professional colleagues;
- individuals who provided information regarding the candidate in extension and/or public service activities;
- in the case of associate memberships, individuals consulted.

▪ **Category 1: Academic Credentials**

- Statement of verification of academic credentials; [**Photocopies of documents are not required**]
- If required academic credentials were not completed at appointment, letter of appointment to be included.

▪ **Category 2: Teaching Ability and Performance**

- Student evaluations of teaching;
- Peer evaluations of teaching;
- Analysis of graduate student supervision (if applicable).

▪ **Category 3: Knowledge of Discipline and Field of Specialization**

- If a seminar to colleagues is required by College Standards, evidence regarding the quality of the seminar;
- If additional evidence, such as peer review of grants and journals, invited lectures and invited presentations to conferences is considered, a summary statement on the evidence considered and the importance of these activities.

▪ **Category 4: Research, Scholarly and Artistic Work**

Materials related to External Referees:

- List of external referees shown to candidate;
- List of external referees selected;
- A sample copy of the letter sent to external referees;
- Letters of evaluation submitted by external referees; [**minimum of three required**]

- Letters must be signed; unsigned letters and emails are not acceptable;
 - Analysis of graduate student supervision (if available).
- **Category 5: Practice of Professional Skills**
Materials related to External Referees:
- List of external referees shown to candidate;
 - List of external referees selected;
 - A sample copy of the letter sent to external referees;
 - Letters of evaluation submitted by external referees; **[minimum of three required]**
 - Letters must be signed; unsigned letters and emails are not acceptable;
 - Analysis of graduate student supervision (if available).
 - A summary of the consultation process (defined in College Standards) used to assess the candidate's professional practice;
 - Any letters received as part of the broad based consultative process (clients/client organizations and professional colleagues).
- **Category 6(a): Contributions to Administrative Responsibilities of the Department, College or University**
- A summary of contributions the candidate has made on committees, or as part of their other administrative responsibilities;
 - Statements from committee chairs or others regarding committee work or other administrative efforts.
- **Category 6(b): Contributions to the Extension Responsibilities of the Department, College or University**
- Available statements on the nature and extent of the candidate's contributions in these areas and statements from individuals who have personally observed the work related to extension responsibilities.
- **Category 7: Public Service and Contributions to Academic and Professional Bodies**
- Available statements on the nature and extent of the candidate's contributions in these areas and statements from individuals who have personally observed the work in public service and contributions to academic and professional bodies.
- **Additional Material:**
In cases of associate memberships, or joint appointments, comments on all categories relevant to the duties of the candidate will be solicited by the Dean from all units with which a faculty member is associated. Individuals solicited for comments will be provided with copies of the candidate's *curriculum vitae* and supporting documentation. The candidate will be informed that such information has been solicited.

Section III: Material Required From the Candidate for Tenure and Promotion

- **An Up-To-Date Curriculum Vitae:** A standardized c.v. using the required format (*headings and numbering system*) for faculty; do not include a separate Form 1 or Form 2. (see <http://www.usask.ca/vpacademic/collegial/promotion.php>) If a standard c.v. is not submitted with the case, the candidate will be asked to resubmit one before the case is considered by the University Review Committee.
 - For promotion, the curriculum vitae must only include relevant information up to and including June 30th of the previous academic year (e.g. if submitted in fall of 2009, then up to June 30, 2009).
 - For tenure, the curriculum vitae should include all relevant information up to and including the date of submission. Candidates should also submit documentation of their academic credentials and/or qualifications along with the submission of their c.v.

- **Self-assessment document:** on progress towards tenure, continuing status, or promotion.

- **Category 2: Teaching Ability and Performance**
 - Statement of candidate's philosophy of teaching;
 - A record of teaching roles (see Table II, University Standards for a list of roles), including time commitments and method of delivery in:
 - Undergraduate courses;
 - Practica* or other type of field work;
 - Graduate courses;
 - Advising and supervising graduate students.
 - A summary statement of the candidate's understanding of student and peer evaluations ;
 - Undergraduate student evaluations;
 - Graduate student evaluations;
 - Peer evaluations;
 - Other third party evaluations, i.e. The Teaching and Learning Center (if candidate chooses to include).
 - A statement outlining improvements/enhancements to teaching performance and actions taken to remedy problems identified:
 - Completing "in service" courses;
 - Accessing Teaching and Learning Centre services;
 - Attending pedagogical conferences;
 - Working with mentors.

- **Category 3: Knowledge of Discipline and Field of Specialization**
 - Documentation of invited lectures and invited presentations should be included;
 - Documentation that the candidate has served as a peer reviewer of grants and other material should be explained.

