



Computer Animation and Game Development Program

Retention, Tenure, and Promotion Standards

AY ~~2018~~ ~~— 2019~~ 2019 - 2020

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1. Introduction

All general personnel procedures and practices in the Program shall be governed and guided by university guidelines set forth in the following memoranda:

California State University, Chico Faculty Personnel Policies and Procedures (FPPP) ~~2017-2018~~Current Academic Year or the current issue in effect

The following criteria and procedures will be followed as full-time and part-time faculty members in the Computer Animation and Game Development Program (CAGD, or the Program) are evaluated for purposes of retention, promotion and tenure.

2. Evaluation of Faculty

All faculty members will participate in the yearly student evaluation given in the spring semester. Faculty may volunteer to participate in the fall semester evaluation and make such records available to the Program for review and for placing in personnel files kept in the Dean's Office. For faculty with upcoming personnel actions, the Program Director may request fall semester's SET evaluations and other evaluations as deemed necessary and appropriate.

3. Equivalency

Section 5.1.2.c of the FPPP ~~2017-2018~~2019-2020 provides: "The doctorate or equivalent attainment shall be the desirable qualification for appointment to a campus faculty position. However:"; the FPPP further provides in 5.1.2.c.1: "In fields where the doctorate is not common, degree equivalency shall meet either the standards required for national accreditation of campus programs or the nationally prevailing standards in the field for university-level instruction," and in 5.1.2.c.2: "In vocational fields where experience may be substituted for academic training, experience equivalency shall be based upon recognized achievement as well as length of experience in the field."

The doctorate is not common in the fields of Computer Animation or Game Development. The Program has established standards for equivalency; these standards are described in **Annex 1** attached hereto and hereby incorporated by reference.

The term equivalency, as used in this Paragraph 3, shall mean equivalent attainment as the term is used in the appointment standard established in Title 5, section 42711; in this context the term equivalency applies only at the time of appointment. Further, where an equivalency standard is established at appointment, the Evaluation Areas (see Paragraph 5 below) and Standards for Retention, Tenure, and Promotion (see Paragraph 6 below) shall nevertheless apply.

4.0 Periodic Evaluation of Temporary Faculty

4.1 The periodic evaluation of temporary faculty will follow the periodic evaluation procedures and criteria for probationary, tenure-track faculty as covered in Section 5 of this document. The periodic evaluation will result in a performance report, but no recommendation regarding future employment will be made.

4.2 The policies and procedures pertaining to the periodic evaluation of temporary faculty are generally covered by Section 9.1 of the FPPP. In addition, the Computer Animation and Game Development Program establishes the following policies and procedures with respect to part-time temporary faculty members:

4.2.1 The timetable for the evaluation of temporary faculty, regardless of the number of years an individual has served, or during which semester(s) the faculty member teaches, shall follow the schedule

of Periodic Evaluation for probationary faculty and full-time temporary faculty, as determined by the Dean's Office.

4.2.2 The Periodic Evaluation of temporary faculty results in a performance report, but no recommendation regarding future employment will be made.

4.2.3 Temporary faculty members not on three-year appointments can be reviewed annually.

4.2.4 At least one classroom visit may be conducted each academic year. Classroom visitations may be conducted the Program Director, and/or the Program Director's designee, and/or other qualified observers.

4.3 Temporary faculty members shall document in their dossier their teaching effectiveness, which is the primary criterion for evaluating temporary faculty (see Section 8.1.4 of the FPPP). The main criteria for the evaluation of teaching effectiveness shall be organization, scholarship (knowledge in the field) and effective communication. Temporary faculty shall also be evaluated with respect to the criteria described in Section 9.1 of the FPPP.

4.4 Temporary faculty members are expected to earn an evaluation of at least Adequate as to teaching effectiveness (instruction). All temporary faculty members are encouraged to earn an evaluation of at least Adequate as to professional growth and achievement.

4.5 Requirements and Criteria for Range Elevation for Temporary Faculty can be found in Tables 8, 9, and 10.

5. Evaluation Areas (Tenure-Track and Tenured Faculty)

The areas of evaluation by which a tenure-track or tenured faculty member is to be evaluated are specified in Section 10 of the FPPP. These Program Standards are intended to provide specific guidance as to the standards by which faculty in the Program, within the parameters provided by the FPPP, will be evaluated for retention, tenure and/or promotion.

