GUIDELINES FOR APPOINTMENT RETENTION, TENURE, AND PROMOTION

Approved by the Department of Marketing

Date: May 17, 2010

Department Chair

CBA Dean

University Provost

Date

5/18/2010

Date

6/4/10

Date

7/16/10
GUIDELINES FOR RECOMMENDATION OF Reappointment, Promotion and Tenure

The following guidelines specify the steps, timelines, and criteria in the Department of Marketing’s Reappointment, Tenure, and Promotion (RTP) process. The guidelines stated in this document are meant to be consistent with the university requirements and cede to the guidelines stated in the Collective Bargaining Agreement effective December 15, 2009 through December 15, 2013.

Approved by the Department of Marketing faculty on October 9, 2009.
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RTP Guidelines & Criteria

In accordance with the Collective Bargaining Agreement, this document establishes guidelines as to measurable requirements for each of the evaluation criteria to be used in the Reappointment, Promotion and Tenure process. For reappointment candidates, the satisfactory progress toward, and for tenure and promotion candidates, the satisfactory achievement of, any one or any group of the subcategories is not to be construed as automatic accomplishment of all criteria. Outstanding performance in one area does not make up for less than satisfactory performance in another area. Rather, the subcategories indicate appropriate elements that shall be considered, weighed, and evaluated to determine the level of success in achieving the basic criteria. Candidates under review for reappointment, tenure and promotion are also advised to consult all applicable Collective Bargaining Agreement guidelines.

Reappointment - Tenure Track

The Reappointment committee is to return one of three possible recommendations regarding a faculty member on a tenure track after considering the information submitted by the faculty member for review. The three possible decisions that can be reached by the committee are:

1.) Reappointment recommended; satisfactory progress toward tenure
2.) Reappointment recommended; unsatisfactory progress toward tenure
3.) Reappointment not recommended; unsatisfactory progress

It is understood that initial appointments may be made at any academic rank and that there is no single timeline of progress that will fit all situations.

An earned doctoral degree is required for tenure. If the faculty member does not have evidence of an earned doctoral degree by the time of the faculty member’s first reappointment review, reappointment shall not be recommended.

1. Quality of Teaching

High quality teaching is a basic expectation of all candidates seeking reappointment, tenure, and promotion (RTP). Quality of teaching performance is judged using: [1] student evaluations and [2] teaching portfolio evaluations.

Student evaluations are accomplished through the use of a student-based teacher evaluation using the CBA standardized teaching assessment instrument. The evaluation is focused on the average across all questions in section “P” of the CBA Student Evaluation Form. Candidates for RTP are expected to achieve student assessments that demonstrate high quality teaching. The minimum standard is an overall average score of 3.0 on the 5 point scale used by the CBA.

Candidates shall provide a self assessment of teaching performance, based on numerical and written comments from the teaching evaluations. Candidates are encouraged to obtain feedback from several sources, and to develop a plan for continuous improvement. This may include peer-based classroom observation, consultation with peers, development of new teaching methods, meeting with publishers
representatives to obtain assistance on use of ancillary materials or new technology, participation in the University’s Institute for Teaching and Learning Seminars, or other professional development work in a particular facet of instruction, e.g., use of cases, simulations, or field projects. The continuous improvement plan should be submitted to the Chair.

Teaching portfolio evaluations consist of assessments of a collection of teaching materials submitted by the candidate and judged by one’s peers. The content of the portfolio shall include, but is not limited to, the following:

- a statement of teaching philosophy,
- syllabi for all courses taught
- representative samples of course materials
- examples of graded student work
- self-assessment of teaching performance
- additional optional materials may include: grading rubrics, lists of guest speakers, use of field projects, site visits, technology such as pod-casts, simulations, or other methods of innovative teaching.

Based on an assessment of the student evaluation scores, and the portfolio, each RTP committee will render a judgment of teaching quality.