▪ **Category 4: Research and Scholarly Work**

- A statement on the nature of the candidate's research and future research plans and scholarly work;
- Evidence pertaining to research and scholarly work;
- In the case of artistic work, descriptions of exhibitions and performances and evidence of peer review as defined in the appropriate standards;
- Evidence of research funding (where required in College/Department Standards);
- Other relevant evidence for the purpose of establishing research direction, accomplishment, and momentum;
- Information on the candidate's contribution to joint publications and research grants and public performance. **Where there is co-authorship, state the percentage written by the candidate.**
- If an article is peer reviewed, state the nature of the review (editor, single blind, double blind) and where possible, the acceptance rates for the publication.

▪ **Category 5: For Candidate's Considered Under Practice of Professional Skills**

- A one-page statement on the nature and scope of the candidate's professional practice, including documentation of time commitment (e.g. hours, case load, etc.);
- Evidence related to the elements of practice identified in the appropriate standards (see list in Section D, Category 5 of the 2002 University Standards);
- Evidence of various leadership activities associated with the candidate's role in professional service whether delivered to a professional audience, individuals, groups, organizations, institutions, or the community;
- Letters of support from clients, client agencies, or colleagues who are familiar with the clinical/technical and/or professional aspects of practice;
- A statement on the nature of the candidate's research and future research plans;
- Evidence of research funding (where required in College/Department Standards);
- Other relevant evidence for the purposes of establishing research direction, accomplishment, and momentum;
- Detailed information on the candidate's contributions to joint publications and research grants.

▪ **Category 6: Contributions to the Administration or Extension Responsibilities of the Department, College, or University**

- A one-page statement on the role of the candidate in service to the administration or extension responsibilities of the Department, College, or University.
- The statement should elaborate and not simply reiterate; you should be able to show intent, purpose, your contribution and outcomes of your administrative and public service efforts.

- State the extent of the contribution by the average number of hours per year spent on the activity.

- **Category 7: Public Service and Contributions to Academic and Professional Bodies**
 - A one-page statement on the role of the candidate in public service and contributions to academic and/or professional organizations;
 - A statement on the nature and extent of the candidate's contributions in these areas and statements from individuals (e.g. chairs, other committee members) who have personally observed the work.

Notes on Statements of Rationale

For Departments & Colleges

Sample Statements of Rationale are available for reference on the VP Academic website <http://www.usask.ca/vpacademic/collegial/promotion.php>

The College and Department rationale should address the relevant categories and refer to the appropriate standards. Rationale statements should present majority and, where applicable, minority views for evaluation in each required category. Statements of rationale should be inserted directly into the T2/PR2 form.

Please ensure that the Statement of Rationale is made available to committee members for review prior to submission to senior committees. Colleges should indicate whether they concur with the departmental assessment, and if the assessment is different they should explain why the rationale from the college is different and provide an explanation for the difference.

The Statement of Rationale must:

1. Indicate the quality and significance of the candidate's work and how it was assessed.
2. If there are specific requirements outlined in Department Standards that are not included in the College Standards, direct reference to Department Standards is required.
3. Explain the decision at the college/department level and include both the majority and minority views.

With respect to Academic Credentials, the Statement must include:

1. A statement clearly stating that the college has verified that the candidate has achieved the academic credentials as defined in the appropriate standards. [Photocopies of documents are not required]
2. In exceptional cases, alternative qualifications may have been deemed equivalent. Acceptability of the alternative qualifications must have been documented (e.g. in the letter of appointment).
3. If additional expectations are described in the letter of offer or in the appropriate standards, there must be a statement verifying that the expectations have been met.
4. If required academic credentials had not been acquired at the time of appointment, the letter of appointment must be included.

With respect to Teaching, the Statement must include:

1. The university and college standards identifying the variables to be considered in evaluating teaching. The rationale must consider **all of these variables** and not simply classroom performance.

2. An indication and assessment of the quality of the candidate's teaching.
3. An explanation on how the student and peer evaluations were conducted, a summary of their contents and their interpretation by the college/department committee, and an indication of the types of courses evaluated.
4. The rationale should identify the change demonstrated through an ongoing series of assessments over a period of time.
5. The rationale should identify any problems related to teaching and the candidate's efforts to remediate and improve teaching.
6. The rationale should address graduate teaching and graduate student supervision, including the opportunity or lack of opportunity for the candidate in this component of teaching (if applicable).

