DEPARTMENT PERSONNEL

STANDARDS

Approved 5/21/2013

(Approved for implementation with 2013-2014 Academic Year)
The Department of Child and Adolescent Studies (hereafter called the “Department”) is committed to providing the highest quality programs possible. The Department recognizes that the key to quality programs is the instructional faculty and seeks to promote excellence in “three complementary aspects of professional life:

- teaching, both in and out of the classroom, that advances student learning;
- scholarly and creative activities that foster peer/discipline learning; and
- service/professional work that supports the advancement of the learning community” (UPS 210.000, II.A.2.).

“Retention, tenure, and promotion (RTP) require that increasing levels of achievement be demonstrated in these three areas of performance” (UPS 210.000, II.A.2.a.). This document, including the attached tables, specifies the materials and criteria used to evaluate faculty in the RTP process.

“CSUF recognizes that teaching is the most important activity of its faculty. Therefore, teaching shall be the most important criterion for retention, tenure, and/or promotion. CSUF further recognizes that faculty involvement in scholarly/creative activities is also essential. Therefore, scholarly/creative activities shall be the second most important criterion for retention, tenure, and promotion” (UPS 210.000, II.A.2.c.).

**RTP Review Timelines and Documentation**

At the time of initial appointment, each probationary faculty member shall be provided with a copy of UPS 210.000 Faculty Personnel Policy and Procedures and the Department Personnel Standards (DPS). Faculty members should familiarize themselves with UPS 210.000, most particularly Sections I, II, and III. Probationary faculty members and those seeking promotion are encouraged to revisit UPS 210.000 to remain appraised of changes in the document.

“Faculty members are encouraged to seek the aid of their Department Chair or the Chair of the DPC (Department Personnel Committee) in understanding the University’s and Department’s personnel policies and the preparation of the Portfolio and Appendices” (UPS 210.000, I.N.).

Probationary faculty members are reviewed every year (UPS 210.000, I.K). During the first year of employment in a tenure-track position, each probationary faculty member shall write and submit a *Prospectus* that describes the faculty member’s professional goals, areas of interest, required resources and expected accomplishments in each of the three areas evaluated in order to meet the approved DPS (see UPS 210.000 III.A.).

“Probationary faculty members shall be subject to Full Performance Reviews during their second, fourth, and sixth years of service before they can be re-appointed to a third or fifth
probationary year or granted tenure. For such Full Performance Reviews, the faculty member must prepare a Portfolio and Appendices covering the entire period of service...Faculty who meet expectations in their full performance reviews during year 2 or year 4 would, in the following year (year 3 or year 5, respectively), submit a ‘Review File.’” (UPS 210.000, I.K.).

“A Full Performance Review may be requested for any probationary faculty member at any level of review for years three or five when, typically, only an Abbreviated Review would be required. If the President agrees and requires a Full Performance Review for a faculty member in probationary year three or year five, then the rules governing Full Performance Reviews apply” (UPS 210.000, I.K.).

Service Credit

“When prior service credit has been granted, Full Performance Reviews for retention, tenure, and promotion shall include documentation of accomplishments during those specific years for which the service credit was granted” (UPS 210.000, I.E.3). “In evaluations for retention, tenure, and promotion, accomplishments during service credit years shall be weighed in reasonable proportion to those achieved during probationary years at CSUF. However, accomplishments during service credit years shall never be sufficient in and of themselves for the granting of promotion and/or tenure” (UPS 210.000, I.E.4).

Retention

“To be retained during the probationary period, a faculty member is required to demonstrate progress toward tenure such that a positive tenure decision is likely. A probationary faculty member is required to show appropriate accomplishments, growth, and promise in each of the three areas of review. When weaknesses have been identified in earlier review cycles, a probationary faculty member is expected to address these weaknesses explicitly and demonstrate appropriate improvement. The decision to retain (reappoint) a probationary faculty member is an affirmation that satisfactory progress is being made toward tenure; therefore, a probationary faculty member shall not be retained if the cumulative progress toward tenure is insufficient to indicate that requirements for tenure appear likely to be met” (UPS 210.000, II.A.3.).

