

**Criteria and Standards for Retention, Tenure and Promotion**  
**Department of Native American Studies**  
**April 2017**

The Department of Native American Studies is committed to helping faculty colleagues succeed in their teaching, scholarly/creative activities, and service. The tenured and tenure-track faculty in the department have voted to approve the following departmental criteria and standards for all three areas of the retention, tenure, and promotions (RTP) process. The department faculty regard this as a living document meant to enhance, clarify, and /or interpret, not to replace or supersede, the broader standards outlined in Appendix J of the HSU Faculty Handbook (revised August 2014).

We understand issues may arise which we did not anticipate and that this document does not adequately address. In such instances, the RTP candidate should indicate in the PDS, in a consultation with the Initiating Unit Personnel Committee (IUPC) how and why it was necessary to depart from the guidelines below.

This document outlines the evaluation criteria and standards for faculty members in department, along with Appendix J, for the evaluation of all three areas of retention, tenure and promotion. These criteria and standards will include an evaluation of the candidate's contributions to achieving the department's mission to foster a program curriculum that fosters diversity, social justice and cultural democracy with a commitment to scholarly rigor, theoretical clarity, and critical/creative pedagogy, all while recognizing the individual's and department's responsibility to indigenous communities.

## Teaching Effectiveness

The candidate should provide evidence of dedication to and effectiveness in teaching at both the introductory and intermediate level and within specialized courses. The department expects each tenure-track and tenured faculty member above the rank of candidate (unless they are on approved extended leave, such as sabbatical) to write an evaluative letter, based in part on classroom observations of the candidate, during each review period.

For the purposes of evaluating activities for teaching effectiveness and collegial letters the following activities are examples of types to be evaluated:

### I. Direct Instruction

Candidates for tenure and **promotion to Associate Professor** are expected to reflect on student learning and on their own teaching effectiveness (based on student and peer evaluations) and on how they have considered and instituted improvements throughout the probationary period. These reflections should be placed in the appropriate section of their Personnel Data Sheet (PDS).

In addition to reflections on student learning and on their own teaching effectiveness in their courses, and how they have considered and instituted improvements in their courses, candidates for **promotion to Professor** are expected to demonstrate further teaching excellence by, for example, solidifying/expanding their teaching repertoire by developing new course topics, adding new courses to the catalog, adopting/developing new pedagogical techniques, modes of instruction, team-teaching, or other similar activities.

- a. Observations of candidate's in-class teaching, including but not limited to class lecture, discussion, in-class learning activities, and presentation of material;
  1. For probationary faculty, it is the responsibility of the IUPC to arrange for multiple peer reviews of each 3-4 unit course every semester. It is expected that probationary and tenured faculty members will conduct classroom observations and write peer evaluations of teaching. Both upper and lower division courses should be visited and evaluated.
- b. Observations of the candidate in other teaching environments, such as workshops, co-teaching or guest lectures; and
- c. Review of course syllabi and/or assignments and the candidates use of the university's learning management system to organize and convey class material.
- d. Student learning objectives related to the specific content of each course will be defined by candidates' syllabi. Additionally, the department has identified general learning objectives for the curriculum as a whole, which are on file in the department office. Candidates are expected to address, in their narrative comments, the specific ways in

which they teach to their course-specific learning objectives. Narrative comments should also address how each course contributes to departmental objectives. It is not expected that every departmental objective will be applicable to every course. Candidates are expected to submit syllabi and sample assignments/exams to the IUPC in a supplementary binder or electronic file.

- e. The IUPC is expected to solicit and collect written and signed statements from students regarding all faculty eligible for promotion or reappointment.
- f. Per the CBA and Appendix J, all faculty members are expected to have every 3 or 4-unit course evaluated by students, every semester. One-unit courses can be evaluated by students at the discretion of the instructor.
- g. For probationary faculty, it is the responsibility of the IUPC to arrange for multiple peer reviews of each 3-4 unit course every semester. It is expected that NAS probationary and tenured faculty members will conduct classroom observations and write peer evaluations of teaching. Both upper and lower division courses should be visited and evaluated.

## **II. Evaluating Teaching - Evidence of Excellence (Direction to Personnel Committees)**

Excellence in teaching, as determined primarily through written statements from colleagues and secondarily through student evaluations of teaching and other evidence, shall be required for tenure and **promotion Associate Professor**.