With respect to Research, Scholarly or Artistic Work, the Statement of Rationale must include:

1. An assessment of the candidate's current and potential program of research and scholarship or artistic work within the context of the discipline, including the momentum of the candidate's current research activities.
2. An assessment of the adequacy of research funding (where required in Department/College Standards). Rationale regarding the candidate's failure to apply for grants, increase or decline in funding or loss of funding must be included.
3. An indication and assessment of the quality of the candidate's research productivity within the context of the discipline including an indication of the quality of journals and other publications.
4. If the appropriate standards identify a list of products of research and scholarly work, such as patents, the rationale should explain the basis for how the quality of these products is evaluated relative to the peer reviewed process.
5. If the material is accepted, but not published, the rationale should describe how the acceptance was verified.
6. In the case of books, the rationale should focus on the quality of the publication and, in particular, how the book was reviewed.
7. An indication and assessment of the quality of the candidate's artistic work within the context of the discipline, including an indication of the quality of the venues.
8. An explanation of the candidate's role in joint publications, presentations, or research grants, including a statement of confirmation by collaborators.
9. An indication of the committee's discussion of the evidence and the relative weighting of this evidence in the overall decision of the committee.
10. If the candidate has made a major shift in research interest, the rationale should address the shift relative to the appropriate standards for the rank being considered.

With respect to Practice of Professional Skills, the Statement of Rationale must include:

1. The rationale should comment on the balance between the practice of professional skills and the research and scholarly work in which the candidate is engaged.
2. An assessment of the candidate's current and potential professional practice within the context of the profession, with direct reference to the elements of practice identified in the appropriate standards.
3. If the College expects adherence to standards/codes adopted by appropriate professional organizations, and that information is utilized in the evaluation of professional skills, those standards/codes must be appended.
4. An assessment of the adequacy of research funding (where required in Department/College Standards.) Rationale regarding the candidate's failure to apply for grants, increase or decline in funding or loss of funding must be included
5. An indication and assessment of the quality of the candidate's research productivity within the context of the profession including an indication of the quality of journals and other publications.
6. An explanation of the candidate's role in joint publications, presentations, or research grants, including a statement of confirmation by collaborators.
7. An indication of the committee's discussion of the evidence and the relative weighting of this evidence in the overall decision of the committee.

With respect to Contribution to Administrative Responsibilities of the Department, College, University, the Statement of Rationale must include:

1. A review of the assessment of the quantity, quality, and impact of the candidate's contribution to administration (if applicable).
2. The rationale should comment on the candidate's role in these tasks and the candidate's effectiveness (if applicable).

With respect to Contribution to Extension Responsibilities of the Department, College, University, the Statement of Rationale must include:

1. A review of the statement of the candidate's extension service sponsored or sanctioned by the Department. Any additional observations should be included (if applicable).
2. An assessment of the quality and impact of the candidate's extension service (if applicable).

With respect to Public Service and Contributions to Academic and Professional Bodies, the Statement of Rationale must include:

1. A review of the statement of the candidate's public service sponsored or sanctioned by the Department (if applicable).
2. A statement that the public service activities entail application of expertise associated with the candidate's position in the University (if applicable).

3. An assessment of the quantity and quality of the candidate's public service (if applicable).
4. An assessment of the quantity and quality of the candidate's contribution to academic and professional bodies (if applicable).

Some material that should not be included in a case file:

1. Copies of the Department Standards, College Standards or University Standards. URC has copies of these documents for reference purposes.
2. Photocopies of certificates confirming degrees or technical accreditation. These items should be retained in the Department, and are **not** required by URC;
3. Photocopies of published articles, abstracts, books on line, technical reports or other materials produced by the candidate in their scholarly work. These items should be retained in the Department, and are **not** required by URC;
4. Photocopies of unpublished work or work in progress;
5. Posters, internet listings or other documents related to conferences. These items should be retained by the Department, and are **not** required by URC;
6. Email correspondence to or from external referees;
7. Print copies of power point presentations;
8. Copies of media presentations or web publications or sites;

In 2009/2010 the most succinct case file was 62 pages, the largest case file was 252 pages. In both situations the candidate was successful.

Best Practices & General Observations from the University Review Committee

The following will be of particular interest to candidates and those overseeing the compiling and evaluation of case files. They are general observations from URC that arose frequently during the last two review periods. These are not specific to a particular College or Department, and, in some instances have resulted in best practice recommendations.

