Department of Child & Adolescent Studies

Personnel Standards

Approved as Division Standards March 7, 2003 by Ephraim Smith, Vice President of Academic Affairs

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I. Preamble
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 the areas of teaching, scholarly and creative activities, professional activities, and service to the Departments, College, University, and Community. Adequate communication, especially regarding personnel policies, is of utmost importance to the maintenance and enhancement of a high quality faculty and, thus, a viable university. With this objective, the Department shall institute the following procedures for assessing Portfolios for the purposes of retention, tenure and promotion. The Department faculty take the position that the evaluated faculty members and the evaluating and reviewing bodies may be aided in their respective roles by having available to them as clear and as objective a statement as is reasonably possible of the Department's expectations. Furthermore, the Department faculty specifically affirm their position that the best interests of the University, the College, the Departments, and their many students are served when the faculty represent a wide diversity of interests and activities.

II. Philosophy of the College of Human Development and Community Service
We believe that knowledge is evolving and socially constructed and that learning is produced through an interaction of different perspectives that enable students to connect their education to their own experience. Thus, in our educational practice, we aim:
1. To create classroom communities where learning is interactive and dynamic.
2. To engage in reflective teaching and learning that draws attention to the process through which knowledge is produced and content learned.
3. To encourage all students to voice their perspectives and experiences.
4. To model various approaches to knowledge construction and learning for our students.
5. To enable students to understand the implications for their practice of differences and similarities related to culture, ethnicity, race, gender, age, ableness, and economic status.
6. To expand learning beyond the classroom to the broader societal and institutional contexts where students will engage in their practice.
7. To empower students to shape communities that are more humane.

III. Department Structure
The Department is coordinated by a Department Chair, selected according to UPS 211.100. The Department Chair has the responsibility of communicating the standards and criteria for retention, tenure, and promotion to all department faculty members (see UPS 210.000, V.C.).

IV. Department Personnel Committee
A. Committee functions
The Department Personnel Committee (hereafter called "the Committee") 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 MOU.

B. Committee structure
1. The Committee shall consist of at least three members and one alternate member, all of whom shall be tenured faculty. 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 Committee shall be members of the Department when this is possible. No person shall serve as a member of the Committee during any period in which he or she is the subject of the personnel review process.
2. The alternate member shall participate on the Committee in all deliberations under any circumstances in which a regular Committee member is unable to complete the term. Such circumstances include, but are not limited to, the following: a) self-disqualification of a committee member; b) resignation, leave of absence, or sabbatical leave by a committee member; c) extended illness of a
committee member; d) a committee member assuming an administrative position in another academic unit or the University administration; or e) a committee 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 Committee member who was unable to complete the term.

3. Committee members shall serve a one-year term. The term shall begin early in the Fall Semester, following the election of members.

C. Election of committee 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 Committee, except the following: a) the Department Chairs; b) those who decline in writing to the appropriate 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. In cases where a department has no tenured faculty members to serve on the Committee, any faculty member in the Department may make a nomination to represent that department. 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: a) listed by department affiliation; b) listed by rank and seniority within the departments; and c) alphabetized by last name, thereafter. A person nominated from outside the department or division shall have his or her department listed in parentheses next to the name. No person shall appear on the slate for more than one department.

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 Committee for that year, and not more than that number. The top three (3) persons receiving the largest number of votes in each department slate shall be elected "regular" members of the Committee. 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 Committee shall select its Chair for the one-year term of the Committee. The Chair shall be selected by written, secret ballot among the Committee members. The prior Committee Chair shall conduct the election, if possible; where this is not feasible, the Department Chair (or a designee) shall conduct the election.

D. Committee procedures

1. The Committee 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 Committee shall comment upon the candidate's qualifications under each category of the criteria listed in Section VI of this document. The Department considers the Committee report to be documentation of "peer evaluation of teaching performance". (Here and throughout, see UPS 210.000 for further requirements and information.)

2. The Committee's evaluation for each area is to be based on the Portfolio according to the professional judgment of the committee members. The evaluation shall provide a written rationale for describing the faculty member under review as "excellent," "good," "fair," or "poor" with respect to each area of performance.

3. The Committee shall receive the evaluation of the appropriate Department Chair. Each member of the Committee shall review it along with the Committee's evaluation.
4. The Committee 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 Committee.

5. Committee members shall sign the recommendation form in alphabetical order. The order of the signatures shall not indicate the way individual members voted.

6. The Committee shall return the entire file, including the evaluation and recommendation, to the appropriate Department Chair.