Tenure

“The granting of tenure is the most significant personnel action that the University takes...Therefore, a positive tenure decision requires that the probationary faculty member has displayed accomplishments, growth, and future potential that meet the expectations stated in UPS 210.000 and Departmental Personnel Standards” (UPS 210.000, II.A.4.).

“Faculty members shall normally be considered for tenure during the sixth probationary year, regardless of the rank at which they were appointed” (UPS 210.000, I.G.2.). “The decision to grant tenure shall be based solely on evaluation of the faculty member’s performance as documented by the evidence contained in the Portfolio and Appendices” (UPS 210.000, II.A.4.b.). Tenure is expected if the faculty member’s accomplishments meet expectations in all sub-categories of teaching, scholarly and creative activities, and service as indicated in the DPS
tables. “When concerns have been expressed in earlier review cycles, a candidate for tenure is expected to have addressed these concerns specifically in the narrative” (UPS 210.000, II.A.4.b.).

“A written request for tenure that occurs in any year except the sixth probationary year shall be considered a request for early tenure” (UPS 210.000, I.G.4). “Early tenure requires that all expectations for the entire probationary period have been met and that performance in Teaching and Scholarly and Creative Activity exceed the expectations stated in UPS 210.000 and the DPS” (UPS 210.II.A.4.c.).

Promotion

“Promotion to Associate Professor is automatic with the granting of tenure” (UPS 210.000, II.A.5.a.).

Early Promotion to Associate Professor requires that the probationary faculty member’s accomplishments meet expectations in all sub-categories of teaching, scholarly and creative activities and service; early promotion to Associate Professor also requires that the faculty member’s accomplishments exceed expectations in the areas of teaching and scholarly and creative activities (UPS 210.000, II.A.5.b.) as outlined in the DPS tables.

“Promotion of a tenured faculty member to Professor shall normally be considered, upon request by the faculty member, during his/her fifth year in rank, with promotion effective at the beginning of the sixth year” (UPS 210.000, I.H.). Promotion to Professor requires that the tenured faculty member has displayed accomplishments and growth that meet expectations in all sub-categories of teaching, scholarly and creative activities, and service specified for promotion. “The decision to grant promotion to the rank of Professor shall be based on a record that indicates sustained vitality and commitment to the standards” (UPS 210.000, II.A.5.c.) as outlined in the DPS tables. “Accomplishments documented for promotion to Associate Professor shall not count again for promotion to Professor” (UPS 210.000, II.A.5.c.).

“In cases where there has been a lengthy period since promotion to Associate Professor, the most recent five years shall normally be emphasized in evaluating a record of continuing achievement, but shall not exclude consideration of total productivity over the entire Associate period” (UPS 210.000, II.A.5.c.).

“Promotion consideration prior to having completed four years in rank shall be defined as ‘early.’” (UPS 210.000, I.H.) Early promotion to Professor requires that the faculty member’s accomplishments meet and exceed expectations in all sub-categories of teaching, scholarly and creative activities and service identified for promotion (UPS 210.000, II.A.5.d.) as outlined in the DPS tables.

Additional Personnel Policies and Procedures

UPS 210.000 delineates the procedures to be followed in electing the DPC, procedures to be used in the evaluation process, and departmental responsibilities outside the review process.
Department Personnel Committee

A. Functions
The DPC shall make specific recommendations concerning the retention, promotion, and granting of tenure to members of the Department as specified in the UPS 210.000 and the Collective Bargaining Agreement.

B. Structure
1. In line with UPS 210.000, V.B., the DPC shall consist of at least three members and one alternate member, all of whom shall be tenured faculty (the Department Chair shall not serve on the DPC). All shall be Full Professors, or at least hold a rank higher than that of any person being evaluated that year. At least three-fourths of the DPC shall be members of the Department when this is possible. No person shall serve as a member of the DPC during any period in which he or she is the subject of the personnel review process.

2. The alternate member shall participate on the DPC in all deliberations under any circumstances in which a regular DPC member is unable to complete the term. Such circumstances include, but are not limited to, the following: a) self-disqualification of a DPC member; b) resignation, leave of absence, or sabattical leave by a DPC member; c) extended illness of a DPC member; d) a DPC member assuming an administrative position in another academic unit or the University administration; or e) a DPC member becoming a member of the University Faculty Personnel Committee. Should a vacancy occur, a new alternate shall be elected by the Department faculty. When possible, the new alternate shall be from the same department as the regular DPC member who was unable to complete the term.

