1.0 INTRODUCTION

These Department Personnel Standards are consistent with UPS 210.000 and shall be understood as incorporating the requirements of UPS 210.000. These Department Personnel Standards and UPS 210.000 establish the range of activities and levels of performance necessary to meet requirements for positive retention, promotion, and tenure decisions.

Faculty members undergoing review shall be judged on their performance in the following three areas: (1) teaching, (2) scholarship and creative accomplishment, and (3) professional, University, and community service.

Quality of performance in the three areas is more important than the number of entries under each category. As indicated in UPS 210.000, teaching is the most important responsibility of the faculty, and shall be the most important area of performance for retention, tenure, and promotion. As UPS 210.000 further states, faculty involvement in scholarly and creative activities is also essential and shall be the second most important area of performance for retention, tenure, and promotion.

2.0 THE DEVELOPMENTAL NARRATIVE

2.1 During the first year of employment in a tenure-track position, each probationary faculty member shall write Developmental Narratives not to exceed 500 words each for teaching, scholarship and creative accomplishments, and service. These narratives shall describe the faculty member’s professional goals, areas of interest, resources required, and accomplishments he/she expects to achieve in each of the three areas in order to meet the requirements of these Department Personnel Standards and UPS 210.000 for retention, tenure, and promotion.

The Developmental Narratives will be reviewed by the Department Chair and the College Dean, who will each provide feedback on a timetable to be determined by the Dean, with final drafts to be completed prior to May 1. These Developmental Narratives shall be included 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 normally occur during the probationary period.

2.2 Probationary faculty hired prior to August 17, 2001, who have approved Development Plans, will include the Development Plans in their Portfolio in lieu of Developmental Narratives. For faculty with approved Development
3.0 MENTORS

Before the end of the first two weeks of the fall semester, the Department Chair shall consult with each newly appointed probationary faculty member concerning appropriate faculty mentors and shall designate one or more tenured faculty members as mentors. In the event that the Chair serves as a mentor, at least one additional mentor shall be designated. At any time thereafter, the probationary faculty member or mentors may request the Department Chair to make a change of assignment.

The responsibility of the mentor(s) is to provide guidance, advice, and support to the probationary faculty member during the preparation and revision of his/her Developmental Narratives, and also to offer appropriate assistance during the probationary period.

4.0 ELECTION OF THE DEPARTMENT PERSONNEL COMMITTEE

Each year at its May elections meeting, the Department shall select a Department Personnel Committee for the coming year consisting of five members and two alternates, according to University policy.

5.0 EVIDENCE OF PERFORMANCE: THE PORTFOLIO

5.1 The Portfolio is the basis for evaluations, recommendations, and actions concerning retention, tenure, and promotion. The Portfolio shall be cumulative and representative of the faculty member’s performance, covering the period from the beginning of his/her probationary service to the first day of the fall semester of the academic year during which RTP action is to be taken. In cases where credit has been granted for prior service, the faculty member’s performance during that time period shall also be documented in the Portfolio.

5.2 It is the responsibility of each faculty member to ensure the completeness of his/her Portfolio.

5.3 The Portfolio shall include the following items:

5.3.1 a table of contents of the Portfolio (provided by the Office of Faculty Affairs and Records), initialed by the faculty member and dated at the time of initialing;

5.3.2 a table of contents of the Appendix to the Portfolio, initialed by the department chair and dated at the time of initialing;
5.3.3 a copy of these approved Department Personnel Standards;

5.3.4 the approved Development Plan (applies only to faculty who have a Development Plan approved prior to fall semester 2002);

5.3.5 the faculty member's current curriculum vitae that covers his/her entire academic and professional employment history;

5.3.6 Narratives, which shall contain (a) the Developmental Narratives prepared in year one and (b) a concise self-assessment of accomplishment in each of the three areas of performance in relation to these Department Personnel Standards (self-assessment narratives shall not exceed 1,000 words for each area, and Developmental Narratives shall not exceed 500 words for each area);

5.3.7 a complete list of the faculty member's teaching assignments throughout the period under review, including all of the faculty member's teaching assignments during the period for which he/she has received service credit;

5.3.8 a copy of the student opinion form used by the Department in evaluating the faculty member's teaching and of student opinion form(s) used to evaluate the faculty member's teaching during the period for which he/she has received service credit;

5.3.9 statistical summaries by class of responses to all multiple choice questions on the Department student opinion forms for all classes which the faculty member has taught during the period under review, including all courses which the faculty member taught during the period for which he/she has received service credit;

5.3.10 statistical summaries of grade distributions for all classes which the faculty member has taught at California State University, Fullerton, during the period under review for which students received University credit, as well as any material which may help interpret these statistical summaries, and also statistical summaries of grade distributions for all classes which the faculty member taught during the period for which he/she has received service credit, as well as any material which may help interpret these statistical summaries;

5.3.11 for probationary faculty, all evaluations, responses, and rebuttals, if any, and decisions for all previous full performance reviews.