V. General Guidelines

A. Development Plan (Applies to Faculty who had a Development Plan approved prior to Fall 2002)

The Development Plan (DP) is the probationary faculty member’s agenda for achieving the professional growth necessary to qualify for tenure. This plan, which shall be prepared, reviewed, and approved during the faculty member’s second year of probationary appointment, shall describe the activities and intended outcomes that the probationary faculty member expects to achieve during the probationary period. The Plan complements but does not replace Departmental Personnel Standards, University policy, or the Collective Bargaining Agreement, and the Plan shall be used to guide evaluation of the faculty member’s performance.

B. The Developmental Narrative

During the first year of employment in a tenure-track position, each probationary faculty shall write prospective developmental narratives for teaching, scholarly and creative activities and service, not to exceed 500 words each. These narratives shall describe the faculty member’s professional goals, areas of interest, resources required and accomplishments (s)he expects to achieve in each of the three areas evaluated in order to meet the department standards and/or UPS 210.000 for retention, tenure, and promotion. These narratives will have no formal approval process, but will be reviewed by the department chair and the dean who will each provide written feedback on a timetable to be determined by the colleges, but prior to May 1st. These narratives shall be included with the self-assessment narratives in the faculty member’s Portfolio that is submitted for retention review during the second year in the tenure track position.

During subsequent years, the developmental narratives may be revised to reflect changes and professional growth that will normally occur during the probationary period.

C. Portfolio preparation and submission

It is the responsibility of each faculty member being considered for personnel action to prepare the required information and documentation for her/his Portfolio and to deliver the Portfolio to the appropriate Department Chair in accordance with the governing timetable. The Department shall follow procedures outlined in UPS 210.000 with regard to the Development Plan, the Developmental Narrative, and the mentoring process.

D. Portfolio organization and documentation

The Portfolio shall be organized by the faculty member in conformity with the standard table of contents as specified by UPS 210.000. All items listed in the Portfolio shall be appropriately documented. A standard curriculum vitae, using APA style wherever appropriate, including date and page numbers, shall be used.

E. Categories for personnel action
The three major categories of faculty performance are as follows: teaching; scholarly and creative accomplishments; and professional, University, and community service. In promotion, retention, and tenure decisions, performance in the categories of teaching and scholarly and creative accomplishments shall be given primary emphasis. Secondary consideration will be given to professional, University, and community service.

F. Faculty responsibilities
As full-time employees of CSUF, the Department faculty are expected to meet faculty responsibilities as they apply to each of the above evaluation categories. In the area of teaching, these responsibilities include, for example, meeting classes, holding assigned office hours at assigned times and places, and participating in Department academic advising procedures. In the area of service these responsibilities include, for example, attendance at Department meetings and completing committee and other Department duties as assigned by the appropriate Department Chair. Evaluators shall take into consideration, in evaluating a faculty member's performance, the extent to which the faculty member has met her/his faculty responsibilities.

VI. Retention, Promotion, and Tenure of Full-time Faculty: Criteria and Weighting

A. Teaching Performance
Retention during the probationary years will be predicated upon the individual's self-assessment and progress in meeting the criteria for the granting of tenure. Procedures concerning service credit, the Development Plan, the Developmental Narrative, and mentoring shall be implemented in accordance with the provisions of UPS 210.000. The philosophy of the College of Human Development and Community Service (CHDCS) and department mission statements guide the primary responsibility of Department faculty, which is teaching. Each faculty member shall establish an environment where learning is central, contribute (where appropriate) to degree and certificate programs, and provide opportunities for students to develop the skills necessary to contribute to society. A successful faculty member demonstrates mastery and currency in his or her discipline, teaches effectively, and helps students to learn both within and outside the classroom.

1. Evaluating teaching performance
Evaluation of teaching performance shall include peer evaluation of the following: a) pedagogical approach and methods; b) student response to instruction; and c) ongoing professional development in the discipline and as a teacher. The Department Personnel Committee's review of the Portfolio constitutes "peer evaluation" of teaching performance. In addition, faculty members are encouraged to solicit other reviews of teaching performance to be included in the Portfolio at the time of submission. For example, classroom observations by department colleagues may provide additional information regarding teaching effectiveness and interaction with students. Written reports of such visits shall address clarity of presentation, communication with students, student interaction, effective use of classroom time, and appropriateness of presentation methods. Assessments by external evaluators may also be included.

