

Standards and Criteria for Retention, Tenure and Promotion Humboldt State University

Department of Music

Date Submitted: 5.15.09

The tenured and probationary faculty members of the Department of Music approved the following teaching, scholarly/creative, and service activities as applicable to the Retention, Tenure, and Promotion (RTP) process pursuant to Appendix J of the Faculty Handbook (Effective AY 2008-2009). We also take this opportunity to reaffirm that the “terminal degree” for tenure-track faculty in the Department of Music is an earned doctorate in music from a recognized national or international institution (PhD, DMA, DA, DM, EED).

University Criteria for Retention, Tenure, and Promotion

The Department of Music faculty endorse the Areas of Performance for RTP as outlined in Appendix J of Faculty Handbook (X.A.2):

Candidates shall be evaluated in the areas of teaching/librarian/ counseling effectiveness, scholarly/creative activities, and service. The most important of these specific criteria for determining academic competence shall be teaching/librarian/counseling effectiveness. A record of teaching/librarian/counseling excellence, combined with an “Acceptable” level of performance in the two non-teaching/librarian/ counseling areas, as defined in the department/unit criteria and standards, shall be taken as a strong justification for RTP.

- a) All faculty members are expected to make contributions in both the area of scholarly/creative activities and in the area of service in accordance with the department/unit standards that have been established and approved.
- b) The area of scholarly/creative activities and the area of service each shall be valued and/or weighted equally in the RTP process, and shall be reflected in the department/unit criteria and standards. Thus, the prolific scholar shall not, because of his/her strength in scholarship, be given preference over the faculty member whose strength consists of making significant contributions in the area of professional, university and/or community service, provided that both are equally effective teachers, librarians, or counselors.
- c) An “Acceptable” level of performance, defined in department/unit criteria and standards, shall recognize that a candidate’s strengths may be concentrated in either scholarly/creative activities or service, and not suffer as a consequence. However, a candidate shall balance such concentrated (“Excellent”) achievement in one of the

two non-teaching areas with at least a “Minimum Essential” level in the other, in accordance with department/unit RTP criteria and standards. For example, an “Excellent” level of performance in service activities (in accordance with department/unit RTP criteria and standards) shall be balanced with at least a “Minimum Essential” level of performance in scholarly/creative activities (in accordance with department/unit RTP criteria and standards), or vice versa. Alternatively, a candidate may be “good” in both non-teaching areas. As an example, “Acceptable” levels of performance for a positive promotion and/or tenure decision are reflected in the following combinations using “Minimum Essential,” “Good,” and “Excellent” as the evaluative terms:

Scholarly/Creative Activities	Service	Outcome
Good	Good	Acceptable
Excellent	Minimum Essential	Acceptable
Minimum Essential	Excellent	Acceptable
Good	Minimum Essential	Unacceptable
Minimum Essential	Good	Unacceptable

- (1) Each department/unit, in its criteria and standards, shall clearly define the level of performance required for each of the evaluative terms: Minimum Essential, Good, and Excellent.
- (2) In all cases, Minimum Essential shall include evidence of reasonable effort and contribution by the candidate consistent with the diverse roles and responsibilities of faculty.
- (3) Candidates for promotion and/or tenure who do not meet Minimum Essential performance in either or both non-teaching categories shall not receive a positive promotion and/or tenure recommendation.*

****The Music Department urges a review of the wording of (3) above; As the statement now reads, the wording can be interpreted to imply that candidates that “do” meet Minimum Essential performance in either or both non-teaching categories “shall” receive a positive recommendation.***

1. Teaching/Librarian/Counseling Effectiveness:

The Music Department's criteria for evaluation of teaching effectiveness and the development of examples of activities to be assessed for determination of teaching excellence have been guided by Appendix J, Section IX.B.1.a:

"Teaching effectiveness is essential for retention, tenure, and promotion. Effective teaching demands the clear communication of disciplinary subject matter knowledge and the transformation and extension of that knowledge. It is expected that faculty will continually improve their understanding of student learning, increase their knowledge of pedagogy, and strengthen teaching skills throughout the probationary period, and will demonstrate clear, precise communication as well as effective application of that knowledge in teaching. Teaching effectiveness is demonstrated through understanding and current knowledge, including the use of measures of student learning, in such activities as: clearly defined student learning outcomes; appropriate learning activities; samples of student exams and essays and designed course materials. Faculty are expected to participate in professional development activities that enhance teaching effectiveness for the purpose of: acquiring theoretical and empirical research-based knowledge about effective learning and teaching; reflecting upon and practicing such knowledge in the educational setting; and, demonstrating how the use of various pedagogies have informed and enhanced teaching effectiveness."