3. DPC members shall serve a one-year term. The term shall begin immediately following the election of members.

C. Election of members
1. The Department Chair (or a designee) shall conduct the election by the end of the second week of classes in the Fall Semester each year. The election shall be by written secret ballot.

2. All tenured faculty who are members of the Department who meet the requirements in section B.1. above, are automatically on the slate of nominees for the DPC, except the following: a) the Department Chair; b) those who decline in writing to the Department Chair prior to the first week of classes in the fall; and c) those who are being considered for a personnel action during that year. When the department has no tenured faculty members to serve on the DPC, any faculty member in the Department may nominate faculty from related
disciplines (including department chairs) to serve. All qualified nominees who
agree in writing to serve if elected will be included on the slate. Nominees shall
be presented to the faculty for election in the following manner and order:
alphabetized by last name, with department affiliation and rank in parentheses
next to the name.

3. Each full-time tenure track faculty member in the Department may vote for as
many of the official nominees as shall have been determined to be the
membership number for the DPC for that year, and not more than that number.
The top three (3) persons receiving the largest number of votes shall be elected
“regular” members of the DPC. In addition, the person with the next highest
number of votes shall be the alternate. In the case of a tie, the last regular
member and the alternate shall be decided by the flip of a coin.

4. The DPC shall select its Chair for the one-year term of the DPC. The Chair shall be
selected by written, secret ballot among the DPC members. The prior DPC Chair
shall conduct the election, if possible; where this is not feasible, the Department
Chair (or a designee) shall conduct the election.

D. Procedures

1. The DPC shall review and evaluate in writing (i.e., typed) the Portfolio of each
faculty member to be considered for retention, tenure, or promotion. In this
evaluation, the DPC shall comment upon the candidate’s qualifications under
each category of the criteria listed in the DPS tables. The Department considers
the DPC report to be documentation of “peer evaluation of teaching
performance.” (Here and throughout, see UPS 210.000 for further requirements
and information.)

2. The DPC’s evaluation for each area is to be based on the Portfolio according to
the professional judgment of the DPC members. The evaluation shall provide a
written rationale for describing the faculty member under review as “does not
meet expectations,” “meets expectations,” or “exceeds expectations,” with
respect to each area of performance.

3. The DPC shall receive the evaluation of the Department Chair. Each member of
the DPC shall review it along with the DPC’s evaluation.

4. The DPC shall formulate a recommendation that shall state in writing the reason
for the recommendation. The recommendation and evaluation report shall be
approved by a simple majority vote of the DPC.

5. DPC members shall sign the recommendation form in alphabetical order. The
order of the signatures shall not indicate the way individual members voted.
6. The DPC shall return the entire file, including the evaluation and recommendation, to the Department Chair.
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<th>Category</th>
<th>Meets expectations subcategories</th>
<th>Exceeds expectations subcategories</th>
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<tbody>
<tr>
<td>A. Pedagogical Approach and Methods</td>
<td>1) Narrative and List of Courses Taught reflect teaching assignments based on department needs and/or professional expertise; AND 2) Narrative, Representative Course Syllabi, and Representative Course Materials indicate currency, breadth, and depth of topics and relevancy of assignments (aligned with course learning goals); AND 3) Narrative, Representative Course Syllabi, and Representative Course Materials indicate appropriate approaches to teaching and fostering learning (aligned with course learning goals); AND 4) Narrative, Representative Course Syllabi, and Representative Course Materials-Assessment Measures indicate appropriate and fair assessment and grading procedures (aligned with course learning goals, include multiple modes and measures of assessment).</td>
<td>In addition to meeting the criteria under meets expectations, the faculty member's: 1) Narrative and Representative Materials include development of new courses/programs, courses taught in new formats (e.g., hybrid, online, experiential learning) in consultation with department colleagues based on expertise and/or department need; OR 2) Narrative and Representative Materials include support of independent study/tutorial activities, supervision of student research, and/or other sustained mentoring activities with documentation of student learning and/or professional development outcomes (e.g., conference presentations, Chancellor's Doctoral Fellowship Program, McNair Scholars Program, recognition of excellence in teaching by professional association or university-level award).</td>
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| B. Expectations Regarding Student Achievement*| 1) Narrative and Representative Course Syllabi articulate expectations for student achievement consistent with program and course learning goals; AND 2) Narrative and Summaries of Student Grades provide evidence of high academic standards over the period of review and are discussed in relation to average course GPA patterns supplied by the department chair; AND 3) Narrative and Representative Grading Rubrics or Score Sheets demonstrate course rigor and are aligned with program and course learning goals.  