The following indicators shall be used in evaluating teaching performance:

a. Mandatory Indicators
1) Comprehensive Self-assessment
The comprehensive self-assessment must include a reflective review of the faculty member's teaching philosophy and performance as well as goals and direction of her/his future teaching. It should address the faculty member's teaching with respect to the department's mission, the CHDCS Philosophy, and to goals one and five of the University Mission and Goals (i.e., "Ensure the preeminence of learning" and "Create an environment where all students have the opportunity to succeed"). In addition, the faculty member is encouraged to discuss her/his contributions to student learning in the comprehensive self-assessment.
2) **List of courses taught**
A semester by semester listing of all courses taught throughout the period of review must be provided. The list must include the department name, the course name and number, and the unit value. If release time was received, the weighted teaching unit value will be listed along with an explanation of the activities for which it was granted.

3) **Course syllabi and materials**
The file must include a representative selection of course syllabi and supplementary materials such as tests and study aids prepared by the faculty member to promote student learning.

4) **Statistical summaries of student opinion forms**
The university-provided statistical summaries for all courses during the period of review must be included. (If data are missing, a written explanation must be provided and verified by an appropriate administrator.) Statistical summaries of student opinion data for all of the years for which service credit is given should be included, if available.

5) **Original student opinion of teaching forms**
The original student-completed student opinion forms for each course taught at CSUF for academic credit during the period of review must be provided. (If data are missing, a written explanation must be provided and verified by an appropriate administrator.) Student opinion data for all the years for which service credit is given should be included. If such data are not available, a letter from the faculty member's previous supervisor attesting to their unavailability should be provided.

6) **Statistical summaries of grade distributions**
The university-provided statistical breakdown of the grade distribution for each semester of the period of review must be provided.

b. **Additional Indicators**
The faculty member may submit other evidence that demonstrates teaching effectiveness and contributions to student learning, such as, but not limited to, the following:

1) Peer review of teaching following classroom visitations, lectures, or seminars.
2) Documentation and evaluation of teaching activities in colleagues' classes.
3) Documentation of fieldwork coordination, academic advisement, or mentoring activities.
4) Development of new course proposals which have been approved for inclusion in the curriculum.
5) Development of instructional technology strategies to enhance student learning.
6) Development of portfolio and case study assignments.
8) Publications about teaching that do not qualify for inclusion in section VI.B.1.b.
9) Evidence of additional training in teaching.
10) Evidence of collaborative teaching activities.
11) Video or audiotapes of lessons taught.
12) Independent study projects produced by students trained or directed by the faculty member.
13) Documentation of service as thesis advisor for master's degree students.

c. **Guidelines for Rating Teaching Performance**
A composite rating of teaching effectiveness is arrived at based on three factors defined below:

1) Pedagogical approach and methods
The Committee shall rate pedagogical approach and methods as "excellent," "good," "fair," or "poor" according to the following criteria:

**Excellent** -- self-assessment and course syllabi and materials included in the Portfolio demonstrate outstanding teaching effectiveness as judged by breadth and depth of course content for the level of the course(s) taught, currency in topics covered, relevancy of assignments, and effectiveness and fairness of testing, other assessment and grading procedures.

**Good** -- self-assessment and course syllabi and materials included in the Portfolio demonstrate clearly acceptable teaching effectiveness as judged by breadth and depth of course content for the level of the course(s) taught, currency in topics covered, relevancy of assignments, and effectiveness and fairness of testing, other assessment and grading procedures.

**Fair** -- self-assessment and course syllabi and materials included in the Portfolio demonstrate marginally acceptable teaching effectiveness as judged by breadth and depth of course content for the level of the course(s) taught, currency in topics covered, relevancy of assignments, and effectiveness and fairness of testing, other assessment and grading procedures.

**Poor** -- self-assessment and course materials demonstrate unacceptable teaching effectiveness as judged by breadth and depth of course content for the level of the course(s) taught, currency in topics covered, relevancy of assignments, and effectiveness and fairness of testing, other assessment and grading procedures.