A faculty member need not excel in all areas of evaluation. The more relevant question is whether the faculty member overall provides a valuable contribution to the Program, College, and University. When evaluating a faculty member's contributions, the quality as well as the quantity of performance shall be considered.

In consideration of Evaluation of Faculty Members, the Areas listed in Section 5 of this document, as well as the criteria listed in Tables 1 through 7, will contribute to the overall evaluation.

5.1. Instruction

Teaching effectiveness is the first, minimum, and indispensable requirement for faculty with responsibility for instruction. In evaluating teaching effectiveness, the following shall be the main criteria for evaluation: (1) scholarship (i.e., currency of knowledge, information, application, and teaching methods in the field(s) in which the faculty member instructs); (2) organization; and (3) effective communication.

5.1.1 Student evaluations of teaching shall be used, but will not weigh excessively in the overall evaluation of teaching effectiveness, and shall not be used when determining a faculty member's scholarship. It is the faculty member's responsibility to carefully provide whatever documentary evidence s/he deems appropriate so that evaluators can accurately assess teaching performance. In other words, the faculty member must diligently provide meaningful evidence of instructional effectiveness beyond student evaluations of teaching.

5.1.2 With respect to instruction and teaching effectiveness, a faculty member should:

- Possess an in-depth knowledge of the course material, and maintain currency in his/her field
- Be able to communicate effectively
- Provide evidence of an ability to deliver a well-organized learning experience
- Be able to determine the appropriate level of difficulty and range of instructional materials for the course(s) being taught
- Provide evidence of the creation and support of high-quality, student-centered learning environments
- Provide evidence of academic rigor and of high expectations for student performance
- Provide, when applicable, evidence of involvement with General Education or the enhancement of instructional technology

5.1.3 The documentary evidence that could be used to establish performance on the standards related to instruction and teaching effectiveness may include (but need not be limited to) the following:

- Classroom visitation(s) by the Program Director, and/or the Program Director's designee, and/or other qualified observers
- Course syllabi, examinations, and supplementary instructional materials for each course taught
- Teaching portfolios, including examples of student performance and achievement, and examples of the faculty member's feedback to students
- Videos of teaching sessions
- Written reports of colleagues based on team-teaching experience
- Written reports of guest appearances in an evaluator's class
- Written student evaluations of teaching
- Peer evaluations of significant independent study or research by students
- Special student projects, informal seminars, or internships overseen by the faculty member
- Honors, awards, or special recognition received for accomplishments in the classroom
- Results of standardized measures for examinations across multiple-section, multiple-faculty courses
- Evidence of the creative development of appropriate students outcomes assessment measures
- Evidence of the enhancement of instructional technology (including measures indicating the quality and effectiveness of such enhancement)
- Evidence of the creative development of related web sites, tutorials, Blackboard Learn assignments and learning modules, and other web-based content
- Other means of conveying information to the students, for students to interact with each other and for feedback to the students – peer, instructor, external

5.1.4 Many faculty activities naturally reflect on multiple areas of achievement. Reviewers shall include consideration of material presented regarding professional growth and achievement that contributes to the evaluation of the faculty member's instructional effectiveness and currency in the field. In evaluating a faculty member's instructional effectiveness, reviewers also should consider his/her role in course, curriculum, and program development; and special forms of contact with students, such as individual student advising and involvement with student organizations. In all cases, evidence of the quality of such activities must be presented.

5.2 Professional Growth and Achievement

5.2.1 All forms of scholarship—teaching and learning, discovery, integration of knowledge, and application—shall be considered when evaluating professional growth and achievement. While publishing in recognized and refereed journals are good measures of the quality of one's scholarship, they are neither the only, nor necessarily the best measure. Because of the diverse nature of our professional

contributions, narrow specification of quality parameters is undesirable. However, validation of rigor and quality must be addressed to ensure a competent tenured faculty. The common attribute among these manifestations of scholarship is the development of scholarly or creative work that did not exist before, and which is validated by, and communicated to, others.