Evidence of teaching excellence in the Department of Native American Studies will be 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. 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 from 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. In addition, teaching excellence includes pedagogical change when such changes are demonstrated as necessary in response to student evaluations. While scores may reflect one "off" semester or a single course, tenure and promotion will not be awarded when there are patterns of low scores and/or inconsistent teaching indicating that the faculty member has not achieved and maintained excellence in teaching.

The faculty of the Department of Native American Studies is sensitive to the challenges of teaching controversial subject matter. We also encourage creativity and risk taking in teaching – which can sometimes backfire. We are also aware of the scholarship on teaching and learning that provides evidence that instructor race, class, gender, sexuality, age and ability often intersect to produce lower mean teaching evaluation scores for groups with the least privilege

(e.g. As a group, young women faculty of color score lower than their white male more senior colleagues.) Faculty members who identify course evaluation scores that reflect systemic bias or who tried new teaching practices with poor evaluation results will present the information in Section II of the PDS. Colleague letters in Section 6 must support this explanation and be grounded in other evidence (teaching observations, discussions, mentoring) that provide evidence of overall teaching excellence.

### **III. Academic Advising, Supervising and Mentoring of Students**

- a. Candidates are expected to advise students as described by IX.B.1.a.6.
- b. This may include academic advising and career mentoring of students; supervising student-assistants; and/or providing additional observation, evaluation and/or support outside of the normal classroom environment, to be demonstrated via student evaluations and collegial observations.

### **IV. Professional Development Activities in Teaching**

- a. 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 (if disseminated and peer-reviewed, such research could be considered under “scholarship”).
- b. Candidates' participation in professional development activities will be demonstrated by candidates' statements and evaluated through direct observations of candidates' classroom teaching and through evaluations of candidates' supplementary binders or electronic files.

To reach a level of “excellent” in teaching effectiveness, a candidate for tenure and promotion must meet all the conditions listed under “essential” (listed below) and also accumulate two or more “indicators of excellence,” reflecting a pattern of achievement over the review period. Candidates for RTP must document these activities (when applicable) as part of their WPAF. In the PDS portion of the WPAF, a candidate must provide critical reflection on his or her pedagogy and on student and faculty evaluations of his or her teaching. In the event of a pattern of unfavorable comments and/or lower than normal scores on student evaluations, the candidate must provide an explanation, a plan for improvement, and a reflection on subsequent evaluations.

Essential activities include **ALL** the following:

- Demonstrating evidence of excellence in classroom teaching based on observation by colleagues
- Availability of at least four hours a week for student consultation via office hours, appointment, or electronic communication
- Communicating course objectives, policies, and grading criteria in all classes

- Incorporating departmental and university learning outcomes, that are on file in the department office, in course design
- 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 from 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. In addition, teaching excellence includes pedagogical change when such changes are demonstrated as necessary in response to student evaluations Providing advising to assigned advisees that promotes their success in the major and in time-to-graduation
- Participating in departmental efforts to assess and improve courses with which the faculty member has been involved

Indicators of excellence in teaching:

- A pattern of improving and adapting teaching with innovative methods
- Developing original content for teaching (for example, simulations or case studies)
- Achieving a pattern of favorable collegial evaluations, pedagogical change when such changes is demonstrated as necessary in response to student evaluations in each academic year during the period of review
- A pattern of participating in activities designed to enhance the candidate's teaching effectiveness, cultural competencies and advising, such as the Institute for Student Success, professional development activities and trainings
- Engaging in ongoing mentoring of students above required advising duties
- Developing and implementing new departmental courses (as changing needs require)
- Receiving a grant related to improvement of teaching methods or curriculum
- Conducting workshops or seminars that enhance teaching within the department, university or profession
- Being nominated by one's colleagues for a university or discipline-based teaching award
- Effectively supervising students in their own and/or faculty-based original-research projects

