

1997
CSU, Long Beach
Department of Kinesiology
& Physical Education
Retention, Tenure, and Promotion (RTP)
Policy Document

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Introduction

The purpose of this document is to outline to candidates involved in the Retention, Tenure, and Promotion (RTP) process the standards to be applied in evaluating instruction and instructionally related activities, scholarly and creative activities, and professional service specific to the Department of Kinesiology and Physical Education. The evaluation of instruction and instructionally related activities, scholarly and creative activities, and professional service is based on the criteria set forth in the University, College, and Department documents. The guidelines in this document are divided into the three major categories of the RTP process, that is, instruction and instructionally related activities, scholarly and creative activities, and professional service and reflect the mission of the Department, College, and University. Candidates are strongly encouraged to review the College and University Documents, as well as the instructions for RTP candidacy.

Mission Statement

The mission of the Department of Kinesiology and Physical Education is to facilitate change in the individual through the study and application of human movement principles across the lifespan and through participation in physical activity, exercise, and sport. This is accomplished by providing excellence in instruction, scholarship, and service through a multidisciplinary approach in: 1) programs at the undergraduate and graduate levels designed to prepare professionals in human movement, sport, and exercise-related careers; 2) courses that promote general education and interdisciplinary concepts; 3) activity courses and programs designed to induce physical, cognitive, and affective adaptations; and 4) specialized service programs for the community. This unique mission fosters the development and maintenance of behaviors that are essential for a healthy lifestyle for all individuals who make up California's rapidly changing demography.

Goals

In order to fulfill its mission, the Department of Kinesiology and Physical Education strives to accomplish the following goals:

1. Attract and prepare quality students who reflect the human diversity of the community served by CSULB;

2. Enhance the quality of academic undergraduate major programs in kinesiology and physical education, which include teaching (elementary, secondary, and adapted), athletic training, exercise science, fitness, and kinesiotherapy;
3. Enhance the quality of academic graduate programs in kinesiology and physical education, which include adapted physical education, coaching, exercise science, motor behavior, pedagogical studies, sports studies, sport and exercise psychology, sports management, and sports medicine/sport injury studies;
4. Enhance the quality of academic service programs in physical education, general education, interdisciplinary, and activity courses;
5. Provide an environment that enhances professional development in teaching, scholarship, and service for all faculty members;
6. Recruit and retain quality faculty and staff;
7. Expand alliances within the department and: between the department and other academic units at CSULB, other universities, professional organizations, and the community at large.
8. Enhance external sources of funding.
9. Enhance relations with alumni.
10. Increase use of Department laboratories.
11. Strengthen the Department's student organizations/clubs.
12. Effectively manage Department enrollments.

RTP Criteria and Evaluation

This section includes a description of the three major categories of the RTP criteria and evaluation process: instruction and instructionally related activities, scholarly and creative activities, and professional service. Each specific category includes a rationale, considerations used for determining professional growth, criteria for evaluation, and a suggested list of activities.

Evidence of professional growth activities is required for retention, promotion, and tenure. These activities must be relevant to the candidate's assignment and support the mission of the University, College, and Department. This is accomplished by the candidate collecting evidence of instruction and

instructionally related activities, scholarly and creative activities, and professional service and presenting them in his or her RTP portfolio. **The Candidate has the primary responsibility for collecting and presenting the evidence of her/his accomplishments to those charged with the responsibility of reviewing and evaluating the faculty member.** In addition to the candidate's narrative essay, the documentation of instruction and instructionally related activities, scholarly and creative activities, and professional service should include all works produced during the period of evaluation. Candidates should make every effort to seek advice and guidance on the RTP process so that they understand how criteria and standards are applied. Regular discussions with department chairs and experienced colleagues are necessary if candidates are to understand the process and participate in it effectively. See Appendix A for the College of Health and Human Services' document entitled "Profiles of Academic Rank." This document provides a guideline for evaluating candidates in terms of retention and promotion.

Instruction and Instructionally Related Activities

Instruction and Instructionally Related Activities include: teaching in the classroom setting; advising; supervision of student teaching, practica, fieldwork and research; the development of curriculum, and related activities involving students.