General Comments on Case Preparation

- Case files frequently contain significant amounts of extraneous material. Some of this is readily identifiable and can be removed prior to printing, but this is a time consuming task. However, some material is not so easily identified, or, removal in some situations creates confusion with case file organization and page numbering. This creates cases that are more difficult to review and evaluate, as well as significant copying and shredding costs. Some recommendations below are to address both of these concerns.
 - Do **not** include copies of the University, College or Department Standards in the case file.
 - Do **not** include copies of articles, photocopies or original newspaper clippings, promotional pamphlets, or photocopies of conference posters;
 - Do **not** include advertisements for events, abstracts, citations or other documentation downloaded from the internet.
- Review the list of items on the last page of the [Guidelines for Preparation of Case Files for Renewal of Probation, Tenure and Promotion](#) under Some Material that should not be included.

Student Evaluations

- Include only those for the period under review.
 - For promotion this is the time between the last promotion up to June 30th of the previous academic year.
 - For tenure, this is the time between the date of tenure track appointment up to the time of case submission. Additional information can be forwarded to the committee reviewing the case, after the case was submitted up to the point that the committee has made its final decision.
- Include evaluations from classes at different levels over the period of time under consideration. Minimum would be one per year for every year under consideration.
- ★ **Best practice is an evaluation from every class taught, for every year under consideration.**
- Information should be summarized with an evaluation of the results.
- Do not include pages of raw data, or charts and numerical information that must be linked to a separate survey tool.
- There needs to be a clear statement on what the scale represents: Is 1 good and 5 bad or visa versa?

Peer Teaching Evaluations

- Include only those for the period under review (see item above).
- Include evaluations from classes at different levels over the period of time under consideration.
- An evaluation should contain observations on classroom presentation, a review of course design and content and any associated handouts, materials or examinations.

- ★
 - Minimum submission would include one evaluation per year, for each year under consideration.
 - All evaluations must be signed.
 - **Best practice is an evaluation from every class taught, for every year under consideration.**

Statement of Candidate's Philosophy of Teaching

- ★
 - Candidates should provide a complete synthesis of their progress in achieving competence and capacity.
 - An initial statement of teaching philosophy should be supported by a longitudinal description of their actual teaching effort, including new or revised course material, number of contact hours, number of students taught per course, and other measures as appropriate.
 - A description of graduate student supervision should include the number of student projects/thesis supervised at the masters level and at the doctorate level. In addition, when co-supervising graduate students, there should be a description of the nature and extent of the role the candidate played.
 - **Best Practice - A summary of the reviews by students depicted in tables to demonstrate the longitudinal results;**
 - A summary of the formal peer reviews by faculty;
 - Other external measures of evaluation such as teaching award nominations/awards, GGSR mentions in exit interviews, conference or professional event presentations.
 - Your response to any negatives that emerged over the review period. In other words, how did you respond to identified weaknesses or gaps?

External Reviewers

- ★
 - Reviews should be dated for the year in which the candidate is going forward for tenure/promotion.
 - A minimum of **three** reviews is required.
 - **Best Practice - Submit four reviews in the event that the Committee questions or rejects one review for some reason.**
 - List potential and identify chosen referees with an eye for reducing superfluous paper such as in a chart format (sample forms at <http://www.usask.ca/vpacademic/collegial/promotion.php>)
 - Only include one copy of the template letter, or sample letter, sent to reviewers.
 - External reviewers should be instructed to:
 - i. Contain their assessments to the categories specifically requested, which is typically either Category 4: Research & Scholarly Work, or, Category 5: Practice of Professional Skills.
 - ii. Contain their assessment to the work and/or publication record for the period under review.
 - ★ iii. **Best practice - highlight the candidate's c.v. to clearly identify the time frame.**
 - iv. Make an initial statement reaffirming the relationship with the candidate as being **“at arms length”**;
 - v. Conclude with a clear statement indicating whether or not the referee is recommending the candidate for tenure/promotion at the University of Saskatchewan;
 - Letters from external referees **must be signed**.
 - Do **not** intermingle the letters from external referees with other letters of support.
 - Do **not** include copies of the referee's curriculum vitae or their publications.

Statement of Candidate's Research

- Candidates should provide a clear, complete and comprehensive statement of their current research program and the direction of their future plans, with supporting evidence.