A. Examples of Teaching Activities to be Assessed for Determination of Teaching Excellence:

Activities to be assessed by written peer evaluation in the evaluation of teaching effectiveness may include, but are not limited to, the following:

1. Direct Instruction: This may include teaching, conducting, directing, and/or coaching students in courses (including performance ensembles and one-on-one studio instruction), live-performances (including outreach performances, field trips, and tours), workshops, clinics, master-classes, presentations, seminars, training sessions, and/or recording sessions.

2. Academic Advising, Supervising and Mentoring Students: This may include academic advising and career mentoring of students; supervising and/or producing studio recitals and/or student recitals; supervising student-teachers and/or student-assistants; and/or providing additional observation, evaluation and/or support outside of the normal classroom environment.

3. Development of Teaching Materials and Curriculum: This may include developing teaching materials such as appropriate outlines, study-

guides, instructional manuals, discographies, recording compilations, video compilations, musical arrangements, software programs, multi-media content, or other content used in the classroom; developing and/or revising curriculum outcomes and assessment methodology; and/or making contributions to the achievement of departmental curriculum goals.

4. Professional Development Activities in Teaching: This may include: reviewing literature and research in teaching subject areas; planning and/or participating in professional development activities; developing and improving teaching and assessment methods; attending conferences and/or seminars appropriate to teaching subject areas; and/or conducting research related to teaching.

B. Assessment Methodology:

Our departmental assessment of “excellence” in teaching has been guided by Appendix J:

“Teaching effectiveness is assessed primarily through collegial evaluation of classroom teaching and summary analysis of student evaluations by peers. Evaluations of teaching effectiveness shall be based primarily on written statements of colleagues within the candidate’s academic discipline(s). The statements should be supported by direct observation of the candidate’s performance. Such observation can take place in a variety of ways, such as classroom visitations, team teaching, guest lecturing, etc. Multiple observations, conducted over a period of time, are preferable to a single observation conducted solely for personnel purposes. Other academic contributions to teaching effectiveness to be evaluated by colleagues include but are not limited to: course syllabi, learning outcomes, exams, and other learning activities. Constructive and professional relationships with students are important for a strong academic program, therefore, it is expected that faculty demonstrate sound academic advising, effecting counseling of students on course-related matters, the ability to work with a diverse student population, and availability of the faculty member on a regular basis to assist the academic needs of students. Assessment by the candidate’s colleagues shall be substantiated by other evidence such as written comments by colleagues not in the candidate’s area of service, student evaluations, degree of achievement of and supporting statements from former students. Written student evaluation of teaching in at least two courses per year is required of all faculty by trustee policy and the CBA, but candidates for RTP may be evaluated in all courses taught during the year preceding their application for RTP. Additional written or oral evaluations may be taken, and identified by name, and submitted as part of the candidate’s file. Student evaluations will be used as one element in assessing the quality of instruction, but not as the sole indicator of such quality.”

RTP candidates may provide documented and peer-reviewed evidence of “excellence” in their teaching effectiveness in other areas not described above, including (but not limited to): development of new curriculum; development and implementation of innovative teaching approaches that foster student learning; participation in outside-classroom activities with students such as outreach performances, field trips, and tours; development of opportunities to perform, present, record, and/or publish student work; and/or evidence of student awards for student performances, presentations, recordings, and/or publications.

C. Departmental Standards of “Excellence” in Teaching Effectiveness:

To achieve our departmental standard of “excellence” in teaching effectiveness, RTP candidates should:

- Make use of up-to-date and appropriate materials and methods for courses taught.
- Prepare syllabi with clearly presented learning goals and instructional methodology including clearly presented grading practices, standards and criteria.
- Include clearly presented applicable G.E. area and course goals and learning outcomes in G.E. course syllabi.
- Maintain awareness of instructional and program developments in courses taught through appropriate professional-development activities.
- Demonstrate knowledge of and command of appropriate levels of technology for courses taught.
- Display an ongoing commitment to teaching effectiveness throughout their career.
- Achieve an average student rating for all courses between “Good” (4.0) and “Excellent” (5.0) for “overall teaching effectiveness” on the evaluation scale (1.0 – 5.0) on the student-evaluation survey instrument.