2) **Student response to instruction**

Student opinions of instruction contribute significantly to the evaluation of a faculty member's teaching effectiveness. They shall not, however, be used as the sole measure of teaching effectiveness. Patterns of objective responses and written comments obtained in different courses over several semesters shall be considered more informative than isolated comments. In general, the following scale shall be applied when rating the statistical summaries of student opinions:

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<tr>
<td>Very high</td>
<td>85% or more A and B ratings with at least 50% A's</td>
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<tr>
<td>High</td>
<td>75 to 84% A and B ratings</td>
</tr>
<tr>
<td>Adequate</td>
<td>60 to 74% A and B ratings</td>
</tr>
<tr>
<td>Inadequate</td>
<td>Fewer than 60% A and B ratings</td>
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Peer evaluation of teaching performance shall address those student opinions of instruction contained in responses to objective questions on student evaluation forms and contained in written comments on these forms. Each course shall be rated separately and the evaluation shall take into consideration factors such as the number of different courses taught, the number of new preparations assigned to the faculty member, and the characteristics of the classes taught (size, level, required or elective, experimental or traditional pedagogy, etc.). The evaluation shall also take into account the faculty member's overall level of experience and her/his efforts to improve teaching performance.

The Committee shall rate student response to instruction as "excellent," "good," "fair," or "poor" according to the following scale:

**Excellent** -- a rating of at least "high" on the statistical summaries combined with a judgment that performance on the factors listed above has been outstanding.
Good -- a rating of at least "high" on the statistical summaries combined with a judgment that performance on the other factors listed above has been clearly acceptable.

Fair -- a rating of at least "adequate" on the statistical summaries combined with a judgment that performance on the other factors listed above has been marginally acceptable.

Poor -- a rating no better than "adequate" on the statistical summaries combined with a judgment that performance on the other factors listed above has been unacceptable.

3) Ongoing professional development in the discipline and as a teacher
All faculty are expected to maintain currency in their disciplines by conference participation and/or other interaction with their colleagues. It is expected that scholarly and creative accomplishments will be reflected, as appropriate, in teaching methods and student participation in collaborative research and creative undertakings. Each faculty member is expected to show evidence of an ongoing program to maintain and improve her/his teaching effectiveness. This program should include self-assessment of teaching objectives and methods and student achievement, participation in pedagogical seminars and workshops, and familiarity with the pedagogical literature in the faculty member's discipline. When specific weaknesses have been identified in prior evaluation(s), the faculty member shall include in the Portfolio specific plans to remedy these weaknesses.

The Committee shall rate ongoing professional development in the discipline and as a teacher as "excellent," "good," "fair," or "poor" according to the following criteria:

Excellent -- self-assessment and teaching-related materials in the Portfolio demonstrate outstanding commitment to professional development in the discipline and as a teacher.

Good -- self-assessment and teaching-related materials in the Portfolio demonstrate clearly acceptable commitment to professional development in the discipline and as a teacher.

Fair -- self-assessment and teaching-related materials in the Portfolio demonstrate marginally acceptable commitment to professional development in the discipline and as a teacher.

Poor -- self-assessment and teaching-related materials in the Portfolio demonstrate unacceptable commitment to professional development in the discipline and as a teacher.

Composite Rating of Teaching Effectiveness
Based on a composite of the ratings of the three factors described above, the reviewers shall render a summative rating of teaching effectiveness as one of the following: "excellent," "good," "fair," or "poor". A composite rating of "excellent" may not be given if the rating for any of the three factors is less than "good".

B. Scholarly and Creative Accomplishments
Faculty engagement in scholarly and creative activity generates benefits for the faculty member as well as for the university. Such activity may: a) complement teaching; b) contribute to the advancement of the field and, more broadly, to human achievement; c) promote currency in the knowledge, methodology,
and spirit of inquiry available to students and faculty alike; d) increase opportunities for students in academic and professional disciplines; e) enhance the professional growth of the faculty member; f) contribute to the overall quality of the Department, Division, College, and the University; g) advance the reputation of the University; and h) enhance collaborative scholarship.

1. Indicators
The following indicators shall be used in evaluating scholarly and creative activity:

a. Self-assessment (mandatory)
The self-assessment must include both a reflective review of the faculty member's scholarly and creative activity and her/his future goals and direction with reference to the benefits listed above and applicability to the faculty member's Development Plan or Developmental Narrative. The statement shall emphasize the scholarly accomplishments of the faculty member since her/his appointment at CSUF or since the last action and should be documented by supporting evidence whenever possible.

b. Publications
- Articles published or accepted in professionally recognized, externally peer-reviewed journals. (Published research related to teaching that meets this standard shall be included in this category.) Documentation must include evidence of peer review and one of the following: (1) the letter of acceptance and commitment to publish the article or (2) a reprint of the published article.

- Books, including textbooks, or chapters in edited books, either published or accepted for publication by a process of external (blind) review. Documentation must include one of the following: (1) the letter of acceptance of the completed manuscript from the publisher; (2) the final printed version of the galley page proofs; or (3) a copy of the publication in the final printed version.

c. Applied Scholarship
- Internal or external grants funded by the University, government agencies, and/or private agencies. Grants which have been approved or which have been accepted but not funded may be presented.