### **Scholarly and Creative Activities**

For the granting of tenure and promotion, the Department of Native American Studies expects a candidate to provide evidence of an ongoing program that will lead to the production and dissemination of original, peer reviewed work. The discipline of Native American Studies is inter- and trans-disciplinary, and therefore the department's standards must be relevant to a faculty from a diverse range of professional and disciplinary backgrounds. Since the First Convocation

of American Indian Scholars in 1970 at Princeton University there has been a tradition of activist and community based research initiatives centered on the use of traditional knowledge, especially oral history. These guidelines therefore reflect a broad definition of scholarship and creative activities that encompasses the range of methodologies, audiences, and goals of research practices in the discipline. The department values scholarship and publication in scholarly journals outside the traditional boundaries of Native American Studies as equivalent to publishing within the typical parameters of the discipline. The department values collaborative research and co-authored publications; candidates must specify their role and the magnitude of their contribution to the final product. The department recognizes that scholarship comes in many forms and may employ disparate methodologies. Further, the quality of scholarly activities should be considered over the quantity when reviewing candidates for tenure and promotion. For instance, a journal article for which peer evaluations provide evidence that it has had a significant influence over subsequent work in the field could be weighed more heavily than another article of comparable length.

The types of activities typically considered as evidence of an ongoing research program have been grouped into categories 1 and 2 below. Appendix J, Section IX.B.5 provides that a candidate being evaluated may submit an activity for evaluation that is not included in five dimensions of scholarship as put forth in Appendix J, Section IX.B.2. A candidate may make the case in his or her WPAF that an activity not listed in categories 1 and 2 should count as a contribution to scholarship for purposes of evaluation. The candidate's IUPC will then determine whether or not the activity should be evaluated as part of the candidate's scholarly/creative activities and in which category of activity it will be placed. Additional activities in Category 1 can be used by the candidate to take the place of activities from Category 2, but additional activities from Category 2 cannot be used to offset deficiencies in activities from Category 1.

Per Appendix J (VII.A.1.b), it is highly recommended but not required for candidates applying for tenure and/or promotion to solicit and submit as part of the WPAF written evaluations of their scholarship/creative activities from experts in their fields at other institutions. This kind of "outside" evaluation is desirable but not required for retention or post-tenure review.

### **Category 1**

- Publishing a peer reviewed publication, such as a journal article or a scholarly book chapter
- Publishing a significant scholarly endeavor, such as a book manuscript<sup>1</sup>
- Presenting original work at external national or regional conferences, workshops, and forums an individual or as part of a panel

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<sup>1</sup> Publication of a book will generally be considered as equal to the publication of five journal articles. The candidate can make a case in the WPAF – to be evaluated by the IUPC – for different weighting of this scholarship based on quality and/or magnitude of the product. Given the long-term nature of a book manuscript, submission of a completed manuscript to a scholarly publisher – a work in progress – shall be deemed equivalent to one item in Category 1.

- Publishing of digital humanities<sup>2</sup> project or website in the Native American Studies or cognate discipline.
- Receiving an externally funded grant in support of original research and/or fellowships
- Organizing a scholarly conference or curating a creative activity<sup>3</sup> external to HSU at which original research is presented
- Editing or compiling of a creative work as single publication or as part of an edited volume

## **Category 2**

- Publishing a book review, review essay, encyclopedia entry, scholarly Web-based commentary in Native American Studies or cognate discipline
- Publishing or producing a creative activity either as single publication or as part of an edited volume
- Participating in academic conferences, workshops and forums, for example by giving a talk, presenting a paper, or acting as a discussant on a panel
- Submitted and/or manuscripts under consideration by peer reviewed journals, anthologies or edited collections.
- Acting as a scholarly<sup>4</sup> resource in non-academic contexts, for example for government, the press, or in non-peer reviewed publications
- Receiving positive reviews for a proposal for an unfunded external grant from the funding agency
- Receiving funded internal grants for research and scholarly activities (except for travel grants)
- Publication of an article that may be used as an academic or scholarly resource in Native American Studies or cognate discipline magazines, tribal publications, periodicals and/or newspapers that compile and report on activities, ceremonies, issues and research related to Native American Culture

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<sup>2</sup> “Digital humanities” means a scholarly activity at the intersection of computing and the disciplines of the humanities. The project should foster collaboration and traverse disciplines and methodological orientations, with projects to digitize archival materials for posterity, to map the exchange and transmission of ideas in history, and to study the evolution of common words over the centuries. This activity ranges broadly, from the practical, such as digitizing historical texts, to the philosophical, such as reflection on the nature of representation itself.

<sup>3</sup> “Creative activity” means performances, exhibits, podcasts, poems, works of fiction, artistic creations or productions that reach public audiences and are characterized by clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique.