* Courses in the Department of Child and Adolescent studies are hierarchically organized; course-specific learning goals incorporate both knowledge and critical thinking components. | In addition to meeting the criteria under meets expectations, the faculty member's: 1) Narrative and Representative Course Materials indicate opportunities for student learning that address and exceed course learning goals in breadth and/or depth; OR 2) Narrative and Representative Course Materials indicate detailed feedback to students in respect to their academic mastery (e.g., through written formats, detailed rubrics). |
### C. Student Opinions of Instruction

1) **Quantitative/Numerical SOQ Summaries** include 75-84% A and B ratings across sections (cumulative percentage) taught during the period of review *; AND  
   - If ratings in all other categories and sub-categories meet expectations, a variance in this guideline may be applied in extenuating circumstances (e.g., small class size, new class preparation, new class format). In this context, 72.5-74.9% A and B ratings across sections (cumulative percentage) taught during the period will qualify as meeting expectations.

* For Retention up to, but not including, Year 4 Review: **Quantitative/Numerical SOQ Summaries** indicate percentage A and B ratings across sections; if the overall rating falls below 75% A and B ratings, specific professional development opportunities and instructional strategies designed to address ratings must be discussed; a pattern of improvement indicating the likelihood of achieving the percentage of A and B ratings needed for promotion is expected. Also note SOQ rating norms are based on in-person paper administered SOQ forms.

2) **Qualitative/Written SOQ Comments**, if present, include patterns of positive statements; negative comments, if present, are directly addressed through explanation orremediation as applicable; AND  
3) **Narrative** addresses SOQ patterns and efforts to improve teaching performance; contextual features may also be addressed (new/relatively new course preparation, new/relatively new pedagogical format, courses typically identified as challenging within the department, large courses, online courses, online SOQ administration, etc.).

### D. Ongoing Professional Development as a

**Narrative and Representative Materials** indicate ongoing efforts to maintain and improve teaching effectiveness through annual participation in at least two professional development activities

In addition to meeting the criteria under *meets expectations*, the faculty member’s:

1) **Quantitative/Numerical SOQ Summaries** include 85% or more A and B ratings with at least 50% A’s across sections (cumulative percentage) taught during the period of review; AND  
2) **Qualitative/Written SOQ Comments**, if present, include predominantly positive statements; AND  
3) **Narrative** addresses SOQ patterns and identifies strategies used to achieve successful teaching outcomes; strategies are clearly aligned with course learning goals.
<table>
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<tr>
<th>Teacher</th>
<th>focused on pedagogy (e.g., participation in pedagogical seminars and workshops, reading pedagogical literature, efforts to remedy any identified weaknesses). Integration of learned outcomes from these activities into teaching is described.</th>
<th>Narrative and Representative Materials indicate completion of certificate programs, multi-day workshops, or sequences of seminars and workshops focused on development of specific professional competencies (e.g., participation in summer technology academy, online teaching academy, pre-conference teaching workshop with integration of learned outcomes into teaching).</th>
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<tr>
<td>E. Ongoing Professional Development in the Discipline</td>
<td>Narrative and Representative Materials indicate ongoing efforts to maintain currency in the discipline through annual participation in at least one professional development activity focused on discipline-based content (e.g., conference participation, other strategic, purposeful interactions with colleagues, engaging students in presentation of collaborative research). Integration of learned outcomes from these activities into teaching is described.</td>
<td>In addition to meeting the criteria under meets expectations, the faculty member's: Narrative and Representative Materials indicate organization and facilitation of pedagogical seminars and workshops for colleagues, peers, or a related target audience.</td>
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## II. Scholarly and Creative Accomplishments