2. Scholarly/Creative Activities:

We are in agreement with the university criteria for RTP as outlined in Appendix J, Section IX. B.2.a-f of the HSU Faculty Handbook, 2008-09; it states that:

“Faculty are expected to engage in an ongoing program of scholarly/creative activities and be guided by the departmental/unit criteria and standards. Scholarship/Creative Activities may be defined using the

five interrelated dimensions of scholarship proposed by Ernest Boyer in *Scholarship Reconsidered: Discovery, Integration, Application, Teaching, and Engagement*. Scholarly/Creative Activity shall be characterized by clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique. Collegial/peer review appropriate to the discipline is required and shall be defined in the departmental/unit RTP criteria and standards. There is no expectation that faculty would have contributions in each of the five dimensions of scholarship. Faculty members should engage in scholarly/creative activities appropriate to their discipline and described in their PDP.”

A. Departmental Criteria for Scholarly/Creative Activity for RTP:

Scholarly and Creative Activities represent efforts and tangible achievements whereby the faculty member establishes a professional record through contributions made to their discipline. The Department of Music faculty recognizes that scholarly and creative activities can be represented by a wide variety of professional expression appropriate and acceptable for RTP candidates in the discipline of music. The Department of Music faculty is comprised of musicians who are performers, composers, music educators, music historians, and music theorists. Scholarship and Creative Activities often differ greatly among faculty depending upon their interests and areas of expertise. The Department of Music has no expectation that a RTP candidate will have contributions in all of the dimensions of scholarship described in this document. The Department of Music also acknowledges that this document cannot be an exhaustive listing of all possibilities for scholarly and creative activity in the discipline of music. We recognize that some faculty members may pursue appropriate Scholarly and Creative Activities that do not conform to the dimensions of scholarship outlined in this document. In these cases, we invite faculty candidates for RTP to explain and justify those additional activities within their WPAF. Candidates for RTP are reminded that the highest priority in RTP deliberations is quality of teaching, and they are encouraged to reflect in their RTP file upon how their scholarship and creative activities serve this central mission. Work-in-progress, unpublished manuscripts, scheduled-but-not-completed performances, or similar activity shall weigh less heavily than work completed. Reappointment candidates should describe the title, purpose and/or nature of works-in-progress and briefly describe the present status and estimated date of completion of each item throughout the reappointment stage.

B. Scholarly/Creative Activities Appropriate for RTP:

The Department of Music used the recommended terminology from Boyer’s model of scholarship in the description of scholarly/creative activity appropriate for RTP that follows in this document.

1. “Scholarship of Discovery” and “Scholarship of Integration”

We believe the areas of “**Scholarship of Discovery**” and “**Scholarship of Integration**” may include, but are not limited to the following:

A. Publications:

1. Original musical compositions for soloists and/or ensembles published by recognized music publishing agencies.
2. Original musical arrangements or adaptations for soloists and/or ensembles published by recognized music publishing agencies.
3. Original music method-books for individual studio and/or group applied music instruction.
4. Books or textbooks that contribute to the history, theory, criticism, practice or teaching of music or related areas, supplemental texts, instructor manuals or student workbooks.
5. Chapters in scholarly books or textbooks that contribute to the history, theory, criticism, practice or teaching of music or related areas.
6. Articles in refereed or other influential professional journals in music or related areas.
7. Print music and/or book reviews in journals, magazines, newspapers, and recognized on-line sites.
8. Live-performance and/or recording critiques in journals, magazines, newspapers, and recognized on-line sites.
9. Magazine and/or newspaper articles for local, regional, state, national or international audiences.
10. Material published on an alternative media format such as CD, DVD, “e-Book”, or some other appropriate media format.
11. Other publications, such as on-line publications, conference proceedings, training manuals, technical guides, etc.
12. Editing books, chapters, articles, musical compositions, and/or musical arrangements created by others.

B. Scholarly Presentations to Professional Audiences:

1. Accepted scholarly presentation by invitation or selection after a call for proposals from a recognized professional organization at the local, regional, national, and/or international level.
2. Accepted participation as a member of a scholarly panel by invitation from a recognized professional organization at the local, regional, national, and/or international level.

