

College of Liberal Arts Retention, Tenure, and Promotion Policies and Procedures

I. Preamble and Definitions

A. Preamble

1. The teacher-scholar model underpins the College RTP policies and procedures. Teaching and scholarship are complementary activities. Teaching engenders ideas that lead to scholarly and creative activities. Scholarly and creative activities bring new ideas and concepts into the classroom. Scholarship engenders enthusiasm for teaching and currency in the field of discipline. Faculty cannot teach how to create new ideas, but faculty actively engaged in scholarly and creative activities can identify, inspire, and nurture the creative spark in students.
2. Service to the local, national, and international community can provide examples for the classroom and experiences that broaden and deepen scholarly and creative activities. Community service promotes the goals of the university by extending learning into the community. Service to professional and academic organizations provides opportunities to share ideas, to communicate and express scholarly and creative activities, and to learn and develop teaching skills, materials, and methods. Shared governance is an important aspect of maintaining an open environment in the academy, encouraging the pursuit of truth and knowledge. Shared governance depends on active faculty involvement in university service.

B. Definitions

1. This is the College of Liberal Arts Retention, Tenure, and Promotion Policies and Procedures Document, referred to as the College RTP Document, establishing criteria, standards and procedures for appointment and for performance reviews for retention, tenure and promotion as described in the Collective Bargaining Agreement.
2. “College” refers to the College of Liberal Arts.
3. RTP means Retention, Tenure, and Promotion.
4. “Department” includes Programs.
5. “Department Chairperson” includes Program Directors.
6. “Scholarly activities” includes creative activities, such as creative writing, poetry, and performances and exhibits.
7. “Peer-reviewed” refers to a process leading to selection of experts in the discipline to evaluate the merit, importance, and originality of scholarly and creative activities. This process can be selection by editors of anonymous referees to help decide on journal publications, and selection of anonymous referees by publishers to help decide whether to publish a book. It also refers to selection by journal editors of reviewers to write book reviews for publication in the journal. For creative activities, “peer-reviewed” can refer to a peer review process leading to invited performances or exhibits, and to published reviews of performances and exhibits. “Peer-reviewed” can refer to publications reviewed in a process consistent with the University Procedure for External Evaluators.

8. "Publications" refers to books, journal articles, poetry or other creative writing in periodicals, book reviews, reports, electronic media, and abstracts. In the case of joint appointments in creative arts, "publications" refers to evidence of performances and exhibits.
9. "RTP Policies and Procedures" refers to (a) RTP provisions in the current Collective Bargaining Agreement, including Articles 11-15, (b) the University Policy on RTP approved by the Academic Senate on 2 May 1996 and amendments thereto, (c) procedures issued by the Administration including instructions for RTP Candidacy, (d) this College of Liberal Arts RTP Document, and (e) Department RTP Documents.
10. "The period subject to RTP review" depends on the type of decision. For retention or tenure decisions, this includes the entire probationary period, including any years of prior service credit. For promotion decisions, this period is since the last promotion or appointment to current rank.
11. The "open period" is the period during which any "faculty, students, academic administrators and the President may contribute information to the evaluation of a faculty unit employee ... (including) statements and opinions ... by other persons identified by name" (Section 15.2, Collective Bargaining Agreement).
12. "FERP" refers to Faculty Early Retirement Program.
13. "PTRB" refers to Pre-Retirement Reduction in Time Base.
14. "Service" includes service to the community, to professional and academic organizations, and to the University at all levels (Department, College, University, and CSU System).
15. The Professional Data Sheet (PDS) is defined in the procedures issued by the Administration giving instructions for RTP Candidacy. The curriculum vitae may include any information the candidate wishes to be considered, and must show the following information: the years when all higher degrees were granted, the year of appointment (starting semester) to a tenure-track position at CSULB, effective date of tenure at CSULB if any, and effective date of promotion at CSULB if any.