At minimum, it is expected that the faculty member seeking reappointment for a tenure track position obtain a good (3.0 or higher on a five point scale) student evaluation of instructor classroom performance in each semester. Failure to administer evaluations for a class will result in an unacceptable evaluation for that class.

The faculty member must submit evidence (course syllabi and other appropriate instructional material) that the faculty member’s instruction is coordinated with other faculty instructional efforts in the areas that they teach. Faculty who teach in the same subject area may provide an assessment of whether or not an appropriate degree of coordination exists.

The faculty member’s teaching must reflect the mission and the accreditation needs of the department, college and university. It is expected that the faculty member meet and administer all classes in accordance with university policy.

Since the department is heavily involved in the teaching of graduate level courses, it is expected that the faculty member will be a continuing member of the graduate faculty.

2. Quality of Research and Scholarly Activity

The tenure track faculty member should be aware of the minimum standards that exist regarding intellectual contributions in order to be evaluated for tenure and should understand that attainment of a minimum standard is not to be construed as automatic guarantee of tenure.

The faculty member must be academically qualified according to AACSBB standards before applying for tenure and promotion. The minimum expectation of this criterion to be evaluated for tenure is, in general, that the faculty member should have one refereed journal article or equivalent per year. The burden of persuasion regarding the equivalence of intellectual contributions is borne by the candidate. One example of satisfactory progress toward meeting the minimum level of performance to be considered for tenure for this criterion consists of the following benchmarks:
1 refereed journal article or equivalent within two years of initial appointment
3 refereed journal articles or equivalent within four years of initial appointment
5 refereed journal articles or equivalent before tenure is requested

Another important factor will be an assessment of the quality of the articles. The quality and overall contribution of the faculty member’s work is an important factor in the evaluation of intellectual contributions. Candidates should recognize that a minimum expectation for tenure is five refereed journal articles. It should be clearly understood that five such publications is not the goal to reach for, but rather the minimum required to be evaluated for tenure. Also, candidates should note that publishing more than five refereed journal articles does not guarantee tenure if the articles do not meet standards of quality.

While a minimum of five refereed publications is the required minimum needed to be considered for tenure and promotion, the faculty member is strongly encouraged to support their intellectual contribution portfolio with other refereed journal articles and other intellectual contributions which may include but are not limited to published cases, teaching notes, chapters in books, articles, trade publications, edited books, trade books, text books, videos, other published proceedings, monographs and white papers. The burden of persuasion regarding the equivalence of intellectual contributions is borne by the candidate.

While there are arguably many dimensions of publication quality, the following factors will be considered in evaluating the quality of the research and publication:

a. citation counts and impact factors, where available;
b. the nature of the review process used by the journal, with more selective review processes being considered more favorably;
c. other factors such as journal acceptance rates, journal circulation, journal editorial policy, etc.

It will be the responsibility of those reviewing the tenure application to judge the quality of the faculty member’s intellectual contributions.

3. Quality of Professional, University, and Community Service

The department requires membership and active participation (not just paying dues) in professional societies or organizations.

The faculty member is expected to remain current in the field(s) in which he/she teaches. Preparing to teach a course for the first time or revising a course that has undergone curricular revision are viewed as examples of activity that aid the faculty member in achieving this criterion.

The faculty member should demonstrate involvement within the profession, the university and the community as a whole. While it is important that external and internal service be a part of the candidate’s portfolio, it is particularly critical that faculty be actively involved in their department. Examples would include service on committees, student engagement, and participation in department meetings and activities.
Service would also include activities at the college, and university level, as well as service within the profession, and to the community. The areas covered in this category have been organized under internal service, external service, and professional service and involvement in the profession, as explained below.

**Internal [Department, College, University] Service**

Each RTP candidate is expected to cover a fair share of the internal workload. It is the candidate’s responsibility to meet with the department chair to determine his or her fair share load for internal service and to provide evidence of satisfying the service requirements. It is important that the candidate clearly explains their level of involvement.