5.4 In addition to the Portfolio, the faculty member shall submit an Appendix containing supporting materials that are directly relevant to the presentation in the Portfolio.

5.4.1 The following materials must be included in the Appendix:
5.4.1.1 required documentation of the faculty member’s teaching performance, as specified in sections 6.1.2, 6.1.3, 6.1.4, 6.1.5, and 6.1.6 of these Department Personnel Standards;

5.4.1.2 required documentation of the faculty member’s scholarship and creative accomplishments, as specified in sections 7.3 and 7.4 of these Department Personnel Standards;

5.4.1.3 required documentation of the faculty member’s service to the profession, the University, and the community, as specified in section 8.1.2 of these Department Personnel Standards.

5.4.2 Supplementary supporting materials may also be included in the Appendix, as specified in section 6.2 of these Department Personnel Standards.

6.0 TEACHING

Reviewers shall consider the following kinds of evidence as indicators of the quality of the faculty member’s performance as a teacher:

6.1 Evidence must include:

6.1.1 a self-assessment narrative not to exceed 1,000 words that describes the faculty member’s teaching philosophy and strategies and provides context for interpreting student opinion forms, including addressing any concerns or problems;

6.1.2 student opinion forms for all courses that the faculty member has taught during the period under review at California State University, Fullerton, for which students received credit, as well as for all courses that the faculty member taught during the period for which he/she has received service credit;

6.1.3 reports of two classroom observations made by tenured faculty members chosen by the faculty member in two different semesters prior to tenure or promotional review;

6.1.4 representative syllabi and other selected materials for each course taught during the period under review (multi-section courses need be represented only once);

6.1.5 representative written assignments;

6.1.6 representative examination questions.
6.2 Supplementary evidence for evaluation of teaching performance may include but is not limited to:

6.2.1 unsolicited, signed student comments related to teaching performance;

6.2.2 descriptions of newly developed courses;

6.2.3 contributions to curriculum development;

6.2.4 descriptions of independent study projects and internships;

6.2.5 descriptions of newly-developed teaching projects;

6.2.6 evidence of student-faculty interactions, such as advising and counseling;

6.2.7 materials prepared by the faculty member for student use;

6.2.8 professional activities such as public lectures, colloquia, workshops, and teaching-related research.

6.3 Evaluation of Teaching Performance

Faculty members of the Department of English, Comparative Literature, and Linguistics must demonstrate, at all levels, high-quality teaching performance and continued development toward excellence in teaching.

6.3.1 Reviewers shall evaluate faculty members in teaching according to the principles stated in the sections that follow and using the following rating scale: Excellent, Good, and Unsatisfactory.

6.3.2 Teaching effectiveness is demonstrated through evidence in the Portfolio and Appendix of:

6.3.2.1 course preparation and continuing commitment to teaching excellence;

6.3.2.2 course standards;

6.3.2.3 communication with students;

6.3.2.4 the faculty member’s overall rating in student responses on the Department’s student opinion survey form.

6.4 Criteria for Evaluating Teaching Effectiveness
Reviewers will evaluate all evidence presented by the faculty member to determine the quality of teaching performance. This determination will be based upon the descriptive criteria specified in these Department Personnel Standards, and ratings on student opinion surveys of the faculty member's teaching.

6.4.1 Course Preparation and Continuing Commitment to Teaching Excellence

6.4.1.1 Course objectives and requirements are made clear; materials are presented in an organized way; examples and illustrations are used; interactions with students are encouraged; and the breadth and depth of the course content are appropriate to the level of each course.

6.4.1.2 Continuing commitment to teaching excellence includes such activities as development of instructional materials and strategies; development of new courses and/or revision of existing curricular offerings to reflect new developments in the field; participation in teaching programs, symposia, and workshops; instruction in and use of innovative classroom strategies; and the relationship of these activities to the faculty member's ongoing, thoughtful self-assessment.