5.2.2 Faculty members must provide evidence of active and on-going scholarly or creative inquiry, a record of published research, and/or significant consulting activities and the dissemination of the results of the consulting among peers. The documentary evidence that could be used to establish performance on the standards related to Professional Growth and Achievement may include (but need not be limited to) the following entertainment or related industry and/or education:

- Published articles in refereed academic, practitioner, or instructional development journals;
- Published articles in non-refereed academic, practitioner, or instructional development journals;
- Authorship/editorship of professional or text books, or authorship of a chapter in a professional or text book disseminated to students or practitioners;
- Significant consulting activities;
- Professional licenses and/or certifications;
- Authorship of software that has been published or is generally in use;
- Authorship of other generally circulated publications;
- Authorship of published case studies (or which have been widely circulated and used);
- Receipt of awards or other recognition for professional activities;
- Manuscripts published in a regional, national, or international Conference Proceedings;
- Presentations made at regional, national or international conferences;
- Funded grant proposals and contracts;
- Editorial review of manuscripts for possible publication in academic/professional journals, or for presentation at academic/professional conferences;
- Service as the Editor, or as a member of the Editorial Board, of an academic/professional journal;
- Manuscripts prepared for presentation at conferences, or for submission to refereed and non-refereed journals;
- Evidence of the creative development of appropriate student outcomes assessment measures;
- Presentation of written research proposals;
- Presentation, Curation, or Exhibition of creative works.

5.2.3 Faculty members should note that documentation for the forms of scholarship is required; such documentation will vary depending on the type of scholarship. Documentation for a refereed journal is the article itself; documentation for funded grant proposals and contracts is the proposal and the results of the contract; documentation for consulting activities is the work/result produced, the presentation materials (if any), the evaluations/recommendations of the contracting body/employer, and the evidence of dissemination among peers of the results of the consulting activities. Faculty members should provide reviewers with any relevant evidence regarding works in progress.

5.3 Other Contributions to the University/Community

5.3.1 There are many ways by which a faculty member can contribute to the success of the Program, College, University, and the surrounding community. Faculty members should find appropriate means of documenting any such contributions. While the Computer Animation and Game Development Program does not particularly value any one form of contribution over another, reviewers should consider the impact and quality of these efforts/outcomes as they related to facilitating the achievement of University/College/Program strategic plans and goals. Service as the Program Director and on Program, College, and University committees are obvious examples of valuable contributions. Other examples include effective mentoring of a colleague, which can contribute to goals regarding learning (through the colleague's improved instructional performance) or the creation of knowledge (through the colleague's

improved professional growth and achievement), and special projects for the Program, College, and University.

5.3.2 Faculty members must provide evidence regarding his/her service on committees, task forces, and other service-related activities. For each committee, task force, or other group activity, the faculty member should identify: (1) the service group's (i.e., committee's) name, (2) the faculty member's role (e.g., Director, member), (3) the duration of service, (4) a contact person for verification of the faculty member's contributions, and (5) the ways in which the faculty member effectively contributed to the group's tasks and outcomes. In all cases, evidence of the quality of such activities should be presented.

5.3.3 Working collaboratively and productively with colleagues is defined by the **Collective Bargaining Agreement** as a professional responsibility of faculty, and this activity should be included in the evaluation of Other Contributions. It is the responsibility of the faculty member to include evidence that s/he works well with others (i.e., is considered to be a good colleague). For example, such evidence might include written confirmation by others in the discipline that the faculty member works collaboratively and productively with his/her colleagues. Team-developed courses, co-taught classes, and co-authored articles may also demonstrate the effectiveness of a faculty member's ability to work harmoniously with his/her co-workers. Evidence presented under the sections of Instruction and Professional Growth and Achievement may also demonstrate the effectiveness of the faculty member's ability to work collaboratively and productively with colleagues.

5.4 Standards – Contribution to the Strategic Plans and Goals of the Program, College, and University

The faculty member should include in his/her dossier information regarding how their instructional, professional, and service activities have contributed to the implementation of the University, College, and Program strategic plans, and how the faculty member's performance generally facilitated the University's, College's, and Program's abilities to meet their respective strategic goals.