Internal service includes such activities as the following:

- Service on a department, college or university committee
- Chair of a department, college or university committee
- Advisor to a student organization
- Honors Advisor
- Scholarship judging
- Participation in university, college or department events
- Leadership of university, college or department events
- Serving on a university or college task force
- Serving on a search committee
- Chairing a search committee

**Professional Service and Involvement in the Profession**

The department encourages membership in professional societies or organizations. This may include involvement in such organizations as the American Marketing Association, Sales and Marketing International, and other similar organizations.

Continued study is also encouraged. Activities would include, but are not limited to items such as:

- Professional development to enhance teaching skills
- Professional development and training in use of technology in the classroom
- Continued study in content based knowledge
- Training in student assessment

**External [Public] Service**

Involvement in service to the business community and/or to the welfare of the general public is expected. Each RTP candidate must clearly demonstrate participation in at least one significant activity designed to advance the profession or enhance the public welfare, as well as the university’s reputation. Candidates are urged to exceed the minimal effort. It is the candidate’s duty to provide evidence of his or her efforts to enhance the candidate’s professional area of interest, and to help The University of Akron meet its social responsibilities to its general constituencies. It is important that the candidate clearly explains their level of involvement.

Examples of such activities would include any of the following:

- Involvement in charitable or civic organizations
- Event involvement
- Judging for a local marketing competition
4. Professional Conduct

A faculty member who is formally disciplined by the university for violation of university policies, especially regarding sexual harassment, academic misconduct or misuse of University resources shall be considered as being deficient in the category. Faculty members are expected to demonstrate professionalism and collegiality in discharging their university responsibilities.

Tenure

It is expected that the candidate for tenure meet the criteria for reappointment and has addressed any concerns or areas in need of improvement as delineated in the annual reappointment letters.

Regular faculty who hold the rank of assistant professor may be awarded tenure only if they are granted promotion to associate professor at the same time.

1. Quality of Teaching

High quality teaching is a basic expectation of all candidates seeking reappointment, tenure, and promotion. Quality of teaching performance is judged using: [1] student evaluations and [2] teaching portfolio evaluations.

Student evaluations are accomplished through the use of a student-based teacher evaluation using the CBA standardized teaching assessment instrument. The evaluation is focused on the average across all questions in section “F” of the CBA Student Evaluation Form. Candidates for RTP are expected to achieve student assessments that demonstrate high quality teaching. The minimum standard is an overall average score of 3.0 on the 5 point scale used by the CBA.

Candidates shall provide a self assessment of teaching performance, based on numerical and written comments from the teaching evaluations. Candidates are encouraged to obtain feedback from several sources, and to develop a plan for continuous improvement. This may include peer-based classroom observation, consultation with peers, development of new teaching methods, meeting with publishers representatives to obtain assistance on use of ancillary materials or new technology, participation in the University’s Institute for Teaching and Learning Seminars, or other professional development work in a particular facet of instruction, e.g., use of cases, simulations, or field projects. The continuous improvement plan should be submitted to the Chair.

Teaching portfolio evaluations consist of assessments of a collection of teaching materials submitted by the candidate and judged by department peers and chair. The content of the portfolio can include, but is not limited to, the following:

- a statement of teaching philosophy,
- syllabi for all courses taught
- representative samples of course materials
- examples of graded student work
- self-assessment of teaching performance
- additional optional materials may include: grading rubrics, lists of guest speakers, use of field projects, site visits, technology such as pod-casts, simulations, or other methods of innovative teaching.
Based on an assessment of the student evaluation scores, and the portfolio, each person applying these criteria to a candidate’s performance will render a judgment of teaching quality.

At this point in the candidate’s career, the candidate’s credential file must clearly provide evidence of effective teaching as well as evidence that the candidate is pursuing a path of continuous improvement in the classroom.

2. Quality of Research and Scholarly Activity.

The expectation is that the faculty member should be academically qualified and have a minimum of five refereed journal articles in print or accepted for publication to be considered for tenure.