<sup>4</sup> “Scholarly resource” means providing services to community organization, media outlets, professional publications, government agencies or other non-academic entities in the short or long-term in their interactions with, writings about or productions of work related to native communities, activities, or current events. An example of this would be providing historical, legal and cultural context in regards to the Dakota Access Pipeline or the Klamath Basin Restoration Agreements for media outlets or organizations working on these issues.

**Retention, Tenure, and Promotion to the Rank of Associate Professor:**

Minimum Combination of Activities Required for Achievement of Excellent, Good, and Minimum Essential in Scholarly/Creative Activities for Promotion to **Associate Professor**

<b>Excellent</b>	At least THREE distinct <sup>5</sup> activities from Category 1, at least TWO of which are peer-reviewed disseminations, AND
	A total of n distinct activities from Category 2, where n = number of probationary years, including service credit years
<b>Good</b>	At least TWO distinct activities from Category 1, at least ONE of which is a peer-reviewed dissemination, AND
	A total of n-1 distinct activities from Category 2, where n = number of probationary years, including service credit years
<b>Minimum Essential</b>	At least ONE activity from Category 1, AND
	A total of n-1 distinct activities from Category 2, where n = number of probationary years, including service credit years

**Exceptional Situations**

The Department acknowledges that exceptional situations may arise in which the specific criteria and rankings delineated above for ancillary activities may not provide an appropriate rubric for promotion. For example, such situations may arise when faculty are specifically tasked with conducting activities in addition to instruction, such as program development.

Accordingly, the specific requirements for service activities may be modified on a case-by-case basis, in consultation with the CAHSS Dean, so long as faculty have met the primary requirement of demonstrating excellence and effectiveness in their teaching assignments. Any requested modifications of promotion criteria should be specifically itemized and presented to

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<sup>5</sup>“Distinct activity” means a separate original project. When we state that a candidate must demonstrate three distinct activities from Category 1 to achieve a performance rating of excellent, we do not mean he or she must demonstrate achievement of three different types of activities, e.g., publication of a peer reviewed article, submitting a book manuscript for publication and receiving an externally funded grant. We mean that she or he must complete three activities of the types listed in Category 1. For example, each peer-reviewed article counts as one distinct activity.

the IUPC by the faculty member at least one year prior to the submission of personnel files for the promotion decision.

**Promotion to the Rank of Professor:**

Minimum Combination of Activities Required (after promotion to Associate Professor) for Achievement of Excellent, Good, and Minimum Essential in Scholarly/Creative Activities for Promotion to Professor:

<b>Excellent</b>	At least FOUR distinct <sup>6</sup> activities from Category 1, at least TWO of which are peer-reviewed disseminations, AND
	A total of n distinct activities from Category 2, where n = number of years since tenure or promotion was granted
<b>Good</b>	At least THREE distinct activities from Category 1, at least ONE of which is a peer-reviewed dissemination, AND
	A total of n-1 distinct activities from Category 2, where n = number of years since tenure or promotion was granted
<b>Minimum Essential</b>	At least TWO distinct activities from Category 1, AND
	A total of n-1 distinct activities from Category 2, where n = number of years since tenure or promotion was granted

**Exceptional Situations**

The Department acknowledges that exceptional situations may arise in which the specific criteria and rankings delineated above for ancillary activities may not provide an appropriate rubric for promotion. For example, such situations may arise when faculty are specifically tasked with conducting activities in addition to instruction, such as program development.

Accordingly, the specific requirements for service activities may be modified on a case-by-case basis, in consultation with the CAHSS Dean, so long as faculty have met the primary requirement of demonstrating excellence and effectiveness in their teaching assignments. Any requested modifications of promotion criteria should be specifically itemized and presented to

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<sup>6</sup> As in the table for promotion to Associate Professor, “distinct activity” is defined as a separate original project of the type listed in Category 1.

the IUPC by the faculty member at least one year prior to the submission of personnel files for the promotion decision.