3. Symposium and/or panel coordination and/or production for a recognized professional organization at the local, regional, national, and/or international level.
4. Invited keynote address, speech, critique, or pre-concert introduction/analysis in area of musical expertise at the local, regional, national, and/or international level.

C. Performances

1. Public live-performance as a musical soloist and/or as the member of a professional musical ensemble at the local, regional, national, and/or international level.
2. Public live-performance as the director and/or conductor of a professional musical ensemble and/or professional musical production at the local, regional, national, and/or international level.
3. Public live-performance as the director and/or conductor of a university musical ensemble and/or university musical production at another institution at the local, regional, national, and/or international level.
4. Live-performance as a soloist or member of a professional musical ensemble at a musical competition or music performance festival.
5. Live-performance as the director and/or conductor of a professional musical ensemble and/or professional musical production at a musical competition or music performance festival.
6. Public live-performance of an original composition and/or arrangement by a professional or university soloist or musical ensemble at the local, regional, national, and/or international level.
7. Live-performance of an original composition and/or arrangement by a professional or university soloist or musical ensemble at a musical competition or music performance festival.

D. Recordings

1. Recorded performance as a musical soloist and/or as the member of a professional musical ensemble on CD, DVD, and/or other recognized media.
2. Recorded performance as the director and/or conductor of a professional musical ensemble and/or professional musical production on CD, DVD, and/or other recognized media.

3. Recorded performance as the director and/or conductor of a university musical ensemble and/or university musical production on CD, DVD, and/or other recognized media.
4. Recorded performance and/or electronic realization of original musical composition on CD, DVD, and/or other recognized media.
5. Engineering, mixing and/or producing original recorded music on CD, DVD, and/or other recognized media.
6. Engineering, mixing and/or producing recorded music created by others on CD, DVD, and/or other recognized media.

2. “Scholarship of Application”

We believe the area of “**Scholarship of Application**” may include, but are not limited to the following:

1. The presentation, coordination and/or production of musical workshops, clinics, and/or master-classes for a recognized professional organization at the local, regional, national, and/or international level.
2. The adjudication (judging) of music festivals or music competitions at the local, regional, national, and/or international level.
3. The presentation of guest lectures, seminars, and/or training sessions in area(s) of expertise for groups, and/or organizations at the local, regional, national, and/or international level.
4. Engaging in consultation with and/or providing assistance to groups and/or organizations at the local, regional, national, and/or international level.
5. Engaging in musicological and/or ethno-musicological field research at the local, regional, national, and/or international level.
6. Engaging in research in the physics of sound, musical acoustics, and/or instrument construction, development and design.
7. Engaging in research in preventative-injury strategies for musicians, including research in hearing loss.

3. “Scholarship of Teaching”

We believe the area of “**Scholarship of Teaching**” may include, but is not limited to the following:

1. Creation and/or development of new courses, including on-line courses.
2. Creation and/or development of new pedagogical strategies and models for existing courses.
3. Creation and/or development of multi-media and/or mixed-media resources for new or existing courses.
4. Creation and/or development of computer software for new or existing courses.
5. Creation and/or development of technology-mediated instruction models for new or existing courses.
6. Creation and/or development of new core-curriculum and/or curricular options within the existing major.
7. Creation and/or development of new strategies for assessment of student learning outcomes.

C. Assessment Methodology:

The Department of Music invites RTP candidates to include a statement regarding the significance of each Scholarly/Creative Activity, which may include but is not be limited to its artistic significance, its significance within the discipline, and its overall socio-cultural significance. When possible, RTP candidates should include material that supports the professional stature and scholarly reputation of their scholarly and creative activities. This material should represent evidence of the actual works and activities cited, such as concert programs, reviews, thank-you letters, and/or any other appropriate documentation. When possible, RTP candidates should include evaluation of such work by the candidate's peers and/or other individuals possessing the background and expertise to provide substantive critical commentary. When appropriate, candidates may also include results of local, regional or national competitions evaluating the quality of the RTP candidate's work. RTP candidates should list and describe all awards, prizes, commissions, honors, and/or recognitions received by virtue of their scholarly or creative activities, and when possible, provide any appropriate documentation available. The Department of Music also believes that additional elements of Scholarly/Creative Activity by a RTP candidate can be evaluated beyond output or product. For example, a Scholarly and Creative Activity can be evaluated on elements of its rigorous creation process; by its originality and/or craftsmanship; or in musical performance, by its virtuosity, etc. Such activities also may be evaluated in terms of significance based on whether the participants and/or audiences are drawn from international, national, regional or local communities. Achievements which are subjected to outside professional peer review, and which bring the candidate broad visibility (statewide, national, or international) through their dissemination will generally be regarded as more significant than those non-peer reviewed activities at the local or campus level. It is also appropriate to consider the quality of the journal, organization, performance venue, or other context within which a work is published, presented, performed or otherwise disseminated to the scholarly and creative community.