Another important factor will be an assessment of the quality of the articles. The quality and overall contribution of the faculty member’s work is an important factor in the evaluation of intellectual contributions. Candidates should recognize that a minimum expectation for tenure is five refereed journal articles. It should be clearly understood that five such publications is not the goal to reach for, but rather the minimum required to be evaluated for tenure. Also, candidates should note that publishing more than five refereed journal articles does not guarantee tenure if the articles do not meet standards of quality.

While five refereed publications is the required minimum needed to be considered for tenure and promotion, the faculty member is strongly encouraged to support their intellectual contribution portfolio with additional refereed journal articles and/or other equivalent intellectual contributions as defined by the AACSB. The burden of persuasion regarding the equivalence of intellectual contributions is borne by the candidate.

While there are arguably many dimensions of publication quality, the following factors will be considered in evaluating the quality of the research and publication:

a. citation counts and impact factors, where available;

b. the nature of the review process used by the journal, with more selective review processes being considered more favorably;

c. other factors such as journal acceptance rates, journal circulation, journal editorial policy.

It is the responsibility of the persons reviewing the candidate’s file to judge the quality of the faculty member’s intellectual contributions.
The candidate for tenure is required to submit a portfolio of his/her work which will be assessed by a minimum of three qualified evaluators outside of The University of Akron. In accordance with the collective bargaining agreement, the candidate will submit a list of three possible reviewers. The Marketing Department and the dean may also submit similar lists. From the collective lists a group of external evaluators will be selected of which at least one-third will be from the candidate’s list.

The portfolio will include the following materials:

A. Teaching: NA

B. Research/Scholarly Activity:
   i. Vita
   ii. Narrative Statement by the Candidate Reviewing the Scholarship,
   iii. Copies of All Publications that Are Part of the Applicant’s File

C. Service: NA

D. Bases of Assessment: See example letter to external evaluators in Appendix A.

3. Quality of Professional, University, and Community Service

The Department encourages membership in professional societies or organizations. This may include involvement in such organizations as the American Marketing Association, Sales and Marketing International, and other similar organizations.

Continued Study is also encouraged. Activities would include, but not be limited to, such things as:

- Professional development to enhance teaching skills
- Professional development and training in use of technology in the classroom
- Continued study in content based knowledge
- Training in student assessment

At a minimum, the faculty member is expected to remain current in the field(s) in which he/she teaches. Preparing to teach a course for the first time or revising a course that has undergone curricular revision are viewed as examples of activity that aid the faculty member in achieving this criterion.

The faculty member should demonstrate involvement within the profession, the university and the community as a whole. While it is important that external and internal service be a part of the candidate’s portfolio, it is particularly critical that faculty be actively involved in their department. Examples would include service on committees, student engagement, and participation in department meetings and activities.

Service would also include activities at the college and university level, as well as service within the profession and to the community. The areas covered in this category have been organized under internal service, external service, and professional service and involvement in the profession as explained below.
Internal [Department, College, University] Service
Each RTP candidate is expected to cover a fair share of the internal workload. It is the candidate’s responsibility to meet with the department chair to determine his or her fair share load for internal service and to provide evidence of satisfying the service requirements. It is important that the candidate clearly explains their level of involvement.

Internal service includes such activities as the following:
- Service on a department, college or university committee
- Chair of a department, college or university committee
- Advisor to a student organization
- Honors Advisor
- Scholarship judging
- Participation in university, college or department events
- Leadership of university, college or department events
- Serving on a university or college task force
- Serving on a search committee
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Continued study is also encouraged. Activities would include, but are not limited to items such as:
- Professional development to enhance teaching skills
- Professional development and training in use of technology in the classroom
- Continued study in content based knowledge
- Training in student assessment

External [Public] Service
Involvement in service to the business community and/or to the welfare of the general public is expected. Each RTP candidate must clearly demonstrate participation in at least one significant activity designed to advance the profession or enhance the public welfare, as well as the university’s reputation. Candidates are urged to exceed the minimal effort. It is the candidate’s duty to provide evidence of his or her efforts to enhance the candidate’s professional area of interest, and to help The University of Akron meet its social responsibilities to its general constituencies. It is important that the candidate clearly explains their level of involvement.