### **Service to the University, Profession or Community**

Department of Native American Studies faculty members are expected to maintain a consistent pattern of ongoing service across years eligible for review for retention, tenure and promotion. Certain responsibilities are regarded by the department as necessary service by tenure-line faculty members and therefore listed separately from Categories 1 and 2. Examples of additional activities typically considered as evidence of an ongoing commitment to service have been grouped into categories 1 and 2 below. In the WPAF, an RTP candidate will list and describe all service activities and provide a brief statement regarding his or her contribution to each activity, including role(s) and time commitment. In assessments of performance, the quality of service in addition to the quantity of service will be evaluated. We note that Appendix J, Section IX.B.5 provides that the candidate may submit an activity for evaluation that is not included in the core definition of service as put forth in Appendix J, Section IX.B.3. A candidate may make the case in his or her WPAF that an activity not listed in categories 1 and 2 should count as a contribution to service for purposes of evaluation. The candidate's IUPC will determine whether or not the activity should be evaluated as part of the candidate's service and in which category of activity it will be placed.

Additional activities in Category 1 can be used by the candidate to take the place of requirements from Category 2, but additional activities from Category 2 typically cannot be used to offset deficiencies in activities from Category 1. However, in a case in which the candidate has been called upon to perform disproportionate service in one activity, such as the ongoing mentoring of students or service on departmental committees, the candidate can make a case in the WPAF for exceptional consideration of weighting of activities in categories 1 and 2.

### **Retention, Tenure, and Promotion to the Rank of Associate Professor:**

The following are evaluative categories for promotion to Associate Professor:

- Participating regularly in department meetings
- Regular service on at least one major departmental committee, such as assessment and IUPC
- Attending university activities, such as convocation and commencement
- Contributing to the community when asked in areas related to discipline or expertise
- In addition, candidates for promotion must fulfill a combination of service from categories 1 and 2 as detailed in the table below:

### **Category 1**

- Leading a college or university committee or program
- Engaging actively and significantly (but not chairing/leading) in a college or university committee or program
- Serving on departmental, college, or university search committees
- Serving as an editor of an academic or professional journal
- Acting as an elected or appointed leader in discipline-based professional associations
- Acting as an elected or appointed leader in a tribal or tribally based community organization<sup>7</sup>
- Expanding opportunities for students or program in the community in area of academic and/or professional interest (such as making repeated connections with local agencies and elected officials, developing new internships, and hosting community forums on campus)

**Category 2**

- Serving as a member on a college or university committee or program (not a search committee)
- Serving as a peer reviewer for journals, presses, or grant-giving agencies
- Acting regularly as a resource for the campus or greater community regarding academic, creative or professional subject matter, for example through outreach and networking
- Participating in a discipline-based professional association, for example, by serving as a conference panel chair or a member of a decision-making committee (e.g., awards committee)
- Ongoing service as an advisor to student organizations/clubs on campus
- Mentoring students regularly above the proportionate load shared by other departmental faculty, for example by advising students in other programs (e.g., INTL, ENST) or by providing exceptional levels of service to underserved or underrepresented populations
- Serving on a master’s degree thesis committee (for which no assigned time is received)
- Serving on a Ph.D. dissertation or examination committee.
- Ongoing service on a community board or other community organization related to academic/professional interest

Minimum Combination of Activities Required for Achievement of Excellent, Good, and Minimum Essential in Service Activities for Promotion to Associate Professor

<b>Excellent</b>	At least ONE activity from Category 1, AND
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<sup>7</sup> Service to a tribal or tribally based community organization is in furtherance of the University’s mission to be exemplary partners with tribal nations. The Department of Native American Studies is the only academic department solely dedicated to working on tribal issues and its faculty should maintain strong relationships with tribal communities.

	At least FOUR distinct <sup>8</sup> activities from Category 2, no more than two of which can be of the same type
<b>Good</b>	At least THREE distinct activities from Category 2, no more than two of which can be of the same type
<b>Minimum Essential</b>	At least TWO distinct activities from Category 2

**Exceptional Situations**

The Department acknowledges that exceptional situations may arise in which the specific criteria and rankings delineated above for ancillary activities may not provide an appropriate rubric for promotion to associate professor. For example, such situations may arise when faculty are specifically tasked with conducting activities in addition to instruction, such as program development.

Accordingly, the specific requirements for service activities may be modified on a case-by-case basis, in consultation with the CAHSS Dean, so long as faculty have met the primary requirement of demonstrating excellence and effectiveness in their teaching assignments. Any requested modifications of promotion criteria should be specifically itemized and presented to the IUPC by the faculty member at least one year prior to the submission of personnel files for the promotion decision.