- **Best Practice - The cut-off line between work already assessed for previous appointments and work that is submitted in support of the current action should be clear in the c.v. (a clearly explained line “beginning of period under review”, located in the right place on the c.v.)**
- All research outcomes should be properly cited and in the right categories on their c.v.
- Candidate’s research statements should explain their research inputs, efforts and outputs in the context of the major problems, theories and methods or applications that they are focused on.
- Assessments should include a self-review of the value and impact of their research work;
- Each article, within the review period, should be assessed and reported on for the areas below.
 - i. Role and percent of total effort by candidate for multi-authored papers;
 - ii. Relationships between publications and any supporting grants;
 - iii. Role of students as co-authors; nature of collaborators (if they are important, don’t make the reviewer guess - tell them);
 - iv. The nature of the peer review (single-blind, double-blind, editor, other);
 - v. Journal impact factor and disciplinary ranking (both are important, the top Political Science journal has a ranking of 2 while the top science biotech journal has a rating of 25)
 - vi. The number of actual citations of article/work (ISI, Google Scholar and/or other)
 - vii. The rejection rate for conference papers;
- **Best Practice - Ideally, the data might be condensed and presented in a single table with explanatory text to support the data.**



General Comments on Forms (T1 & T2; P1 & P2; T1R & T2R):



- **Best Practice - Insert the evidence considered and rational for majority and minority view directly into the T1 and T2 forms.** The documentation has been set up and is available electronically for this purpose.
- Do **not** include photocopies of degrees or certificates. The Department Head should review the documentation in the department’s file and certify to the fact that they have done so on the T1 form. This is sufficient proof.
- If there is a minority vote, whether positive or negative, there must be a minority view expressed for that category.
- **The minimum number for calculating quorum is five people.** If there are not five people available in the department additional committee members must be co-opted from other departments.
- Those who are on leave and those who are excluded due to a conflict of interest are **not** counted when you are calculating quorum. If there are 12 people in the department and two are on leave, then quorum is 2/3 of 10 **is taken to the next higher integer (7).**
- Each category on the (T1 & T2; P1 & P2; T1R & T2R) forms **must** be completed, and must total the number of those committee members present.
- The form for Tenure and Renewal of Probation has been separated into two separate forms. Tenure Recommendations will continue to be submitted on a T1 or T2. However, Renewal of Probation Recommendations will be submitted on a T1R or T2R form. This form was revised to reflect the requirement of **“making progress towards meeting the standards”** rather than **“meeting the standard”**.

The Standardized c.v. versus the Material Required from the Candidate

- The Standardized c.v. is required for all candidates. Faculty are required to update their c.v. annually, using the standardized template, whether or not they are going forward for promotion.
- Frequently, in Section III Material Required from the Candidate, for Category 2 Teaching, and Category 4: Research & Scholarly Work, or Category 5: Practice of Professional Skills, a candidate will submit a “cut and paste” project from their c.v. Sometimes this is a complete duplication of information already provided in the c.v., and is not particularly helpful to URC when reviewing the file.
- Candidates should not simply duplicate the list of publications or classes taught from their c.v. under Category 2, 4 or 5. It is preferred they provide the required summary and philosophy statements, responses to student and peer teaching evaluations, statements on past research and future plans and so forth. Each would be referenced with the appropriate item number from the c.v. See guidelines below.

Candidate’s Material

Category 2 – Teaching Ability & Performance

- Statement of your teaching philosophy. Your philosophy should be supported by other information. For example, a student centered philosophy would likely include self-reflection on the feedback from students in your teaching evaluations.
- A summary of your understanding of student and peer evaluations. Statements about suggestions you have incorporated
- What you have done or what you plan to do to address any areas of concern in the evaluations.
- Statement about your role and leadership in the area of supervising graduate students.

Category 3 – Knowledge of Discipline/Field

- Describe the breadth of the work and its relationship to the discipline, nationally and internationally.
- Speak about the profile of conferences, the scope and impact of the events.

Category 4 –Research & Scholarly work is typically

- Outline your research program, the progress you have made since your last promotion or tenure and the direction you intend to take in the future.
- Describe research funding received where applicable, [from where, approval rates, amount]
- Describe exhibitions or performances where applicable [acceptance rates, audience, profile]
- Explain your contribution to joint publications, research grants and performances.

Referenced Sections of Standardized Curriculum Vitae

- Section 9 – Teaching Record, a list of classes taught in which years, including graduate and undergraduate, new or revised teaching materials, new courses developed, post graduate students supervised and other related teaching activities.
- Section 10 – Thesis Supervised
- Sections 18 & 19 – Invited and non-invited lectures outside U of S, invited conference presentations.
- Sections 11 to 17 – Includes Books, Chapters in Books, Review Articles, Invited Papers Published in Conference Proceedings & Abstracts, Papers in Refereed Journals, Papers in Non-Refereed Journals and Technical Reports.
- Sections 22 – Includes Exhibitions & Performances