Rationale for Instruction and Instructionally Related Activities

Teaching is the primary and most essential academic responsibility of the university professor. **The Department faculty support the position that teaching is the primary function of the faculty and encourage quality teaching in several ways.**

Quality teachers are those who:

1. possess expertise in the disciplines of kinesiology and physical education;
2. possess enthusiasm for their work and the process of learning;
3. possess desire to share these qualities with students by working for and with students and by demonstrating their belief in the power of knowledge;
4. maintain currency in their subject matter, by participating in ongoing professional development; and
5. not only disseminate knowledge but also participate in its creation, integration, and application.

Considerations Used for Determining Professional Growth Associated With Instruction and Instructionally Related Activities

1. The focus in the evaluation of teaching should be on the overall teaching performance of the candidate over time rather than his/her performance in a few classes or over a brief period. Because the evaluation of teaching effectiveness by professional peers is significant in this process, it is important that departments develop and use systematic means for acquiring evidence of candidates' teaching accomplishments (e.g., class visitations). **Peer evaluations are required to provide evidence of teaching effectiveness.**
2. Instructionally related activities involving supervision of students, such as thesis or field work, should be appropriately evaluated as part of the teaching assignment.

3. If formal, scheduled student advising is part of the candidate's assigned workload, such advising shall be considered as part of teaching, and the file should include appropriate documentation, including the extent, nature, and quality of such advising activity.

Criteria for Evaluation

The evaluation of instruction and instructionally related activities is divided into two distinct, yet related, categories: 1) essential criteria; and 2) enhancing criteria. Whereas the essential criteria describe the nature and level of performance required of all faculty, the enhancing criteria extend performance in quantity and in diverse directions depending on the faculty member's academic assignments and interests. The essential and enhancing criteria for instruction and instructionally-related activities are as follows:

Essential Criteria

Teaching will be evaluated in terms of four dimensions:

- (1) Pedagogical Approach and Methods; (2) Student Response to Instruction; (3) Ongoing Professional Development as a Teacher; and (4) Ongoing Professional Development in the Discipline.

I. Pedagogical Approach and Methods

Instructional methods should be appropriate to courses taught, and materials should be up-to-date and appropriate to the topic. The rationale for choices of learning goals and instructional methods should be presented. Grading practices, standards, and criteria should be articulated clearly. Course materials should clearly convey to students the learning goals of the course and the relationship of the course to the major and/or to general education. Course requirements, including the semester schedule, assignments, and grading policies should be included. Course materials should also identify the purposes for which a course may be meaningful to students, such as preparation for further courses, graduate school or employment, the intrinsic interest of the material, development of civic responsibilities, and/or individual personal growth.

II. Student Response to Instruction

Student ratings of instruction should be comparable to the department and college averages. These ratings should reflect a favorable student perception of the instructor's conveyance of knowledge, effort, availability, organization, and attention to individual needs.

III. Ongoing Professional Development as a Teacher

Thoughtful, deliberate effort to produce continuous improvement in teaching effectiveness is expected of all candidates. This pattern of change should be described in a narrative and supported by examples. This record may include regular and ongoing interactions with colleagues regarding pedagogy, such as discussions of pedagogical issues, classroom visits and consultation on course development. The record may include involvement in programs of the CSULB Center for Faculty Development; participation in teaching development seminars or conferences sponsored by the department, college, university or professional organizations; giving or receiving of formal or informal pedagogical coaching and/or other activities which contribute to professional development of teaching effectiveness.

IV. Ongoing Professional Development in the Discipline

All candidates are expected to keep abreast of disciplinary developments through participation in conferences, reading of discipline-appropriate materials such as journals and books, interaction with practitioners in the field, electronic communications with colleagues, and/or other activities.

Enhancing Criteria

There are many ways that faculty may go beyond the essential criteria for teaching effectiveness to enhance their achievement; the following are illustrative, not exhaustive, of the possibilities. Faculty may develop innovative approaches to teaching or exemplary ways of fostering student learning in the classroom. Faculty also may be involved outside the classroom in such areas as academic advising, field trips, student mentoring, collaborative research projects with students, thesis supervision, support of student organizations, and/or recruitment and retention activities. New curricula instructional programs or materials may be developed, including electronic or multimedia software or new advising materials or programs. Conducting assessment of one's instructional effectiveness in order to improve instruction (e.g., varied classroom evaluation techniques) can be a particularly appropriate method for continuous improvement of instructional effectiveness. Offering teaching colloquia to department colleagues or pedagogical workshops at discipline meetings may

demonstrate department or discipline leadership regarding instructional issues.