- Applied scholarship activities that relate directly to the intellectual work of the faculty member and are carried out through consultation, policy analysis, program evaluation, and so forth. In documenting applied work, faculty should include not only their own written record of the project, but also, where possible, the evaluations of those who received the service. Publications related to such activities, including dissemination products, are encouraged in this category.

d. Scholarly Presentations
Scholarly papers given or accepted to be given, with the name, date and location of the presentation. Peer review is one indicator of quality for this category of scholarship.

2. Rating Criteria for Scholarly and Creative Activity
These lists are not in rank order of importance. It is the responsibility of the faculty member under review to show how her/his scholarly and creative accomplishments address some or all of the criteria listed below and the particular objectives identified in the faculty member's Development Plan/Developmental Narrative.

a. The Department employs traditional criteria in evaluating scholarly and creative work, including:
1) clarity of conceptualization
2) originality of scholarship
3) contribution to the faculty members' discipline and/or to interdisciplinary scholarship
4) impact on scholarship in the field
5) quality of the forum in which the work appears
6) external peer reviews

b. In addition, in light of the missions of the departments and the CHDCS philosophy, the Department also evaluates scholarly and creative activities based on the degree to which they:
   1) complement teaching
   2) contribute to the advancement of the field and, more broadly, to human achievement
   3) promote currency in the knowledge, methodology, and spirit of inquiry available to students and faculty alike
   4) increase opportunities for students in academic and professional disciplines
   5) contribute to the overall quality of the Department, Division, College, and the University
   6) enhance the professional growth of the faculty member
   7) advance the reputation of the University
   8) enhance collaborative scholarship

3. Guidelines for Rating Scholarly and Creative Accomplishments
   It is expected that the faculty member will demonstrate an on-going, program of scholarly work. Scholarly publication that stems from a sustained program of work over the entire period is required to achieve tenure. Based upon the totality of the evidence presented, reviewers shall rate the faculty member's overall scholarly and creative accomplishments as "excellent," "good," "fair," or "poor" as follows:

   • A rating of "excellent" shall be given for a comprehensive self-assessment and outstanding performance in depth and/or breadth of scholarly activity. A total of six items of high quality scholarship, including at least three refereed publications, over the entire tenure and/or promotion review period, are expected for a rating of "excellent".

   • A rating of "good" shall be rendered for a comprehensive self-assessment and clearly acceptable progress toward achievement of the Development Plan/Developmental Narrative, if required, or sufficient quantity of scholarly activity judged to be of clearly acceptable quality if no Development Plan/Developmental Narrative is required. A total of four items of high quality scholarship, with at least two scholarly publications ("in press" or published), over the entire tenure and/or promotion review period, are expected for a rating of "good".

   • A rating of "fair" shall be rendered for an adequate self-assessment and marginally acceptable progress toward achievement of the Development Plan or, if no Development Plan is required, the standards for tenure and/or promotion. A total of two items of high quality scholarship, with at least one scholarly publication ("in press" or published), over the entire tenure and/or promotion review period, are expected for a rating of "fair".

   • A rating of "poor" shall be rendered for an inadequate self-assessment and/or unacceptable progress toward achievement of the Development Plan, if required, or achievement of the standards for tenure and/or promotion.

C. Professional, University, and Community Service
   Untenured faculty members shall present, in the Development Plan/Developmental Narrative, service objectives related to two categories of service: professional/community service, and University service.

1. Professional/Community Service
Faculty in applied fields such as those in the Department are encouraged not only to make original scholarly contributions in the form of written material, but also to communicate and implement knowledge by means of presentations and consultations. The benefits of professional/community service are many, including:

a. complement teaching by allowing the teacher to draw from applied experience
b. promote the discipline in the context in which it is applied
c. promote currency in the knowledge, methodology, and spirit of inquiry available to students and faculty alike
d. enhance the professional growth of the faculty member
e. contribute to the overall quality of the Department, College, and the University
f. advance the reputation of the University and opportunities for its students

For the purpose of professional maintenance and growth, each faculty member is encouraged and expected to engage actively in the affairs of the discipline and related professions, such as the following: assuming professional leadership roles; attending and presenting at professional meetings and workshops: acquiring professional licenses, credentials and certificates; editing professional journals; reviewing manuscripts for book proposals, professional journals or conferences; providing private practice or consultations relevant to the field; reviewing grant proposals; receiving professional training or providing additional professional training to others; and engaging in other professional activities deemed equally valuable to the profession/community and in support of the University's Mission and Goals. On-going, active involvement in a minimum of two professional/community service activities over the entire period of review is required for achievement of tenure in the Department.