### Retention: Year 2

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<tr>
<th>Category</th>
<th>Meets expectations</th>
<th>Exceeds expectations</th>
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<tr>
<td>A. Peer-Reviewed Publications</td>
<td><em>Narrative and Supplementary Materials (Reprints/Preprints with Indication of CSUF Affiliation, Documentation of Peer Review, Co-Author Disclosure Form, Venue Information)</em> provide evidence of a coherent program of research including two items of high quality scholarship, with at least one scholarly publication submitted to peer review and a second journal manuscript in progress. Indicators of high quality scholarship shall include, when appropriate, documentation of editorial policy (e.g., type of review, multiple reviews), composition of editorial board, journal affiliation with professional organization, utilization of journal including various impact factors, rejection rate, external feedback provided by field experts.</td>
<td>In addition to meeting the criteria under <em>meets expectations</em>, the faculty member’s: <em>Narrative and Supplementary Materials (Reprints/Preprints with Indication of CSUF Affiliation, Documentation of Peer Review, Co-Author Disclosure Form, Venue Information)</em> provide evidence of first (primary) or single authorship of at least one scholarly article accepted for publication.</td>
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### Retention: Year 4

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<th>Category</th>
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<tr>
<td>A. Peer-Reviewed Publications</td>
<td><em>Narrative and Supplementary Materials (Reprints/Preprints with Indication of CSUF Affiliation, Documentation of Peer Review, Co-Author Disclosure Form, Venue Information)</em> provide evidence of a coherent program of research including at least one professionally recognized, peer-reviewed journal article (“in press” [i.e. accepted without further revision, in galley proof] or published), a second journal manuscript under peer review, and evidence of a third draft manuscript in preparation.</td>
<td>In addition to meeting the criteria under <em>meets expectations</em>, the faculty member’s: <em>Narrative and Supplementary Materials (Reprints/Preprints with indication of CSUF affiliation, Documentation of Peer Review, Co-Author Disclosure Form, Venue Information)</em> provide evidence of first (primary) or single authorship of at least two scholarly articles “in press” (i.e. accepted without further revision, in galley proof) or published.</td>
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*Narrative and Supplementary Materials (Related Paper/Project, Co-Author Disclosure Form, Venue Information) include two representative items such as scholarly presentations at relevant professional conferences, evaluation reports, textbooks, books, book chapters, and/or grant awards for research and scholarly activities (additional professionally recognized, peer-reviewed journal articles may be substituted for items listed in this*
<table>
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<tr>
<th>Category</th>
<th>Meets expectations</th>
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</table>
| **A. Peer-Reviewed Publications** | 1) *Narrative and Supplementary Materials* *(Reprints/Preprints/Galley Proofs with Indication of CSUF Affiliation, Documentation of Peer Review, Co-Author Disclosure Form, Venue Information)* provide evidence of a coherent program of research including three professionally-recognized, peer-reviewed journal articles ("in press" [i.e. accepted without further revision, in galley proof] or published); first (primary) authorship documented for at least one of these publications. OR 2) *Narrative and Supplementary Materials* *(Reprints/Preprints/Galley Proofs with Indication of CSUF Affiliation, Documentation of Peer Review, Co-Author Disclosure Form, Venue Information)* provide evidence of a coherent program of research including three professionally-recognized, peer-reviewed publications ("in press" [i.e. accepted without further revision, in galley proof] or published), at least two of which must be journal articles (first or primary authorship documented for at least one of these publications), and one of which may be a book or book chapter published through a process of rigorous peer review. | In addition to meeting the criteria under *meets expectations*, the faculty member's:  
*Narrative and Supplementary Materials* *(Reprints/Preprints/Galley Proofs with Indication of CSUF Affiliation, Documentation of Peer Review, Co-Author Disclosure Form, Venue Information)* include at least one additional professionally recognized, peer-reviewed journal article (four in total); first (or primary) authorship documented for two or more of these publications. |
<p>| **B. Applied Scholarship and/or Scholarly Presentations * | <em>Narrative and Supplementary Materials</em> <em>(Related Paper/Project, Documentation of Peer Review, Co-Author Disclosure Form, Grant Award Notification, as applicable)</em> include three representative items such as scholarly presentations at relevant professional conferences, evaluation reports, textbooks, books, book chapters, and/or grant awards for research and scholarly activity (additional professionally recognized, peer-reviewed journal articles may be substituted for items listed in this category). | |</p>
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<tr>
<th>Category</th>
<th>Promotion to Full Professor</th>
<th>Exceeds expectations</th>
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<tbody>
<tr>
<td>A. Peer-Reviewed Publications</td>
<td>1) Narrative and Supplementary Materials (Reprints/Preprints/Galley Proofs with Indication of CSUF Affiliation) - Document proliferation of peer-reviewed, professionally recognized, journal articles through a coherent program of research, including at least one additional article in a major external grant or publication.</td>
<td>In addition to meeting the criteria outlined above, the faculty member has published a chapter in a book or book section.</td>
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<td>2) Narrative and Supplementary Materials (Reprints/Preprints/Galley Proofs with Indication of CSUF Affiliation) - Document proliferation of peer-reviewed, professionally recognized, journal articles through a coherent program of research, including at least two additional articles in major external grants or publications.</td>
<td>In addition to meeting the criteria outlined above, the faculty member has published a chapter in a book or book section.</td>
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B. Applied Scholarship and/or Scholarly Presentations |