List of Instruction and Instructionally Related Activities

The following list of instruction and instructionally related activities serves as a guideline for the type of activities to be considered when evaluating instruction and instructionally related activities; it is not intended to be an exhaustive list. (Please note that some of these activities are required).

I. Direct Instruction

- a. Student evaluations (required each semester)
- b. Peer evaluations (required at least once per year for every year of the evaluation process)
- c. Syllabus (required)
- d. Course Outline (enhancing)
- e. Instructional materials (required, select from the following):
 - 1) Study guide materials
 - 2) Student packet of lecture notes
 - 3) Slide presentations
 - 4) Student assignments (e.g., papers, exams)
 - 5) Information technologies
 - a) e-mail
 - b) software
 - c) web page
 - d) presentations software (e.g., multimedia instructional modules)
 - e) slide presentations
 - 6) Demonstrations of practical applications of course Materials (e.g., practica)
- f. Student organizations (related to instruction)
- g. Curriculum development (i.e., assigned courses)

II. Instructionally Related Activities

- A. Advising
- B. Mentoring
- C. Curriculum development (e.g., new courses, new options)
- D. Involvement in student organizations
- E. Recruiting students
- F. Teaching colloquia (e.g., workshops offered through Faculty Development)

Scholarly and Creative Activities

The Department recognizes that continuous growth in research, scholarship, and/or creative activity is essential to the teaching effectiveness of all faculty members, to their own professional stature, and to the stature of the University. Scholarly and creative activity represents efforts and evidence whereby the faculty member establishes professional/disciplinary status by contributing to his/her profession/discipline and being active professionally. This activity must be relevant to the candidate's assignment and support the mission of the University, College, and Department.

Rationale for Scholarly and Creative Activity

Scholarly and creative activity is considered a critical component of the instructional process. Therefore, it is important for faculty not only to disseminate knowledge but also participate in its creation, integration, and/or application. Evidence of scholarly and creative activity includes publications of merit; presentations of scholarly papers; awards, grants, and honors received; active participation in professional organizations; participation in seminars and institutes; research and development activity; and other activities or performances of a scholarly and creative nature appropriate to the candidate's area of specialization.

Scholarly and creative activity is important for the following reasons:

1. Advances in the discipline/profession are dependent on generating new information. Scholarly and creative activity provides the grounding for responsible professional practice;
2. Scholarly and creative activity enhances teaching effectiveness and enriches the education of our students;
3. Scholarly and creative activity conveys prestige and visibility to the University. The most respected and successful universities support and encourage the acquisition and dissemination of knowledge, increasing the likelihood that the University will attract high quality students and faculty. A successful university is also more likely to obtain grants, equipment, and other financial support from the community, industries, and governmental agencies;
4. Research grants bring state of the art equipment and technology to departments. This enhances the likelihood that students will: a) have access to current information; and b) be competitive in seeking employment in today's market; and
5. Professional growth requires that faculty generate a large portion of the knowledge upon which their profession is based.

Considerations Used for Determining Scholarly and Creative Activities in Professional Growth

1. It is the responsibility of the candidate to demonstrate the significance of the activities he or she presents for RTP review.
2. The candidate should explain the review process involved for each scholarly activity and provide evidence. This can be accomplished in the candidate's narrative essay section of the document.
3. Consistent with the emphasis on professional growth and development that underlies the evaluation process, the candidate's documentation of scholarly and creative activities and the evaluation review of that documentation should focus on the concept of progressive professional development (i.e., a sustained and focused area of scholarly and creative activity). This consideration should be the central organizing element of the candidate's narrative.

4. In the evaluation of publications, manuscripts, and other creative works, quality is the primary criterion.
5. Joint authorship or participation in scholarly and creative activities is normally valuable and creditable, but is often difficult to evaluate. Candidates shall identify the specific extent of their participation in jointly authored activities.
6. Consistent with the objective of obtaining the best and most thorough evaluation possible of the candidate's scholarly and creative achievements, external evaluations of the candidate's contributions to her/his academic field may be presented and considered. The solicitation of external evaluations of a candidate's contributions is encouraged, particularly in circumstances such as small departments and/or interdisciplinary programs where there may be few peers who are well enough qualified to evaluate the candidate's scholarly and creative achievements.
7. Unsolicited evaluations in the form of published reviews of the candidate's work (or unpublished unsolicited evaluations if they are included in the file) may be considered. It is also appropriate to consider the quality of the journal or other context within which the work is published or otherwise disseminated to the scholarly and creative community, as well as citations to the candidate's work in other publications.