2. University Service
The success of any University or department is partially dependent on the active participation of its faculty members in the various organizational and governance tasks. In the case of the Department an unusually heavy demand for involvement in program activities, such as advisement, curriculum development, program review for accreditation purposes, and so forth, fall upon a relatively few full-time faculty. All Department faculty are expected to assume an active role in addressing the needs of their Department, as well as those of the College and University. At a minimum, a faculty member is expected to keep office hours, attend meetings of the Department on a regular basis, participate in College and University faculty events, and serve on at least two committees or perform comparable tasks over the entire period of review for tenure. Contributions that exceed minimal expectations (e.g., participating on numerous committees or in activities of a more demanding nature, or assuming positions of leadership in such tasks) will enhance the faculty member’s rating for service.

3. Evaluating Service
The Department believes that the quality, quantity, and impact of a faculty member's service contributions need to be considered in the context of the potential benefits to the profession, community, and/or University, and in light of prevailing professional standards.

- For untenured faculty, a rating of "excellent" will be given for a record of service that includes active, quality involvement in three or more professional/community service activities and active, quality involvement in three or more Department, College and/or University service activities.

- For untenured faculty, a rating of "good" will be given for a record of service that includes active, quality involvement in at least two professional/community service activities and active, quality involvement in at least two Department, College, and/or University service activities.

- For untenured faculty, a rating of "fair" will be given for a record of service that includes active, quality involvement in at least one professional/community service activity or active, quality involvement in at least one Department, College, or University active.
• For untenured faculty, a rating of "poor" will be given for a record of service that fails to include active, quality involvement in professional/community service or in service to the Department, College, and/or University.

The untenured faculty member is reminded that the first two criteria, teaching and scholarly and creative accomplishments are of primary importance and must be developed in the probationary years. The other criterion, professional, university, and community service, needs to be developed, but is less heavily weighted for probationary faculty.

Tenured faculty are expected to provide leadership at the Department and College levels and to demonstrate on-going, active, high quality participation in at least three professional/community and/or University service activities for promotion to Professor.

D. Retention, Tenure, and Promotion

1. Retention of Probationary Faculty
Retention during the probationary years shall be based upon the individual's progress in meeting the criteria for tenure. In order to be retained, the probationary faculty member must be rated at a minimum:

• "good" in two areas, one of which must be teaching
• "fair" or better in the other area, with progress toward "good"
• scholarly and creative accomplishments must be rated "fair" or better, with progress toward "good"

2. Criteria for Granting of Tenure
Promotion to Associate Professor is automatic with the granting of tenure. In order to be granted tenure, the faculty member must be rated, at a minimum:

• "good" or "excellent" in teaching performance and scholarly and creative accomplishments, one of which must be "excellent". (NOTE: It is not expected that each faculty member will have been rated "good" or "excellent" over the entire period of review for tenure; what is important is attainment of a rating of "good" or "excellent" by the end of the review period.)
• at least "good" in professional, University, and community service

3. Criteria for Promotion to Professor
Because the professoriate entails continual growth and reassessment, the University expects that tenured faculty will continue to strive for excellence in all three areas of performance, and that successful faculty members will display accomplishments, growth, and future potential throughout their careers. Therefore, 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 described above.

In order to be granted promotion to Full Professor, the faculty member must be rated, at minimum:

• "excellent" in two areas, one of which must be teaching or scholarly accomplishments
• "good" or "excellent" in the other area

VII. Early Promotion and Early Tenure

A. Eligibility
A faculty member may request early promotion before having four years of service and may request early tenure before having completed five probationary years. Such requests should be based on the demonstration of exemplary performance.
B. Criteria

In all cases, the faculty member must satisfy, on an accelerated schedule, the requirements for promotion and/or tenure delineated in earlier sections. Additional special requirements are described below.

1. Early Promotion to Associate Professor

For early promotion to Associate Professor, the faculty member must be rated as "excellent" in overall teaching performance utilizing the criteria found in Section VI.A, "good" (or higher) in scholarly and creative accomplishments, and "good" (or higher) in professional, University, and community service. The faculty member must have a rating of "excellent" in two of the three categories.

2. Early Tenure

For early tenure, the faculty member must be rated as "excellent" in all three categories.