II. Interpretation and Minimum Standards

- A. This College RTP Document amplifies and adds specificity to the University Policy on RTP, and in some cases establishes additional standards. The University Policy on RTP shall be interpreted as setting minimum standards for the College.
- B. In accordance with the above paragraph, this College RTP Document does not substitute for the University Policy on RTP, but adds to it.
- C. Department RTP Documents further amplify and add specificity to, and establish standards in addition to the College RTP Document and the University Policy on RTP. Department RTP Documents do not substitute for the College RTP Document, nor substitute for the University Policy on RTP.
- D. This College RTP Document shall set minimum standards for Departments until Department RTP Documents are ratified and approved as specified in Section II.B.1. of the University Policy on RTP.
- E. The College RTP Committee shall direct any requests for interpretation of this Document to the Faculty Council for an interpretation at the next meeting. Should time not permit a meeting of the Faculty Council, the Executive Committee of the Faculty Council shall act as the interpreting body for the Council, informally consulting with as many members of the Council as practical prior to rendering an interpretation.

III. Responsibilities and Procedures

A. General Responsibilities

1. At all levels of review, those responsible for evaluating faculty and recommending actions shall provide a thoughtful and constructive assessment in RTP evaluations and recommendations of the Working RTP Personnel Action File. Each candidate shall be evaluated with clear and specific reference to RTP Policies and Procedures, and provided with acknowledgment of areas of superior performance, areas of deficiencies, and in retention cases, clear expectations for performance necessary for positive future personnel decisions. Recommendations at each level of review, and the decision, shall be supported by and include that level's written evaluation.
2. Personnel evaluations, recommendations, and decisions shall be based solely on information in the candidate's Working RTP Personnel Action File. Evaluations and recommendations at all levels of review, as well as final decisions, shall be based upon the same information, with no additions nor subtractions between levels of review except as approved by the College RTP Committee, as provided in the Collective Bargaining Agreement. If the file is incomplete, and additional information is inserted at any level of review, it shall be made available to all prior levels of review, as provided in the Collective Bargaining Agreement, affording the opportunity for revising, amending, or substituting recommendations.
3. At every level of review, evaluation and recommendations shall be forwarded within the established deadlines. Should deadlines pass prior to evaluation and recommendation at any level, the Working RTP Personnel Action File shall be automatically transferred to the next level of review or the appropriate administrator.

B. Candidate

1. Working RTP Personnel Action File

The candidate shall, with Department assistance, assemble a Working RTP Personnel Action File that meets the requirements of RTP Policies and Procedures within the established deadlines.

2. Candidate Responses and Rebuttals

- a. The candidate shall have the opportunity (seven days, as provided in the Collective Bargaining Agreement) to include in the Working RTP Personnel Action File a written response/rebuttal to the evaluations and recommendations by the Department Chairperson and by the Department RTP Committee prior to forwarding the file to the College-level review.
- b. The candidate shall have the opportunity (seven days, as provided in the Collective Bargaining Agreement) to include in the Working RTP Personnel Action File a written response/rebuttal to the evaluations and recommendations by the Dean and by the College RTP Committee prior to forwarding the file to the Vice President for Academic Affairs.

3. Candidate Withdrawal

In cases of early decisions and in cases not involving tenure, at any time prior to a final decision the candidate may withdraw from the RTP process with written notice to all levels of review.

C. The Working RTP Personnel Action File shall include:

1. Copies of the RTP Policies and Procedures.
2. A current curriculum vitae and a Professional Data Sheet (PDS). For retention or tenure decisions, the curriculum vitae and PDS must clearly delineate materials chronologically since the beginning of the

probationary period, including any years of prior service credit. For promotion decisions, the curriculum vitae and PDS must clearly delineate material chronologically since the last promotion or appointment at current rank. The curriculum vitae must show the years when all higher degrees were granted, the year of appointment (starting semester) to a tenure-track position at CSULB, effective date of tenure at CSULB if any, and effective date of promotion at CSULB if any.