Criteria for Evaluation of Scholarly and Creative Activities

The evaluation of scholarly and creative activities is divided into two distinct, yet related, categories: 1) essential criteria; and 2) enhancing criteria. Whereas the essential criteria describe the nature and level of performance required of all faculty, the enhancing criteria extend performance in quantity and in diverse directions depending on the faculty member's academic assignments and interests. The essential and enhancing criteria for scholarly and creative activities are as follows:

Essential Criteria

Faculty are expected to remain engaged in an ongoing program of scholarship or creative activity that demonstrates intellectual and professional growth in the discipline over time. All faculty are expected to produce scholarly and/or creative achievements which contribute to the advancement, application, or pedagogy of the discipline (or interdisciplinary studies), which are disseminated to appropriate audiences, receiving favorable review from professional peers prior or subsequent to dissemination.

Enhancing Criteria

Faculty may enhance their scholarly and creative achievement with substantial records of peer reviewed professional activities and products. Such activities and products may include books, articles in professional journals, scholarly presentations, software and electronically published documents, and artistic exhibits and performances, especially if these receive favorable notice or reviews from professional peers. Faculty may also enhance their scholarly and creative achievement with editorial assignments with recognized professional publications, including journals, newsletters, or electronic media. Other achievements of this nature are appointments to selection panels for grants, fellowships, contracts, awards, and conference presentations, and other adjudication assignments calling for professional expertise. Applied research or professional activity may use theory and knowledge of one or more disciplines to address practical problems of importance to the discipline and to society; such applied professional activity may include research on instructional processes and outcomes. Additional activities may be judged to enhance faculty scholarly and creative achievement provided these are peer reviewed, disseminated to appropriate professional audiences, appropriate to the mission of the department and college, and make significant contributions to the discipline or to interdisciplinary studies.

List of Scholarly and Creative Activities

The following list of scholarly and creative activities serve as a guideline for the type of scholarly and creative activities to be considered; it is not intended to be an exhaustive list.

Scholarly and creative activities are divided into two categories: 1) refereed; and 2) non-refereed. The activities in Category I are given higher priority than the activities in Category II because they require external evaluation and documentation (i.e., they are refereed).

The activities within each category are not ranked in any specific order, rather it is the responsibility of each candidate to demonstrate the significance of his/her contribution to scholarly and creative activities. (See section on Considerations Used for Determining Professional Growth in Scholarly and Creative Activities).

Category I: Refereed Works

Published works or in press (accepted for publication):

Articles in scholarly journals
Books and textbooks
Monographs
Book chapters

Presentations

Presentations to professional organizations (international to local)
Presentation with abstract

Grantspersonship

Internal grants
External grants

Computer and Network Technology/Educational Technology

Computer software programs*

Category II: Non-refereed Works

Published works or in press (accepted for publication):

Articles
Books and book chapters
Articles in the popular press (e.g., magazines and newspapers)
Teaching/curriculum guides
Teaching & laboratory manuals
Thesis chair

Presentations

Workshops or presentations with no formal or refereed paper
TV or radio appearances
Keynote speaker for conferences
Invited speaker at colloquium or seminar
Formal presentation at other colleges and universities

Workshop master teacher

Computer and Network Technology/Educational Technology

Computer and network applications*

Editorial Work/Professional Organizations

Editor-in-chief or section editor of a professional journal
Editorial board membership of professional journals
Regular reviewer for professional journal
Panel membership of a grant review board
Guest reviewer for professional journal
Guest reviewer for professional meeting program abstracts

*Computers and network technology provide alternative modes of professional activity and new media for dissemination; such contributions must be evaluated even though the methods are still evolving. The following guidelines are suggested: 1) appropriate methods of evaluation must be identified on a case-by-case basis; 2) external evaluators used in compliance with university policy may prove to be particularly effective for these assessments; 3) the training effort involved in technology-related professional activity needs to be credited appropriately; and 4) categorization of such work as research and instructional-related activities may need to be determined on an individualized basis. **The candidate bears the responsibility for demonstrating the significance of activities that employ new technology.**

Professional Service

Professional Service involves service to the University, the community, and the discipline; it must be directly related to the academic expertise of the faculty member.