6. Standards for Retention, Tenure, and Promotion (Tenure-Track and Tenured Faculty)

6.1 Program Standard for Retention: For retention, a tenure-track faculty member must be evaluated as at least Effective with respect to Instruction, Professional Growth, and Achievement and Other Contributions.

6.2 Program Standard for Tenure: To be tenured, a faculty member must be evaluated as at least Effective with respect to Instruction and Professional Growth, and at least Adequate as to Achievement and Other Contributions.

6.3 Program Standard for Promotion from Assistant Professor to Associate Professor: To be promoted from Assistant Professor to Associate Professor, a faculty member must be evaluated as at least Effective with respect to Instruction and Professional Growth and at least Adequate as to Achievement and Other Contributions.

6.4 Program Standard for Promotion from Associate Professor to Professor: To be promoted from Associate Professor to Professor a faculty member must be evaluated as at least Effective with respect to Instruction, Professional Growth and Achievement and Other Contributions.

6.5 Program Standard for "Early" Promotion/Tenure: In the Computer Animation and Game Development Program, for a candidate to be granted early promotion or tenure, the candidate must achieve a "Superior" rank in at least one of the Evaluation Areas and a minimum of "Effective" in the other two Evaluation Areas, as defined in Section 5 of this document, for the applicable promotion

and/or tenure. In addition, it is the responsibility of the faculty member requesting early promotion and/or tenure to persuasively justify and demonstrate why the granting of early promotion and/or tenure is warranted and deserved.

7. Periodic Evaluation of Tenured Faculty

7.1 Definition and Purpose

For the purpose of maintaining and improving a tenured faculty member's effectiveness, tenured faculty shall be subject to Periodic Evaluation at intervals no greater than five years. The focus of this review should be on providing developmental feedback and encouragement to maintain a positive level of performance. Where appropriate the review provides an opportunity to recognize positive accomplishments. It is also recognized that, where necessary, the review will include corrective feedback.

This periodic evaluation shall apply to faculty at the rank of Professor (or equivalent) and faculty in ranks below that of Professor (or equivalent) who have not undergone Performance Review for four years. Hereafter, a faculty member undergoing such evaluation is referred to as the evaluatee.

For faculty participating in the Faculty Early Retirement Program (FERP), the primary purpose of the evaluation is to provide (1) feedback to the evaluatee on the value of his/her contributions to the Program, and (2) an opportunity for the Program to assess whether the evaluatee's assignments are appropriate for someone whose career priorities may be evolving.

7.2 Composition of the Evaluation Committee

The Periodic Evaluation shall be conducted by a committee of at least two tenured faculty of equal or higher rank than the person being evaluated and the Program/Unit Director. It is recommended that a minimum of one additional tenured faculty of equal or higher rank from outside the Program/unit be selected to serve on the committee. The committee members shall be elected by the tenured and probationary faculty of the Program/Unit. A majority of the committee should come from the Program/Unit of the evaluatee except in cases in which there are too few eligible faculty members to provide a majority. Committee members may come from other Programs within the College or from Programs external to the College but with related subject matter. If the Program Director is untenured he/she shall not participate in the Periodic Evaluation of tenured faculty. In such a case, an alternate member shall be elected and include in the committee instead of the Director.

A faculty member undergoing Periodic Evaluation is ineligible to serve as a member of his/her own evaluation committee, but may participate in the Periodic Evaluation of other faculty as well as in personnel actions if otherwise eligible to do so. The Committee shall follow procedures developed by the Program/Unit and approved by the College Dean.

7.3 Data Gathering

The evaluatee shall provide course syllabi, course examinations, copies or abstracts of publications, evidence of participation in scholarly meetings, copies of papers presented at scholarly meetings, letters of commendation, evidence of committee service, and such additional information as he/she may wish to have considered. The evaluatee shall also provide a copy of his/her most current vita, if this is not already available in the PAF.

The Committee shall collect other pertinent data which shall include, but is not necessarily limited to, peer and student evaluations of instruction for courses representative of the evaluatee's responsibilities during the evaluation cycle. The Committee also may invite signed, written commentary and evaluation statements from students, faculty, and administrators regarding any relevant area of performance during the evaluation cycle.