Professional publications, professional presentations, and professional performances will generally be regarded as more significant than self-publications and self-produced presentations and performances.

D. Activities and Level of Accomplishment Standards for Scholarly/Creative Activities:

We present here a list of Activities and Level of Accomplishment Standards for Scholarly/Creative Activities necessary to meet departmental criteria for tenure and promotion for:

- i. Minimum Essential**
- ii. Good**
- iii. Excellent.**

Minimum Essential: We believe “Minimum Essential” level of performance for a RTP candidate includes, but is not limited to, progress toward and/or completion of an original scholarly work or creative activity; and/or giving a live performance and/or musical presentation at a local venue.

Good: We believe “Good” level of performance for a RTP candidate includes, but is not limited to, one or more of the following: documented completion of original peer-reviewed scholarly works and/or creative activities; giving live performances and/or musical presentations at local and/or regional venues; presenting musical workshops, clinics, and/or master-classes at local and/or regional venues; adjudication (judging) of music festivals and/or competitions at the local and/or regional level; and/or other documented activity that relates to the Department of Music’s examples of “Scholarship of Discovery,” “Scholarship of Integration,” “Scholarship of Teaching,” and/or “Scholarship of Application.”

Excellent: We believe “Excellent” level of performance for a RTP candidate may include, but is not limited to, one or more of the following: significant record of completed original peer-reviewed scholarly works and/or creative activities; giving peer-reviewed presentations at regional or national conferences; giving live performances and/or musical presentations at regional, national, and/or international venues; presenting musical workshops, clinics, and/or master-classes at regional, national, and/or international venues; adjudication (judging) of music festivals and/or competitions at the regional, national, and/or international level; engaging in activity that results in a documented commercial recording, development of technology-mediated instruction and/or multi-media/mixed-media resources; receiving an award or honor from professional peers at local, regional or national competitions for a scholarly or creative activity; and/or other documented activity that displays significant accomplishment in relation to the Department of Music’s examples of “Scholarship of Discovery,” “Scholarship of Integration,” “Scholarship of Teaching,” and/or “Scholarship of Application.”

3. University Criteria for Service for Retention, Tenure and Promotion:

The Department of Music is in agreement with the university criteria for RTP as outlined in Appendix J, Section IX. C of the HSU Faculty Handbook, 2008-09. Appendix J documents that:

“all faculty shall offer reasonable contributions to the university, the profession and/or the community as defined by department/unit RTP criteria and standards. In the area of participation in professional organizations, documented evidence of participation and leadership roles shall be considered more significant than mere membership.”

A. Service Activities Appropriate for RTP:

The Department of Music accepts and supports the Appendix J outline of appropriate Service activities:

“It is expected that the faculty member will demonstrate service through such activities such as but not limited to:

- a. service to the university, profession and community.
- b. participation on department/school, college and university committees, including shared governance activities.
- c. working collaboratively and productively with colleagues.
- d. mentoring colleagues.
- e. participation in traditional academic functions such as convocation and commencement, student outreach activities, etc.
- f. participation in group projects directed toward accomplishing department/school, college and university goals such as outcomes assessment development and implementation, strategic planning, accreditation activities, etc.
- g. contributions to the community-at-large such as organizational leadership and presentations, as well as other relevant participation in groups serving the public interest. Community service contributions which relate directly to one’s discipline or position will be given greater weight. Those activities that bring recognition to the university and aid faculty in their professional growth are of particular importance.

The above list of university and community service activity examples is derived from faculty responsibilities described in ‘Article 20 –Workload’ of the Collective Bargaining Agreement.

Candidates’ contributions to their departments or programs other than teaching/librarianship/counseling, their participation in department

programs, advising, college and university committees, and their extra departmental work in the university at large will be considered as to extent and quality. Activities which can be identified in a candidate's area of service within the university shall weigh more heavily than activities which cannot be so defined.