Rationale for Professional Service

CSULB is a large, urban, taxpayer-assisted comprehensive university. The size and complexity of the university places enormous demands on its governing bodies. While a central administration is responsible for directing some of the university's academic and business affairs, the faculty must direct others, thereby insuring that the goals of the university are grounded in an academic rather than administrative philosophy. In addition, the university has an obligation to provide service that results in tangible benefits in the community, fostering a positive relationship between it and the university.

The responsibilities of the faculty include the following:

1. Participation in university governance such as serving on department, college, university and CSU system committees. The faculty member must be active at each level for the university to function properly. Faculty participation is
2. Participation in the governance of organizations related to committee members and officers)
3. Faculty members, as citizens of the community, should contribute to the community in some substantial way that is

Considerations Used for Determining Professional Growth in Service Activities

The emphases in the evaluation of professional service shall be on: 1) the quality and significance of the activity, as measured by the degree to which the activity contributes to the mission of the University; and 2) the extent and level of the candidate's involvement.

Assessment of a candidate's service to both the University and the community shall be based on the information described in the narrative, as well as on supporting evidence which may include, but shall not be limited to, letters of invitation, memoranda acknowledging the quality of the contribution, printed programs, and other appropriate documentation.

Criteria for Evaluation of Service Activities

The evaluation of service activities is divided into two distinct, yet related, categories: 1) essential criteria; and 2) enhancing criteria. Whereas the essential criteria describe the nature and level of performance required of all faculty, the enhancing criteria extend performance in quantity and in diverse directions depending on the faculty member's academic assignments and interests. The essential and enhancing criteria for service activities are as follows;

Essential Criteria

All faculty are expected to participate actively in the collegial processes of faculty governance, as well as in appropriate professional organizations and/or activities.

Enhancing Criteria

Faculty may enhance their service achievements with active involvement on committees at all levels of the University and the University system, with emphasis upon the departmental and school levels for assistant and associate professors. Whatever the level of service within the University, the quality of that service is the primary consideration. Authorship of documents, reports and other materials pertinent to the University, College, or Department missions or procedures may comprise a service contribution. Sponsoring student groups and participating in educational equity programs are also service contributions.

In addition to campus governance activities, faculty members may participate in service to professional organizations and in professionally-related activities (e.g., local, state, national, and/or international levels) through such discipline-oriented activities as committees; workshops; speeches; media interviews, articles, and/or editorials; performances; and/or displays. Service to the community may also include consultantships to public schools, local government, and community service organizations. Service contributions based on consultancies, whether paid or unpaid, shall be evaluated on the basis of their contributions to the mission of the University, College, and particularly to the KPE department. The candidate must show evidence of meaningful service that is clearly related to his/her academic expertise.

List of Service Activities

The following list of service activities serves as a guideline for the type of activities to be considered; it is not intended to be an exhaustive list.

1. **Faculty governance:** CSU System, University, College, and KPE Department
2. **Professional service:** committee member or officer of international, national, state, and local organizations (e.g., AAHPERD, NATA, ACSM, NASSS, AAASP).

3. **Community service:** (e.g., American Heart Association Programs; Community based fitness programs; Summer programs for children with disabilities; Preschool Motor Development Center; Athletic and Sport programs such as archery, fencing, rugby, goal ball games for the visually disabled, Breath Games for children with asthma and other respiratory difficulties; developing K-12 curricula; and consultant to public schools and business organizations).

The Review Process

Department RTP Committee Selection

The department shall have an RTP Committee of at least three tenured members elected by majority vote from the full-time faculty. The Department RTP Committee shall, if possible, be elected during the proceeding Spring semester and no later than the second week of the Fall semester. Department RTP Committee requirements shall reflect, at a minimum, all requirements specified in the University and College RTP documents. The Committee is to follow the criteria and standards outlined in Department, College, and University documents, as well as the current Memorandum of Understanding or University Policy on Retention, Tenure, and Promotion (PS 96-12). Members shall serve staggered two year terms. A chair of the department RTP committee shall be elected by the members of the committee. Persons on leave, sabbatical or early retirement shall not serve on the committee. Faculty being considered for an RTP review may not serve on the RTP Committee and no faculty member may serve on RTP committees at two different levels.

Membership Rank

Members of the Department RTP Committee who participate in promotion recommendations must be tenured and have a higher rank than the candidates being considered. They must not themselves be candidates for promotion.