Award Notification or Grant Application (if applicable) should include three representative items such as scholarly presentations at relevant professional conferences, articles in refereed journals, or book chapters published through a process of rigorous peer review. (additional professionally recognized, peer-reviewed journal articles may be substituted for items listed in this category).
### III. University, Professional and Community Service

#### Retention: Year 2

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<th>Category</th>
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<tr>
<td></td>
<td><em>Narrative and Supplementary Materials</em> indicate active, quality involvement in one department, college, or university service activity. Examples include participation on committees such as curriculum, program assessment, awards, events, instructional technology, personnel, campus-affiliated student clubs, Academic Senate, etc. Other forms of service may also fulfill this requirement (regular facilitation of forums, ad hoc task force activities, etc.)</td>
<td>In addition to meeting the criteria under <em>meets expectations</em>, the faculty member’s:</td>
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<td><em>Narrative and Supplementary Materials</em> indicate active, quality involvement in at least one additional, university service activity (two in total). Supporting documentation indicates that service activities are of quality and significance to the department, college, or university.</td>
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<td></td>
<td><em>Narrative and Supplementary Materials</em> indicate active, quality involvement in one professional/community service activity. Supporting documentation indicates that service activities are of quality and significance to the profession/community. Examples of professional and/or community service include reviewing manuscripts for book proposals, professional journals, conferences, or grant proposals; providing consultations or professional training relevant to the field; assuming professional leadership roles; engaging in other professional activities deemed equally valuable to the profession/community and in support of the University’s Mission and Goals.</td>
<td>In addition to meeting the criteria under <em>meets expectations</em>, the faculty member’s:</td>
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<td><em>Narrative and Supplementary Materials</em> indicate active, quality involvement in at least one additional, professional/community service activity (two in total). Supporting documentation indicates that service activities are of quality and significance to the profession/community.</td>
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#### Retention: Year 4

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<tr>
<th>Category</th>
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<th>Exceeds expectations</th>
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<tr>
<td>A. University Service</td>
<td><em>Narrative and Supplementary Materials</em> indicate active, quality involvement in three department, college, or university service activities during probationary years two and three (three in total per academic year, six in total across years two and three); materials clearly indicate level of involvement, roles and responsibilities, key accomplishments, and duration of activity (periodic vs. ongoing). Supporting documentation indicates that service activities are of quality and significance.</td>
<td>In addition to meeting the criteria under <em>meets expectations</em>, the faculty member’s:</td>
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<td></td>
<td><em>Narrative and Supplementary Materials</em> indicate active, quality involvement in at least one additional university service activity (four in total per academic year, eight in total across years two and three); materials clearly indicate level of involvement, roles and responsibilities,</td>
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### B. Professional and/or Community Service

*Narrative and Supplementary Materials* indicate active, quality involvement in at least three professional/community service activities during probationary years two and three (three in total per academic year, six in total across years two and three). Supporting documentation indicates that service activities are of quality and significance to the profession/community.

See examples above.

In addition to meeting the criteria under *meets expectations*, the faculty member’s:

*Narrative and Supplementary Materials* indicate active, quality involvement in at least one additional professional/community service activity (four in total per academic year, eight in total across years two and three); materials clearly indicate level of involvement, roles and responsibilities, key accomplishments, and duration of activity (periodic vs. ongoing). Supporting documentation indicates that service activities are of quality and significance to the profession/community.