**Promotion to the Rank of Professor:**

The following are evaluative categories for promotion to Professor:

All candidates for promotion are expected to fulfill the following responsibilities:

- Participating regularly in department meetings
- Serving on a proportionate share of departmental committees, such as assessment and IUPC<sup>9</sup>
- Serving on one college or university-wide committee
- Volunteering for non-committee duties necessary to accomplishing department goals

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<sup>8</sup> Distinct activity in this context means separate and distinct service commitments. For example, each time a candidate leads a different college or university committee (or serves a separate term as chair of one committee) counts as a distinct activity within the category of “chairing or leading college or university committee or strategic program”.

<sup>9</sup> “Proportionate share” means a level of work proportionate to other tenured faculty in the department.

- Attending university activities, such as convocation and commencement
- Contributing to the community when asked in areas related to discipline or expertise
- Writing evaluative letters for departmental candidates eligible for retention, tenure, and promotion
- In addition, candidates for promotion must fulfill a combination of service activities from categories 1 and 2 as detailed in the table below. The number of service activities in this table is premised upon a five-year period of evaluation following tenure and promotion to associate professor. If the period of evaluation is longer, than a proportionately larger number of service activities would be required:

### **Category 1**

- Serving one or more years as department chair or academic program leader<sup>10</sup>
- Chairing or leading a college or university committee or strategic program
- Acting as an elected or appointed leader in one discipline-based professional association
- Serving as an editor of an academic or professional journal
- Expanding opportunities for students or program in the community in area of academic and/or professional interest (such as making repeated connections with local agencies and elected officials, developing new internships, and hosting community forums on campus)

### **Category 2**

- Chairing a major departmental committee (such as IUPC, Assessment or RTP Standards)
- Engaging actively and significantly (but not chairing/leading) in a college or university committee or programs
- Serving on a departmental, college or university search committee
- Repeated participation in a discipline-based professional association, for example, by serving as a conference panel chair or section committee member
- Serving on editorial or advisory boards related to academic discipline
- Repeated service as a peer reviewer for journals, presses, or grant-giving agency
- Acting regularly as a resource for the campus or greater community regarding academic, creative or professional subject matter
- Ongoing service as advisor to student organizations/clubs on campus
- Mentoring students regularly above the proportionate load shared by other departmental faculty, for example by advising students in other programs (e.g., INTL, ENST) or by providing exceptional levels of service to underserved or underrepresented populations.
- Mentoring colleague(s), for example through teaching observations and collegial letters (above the required number for departmental RTP candidates)

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<sup>10</sup> In recognition of the time commitment, multifaceted responsibilities and the level of work that serving as chair of the department or academic program leaders, serving in either of these roles will be considering has having achieved two distinct activities as required for the achievement of excellent in service activities

- Serving on a master’s degree thesis committee (for which no assigned time is received)
- Serving on a Ph.D., MA or MS dissertation or examination committee.
- Ongoing service on a community board or other community organization related to academic/professional interest

Minimum Combination of Activities Required for Achievement of Excellent, Good, and Minimum Essential in Service Activities for Promotion to Professor.

<b>Excellent</b>	At least TWO <sup>11</sup> distinct <sup>12</sup> activities from Category 1, AND
	At least FOUR distinct activities from Category 2, with the caveat that no more than two can be of the same type
<b>Good</b>	At least ONE distinct activity from Category 1, AND
	At least THREE distinct activities from Category 2, with the caveat that no more than two can be of the same type
<b>Minimum Essential</b>	At least THREE distinct activities from Category 2

**Exceptional Situations**

The Department acknowledges that exceptional situations may arise in which the specific criteria and rankings delineated above for ancillary activities may not provide an appropriate rubric for promotion to full professor. For example, such situations may arise when faculty are specifically tasked with conducting activities in addition to instruction, such as program development.

Accordingly, the specific requirements for service activities may be modified on a case-by-case basis, in consultation with the CAHSS Dean, so long as faculty have met the primary requirement of demonstrating excellence and effectiveness in their teaching assignments. Any requested modifications of promotion criteria should be specifically itemized and presented to

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<sup>11</sup> In recognition of the time commitment, multifaceted responsibilities and the level of work that serving as chair of the department or academic program leaders, serving in either of these roles will be considered as having achieved two distinct activities as required for the achievement of excellent in service activities.

<sup>12</sup> As in the table for promotion to associate professor, “distinct activity” here means separate and distinct service commitments.

the IUPC by the faculty member at least one year prior to the submission of personnel files for the promotion decision.