3. Copies of all publications listed in the curriculum vitae or PDS, clearly delineating those that are peer-reviewed and those that are not.
4. Copies of all working papers, manuscripts, and other unpublished scholarly papers listed in the curriculum vitae or PDS.
5. Copies of course syllabi, assignments, tests and other student assessment material, and other course material listed in the curriculum vitae or PDS.
6. The candidate's written narrative, as specified in section III.B.1.b of the University Policy on RTP.
7. Copies of any other evidence that the candidate wishes to be considered. (For example, teaching assessment by students on a form designed by the candidate or Department. The method of collecting, designing, and approving such student assessments, if any, shall be included in the Department RTP Document and/or candidate's statement.)
8. Written reports of classroom visitation by peers in the Department.
9. Student evaluations of at least two courses per semester for the period subject to RTP review. Commencing with academic year 1997-98, excepting Summer and Winter session courses, and with one further exception as explained below, student evaluations for all courses must be included. When faculty are experimenting with teaching methods, they may elect to forgo standard student evaluations provided that they document the experiment, and provided that the documentation includes a method of evaluating the outcome of the experiment that is acceptable to the Center for Faculty Development.
10. The written remarks on the student evaluation forms are not required, but if a candidate chooses to include them for a class, all the original student evaluation forms must be included for that class. Distributions or histograms of student evaluation scores for the candidate, Department, and College are required for the period subject to RTP review. These distributions shall be compiled by course level and by semester. This information is to be supplied by the President, or Designee.
11. Grade distributions for the candidate, Department, and College for the period subject to RTP review. These distributions shall be compiled overall, and by course level. This information is to be supplied by the President, or Designee.
12. A standardized Departmental RTP Evaluation and Recommendation Form with the evaluation and recommendation of the Department RTP Committee, inserted by the deadline for review at the Department level.
13. An evaluation, recommendation, and reasons for the recommendation by the Department Chairperson, if the Chairperson elects to participate, but only if the Chairperson is not a member of the Department RTP Committee, inserted by the deadline for review at the Department level.
14. Evidence collected and entered into the file during the open period.
15. The evaluations, recommendations, and reasons for the recommendations from above the Department level of review, inserted by the deadlines for those reviews.
16. In Tenure Cases, all evaluations, recommendations, and decisions from all levels of review for all previous periodic evaluations, and performance reviews, within the period of evaluation. The candidate may include a statement that explains how the candidate has addressed deficiencies or weaknesses noted in previous evaluations and reviews.
17. In Promotion Cases, all evaluations, recommendations, and decisions from all levels of review for all previous periodic evaluations and performance reviews since the last promotion. The candidate may include a statement that explains how the candidate has addressed deficiencies or weaknesses noted in previous evaluations.

D. Department

1. Department RTP Documents

In accordance with paragraph II.B.1. of the University Policy on RTP, Departments shall ratify Departmental RTP Documents and submit them for approval by the College Faculty Council and College Dean. Department RTP

Committees and Department Chairpersons of departments shall use this College RTP Document as the minimum standards when drafting RTP documents.

2. Department Chairperson

- a. The Department Chairperson shall provide all faculty, and newly hired faculty upon appointment, copies of the RTP Policies and Procedures.
- b. At least once a year the Department Chairperson shall meet with each probationary faculty member and candidates for tenure or promotion to discuss performance.

3. Department RTP Committee

a. Committee and Subcommittee Membership

- (1) Each Department shall have an RTP Committee of at least three members who are full-time tenure-track faculty of the Department with the rank of Associate Professor or Professor, excluding candidates for promotion, elected by a majority vote from among the tenure-track faculty.
- (2) Faculty ineligible to serve on a Department RTP Committee include those in the following categories: members of the College RTP Committee, faculty on full-time leave in any semester, FERP, and PTRB.
- (3) Members of the Department RTP Committee who participate in promotion decisions must have higher rank than the candidate. At least three members of the Department RTP Committee must participate in each recommendation.
- (4) In a given year, all recommendations for retention, tenure, or promotion to a given rank shall be considered by the same Department RTP Committee or subcommittee.
- (5) Members of Department RTP Committees shall normally be from that Department, unless the Department has insufficient numbers of faculty to meet the requirements of the above paragraphs. If insufficient numbers of eligible faculty are elected, after consulting with the Department faculty, the College RTP Committee shall nominate additional members from related disciplines, and the Department shall elect sufficient numbers in accordance with the above paragraphs.