Committee Composition

All recommendations for advancement (promotion) to a given rank, for tenure, or for reappointment shall be considered by the same committee. There may be different committees, however, for different kinds of RTP matters. For example, one committee comprised of three faculty at the

rank of associate professor might consider all candidates within the academic unit who are eligible for reappointment, tenure, and promotion to associate professor. A second committee comprised of three faculty with the rank of professor might consider only candidates eligible for promotion to the rank of professor.

Orientation meeting for candidates

The Department RTP Committee shall conduct an orientation meeting for all RTP candidates. At this time procedures, criteria eligibility, RTP documents, and other pertinent matters shall be discussed. *An example of a Personal Data Sheet (PDS) shall be kept in the department office for candidates to examine.*

Burden of Responsibility

The initial burden or responsibility to ensure compliance with RTP deadlines rests with the candidate. Candidates are expected to furnish necessary and relevant evidence to support their applications and to provide this information in accordance with established deadlines.

Evaluation Review

The department RTP Committee and the Chair shall forward their independent recommendations of each candidate with supporting materials to the College RTP Committee and the Dean of CHHS for review.

Accountability

The department will be held accountable for its recommendation by: 1) supplying the College RTP Committee with substantive evidence to support the recommendation; and 2) submitting the candidate's RTP portfolios and supporting documents on time in accordance with establishment deadlines.

Candidate Rights

Candidates for the reappointment and advancement have the right meet with their department RTP Committee and/or department unit chair to receive a copy of their recommendation(s), including rationale and a full summary of the evidence. Candidates may respond in writing to these recommendations before they are forwarded from the department, and should be provided 7 days for this purpose. Therefore, evaluations should be completed, possible, at least 7 days before they are due to the next level (see MOU).

Shared Evidence

Neither the Department RTP Committee nor the Chair shall use any evidence bearing on decisions concerning a candidate unless that evidence was shared with the candidates.

Memorandum of Understanding (MOU)

If any provision of this document is in conflict with the current Memorandum of Understanding or University Policy on Retention, Tenure, and Promotion (PS 96-12); such provision shall be superseded by the Memorandum of Understanding and/or PS 96-12.

Appeals/Grievance

Ideally, the Department RTP policies document is sufficiently clear and the accuracy and thoroughness of the required evaluation are such that a candidate denied reappointment, tenure, and promotion would understand and accept that decision. Considering the significance of RTP and magnitude of the RTP process, however, occasional challenges to RTP do occur. Under these circumstances a candidate should consult the appropriate article of the Memorandum of Understanding for information.

Amendments to RTP Document

Amendments to the Department RTP document must be approved by the majority of the full-time, tenure-track faculty.

Appendix A

Profiles of Academic Ranks

Candidates for retention and promotion shall be evaluated based upon specific criteria. While each candidate is considered on his/her own merit, the following is an example of what level within the college shall utilize similar criteria when evaluating candidates.

- | | | |
|---------------|--------------------------|--|
| CANDIDATE | <input type="checkbox"/> | Earned doctorate or recognized terminal degree |
| FOR ASSISTANT | <input type="checkbox"/> | Teaching evaluation by student peers |
| PROFESSOR: | <input type="checkbox"/> | Scholarly and creative activities through published article(s), funding proposal(s), creative activities |

- Service on department, college, or university committee(s)
 - Membership in relevant professional organizations
- CANDIDATE FOR ASSOCIATE PROFESSOR:
- Normally six years of satisfactory performance as Assistant Professor, or equivalent
 - Earned doctorate, or terminal degree
 - Teaching evaluations by students and peers
 - Record of curriculum development
 - A Record of scholarly and creative activities with an ongoing identifiable thrust through such activities as grant proposal(s), articles in refereed journals, conference papers, software, and other comparable activities
 - Activity in professional organizations beyond membership.
 - Service on Department, College and University Committees beyond that at the Assistant level
- CANDIDATE FOR PROFESSOR:
- Normally recommended after 5-10 years of satisfactory performance as an associate professor or equivalent.
 - A sustained record of excellence of teaching
 - Evidence of regular course revisions or the development of new courses
 - A sustained record of positive peer evaluation for teaching and instructionally related work. Evidence of ongoing scholarly and related activities evidenced by articles in refereed journals, book chapters, conference papers, funded grant proposals, texts or other books, published research reports and other creative activities
 - Recognized contributions to department, college and university through active leadership position(s)
 - Professional service through professional leadership activity
 - Active continued service on Department, College and University Committees, beyond the Associate level