Examples of such activities would include any of the following:
- Involvement in charitable or civic organizations
- Event involvement
- Judging for a local marketing competition
- Speaking at a high school or other similar event on marketing careers
- Serving on a nonprofit board
4. Professional Conduct

A faculty member who is formally disciplined by the university for violation of University policies, especially regarding sexual harassment, academic misconduct or misuse of University resources shall be considered as being deficient in the category. Faculty members are expected to demonstrate professionalism and collegiality in discharging their university responsibilities.

Promotion

Promotion to Associate Professor

The minimum criteria to be considered for promotion to the rank of associate professor are the same as for a recommendation for the granting of tenure and cannot be granted separately.

Promotion to Professor

The minimum criteria for promotion to the rank of professor are:

1. Quality of Teaching

Exemplary teaching and/or demonstrated leadership in teaching is a basic expectation of all candidates seeking promotion to professor. Quality of teaching performance is judged using: [1] student evaluations and [2] teaching portfolio evaluations.

Student evaluations are accomplished through the use of student-based teacher evaluation using the CBA standardized teaching assessment instrument. The evaluation is focused on the average across all questions in section “F” of the CBA Student Evaluation Form. Candidates for full professorship are expected to achieve student assessments that demonstrate high quality teaching.

Candidates shall provide a self assessment of teaching performance, based on numerical and written comments from the teaching evaluations. Candidates are encouraged to obtain feedback from several sources. This may include peer-based classroom observation, consultation with peers, development of new teaching methods, meeting with publishers representatives to obtain assistance on use of ancillary materials or new technology, participation in the University’s Institute for Teaching and Learning Seminars, or other professional development work in a particular facet of instruction, e.g., use of cases, simulations, or field projects.

Teaching portfolio evaluations consist of assessments of a collection of teaching materials submitted by the candidate and judged by one’s peers. The content of the portfolio shall include, but is not limited to, the following:

- a statement of teaching philosophy,
- syllabi for all courses taught
- representative samples of course materials
- examples of graded student work
- self-assessment of teaching performance
- additional optional materials may include: grading rubrics, lists of guest speakers, use of field projects, site visits, technology such as pod-casts, simulations, or other methods of innovative teaching.
Based on an assessment of the student evaluation scores, and the portfolio, each person applying these criteria to a candidate’s performance will render a judgment of teaching quality.

It is important for the candidate to note that all of the work completed since the last promotion will be considered.

2. Quality of Research and Scholarly Activity

At a minimum, candidates must be Academically Qualified according to AACSB guidelines. In the case of promotion to professor, the candidate has to demonstrate leadership in his or her research area through publications. The expectation is that the faculty member should have a minimum of ten refereed journal articles in print or accepted for publication since the last promotion to be considered for promotion to professor.

While the ten refereed journal articles since the last promotion are the required minimum needed to be considered for promotion to professor, the faculty member is strongly encouraged to support their intellectual contribution portfolio with additional refereed journal articles and/or other equivalent intellectual contributions as defined by the AACSB. The burden of persuasion regarding the equivalence of intellectual contributions is borne by the candidate.

It is the responsibility of the persons reviewing the candidate’s file to judge the quality of the faculty member’s intellectual contributions.

3. Quality of Professional, University, and Community Service

The Department encourages membership in professional societies or organizations. This may include involvement in such organizations as the American Marketing Association, Sales and Marketing International, and other similar organizations.

Continued study is also encouraged. Activities would include, but not be limited to, such things as:

- Professional development to enhance teaching skills
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- Training in student assessment

At a minimum, the faculty member is expected to remain current in the field(s) in which he/she teaches. Preparing to teach a course for the first time or revising a course that has undergone curricular revision are viewed as examples of activity that aid the faculty member in achieving this criterion.