7.4 The Periodic Evaluation Process

Faculty shall be reviewed at least every fifth year, generally starting with faculty with highest seniority in the first year of initiating this process, and on a descending seniority basis for the following years. Early in the fall semester of each academic year, the College will identify the tenured faculty scheduled for evaluation in that year.

After assessing the data, but before writing its Final Reports, the Committee shall meet with the evaluatee to provide an opportunity to clarify any unresolved questions.

The Committee shall evaluate the data collected and, based upon it, shall write a definitive Final Report which addresses in detail teaching effectiveness and currency in the discipline, scholarship and creative activity, and service to the University. It is recommended that the Final Report include a separate section written by the Program Director. Where appropriate, committee members may also write a Minority Report. The Committee's Reports (Final Report and any Minority Report) shall include any recommendations it may make.

The Committee's Reports shall be forwarded to the Dean. The Dean shall either concur with the Committee's Reports or shall submit an independent report which may include his/her recommendations.

The Dean and the Committee Chair shall then meet with the evaluatee to discuss the Reports and his/her strengths and weaknesses along with suggestions, if any, for his/her improvement.

The Final Report of the Periodic Evaluation shall consist of the Committee's Reports, the College Dean's Report, supporting documentation (if any), and the evaluatee's response (if any). Materials submitted by the evaluatee but not used in the Reports shall be returned to him/her. Other materials gathered but not used in the Reports shall be destroyed. The Dean shall then place the Reports into the PAF following appropriate notification to the evaluatee. The evaluatee may place a response or rebuttal statement in his/her PAF and/or request removal of any material pursuant to the established process.

7.5 Additional Evaluations of Tenured Faculty

The Dean, following consultation with the Program Director, may initiate an early Periodic Evaluation. Periodic Evaluations for tenured faculty shall not occur more frequently than once per year.

8.0 Effective Date

Upon approval by the faculty and ratification by the Dean and the Provost, these policies and procedures become effective with the ~~2018-2019~~2019-2020 academic year.

ANNEX 1**Computer Animation and Game Development
Retention, Tenure, and Promotion Standards****Equivalency**

Academic		And	Professional Experience
Degree*	Discipline		Time
PhD or MFA	Relevant Field**		None required for this level of academic attainment

Or

Academic		And	Professional Experience
Degree*	Discipline		Time
Masters	Relevant Field**		5 years of professional work experience in a relevant field** in the United States
			Or
			3 years of post-secondary instruction experience in a relevant field** in the United States

*Degree must have been attained from an accredited institution

****Relevant Field means:**

Digital Interactive Media
Computer Generated Imagery
Game Design
Game Programming
Game Development
3D Digital Modeling
3D Digital Animation
Level Design
Media Studio Management

All experience must be documented on a project by project basis for the time period and experience being submitted for equivalency evaluation. Equivalency evaluations will be performed by the Department RTP Committee and documented by the Dean of the College in compliance with the FPPP, including but not limited to Section 5.1.2

Table 1. Examples of Teaching and Learning Performance Standards and Ratings for Tenure or Promotion to Associate or Full Professor

Adequate Performance	Effective Performance	Superior Performance
<p>Demonstrates competent teaching practice by:</p> <ul style="list-style-type: none"> - Developing appropriate outcomes based course syllabi; incorporating the CSU, Chico Vision into Teaching and Learning; - Showing improvement in response to student and peer evaluations; - Participating in Teaching and Learning professional development workshops; - Serving as an effective academic advisor to students. 	<p>Contributes significantly to Teaching and Learning by:</p> <ul style="list-style-type: none"> - Demonstrating excellence in facilitating student learning; - Successfully adapting new or innovative teaching practices while developing or revising outcomes based courses; - Refining and improving teaching practices based on self-reflection and assessment; - Making substantial contributions to Teaching and Learning development workshops; - Effective mentoring and guiding of diverse students toward curricular goals; - Mentoring students in internship, or professional development, or research activities that enhance student learning; - Providing peer review of teaching, mentoring, and curricular activities; - Collaborating with faculty from other disciplines on Teaching and Learning activities. 	<p>Provides leadership and influences the Teaching and Learning practices of others by:</p> <ul style="list-style-type: none"> - Demonstrating excellence in facilitating student learning; - Developing innovative ways of teaching subject matter to a variety of student populations; - Mentoring other faculty in Teaching and Learning activities; - Planning, organizing, and leading Teaching and Learning or curriculum development workshops; - Effective and compassionate mentoring of diverse students toward academic, professional, and personal goals; - Developing exemplary internship or professional development programs that are emulated by others; - Establishing frameworks for peer and student review of teaching, mentoring, and curricular activities; - Collaborating with faculty from other disciplines and institutions on the development of Teaching and Learning materials and activities; - Presenting at national Teaching and Learning conferences.