b. Department RTP Committee Procedures

- (1) In accordance with Section II.B.1. of the University Policy on RTP, each Department shall submit a Department RTP Document to the College Faculty Council and College Dean for approval. Revisions to Department RTP Documents shall require approval by the College Faculty Council and College Dean.
- (2) The Department RTP Document shall specify methods for peer evaluation of teaching, which may include mandatory or voluntary classroom visits. If classroom visitation is made mandatory by the Department, a standard procedure shall be employed. If a Department RTP Document has not been approved, the following procedure shall be used. Each year during the candidate's probationary term and during the semester that the candidate is being reviewed for tenure and/or promotion decision, the Department RTP Committee shall select by lots two members for classroom visits for the purpose of peer teaching evaluation of all candidates under evaluation. Each candidate shall have two visits, one from each of the randomly selected members of the Department RTP Committee. Written reports of classroom visits from the two Department RTP Committee members shall be placed in the candidate's file during the open period. The Department RTP Committee shall also solicit written comments on the candidate's

teaching performance from faculty colleagues not serving on the College or Department RTP Committees and from students. Any such comments received must be signed and placed in the candidate's file during the open period.

(3) The Department RTP Committee shall use the standard Departmental RTP Evaluation and Recommendation Form (Appendix A of the College RTP Document) for their evaluation and recommendation.

(4) The Department RTP Committee shall evaluate the quality of scholarly and creative activities, taking particular care with peer-reviewed publications. If the candidate's publications are outside the expertise of the members of the Department RTP Committee, the Committee shall seek outside peer review and comments, consistent with the University Procedure for External Evaluators.

E. College

1. College RTP Committee

a. Membership

(1) The College RTP Committee shall consist of seven tenured, full-time faculty at the rank of Professor, elected by the full-time tenured and probationary faculty of the College.

(2) There shall be no more than one member from any Department.

(3) Members cannot serve on any other standing or ad hoc RTP Committee of the University. Department Chairs and Program Directors cannot serve, nor can a dean or associate dean. Faculty in retirement programs cannot serve.

b. College RTP Committee Procedures

(1) The College RTP Committee shall notify the College Faculty Council and the College Dean if it determines that a Department RTP Document requires any revision to maintain consistency with the College RTP Document and the University Policy on RTP.

(2) The College RTP Committee may standardize Working RTP Personnel Action Files, and specify the order in which items are divided and listed, including the order and division of information in the curriculum vitae and Professional Data Sheet.

(3) The College RTP Committee shall confer with the Department RTP Committee (and the Department Chairperson, if the Chairperson has exercised the option to write a recommendation) prior to making a recommendation that may differ with the recommendation of the Department RTP Committee or the Department Chairperson.

(4) The College RTP Committee shall rank candidates for promotion into three groups: outstanding (no more than ten percent eligible for each category of Professor and Associate Professor), recommended for promotion, not recommended for promotion.

(5) The College RTP Committee shall include in the Working RTP Personnel Action File their ranking with the reasons supporting it.

2. College Dean

In order to examine and discuss the evidence in the RTP file and the reasons for the recommendation, the Dean shall confer with the College RTP Committee prior to making a recommendation that differs with the recommendation of the College RTP Committee.

IV. Criteria and Evaluation

A. Criteria and Standards

Criteria for teaching, scholarly and creative activities, and service are presented in two categories: essential and enhancing. Essential criteria present the minimum standard required in all three areas for retention, tenure, and promotion.

1. Instruction and Related Activities

The assessment by the Department RTP Committee of teaching effectiveness shall be based on peer evaluation of instruction and related activities during the period subject to RTP review. The evaluation shall consider teaching effectiveness in the context of the teacher-scholar model.

a. Essential Criteria

(1) Pedagogical Approach and Method

(a) Improving and maintaining student learning is the preeminent objective of any pedagogical approach and method. This requires assessment by the Department RTP Committee of the breadth and level of course coverage relative to the College catalogue and documents submitted for course approval; grade distributions; methods of student assessment; approaches and means to assure that grades reflect work done by the student; and the basis for evaluating the culminating knowledge and skills of the student.

(b) In addition, see the items given in paragraph III.A.1.a(1) of the University Policy on RTP.

(2) Student Response to Instruction

(a) The Department RTP Committee shall evaluate the written remarks on the student evaluation forms.