The faculty member should demonstrate involvement within the profession, the university and the community as a whole. While it is important that external and internal service be a part of the candidate’s portfolio, it is particularly critical that faculty be actively involved in their department. Examples would include service on committees, student engagement, and participation in department meetings and activities.

For promotion to professor, in addition to memberships in a number of committees and other appropriate contributions, a candidate must have made at least one major contribution to the department, college, or university, in a leadership position. An example would be serving as the chair of a committee charged with accomplishing an important task.
For promotion to professor, a candidate shall demonstrate leadership in the profession or discipline. Examples include editorship, membership in review boards of respectable academic journals, or office bearers in an academic or professional association.

Evidence that the faculty member is, or has recently been, involved in some type of discipline related public service is required. Service would also include activities at the college, and university level, as well as service within the profession, and to the community. The areas covered in this category have been organized under internal service, external service, and Professional Service and Involvement in the profession as explained below.

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Examples of such activities would include any of the following:
- Involvement in charitable or civic organizations
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4. Professional Conduct

A faculty member who is formally disciplined by the university for violation of University policies, especially regarding sexual harassment, academic misconduct or misuse of University resources shall be considered as being deficient in this category. Faculty members are expected to demonstrate professionalism and collegiality in discharging their university responsibilities.

Appendix A: Sample of External Evaluator Letter

(Date)

(External evaluator’s name and contact information)

Dear Professor (Evaluator’s name):

Dr. (tenure candidate’s name) has applied for tenure and promotion to the position of associate professor in the College of Business Administration at The University of Akron. Your name has been submitted as a person who could provide an independent, external review of the quality of his/her scholarship.

The College of Business Administration is AACSB accredited at both the undergraduate and graduate levels. The normal teaching expectation in our college is three courses per semester. Copies of Dr. (candidate’s name) vita, and his/her publications, are on the enclosed jump drive for your review. Please feel free to keep the drive for your own use after your review is complete.

We would appreciate receiving your review by (date). If you cannot provide this review, or if you feel that your prior relationship with Dr. (candidate’s name) prevents an unbiased evaluation, please let me know as soon as possible (cbadean@uakron.edu). Your scholarly and professional judgments will play an important part in our evaluation of Dr. (candidate’s name). Please review and evaluate the quality of the enclosed published scholarship in the context of the following questions:

a. What is the contribution of this research and its importance to:
   (i) the discipline
   (ii) practice
   (iii) teaching
b. What is the degree of scholarly rigor of the articles?
c. In terms of their contribution and rigor, would you consider the articles to be in the top third, middle third, or bottom third of other publications of a similar nature?
d. How would you rank the journals in which the articles appear — A (top 5-10% in field), B (next 30-40%) or C (bottom half of journals)?
e. What is your overall assessment of the candidate’s scholarship?
f. What is your assessment of the candidate’s capacity for future growth and achievement as a scholar?

We would appreciate your feedback on each question listed above. Please submit your signed review along with your university affiliation. Also include a copy of your vita and a statement regarding any possible association with Dr. (candidate’s name).

In keeping with Ohio law and Supreme Court rulings, please note that confidentiality cannot be guaranteed. However, the College’s tenure and promotion processes include the following guidelines:

(i) The committee shall include copies of the text of all requested and received external reviews in the candidate’s file.
(ii) The identity of the external reviewer and the original of the review shall be deemed by the university and the candidate as confidential to the extent permitted by law.
(iii) The reviewer shall be apprised that the review may be subject to disclosure under such circumstances including but not limited to subpoena, validly issued court order, or public records request.

Thank you for your input in this very important process. Considering your undoubtedly busy schedule, I appreciate your objectivity, expertise, and contribution to the promotion process at The University of Akron. Please direct any inquiries to me. I can be reached by telephone at 330.972.XXXX or by email at cbadean@uakron.edu.

Respectfully yours,

(CBA Dean’s name and contact information)

Attachments: Dr. (candidate’s name) Vita (on enclosed jump drive)
Dr. (candidate’s name) Publications (on enclosed jump drive)