Table 2. Examples of Discovery, Creation, and Integration Performance Standards and Ratings for Tenure or Promotion to Associate Professor

Adequate Performance	Effective Performance	Superior Performance
<p>Initiates and participates in creative and scholarly work by:</p> <ul style="list-style-type: none"> - Progressing towards completion of peer reviewed publications or presentation of original research or creative activity; - Presenting at local or regional conferences; - Submitting applications / proposals for externally or internally funded grants. 	<p>Shows an increasing level of involvement and achievement in creative and scholarly work by:</p> <ul style="list-style-type: none"> - Disseminating original research or creative activity by peer reviewed publication or performance; - Presenting at regional or national conferences; - Receiving internal or extramural support for Discovery, Creation, and Integration; 	<p>Demonstrates a sustained record of significant creative and scholarly achievement by:</p> <ul style="list-style-type: none"> - Disseminating significant original research or creative activity by peer-reviewed publications or performances; - Giving invited presentations at regional or national conferences; - Receiving significant extramural support for Discovery, Creation, and Integration; - Completing a significant scholarly endeavor such as a book or creative product.

Table 3. Examples of Discovery, Creation, and Integration Performance Standards for Promotion to the Rank of Full Professor or for Tenure with Rank of Full Professor

Adequate Performance	Effective Performance	Superior Performance
<p>Demonstrates a sustained record of creative and scholarly achievement by:</p> <ul style="list-style-type: none"> - Disseminating original research or creative activity by peer reviewed publication or performance; - Giving scholarly presentations at regional conferences; - Receiving internal or extramural support for Discovery, Creation, and Integration. 	<p>Demonstrates a sustained record of significant creative and scholarly achievement by:</p> <ul style="list-style-type: none"> - Disseminating original research or creative activity by peer reviewed publication or performance that results in regional or national recognition; - Giving scholarly presentations at national conferences; - Receiving sustained awards of internal and external grants. 	<p>Demonstrates a continuous record of recognized leadership and significant achievement in creative or scholarly work by:</p> <ul style="list-style-type: none"> - Receiving national or international recognition for sustained creative activity or for original and sustained research published in major peer-reviewed journals or books by recognized publishers; - Giving invited presentations at national or international conferences; - Receiving awards of major grants and carrying out sustained grant activity.

Table 4. Examples of Professional Application Performance Standards and Ratings for Tenure or Promotion to Associate Professor

Adequate Performance	Effective Performance	Superior Performance
<p>Becomes active in community and professional service by:</p> <ul style="list-style-type: none"> - Providing assistance to local or regional communities, agencies, or organizations; - Participating in programs or activities that show promise of enriching the professional, artistic or cultural life of the community; - Identifying potential collaborative partnerships with schools, industry, or other community agencies; - Participating in entrepreneurial or applied research activities that show promise of benefiting the University and community. - Providing service to professional associations. 	<p>Contributes to community and professional service by:</p> <ul style="list-style-type: none"> - Participating in planning or development of community programs and services; - Participating in programs or activities that enrich the professional, artistic or cultural life of the community; - Initiating collaborative partnerships with schools, industry, or other community agencies; - Planning or developing entrepreneurial or applied research activities that show promise of benefiting the University and community. - Contributing as an officer or other additional role with professional associations; - Serving as peer reviewer for journals, granting agencies, etc. 	<p>Demonstrates leadership in community and professional service by:</p> <ul style="list-style-type: none"> - Taking a leadership role in development of public services or policies based on the faculty member's expertise; - Developing and participating in programs or activities that substantially enrich the professional, artistic or cultural life of the community; - Establishing and maintaining successful collaborative partnerships with schools, industry, or other community agencies; - Developing and conducting entrepreneurial or applied research activities that benefit the University and community. - Providing leadership as an officer or other capacity with professional associations; - Fulfilling an editorial role with scholarly or professional Publications