6.4.1.3 The evidence must include statistical summaries of student responses to questions 2, 3, and 7 of the Department student opinion survey form.

6.4.2 Course Standards

Courses are based on current knowledge and demonstrate an understanding of new ideas; relevant assignments are used; students’ thinking is stimulated; and students are held to high standards of achievement.

6.4.3 Communication with Students:

6.4.3.1 Specific evaluation criteria are made available to students; feedback encourages new learning; feedback is timely and addresses students’ questions as they occur inside and outside the classroom setting; and effective and fair methods of assessment are used.

6.4.3.2 Support for and encouragement of students is apparent; a clear interest in both the subject matter and teaching in general is demonstrated; clearly defined, objective evaluation and unbiased treatment of students are provided.
6.4.3.3 The evidence must include statistical summaries of student responses to questions 1, 4, 5, 6, and 7 of the Department student opinion form.

6.5 Rating Student Evaluation of Teaching Performance

Student opinion surveys are mandatory in every class in the Department, including those taught during summer session and intersession.

6.5.1 Reviewers understand that there are circumstances in which students give low ratings to competent teachers, and times, for instance early in one's teaching career, when such averages may be an indication of a continuing development of teaching technique.

6.5.2 When at least 80% of the total responses to the relevant questions (see sections 6.4.1.3 and 6.4.3.3 of these Department Personnel Standards) are 1 ("Strongly Agree") or 2 ("Agree"), the faculty member shall be considered to have earned an "Excellent" overall rating from his/her students. When 60% to 79% of the total responses to these questions are 1 ("Strongly Agree") or 2 ("Agree"), the faculty member shall be considered to have earned a "Good" overall rating from his/her students. When less than 60% of the total responses to these questions are 1 ("Strongly Agree") or 2 ("Agree"), the faculty member shall be considered to have earned an "Unsatisfactory" overall rating from his/her students.

6.5.3 In no cases will statistical data alone be the sole basis for evaluation of student responses on the Department opinion survey form.

6.6 Rating of Teaching Effectiveness

6.6.1 A record of teaching performance will receive an overall rating of "Excellent" in Teaching Effectiveness if it is considered "Excellent" in at least two of the three areas (course preparation and continuing commitment to teaching excellence, course standards, and communication with students), with a rating of at least "Good" in the third area, and if the faculty member's overall rating in student responses on the Department student opinion survey form is considered to be "Excellent" as specified in section 6.5.2 of these Department Personnel Standards.

6.6.2 A record of teaching performance will receive an overall rating of "Good" in Teaching Effectiveness if it is considered "Good" in each of the three areas (course preparation and continuing commitment to teaching excellence, course standards, and communication with students) or "Good" in two of the areas and "Excellent" in the third, and if the faculty member's overall rating in student responses on the
Department survey form is considered to be “Good” or “Excellent” as specified in section 6.5.2 of these Department Personnel Standards.

6.6.3 A record of teaching performance will receive an overall rating of “Unsatisfactory” in Teaching Effectiveness if it is not considered at least “Good” as specified in section 6.6.2 of these Department Personnel Standards.

7.0 SCHOLARSHIP AND CREATIVE ACCOMPLISHMENTS

Scholarship and creative accomplishments may include but are not limited to the study of literary history, theory, genres, and criticism; the study of composition and rhetoric, theory, and practice; the study of linguistics; and creative writing in its various forms (e.g., poetry, short stories, novels, plays).

Reviewers shall consider the following kinds of evidence as indicators of the quality of the faculty member’s scholarship and creative accomplishments:

7.1 a complete citation in the faculty member’s curriculum vitae of his/her scholarly and creative works throughout his/her entire academic and professional employment history;

7.2 a self-assessment narrative not to exceed 1,000 words of the faculty member’s scholarship and/or creative accomplishments, including a detailed discussion of his/her scholarly and/or creative activity and scholarly/creative agenda;

7.3 documentary evidence of some of the following kinds of scholarship and/or creative accomplishments. The evidence must be included in the Appendix. Where applicable, details of the peer-review process, of co-authorship and of the extent of each co-author’s participation must be provided:

7.3.1 peer-reviewed scholarly books, peer-reviewed edited scholarly books, peer-reviewed scholarly textbooks, or peer-reviewed books of creative writing (the published book or the completed manuscript with a letter of acceptance and timetable for publication);

7.3.2 peer-reviewed chapters in books (the published book or the completed manuscript with a letter of acceptance and timetable for publication);

7.3.3 peer-reviewed articles in scholarly journals (the published issue of the journal or the completed manuscript with a letter of acceptance and timetable for publication);
7.3.4 peer-reviewed academic software (the published software or the completed software with a letter of acceptance and timetable for publication);

7.3.5 peer-reviewed works of creative writing (the published book, journal, magazine, or electronic medium or the completed manuscript with a letter of acceptance and timetable for publication);

7.3.6 conference papers published in peer-reviewed conference proceedings (the published proceedings or the completed manuscript with a letter of acceptance and timetable for publication).