Any activity, including participation in faculty development, which the candidate feels should be considered by personnel committees but which does not conveniently fit one of the above categories should be listed separately in the candidate's file and so identified."

B. Assessment Methodology:

RTP Candidates should categorize, list and describe all levels and types of service activities. Candidates should include a statement regarding the significance of each "service activity" and their contribution to it, which may include but is not limited to: time commitment, role(s), and significance of their contribution at the university, local, regional, national, and/or international level.

C. Activities and Level of Accomplishment Standards for Service Activity

We present here a list of Activities and Level of Accomplishment Standards for Service Activity necessary to meet departmental criteria for tenure and promotion for:

- i. Minimum Essential**
- ii. Good**
- iii. Excellent.**

Minimum Essential: The Department of Music believes that the "Minimum Essential" level of performance for a RTP candidate must include full participation in departmental governance activities, and may or may not include activity in community and professional service and/or membership in a professional organization.

Good: The Department of Music believes that the "Good" level of performance for a RTP candidate must include full participation in departmental governance activities and may include, but is not limited to, one or more the following: Leadership in departmental governance activities; college or campus-wide participation in faculty governance or committee service; planning or developing community performances, presentations, programs and/or services; providing assistance to local and/or regional communities, organizations, and/or agencies; participating in collaborative partnerships with schools and/or performing arts associations; participating in recruiting activities; participating in fundraising activities; and/or active membership in a professional organization.

Excellent: We believe “Excellent” level of performance for a RTP candidate must include full participation in departmental governance activities and may include, but is not limited to, one or more of the following: Significant leadership in departmental governance activities; significant college or campus-wide participation in faculty governance or committee service; significant record of planning and development of community performances, presentations, programs and/or services; providing significant assistance to local, regional, national, and/or international communities, organizations, and/or agencies; significant collaboration with schools and/or performing arts associations; substantial participation in recruiting activities, substantial participation in fundraising activities; and/or contributing as an officer or other significant role within a professional organization.

4. Standards for Academic Rank:

The standards from the “New’ Appendix J” (updated June 2008) are the guiding principles for determining and distinguishing among the ranks of assistant, associate and full professor.

The language of section X of the “New’ Appendix J” (pp. 22-23) reads as follows:

X. STANDARDS FOR ACADEMIC RANK

A. Teaching Faculty: Determination of whether a faculty member meets the following expectations for rank should be reflected in departmental criteria and standards.

1. The rank of professor is reserved for those associate professors who have earned the highest order of respect and recognition from their colleagues in the university. Professors must be capable of presenting undergraduate courses in their disciplines, and where applicable, graduate level courses, and of directing research or stimulating creative activity with the highest degree of competence. Professors must have a strong record of participation and achievement in the combined non-teaching activities (scholarly/creative activities and service), and show promise of continuing growth in these activities. Professors do superior work in their disciplines and possess the appropriate degree or have established equivalence to it or demonstrate rare and exceptional compensating strengths.

2. The rank of associate professor is reserved for those assistant professors who have clearly demonstrated that they are well along the way towards achieving those qualities essential for senior rank. Associate professors must be capable of presenting undergraduate courses in their disciplines with a high degree of competence, and where applicable, graduate level courses. They must have a reasonable record of participation and achievement in the combined non-teaching activities (scholarly/creative activities and service), and show promise of continuing growth in these activities. Associate professors perform at a high level in their disciplines and possess the appropriate terminal degree or have established equivalence to it or demonstrate rare and significant compensating strengths.

3. An assistant professor possesses either (1) the terminal degree, other approved

terminal preparation or the equivalent; or (2) the master's degree or the equivalent and has the expectation of attaining the appropriate terminal degree or other required preparation, experience, and competence within the time specified in the candidate's letter of appointment. An assistant professor demonstrates the potential to develop into an excellent teacher, and demonstrates the potential to make substantial achievements in the combined non-teaching activities (scholarly/creative activities and service).

4. *Tenure*. In most instances only those persons will be recommended for tenure who have the potential to meet the standards required for eventual promotion to the rank of professor. It should be understood, however, that the granting of tenure does not assure promotion.

5. *Terminal degree*. In disciplines or programs of instruction in which the doctorate is not normally attainable or desirable, preparation which is to be regarded as terminal shall be defined by the initiating unit, with the concurrence of the UFPC and the President.

Approval:

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