(b) The Department RTP Committee shall assess the significance of scores on student evaluations. "Favorable comparison" of the candidate to the Department, College and University does not mean "higher than", but is based upon and tempered by a matrix of information. The comparison of the candidate to the Department, College and University shall consider the written remarks of the students on the student evaluation forms, improving and maintaining student learning, learning assessment (as described in paragraph IV.A.1.a.(1)(a) above), the extent of the teaching assignment (as measured by the number of new preparations, the class meeting time, the number of sections, and the total number of students in all sections), class characteristics (such as the level, class size, whether elective or required), experimentation by the candidate to improve teaching effectiveness, the candidate's cumulative teaching experience, and trends over time. The evaluation shall include the entire distribution of student ratings, not just the averages.

(c) Except for small programs and departments, the greatest weight shall be placed on comparisons between the candidate and the Department, particularly, comparison with similar (large or small, lower division, upper division, required or not required, general education) courses when possible.

(3) Peer classroom Evaluation

If mandatory classroom visitation is employed, peer evaluation by the Department RTP Committee of the candidate in the classroom shall address clarity, communication with students, student interaction, effective use of classroom time, and appropriateness of course materials. The candidate's approach to classroom instruction shall be evaluated in the context of the course objectives in the syllabus, the candidate's written narrative and any other pertinent evidence for the personnel action file provided by the candidate. Any inadequacies must be noted with suggestions for improvement.

(4) Ongoing Professional Development as a Teacher

The candidate must show evidence of thoughtful, deliberate effort to improve and maintain student learning. Evidence includes a pattern of successful teaching. Evidence also includes maintaining, and when necessary strengthening, standards of student assessment. Evidence also includes peer and self assessment of mode and method of teaching. Where deficiencies arise, the candidate shall show a pattern of change described in the candidate's narrative and documented in other evidence, evaluated for thoughtful, deliberate effort to produce continual improvement. Reports of peer classroom visits and solicited comments from faculty colleagues and students are appropriate evidence concerning development as a teacher

(5) Ongoing Professional Development in the Discipline

All candidates are expected to keep abreast of discipline developments (e.g. conference participation, reading new publications, interaction with colleagues). The Department RTP Committee may assess incorporation of the candidate's scholarly and creative activities into the classroom and course materials, evidence of the candidate's scholarly activities in teaching methods, and student participation in the candidate's scholarly and creative activities.

b. Enhancing Criteria

The Department RTP Committee shall evaluate enhancing criteria in Section III of the University Policy on RTP and in Section IV of the College RTP Document, giving primary weight to the teacher-scholar model. Examples of enhancing criteria follow. Those items (or portions thereof) below that involve creating knowledge (scholarly and creative activity), in addition to conveying knowledge (teaching and related activity), may also be considered in evaluation of the candidate's scholarly and creative activities:

1. Use of the candidate's scholarly and creative activities, especially peer-reviewed publications or concepts therein, by faculty in courses at CSULB and elsewhere.
2. Publication of widely adopted textbooks.
3. Peer-reviewed publications on teaching outcomes and processes.
4. Peer-reviewed publications jointly authored with students.
5. Reference or citation to the candidate's publications in widely adopted textbooks.
6. Supervision of students leading to peer-reviewed publications by the students.
7. Research projects with students and supervision of student research or theses.
8. Achievements of previous students that the students themselves attribute in writing to the candidate.
9. Academic advising, student mentoring, recruitment and retention activities, and field trips.
10. New curriculum and courses.
11. Innovative approaches to teaching, and exemplary ways of fostering student learning.
12. Organizing teaching colloquia or pedagogical workshops.

2. Scholarly and Creative Activities

Department RTP Committees shall evaluate the candidate's scholarly and creative achievements during the period subject to RTP review. Copies of all materials evaluated are to be included in the candidate's RTP file. Full citations are required for each publication listed. Quantity shall not substitute for quality. The Department RTP Committee shall evaluate the significance of the achievement as a contribution to the discipline. Citations shall indicate whether the materials are juried, refereed, invited, externally reviewed, and include a description of the jurying or refereeing process of the publisher, journal, or professional association. Useful evidence may be obtained from the publisher or editor of the acceptance rate of the journal. In addition, the standing of the publisher, journal, meeting, or exhibition shall be included in the evaluation by the Department RTP Committee (e.g., a major or minor publisher or journal, professional meeting or professional performance of national or

regional scope). The Department RTP Committee shall describe the method they used to evaluate scholarly, creative, or professional achievement.

a. Essential Criteria.