Evidence of the following other kinds of scholarship and creative accomplishments may also be included in the Portfolio. Each piece of evidence must be fully documented in the Appendix. Where applicable, details of the peer review process, of co-authorship and of the extent of each co-author's participation must be provided.

7.3.7 peer-reviewed or invited scholarly presentations at professional conferences;

7.3.8 book reviews and reviews of public performances of plays, films, or television scripts that are informed by scholarship in the field;

7.3.9 films, videos, or other performance-based materials;

7.3.10 entries in encyclopedias and dictionaries;

7.3.11 translations;

7.3.12 awards of grants or prizes for scholarly or creative work;

7.3.13 grant proposals submitted but unfunded (if possible, reviewers' comments should be included with the proposal);

7.3.14 non-peer-reviewed scholarly or creative publications;

7.3.15 completed manuscripts submitted but not accepted (reviewers' comments should be included as indicators of merit);

7.3.16 non-refereed invited papers, exhibits, and performances;

7.3.17 scholarship that focuses on practical applications (such as reports written for agencies or proprietary businesses);

7.3.18 drafts of work in progress.
7.4 To assist reviewers in determining the quality of the faculty member's scholarship and creative accomplishments, the following items should be included in the Appendix:

7.4.1 journal details and statistics (e.g., acceptance rates, circulation figures, publication history, and other information which helps to clarify the journal's significance in the field);

7.4.2 comments from peer reviewers;

7.4.3 statements of editorial policy;

7.4.4 letters from editors concerning the review process;

7.4.5 outside reviews;

7.4.6 citations of the faculty member's published work in the work of others.

7.5 Evaluation of Scholarship and Creative Accomplishments

Faculty members of the Department of English, Comparative Literature, and Linguistics are expected to demonstrate, at all levels, that they are engaged in on-going, productive scholarly and/or creative activity.

7.5.1 Reviewers shall evaluate faculty members in scholarship and creative accomplishments according to the principles stated in the sections that follow and using the following rating scale: Excellent, Good, and Unsatisfactory.

7.5.2 Criteria for Evaluating Scholarship and Creative Accomplishments

Reviewers will evaluate all evidence provided by the faculty member to determine the quality of scholarly and creative accomplishments. This determination will be based upon the following criteria:

7.5.2.1 clarity of conceptualization;

7.5.2.2 thoroughness of research;

7.5.2.3 quality of the forum in which the work appears;

7.5.2.4 originality of the scholarship;

7.5.2.5 contribution to the discipline or to interdisciplinary scholarship;

7.5.2.6 impact on the field.
7.5.3 Rating of Scholarship and Creative Accomplishments

7.5.3.1 During the probationary period, a record of scholarship and creative accomplishments shall be considered “Excellent” when it demonstrates that the faculty member has a well-defined and focused scholarly and/or creative agenda; is committed to continued scholarly and/or creative growth and accomplishment; has produced scholarly and/or creative work which satisfies at least four of the six criteria specified in section 7.5.2 of these Department Personnel Standards; and has published or submitted for publication scholarly and/or creative work whose quantity clearly indicates that he/she is very likely to meet the standards required to earn tenure. (See UPS 210.000 and sections 7.5.3.4, 7.5.3.5 and 7.5.3.6 of these Department Personnel Standards.)

7.5.3.2 During the probationary period, a record of scholarship and creative accomplishments shall be considered “Good” when it demonstrates that the faculty member has a well-defined and focused scholarly and/or creative agenda; is committed to continued scholarly and/or creative growth and accomplishment; has produced scholarly and/or creative work which satisfies at least three of the six criteria specified in section 7.5.2 of these Department Personnel Standards; and has published, submitted for publication, or made progress developing for publication scholarly and/or creative work whose quantity clearly indicates that he/she is likely to meet the standards required to earn tenure. (See UPS 210.000 and sections 7.5.3.4, 7.5.3.5, and 7.5.3.6 of these Department Personnel Standards.)