Table 5. Examples of Professional Application Performance Standards for Promotion to the Rank of Full Professor or for Tenure with Rank of Full Professor

Adequate Performance	Effective Performance	Superior Performance
<p>Contributes to community and professional service by:</p> <ul style="list-style-type: none"> - Participating in planning or development of community programs and services; - Participating in programs or activities that enrich the professional, artistic or cultural life of the community; - Initiating collaborative partnerships with schools, industry, or other community agencies; - Planning or developing entrepreneurial or applied research activities that show promise of benefiting the University and community. - Participating in professional associations at the national level; - Serving as peer reviewer for journals, granting agencies, performances, etc. 	<p>Receives recognition for substantial contributions to community and professional service through:</p> <ul style="list-style-type: none"> - Planning and developing significant public services or policies based on the faculty member's expertise; - Planning, developing and participating in programs or activities that enrich the professional, artistic or cultural life of the community; - Establishing and maintaining successful collaborative partnerships with schools, industry, or other community agencies; - Developing and conducting entrepreneurial or applied research activities that benefit the University and community. - Serving as an officer of a regional professional association; - Fulfilling editorial assignments. 	<p>Receives recognition for substantial and sustained leadership in community and professional service through:</p> <ul style="list-style-type: none"> - Leading the development of significant public services or policies based on the faculty member's expertise; - Developing and leading programs or activities that substantially enrich the professional, artistic or cultural life of the community; - Creating and sustaining successful major collaborative partnerships with schools, industry, or other community agencies; - Developing and conducting major entrepreneurial or applied research activities that substantially benefit the University and community. - Serving as an officer of a national professional association or as president / chairman of a regional association; - Serving as editor or associate editor of a scholarly or professional journal; - Providing leadership and guidance to faculty colleagues in research and creative activity endeavors.

Table 6. Examples of University Service Performance Standards and Ratings for Tenure or Promotion to the Rank of Associate Professor

Adequate Performance	Effective Performance	Superior Performance
<p>Becomes involved in University Service by:</p> <ul style="list-style-type: none"> - Participating in the University's shared governance, including membership on University-wide committees, task forces or advisory bodies; - Participating in the University's service of the needs of a diverse and non-traditional student body; - Collaborating with colleagues within the department and across campus; - Performing expected duties at the department and college levels. 	<p>Contributes actively to the University by:</p> <ul style="list-style-type: none"> - Effectively participating in the University's system of shared governance, including contributions to University-wide committees, task forces or advisory bodies; - Helping to advance the University's ability to serve the needs of a diverse and nontraditional student body; - Successfully collaborating on at least one project with colleagues from other learning communities; - Effectively carrying out faculty responsibilities at the department and/or college levels; - Supporting student organizations. 	<p>Provides campus leadership by:</p> <ul style="list-style-type: none"> - Taking a leadership role in the University's system of shared governance, including University-wide committees, task forces or advisory bodies; - Advancing the University's ability to serve the needs of a diverse and non-traditional student body; - Developing and sustaining effective collaborative projects with colleagues across campus; - Developing and implementing effective department and college programs and policies; - Sponsoring successful student organizations; - Effective mentoring of other faculty; - Creating and managing successful campus programs.

Table 7. Examples of University Service Performance Standards for Promotion to the Rank of Full Professor or for Tenure with Rank of Full Professor