Faculty must demonstrate continuing, regular scholarly activities with peer-reviewed scholarly publications, or peer-reviewed creative performances or exhibits. Quantity does not substitute for quality. Evidence of ongoing scholarly and creative activities and progression of achievements includes: reports to granting agencies, papers presented before peers or at professional conferences; working papers; and submitted manuscripts.

b. Enhancing Criteria

(1) Enhancing criteria include a combination of a substantial record of peer-reviewed publications and professional recognition of the quality of the publications.

(2) The following are examples of evidence of professional recognition for the impact of scholarly and creative accomplishments: journal publications such as non-refereed, invited papers, comments and replies, book reviews; also, the number of citations to the candidate's publications, as evidenced in the Social Science Citation Index, the Science Citation Index, and the Humanities and Arts Citation Index; appointments to editorial positions with recognized journals, invitations to present papers, extramural letters from recognized leaders in the discipline that evaluate the scholarly contributions of the candidate, selection to review personnel cases for faculty at other universities, appointments to selection panels for contracts or grants, and referee assignments. The Department RTP Committee shall evaluate the importance of the recognition (e.g., status of journal, press, organization, leaders in the discipline, university).

(3) Enhancing criteria may also include selection by administrative units (statewide or local) of faculty to report their research concerning such activities on the campuses as student assessment and advising, as well as faculty development, governance, and supported research. Include a description of the jurying or refereeing process of the administrative body, or granting agency.

3. Service

There are three types of service: to the community, to professional and academic organizations, and to the University. Service to the community is the application of knowledge of the discipline to local, regional, state, national, and international communities. This includes serving in an advisory capacity and presentation to non-academic organizations. Professional and academic service to organizations includes organizing sessions at conferences, serving on boards and committees, serving as a discussant of presented papers, and serving on panels to review programs at other universities. University service is the contribution to faculty governance at the Department, College and University levels.

a. Essential Criteria

All faculty are expected to participate regularly in faculty governance, and in professional or academic organizations.

b. Enhancing Criteria

Department RTP Committees shall evaluate the quality and significance of the service to the community, professional and academic organizations, and faculty governance.

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 college 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 community 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 contributions must relate to the mission of the University and particularly to the candidate's department or program. For community service, the evaluation shall explain the nature of the service in the context of the discipline and the missions of the University and Department, relating the service to the academic expertise of the candidate.

B. Evaluation

Department RTP Committees shall use the standard University form, or a College form approved by the President, or Designee.

V. Standards for Retention, Tenure, and Levels of Appointment and Promotion

Retention, tenure, and promotion (RTP) require that increasing levels of achievement be demonstrated in three areas of performance: teaching, scholarship, and service. For all RTP actions, performance must meet established standards for a positive decision to be made. These standards state the necessary levels of performance for positive decisions. Time in rank shall not be used in evaluating achievements in teaching and related activities, scholarly and creative activities, and service.

A. Retention

1. Retention at the Rank of Assistant Professor

For retention, faculty shall meet the essential criteria in Section IV and as specified below, emphasizing teaching and scholarship.

a. Teaching and Related Activities

Faculty shall demonstrate currency in their teaching fields, use teaching and assessment modes that are judged by their peers to be appropriate for their teaching assignments, and demonstrate effective communication with students. Active and effective efforts to improve performance shall be required if weaknesses are identified.

b. Scholarship and Creative Accomplishments

Faculty shall develop and initiate action on a clearly focused program of engagement in scholarship or creative activities. Progress shall be demonstrated toward externally peer-reviewed high-quality work. By the third probationary year, publication, exhibition, or performance is expected. Achievements must continue in subsequent years. Quantity cannot compensate for quality.

c. University, Professional, and Community Service

Faculty shall be involved in the activities of their university and professional communities. This may be demonstrated by participation in governance at the Department level, and presentations at professional conferences. The level of involvement is expected to increase with professional development.

2. Retention at the ranks of Associate Professor and Professor

- a. For retention at the rank of Associate Professor, faculty shall make substantial progress toward tenure (as specified below in section B. Tenure) and promotion to Professor (as specified below in section F. Professor).
- b. For retention at the rank of Professor, faculty shall demonstrate a continual pattern of achievement consistent with the standards for promotion to that rank.