7.5.3.3 During the probationary period, a record of scholarship and creative accomplishments shall be considered “Unsatisfactory” when it clearly demonstrates that the faculty member is unlikely to achieve the quantity and quality of scholarly and/or creative publication needed to earn tenure. (See UPS 210.000 and section 7.5.3.6 of these Department Personnel Standards.)

7.5.3.4 For tenure and promotion, a record of scholarship and creative accomplishments shall be considered “Excellent” if, during the period under review, it includes one peer-reviewed scholarly book, as per section 7.3.1, and if that book satisfies at least four of the six criteria stated in section 7.5.2 of these Department Personnel Standards,
or if, during the period under review, it includes four other peer-reviewed publications, as specified in sections 7.3.2 – 7.3.7, each of which satisfies at least three of the six criteria stated in section 7.5.2 of these Department Personnel Standards and in addition one or more scholarly and/or creative works as specified in sections 7.3.8 – 7.3.19, each of which satisfies at least three of the six criteria stated in section 7.5.2 of these Department Personnel Standards. Furthermore, to be considered “Excellent” in scholarship and creative accomplishments, the faculty member seeking tenure or promotion must also demonstrate that he/she has a well-defined and focused scholarly and/or creative agenda and is committed to continued scholarly and/or creative growth and accomplishment.

7.5.3.5 For tenure and promotion, a record of scholarship and creative accomplishments will be considered “Good” if, during the period under review, it includes three peer-reviewed publications as specified in sections 7.3.2 – 7.3.7, each of which satisfies at least three of the six criteria stated in section 7.5.2 of these Department Personnel Standards, and if in addition it includes one or more scholarly and/or creative works as specified in sections 7.3.8 – 7.3.19, each of which satisfies at least three of the criteria stated in section 7.5.2 of these Department Personnel Standards. Furthermore, to be considered “Good” in scholarship and creative accomplishments, the faculty member seeking tenure or promotion must also demonstrate that he/she has a well-defined and focused scholarly and/or creative agenda and is committed to continued scholarly and/or creative growth and accomplishment.

7.5.3.6 For tenure and promotion, a record of scholarship and creative accomplishments shall be considered “Unsatisfactory” if it has not achieved at least the demonstrated quality and quantity of scholarly and/or creative work which are specified in section 7.5.3.5 of these Department Personnel Standards.

8.0 PROFESSIONAL, UNIVERSITY, AND COMMUNITY SERVICE

Reviewers shall consider the following kinds of evidence as indicators of the quality of the faculty member’s service to the profession, to the University, and to the community.

8.1 Evidence must include:
8.1.1 a self-assessment narrative not to exceed 1,000 words of the faculty member’s professional, University, and community service;

8.1.2 evidence of the relevant nature and quality of service (e.g., letters or documents resulting from such work, included in the Appendix).

8.2 Faculty shall demonstrate continued engagement in service in the following ways:

8.2.1 Professional Service

8.2.1.1 reviewing, editing or co-editing manuscripts for journals and publishers;

8.2.1.2 organizing, chairing, responding to, or facilitating sessions or panels at professional meetings;

8.2.1.3 participating in national, regional, or local testing and evaluation of writing;

8.2.1.4 holding committee memberships or offices in local, regional, national, or international professional organizations.

8.2.2 University Service

8.2.2.1 service on University committees and offices held in such committees;

8.2.2.2 service on Department and College committees and offices held in such committees;

8.2.2.3 other special services to the Department or College;

8.2.2.4 other service to the University, such as lectures delivered to University audiences;

8.2.2.5 service to faculty organizations;

8.2.2.6 service to student organizations.

8.2.3 Community Service

The community need not be geographically limited to Orange County.
8.2.3.1 honorary or active positions of note in community organizations;

8.2.3.2 lectures delivered to community groups;

8.2.3.3 participation in special community activities.

8.3 Evaluation and Rating of Professional, University, and Community Service

The Department’s requirements for service reflect its belief that service fosters collegiality and sustains the vitality of the profession, University, and community.

8.3.1 Reviewers shall evaluate faculty members in service according to the principles stated in the sections that follow and using the following rating scale: Excellent, Good, and Unsatisfactory.

8.3.2 During the probationary period, a record of service shall be considered “Excellent” if it includes three different items of demonstrated on-going high-quality service per year during the review period in at least two of the three categories of service (professional service, University service, community service).

