For Committee to _Consider_ Recommending Promotion the following criteria must be met (_but does not guarantee recommendation_):

Application packet must be complete **AND**
Applicant submitted material must score greater than 80% on evaluated criteria **AND**
Average composite score from reviewers for letters of recommendation must be 4 or greater
   Lack of Chair and/or Dean support will weigh heavily on the committee's vote, and can be the sole reason the committee chooses not to recommend.

APPLICANT SUBMITTED MATERIAL			
	Met expectations-recommend (3 pts)	Partially met - w/ reservations (2pts)	Below Expectations-not recommended (0pts)
All Applicants Must Address:			
Application Materials: ● Application Cover Page ● Performance Evaluations ● Student Evaluations ● Promotions Narrative Form ● Dean/Chairs Letters	● Each section includes all materials required to allow the promotion process to continue ● Materials are detailed giving clear insight into the applicant's accomplishments, teaching expertise and contributions to UW-W	● Selected sections may be missing detailed materials but the promotion process can proceed with reduced points ● Materials detailed though may lack in clarity into applicant's accomplishments and/or teaching expertise and/or contributions to UW-W	● Selected sections are missing multiple documents so as to not meet requirements thus the promotion process cannot proceed in this cycle ● Materials vaguely address applicant's accomplishments, teaching expertise or contributions to UW-W
Activities: Performance Evaluations	● Evaluations reveal a consistent pattern of excellence where applicant's ability to accept corrective feedback is integrated into best-practice teaching strategies to build a stronger learning environment for students	● Peer evaluations reveal a pattern of areas for growth not yet applied where applicant needs to integrate best-practice teaching strategies to build a stronger learning environment for students	● Performance evaluations show marked inconsistencies of reliable best-practice teaching strategies so applicant can build a reliable and conducive learning environment for students
Activities: Teaching Narrative Description	● Teaching Activities enhance initiatives of the department, university, professional organizations within the state and/or nation ● Applicant clearly demonstrates that their teaching and teaching related activities reflect the description of the category to which they are applying.	● Teaching activities may enhance initiatives of the department though may not expand to the university or professional organizations within the state and/or nation ● Applicant demonstrates somewhat that their teaching and teaching related activities reflect the description of the category to which they are applying	● Activities though listed, do not reveal concentrated focus to enhance initiatives of the department, university, or professional organizations ● Applicant incompletely are rarely demonstrates that their teaching and teaching related activities reflect the description of the category to which they are applying.

Self-Evaluation Narrative [Including Reflection on Student Evaluation of Instructor (SEI)]	Self-reflection reveals deep personal understanding of oneself regarding education pedagogy and the implementation of those theories into one's teaching ● Evidence exemplifies open mindfulness with a worldview that accepts and welcomes diversity and inclusion ● Problem-solving skills reveal applicant's ability to embrace personal change and growth both for oneself and students within the classroom, based on both peer and student evaluations.	● Self-reflection offers insight into personal understanding of education pedagogy and the implementation of those theories into one's teaching ● Evidence shows thoughtfulness, though lacks deep examination of possible blind spots toward diversity and inclusion ● Problem-solving skills are evident, though lacks details revealing personal growth for oneself or students within the classroom, based on peer and student evaluations	● Self-reflection fails to reveal personal details for how personal understanding of education pedagogy the implementation of those theories into one's teaching ● Open mindedness is not evident nor are statements of how one develops acceptance of others presented ● How problems are encountered is not presented or may be vaguely discussed which fails to offer insight into how one embraces personal growth for oneself or students within the classroom
Areas Applicants May Address (if no requirement, then it cannot hurt an applicant)			
Service activities as required in "Academic Staff/Supervisor Distribution of Effort Agreement" to Department, College, University, Professional organizations, Community **OR** Service activities, despite no requirement of such, as outlined in your "Academic Staff/Supervisor Distribution of Effort Agreement"	● Additional service activities reveal dedication to the growth and vibrancy across UWW, professional organizations and the broader community	● Additional service activities reveal personal investment of time and/or talent to UWW and/or professional organizations and/or the broader community	● Additional service activities are not evident and/or show little investment of personal time and/or talent outside of teaching position
Research activities as required in your "Academic Staff/Supervisor Distribution of Effort Agreement" to Student involvement (RAP, IS, etc.),	● Additional research activities reveal dedication to develop an engaging campus student culture through collegiate organizations and campus initiatives. ● Conference presentations and/or publications exemplifies academic	● Additional research activities reveal personal investment of time and/or talent to collegiate organizations ● Conference presentations and/or publications shows some	● Additional research activities are not evident and/or show little investment of personal time and/or talent outside of teaching position

Publications, Presentations at professional conferences **OR** Research activities, despite no requirement of such, as outlined in your "Academic Staff/Supervisor Distribution of Effort Agreement"	contributions to professional organizations	engagement with professional organizations	
Other Activities as required in your "Academic Staff/Supervisor Distribution of Effort Agreement" to professional contributions/certifications, awards and/or trainings **OR** Other activities, despite no requirement of such, as outlined in your "Academic Staff/Supervisor Distribution of Effort Agreement"	● Awards reveal recognition for applicant's dedication to excellence AND ● Advanced trainings and/or certifications reveal a life-long learning mind-set	● Awards reveal recognition for applicant's dedication to excellence AND/OR ● Advanced trainings and/or certifications reveal a life-long learning mind-set	● Additional awards and/or advanced trainings or other professional contributions are not evident and/or show little investment of personal time and/or talent outside of teaching position

LETTERS OF RECOMMENDATION (composite must be 4 or greater)

	Approve for Promotion (3 pts)	Approves with Reservations (2pts)	Does Not Approve Promotion (0 pts)
Chair's Letter of Recommendation	● Letter gives specificity and detail offering unquestionable understanding to support the applicant's qualifications for promotion	● Letter may be generally supportive and/or may lack a clear recommendation supporting the applicant's qualifications for promotion	● Letter may be vague or lack support of a recommendation to the applicant's qualifications for promotion
Dean's Letter of Recommendation	● Letter gives specificity and detail offering unquestionable understanding to support the	● Letter may be generally supportive and/or may lack a clear recommendation supporting the	● Letter may be vague or lack support of a recommendation to the applicant's qualifications for promotion

| | applicant's qualifications for promotion | applicant's qualifications for promotion | |