### Tenure/Promotion to Associate Professor

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<th>Category</th>
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<th>Exceeds expectations</th>
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| **A. University Service** | *Narrative and Supplementary Materials* indicate active, quality involvement in at least three university (department, college, campus, or system) service activities each year in probationary years two through five (three in total per academic year, 12 in total across years two through five); materials clearly indicate increasing level of involvement, roles and responsibilities, key accomplishments, and duration of activity (periodic vs. ongoing). Supporting documentation indicates that service activities are of quality and significance to the university.* | In addition to meeting the criteria under *meets expectations*, the faculty member’s:

*Narrative and Supplementary Materials* indicate active, quality involvement in at least one additional university (department, college, campus, or system) service activity each year (four in total per academic year, 16 in total across years two through five); materials clearly indicate level of involvement, roles and responsibilities, key accomplishments, and duration of activity (periodic vs. ongoing). Supporting documentation indicates service activities are of quality and significance to the university, participation across two university levels, and leadership at the department, college, campus, and/or system level. |
### B. Professional and/or Community Service

**Narrative and Supplementary Materials** indicate active, quality involvement in at least three professional/community service activities each year during probationary years two through five (three in total per academic year, 12 in total across years two through five); materials clearly indicate level of involvement, roles and responsibilities, key accomplishments, and duration of activity (periodic vs. ongoing). Supporting documentation indicates that service activities are of quality and significance to the profession/community.

See examples above.

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### Promotion to Professor

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<th>Category</th>
<th>Meets expectations</th>
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<tbody>
<tr>
<td>A. University Service</td>
<td><strong>Narrative and Supplementary Materials</strong> indicate active, quality involvement in at least three sustained university (department, college, campus, or system) service activities each year (three in total per academic year); materials clearly indicate level of involvement, roles and responsibilities, key accomplishments, and duration of activity (periodic vs. ongoing, time commitment involved). Supporting documentation indicates service activities are of quality and significance to the university, participation across two university levels, and leadership at the department, college, campus, and/or system level.</td>
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</table>

See examples above.

In addition to meeting the criteria under **meets expectations**, the faculty member's:

**Narrative and Supplementary Materials** indicate active, quality involvement in at least one additional professional/community service activity (four in total per academic year, 16 in total across years two through five); materials clearly indicate level of involvement, roles and responsibilities, key accomplishments, and duration of activity (periodic vs. ongoing). Supporting documentation indicates that service activities are of quality and significance to the profession/community.

1. **Narrative and Supplementary Materials** indicate active, quality involvement in one additional (department, college, campus, or system) service activity each year (four in total per academic year); materials indicate level of involvement, roles and responsibilities, key accomplishments, and duration of activity (periodic vs. ongoing, time commitment involved). Supporting documentation indicates that service activities are of quality and significance to the university; OR

2. **Narrative and Supplementary Materials** indicate active, quality involvement in three or more sustained university (department, college, campus, or system) service activities each year; materials indicate level of involvement, roles and responsibilities, key accomplishments, and duration of activity (periodic vs. ongoing). Supporting
| B. Professional and/or Community Service | **Narrative and Supplementary Materials** indicate active, quality involvement in at least three, professional/community service activities each year (three in total per academic year); materials clearly indicate level of involvement, roles and responsibilities, key accomplishments, and duration of activity (periodic vs. ongoing). Supporting documentation indicates that service activities are of quality and significance to the profession/community.

See examples above. | In addition to meeting the criteria under *meets expectations*, the faculty member’s:

**Narrative and Supplementary Materials** indicate active, quality involvement in one additional sustained, professional/community service activity each year (four in total per academic year); materials clearly indicate level of involvement, roles and responsibilities, key accomplishments, and duration of activity (periodic vs. ongoing). Supporting documentation indicates that service activities are of quality and significance to the profession/community. |

Service activities that apply above include those of a more demanding nature. For example, activities might include significant participation in advisement, curriculum development, program review, etc. Additional examples include serving on system-wide committees or the faculty bargaining unit, participating in educational equity and outreach efforts, and authoring publications pertinent to the University’s objectives.