8.3.3 During the probationary period, a record of service shall be considered “Good” if it includes one item of demonstrated high-quality University service per year during the review period and one additional item of demonstrated high-quality professional or community service per two years during the review period.

8.3.4 During the probationary period, a record of service shall be considered "Unsatisfactory" if it does not include one item of demonstrated high-quality University service per year during the review period and one additional item of demonstrated high-quality professional or community service per two years during the review period.

8.3.5 For tenure and promotion, a record of service shall be considered “Excellent” if it includes five different items of demonstrated on-going high-quality service during the review period in each of the three categories of service (professional service, University service, community service).

8.3.6 For tenure and promotion, a record of service shall be considered “Good” if it includes three different items of demonstrated on-going high-quality service during the review period in each of the three categories of service (professional service, University service, and community service).
8.3.7 For tenure and promotion, a record of service shall be considered “Unsatisfactory” if it includes fewer than three different items of demonstrated on-going high-quality service during the review period in each of the three categories of service (professional service, University service, community service).

9.0 STANDARDS FOR RETENTION, TENURE, AND PROMOTION

9.1 Requirements for Retention

9.1.1 The goal of the RTP process is to produce faculty members who qualify for tenure after their probationary employment. 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 assessment. Moreover, when weaknesses have been identified in earlier review cycles, a probationary faculty member is expected to address these weaknesses explicitly and show appropriate improvement. The decision to retain (reappoint) a 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 of tenure appear likely to be met.

9.1.2 To be recommended for retention, the faculty member’s performance in each of the three areas (teaching, scholarship and creative accomplishments, and professional, University, and community service) must receive an evaluation of “Good” or “Excellent” as specified in sections 6.6.1, 6.6.2, 7.5.3.1, 7.5.3.2, 8.3.2, and 8.3.3 of these Department Personnel Standards.

9.2 Requirements for Tenure

9.2.1 The granting of tenure is the most significant action that the University takes, because it represents an affirmation that the probationary faculty member will be an asset to the University over his/her entire career. 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 in these Department Personnel Standards.

9.2.2 To be recommended for tenure, the faculty member’s performance must receive an evaluation of “Excellent” in either the area of teaching or the area of scholarship and creative accomplishments, and must also receive an evaluation of “Good” in the other two
9.3 Requirements for Promotion to Associate Professor

Promotion to Associate Professor is automatic with the granting of tenure.

9.4 Requirements for Promotion to Professor

9.4.1 While teaching performance of high quality is expected for tenure and promotion to Associate Professor, it is expected that a faculty member will continue to grow as a teacher throughout his/her career. For promotion to Professor, a faculty member must not only teach well, but demonstrate that he/she has developed and draws from a repertoire of effective and appropriate teaching techniques. The faculty member must also have developed new courses or engaged in research related to his/her teaching assignment. A faculty member at this level is also experienced and competent enough to mentor graduate students and less experienced colleagues, helping them improve their teaching performance.

9.4.2 To be recommended for promotion to Professor, the faculty member’s performance in the areas of teaching and of scholarship and creative accomplishments must receive an evaluation of “Excellent” as specified in sections 6.6.1 and 7.5.3.4 of these Department Personnel Standards, and his/her performance in the area of professional, University, and community service must receive an evaluation of “Good” or “Excellent” as specified in sections 8.3.5 and 8.3.6 of these Department Personnel Standards.

9.5 Requirements for Early Tenure

9.5.1 Consideration for early tenure shall originate with a request by the candidate. A probationary faculty member may be granted tenure at any time after his/her first year of appointment.

9.5.2 To be recommended for early tenure, the faculty member’s performance in the areas of teaching and of scholarship and creative accomplishments must each receive an evaluation of “Excellent” as specified in sections 6.6.1 and 7.5.3.4 of these Department Personnel Standards, and in addition, his/her performance in the area of professional, University, and community service must receive an evaluation of “Good” or “Excellent” as specified in sections 8.3.5 and 8.3.6 of these Department Personnel Standards.

9.6 Requirements for Early Promotion to Associate Professor
The requirements for early promotion to Associate Professor are the same as those for early tenure.

9.7 Requirements for Early Promotion to Professor

To be recommended for early promotion to Professor, the faculty member's performance in each of the three areas (teaching, scholarship and creative accomplishments, and professional, University, and community service) must receive an evaluation of “Excellent” as specified in sections 6.6.1, 7.5.3.4, and 8.3.5 of these Department Personnel Standards.