B. Tenure

1. To be recommended for tenure faculty shall meet the essential criteria in all three areas and some of the enhancing criteria in the areas of teaching and scholarly and creative activities in Section IV appropriate to the rank at which tenure is granted, as specified below for Assistant, Associate and Professor.

2. “Tenure represents the University’s long-term commitment to a faculty member and is only granted when there is strong evidence that the individual has the potential to continue to make increasingly distinguished contributions to the University and its instructional program, as well as to the academic community” (Paragraph IV.B., University Policy on RTP). Tenure shall be awarded only if the evidence is consistent with a lifelong commitment to the teacher-scholar model.

3. Appointment with tenure shall only occur in exceptional cases, exceeding the standards for early tenure.

C. Early Tenure and/or Promotion

1. Early Tenure

In addition to the requirements for tenure, early tenure requires significant enhancing achievements in the areas of teaching, and scholarly and creative activities.

2. Early Promotion

In addition to the requirements for promotion, early promotion requires significant enhancing achievements in the areas of teaching, and scholarly and creative activities.

D. Assistant Professor

Appointment requires the doctorate or recognized terminal degree in the field of specialization unless the appointee has truly exceptional accomplishments in scholarly or creative activities. The appointee must have potential for effective teaching, scholarly and creative activities, and service.

E. Associate Professor

Appointment shall require the doctorate or terminal degree in the field of specialization, and the candidate shall have had successful experience in teaching and scholarly/creative activities. Candidates for appointment or promotion to Associate Professor shall meet the essential criteria in all three areas and some of the enhancing criteria in the areas of teaching, and scholarly and creative activities in Section IV, and as specified below.

1. Teaching and Related Activities

Faculty shall demonstrate mastery and continuing currency in their teaching fields. A variety of teaching modes and assessment methods is expected. Academic involvement and communication with students in and out of the classroom is required. Peer assessment by the members of the Department RTP Committee, and the majority of students who provide formal evaluations, must find that the faculty member is actively and effectively involved in student learning.

2. Scholarship and Creative Accomplishments

Faculty shall demonstrate that they have developed and carried out a mature and focused scholarly or creative agenda, and that they are committed to continued growth and accomplishment. A body of high-quality externally peer-reviewed publication, exhibition, or performance is required.

3. University, Professional, and Community Service

Faculty shall demonstrate a substantial level of active involvement in university, professional, and community organizations and activities. Objectives for continuing involvement must be identified.

F. Professor

Appointees shall have the qualifications for Associate Professor. In addition, appointment or promotion requires that faculty meet the essential and some enhancing criteria in all three areas in Section IV, and as specified below.

1. Teaching and Related Activities

Faculty shall demonstrate on-going intellectual development and currency in their teaching fields and use an appropriate variety of teaching modes and assessment methods. Peer assessments and student evaluations must find a pattern of effective communication in the classroom. Accessibility and active involvement in student learning, in and outside the classroom, must be demonstrated.

2. Scholarship and Creative Accomplishments

Continuing high-quality externally peer-reviewed publication, exhibition, or performance is required. This shall be demonstrated by carrying out a mature agenda to develop or interpret and disseminate knowledge or information.

3. University, Professional, and Community Service

Faculty shall demonstrate effective continuing involvement and commitment to service to the university, within their professional organizations, and in the community.

VI. Amendments

A. Amendment Proposals

1. Amendments may be proposed by the Faculty Council or by a petition signed by 20 percent of the tenured and probationary faculty of the College.
2. The Dean of the College shall call a meeting of the Faculty to discuss proposed amendments.

B. Ratification

Amendments are ratified by a majority of the ballots cast and approval of the Vice President for Academic Affairs.

C. Conflict with Changes to RTP Policies and Procedures

If any provision of this Document is in conflict with either (a) RTP provisions in the Collective Bargaining Agreement or (b) the University Policy on RTP, the Faculty Council shall approve changes to bring the provision into conformity, thereby amending this Document.

VII. Separability and Effective Date

All sections and subsections approved by the Dean and by the President, or Designee, shall become effective for personnel actions commenced in academic year 1997-98.