Adequate Performance	Effective Performance	Superior Performance
<p>Contributes actively to the University by:</p> <ul style="list-style-type: none"> - Participating in the University's system of shared governance through effective service on University-wide committees, task forces or advisory bodies; - Helping to advance the University's ability to serve the needs of a diverse and nontraditional student body; - Successfully collaborating on at least one project with colleagues from other learning communities; - Effectively carrying out faculty responsibilities at the department and/or college levels. 	<p>Provides substantial, sustained contributions to the University by:</p> <ul style="list-style-type: none"> - Participating actively and effectively in the University's system of shared governance through sustained, increasingly significant service on faculty committees and in other roles; - Advancing the University's ability to serve the needs of a diverse and non-traditional student body; - Successfully collaborating on more than one project with colleagues from other learning communities; - Effectively participating in planning and development of programs or services at the department and/or college levels; - Providing sponsorship or support of student organizations. 	<p>Provides sustained leadership and significant contributions to the University by:</p> <ul style="list-style-type: none"> - Taking a substantial leadership role in the University's system of shared governance, by serving as an officer of the faculty senate, chair of a senate committee, or chair of an important special committee; - Developing programs and outreach activities that significantly enhance the University's ability to serve the needs of a diverse and non-traditional student body; - Organizing and promoting collaborative efforts with colleagues across learning communities; - Developing and implementing effective programs or services at the department, college, and/or University wide levels; - Serving effectively in a leadership role with student organizations; - Serving as a role model for faculty and providing effective mentoring.

Table 8. Requirements and Criteria for Granting Range Elevation for all Lecturers

Lecturers must meet the following two requirements:

A	B
<p>Lecturers demonstrate proficiency in fulfilling the responsibilities in their formal work assignment by consistently achieving levels of at least "commendable," or the equivalent ratings in all the Lecturer Periodic Evaluations during the previous five (5) years. Lecturers with ratings lower than commendable may supply explanatory text describing mitigating circumstances. Those lecturers who supply explanatory text will not be categorically denied range elevation if their extenuating circumstances are sufficiently justified in written form.</p>	<p>Lecturers demonstrate professional growth and development in the last five (5) years appropriate to their formal work assignment. For those with instructional assignments, professional growth and development includes demonstrating excellence in facilitating student learning by maintaining currency in the field and by refining and improving teaching practices based on self-reflection and assessment, as indicated in Table 9 below. Faculty whose primary assignments are non-instructional shall demonstrate excellence in facilitating student success by maintaining currency in their field and by refining and improving professional practices</p>

Table 9. Criteria for Range Elevation for Lecturers with Instructional Assignments

Lecturer A to B	Lecturer B to C and C to D
<p>Demonstrates a consistent commendable level of facilitating outcomes-based student learning by providing evidence of all of the following, as appropriate to the individual lecturer's work assignment:</p> <ul style="list-style-type: none"> - Continually refining and improving teaching practices based on self-reflection and feedback from student and faculty evaluations; -Clearly aligning assignments and assessments with course outcomes; -Applying innovative and effective ways of teaching subject matter to diverse student populations; -Successfully adapting best pedagogical practices while developing or revising outcomes-based course materials; -Effectively using course materials that reflect the current state of knowledge and practices in the field. 	<p>Demonstrates a consistent commendable level of facilitating outcomes-based student learning by providing evidence of all of the following, as appropriate to the individual lecturer's work assignment:</p> <ul style="list-style-type: none"> -Continually refining and improving teaching practices based on self-reflection and feedback from student and faculty evaluations; -Clearly aligning assignments and assessments with course outcomes; -<i>Developing</i> and applying innovative and effective ways of teaching subject matter to diverse student populations; -Successfully <i>developing</i> and adapting best pedagogical practices while developing or revising outcomes-based course materials; -Effectively <i>developing</i> and using course materials that reflect the current state of knowledge and practices in the field; -Successfully collaborating with faculty in teaching and learning activities.

Table 10. Criteria for Range Elevation for Faculty with Non-Instructional Assignments

Lecturer A to B	Lecturer B to C and C to D
<p>Demonstrates a consistent commendable level of facilitating student success by providing evidence of all of the following, as appropriate to the individual's work assignment:</p> <ul style="list-style-type: none">- Continually refining and improving professional practices based on feedback and self-reflection;-Successfully adapting and implementing current knowledge and best professional practices to serve diverse student populations.	<p>Demonstrates a consistent commendable level of facilitating student success by providing evidence of all of the following, as appropriate to the individual's work assignment:</p> <ul style="list-style-type: none">- Continually refining and improving professional practices based on feedback and self-reflection;-Successfully <i>developing</i>, adapting, and implementing current knowledge and best professional practices to serve diverse student populations.-Successfully collaborating with colleagues in professional activities.