ENGLISH DEPARTMENT RETENTION, TENURE, AND PROMOTION COMMITTEE
DEPARTMENT STANDARDS
2022-2023

The Department of English will evaluate faculty performance based on the standards outlined in this document. These standards provide candidates and evaluators with descriptions of the types and locations of evidence to include in the Working Personnel Action File (WPAF; also called the dossier in this document). In accordance with the FPPP, all evaluations and assessments of faculty performance in the Retention, Tenure, and Promotion (RTP) process will be entirely and exclusively based on documented evidence contained in the candidate's WPAF.

The Department of English values faculty achievement in teaching, scholarship, and service. While acknowledging that each candidate will develop their strengths within and among these categories, we also expect full-time faculty to demonstrate success in each category. To some extent, exceptional performance in one area of review may compensate for lesser contributions in other areas of review, as indicated in the FPPP (FPPP 10.1.3). Among these three categories, however, teaching stands out as the most important, accounting for 80% of full-time faculty members' workload. The bulk of the time and effort in our department is spent preparing for classes, responding to student work, researching for the purpose of teaching, meeting with students, and spending time in the classroom. Therefore, candidates and the committee need to pay special attention to the evaluation of teaching effectiveness.

The English Department uses a developmental rather than absolute lens when assessing our colleagues. When performance rankings are given (typically at years two and four, and whenever tenure and/or promotion decisions are being made), they reflect a level of accomplishment expected by candidates at their level of review in the tenure and promotion cycles. Candidates are therefore expected to show continued growth in the categories between reviews.

Work assignments differ for tenure-track/tenured faculty and for temporary faculty (lecturers), and the dossier requirements outlined below in Parts I and II reflect those differences.

PART I. TENURE-TRACK AND TENURED FACULTY

Introduction

Provisional Standard Approved 9-1-22 for AY 22/23 and extended to AY 23/24   Page 1
contingent upon receipt of revision per the 9-1-22 memo and attachments.
Standards must be compliant with the CBA and the FPPP. Conflicts between these standards and the CBA or the FPPP
will be resolved pursuant to the CBA and then FPPP.

This document has two audiences: the English Department candidate under review, and those who conduct the review(s) of the candidate (i.e., the English Department Personnel Committee, the English Department Chair, the HFA Personnel Committee, the Dean of HFA, and the Provost). For the candidate, these standards make clear the expectations of the department for retention, tenure, and promotion, and they clarify the RTP process so that the candidate understands why it is necessary to provide the committee with the documentation of his or her performance. For the reviewers, this document establishes the English Department standards by which to assess a candidate's performance. Our standards comply with the governing policies in the FPPP; candidates and the committee should carefully review the FPPP each year before the evaluation process begins.

Procedures

This section outlines the process of reviewing candidates for retention, tenure, and promotion.

Each fall, the candidate and the Personnel Committee will receive a calendar that will include the names of the candidates under review, the level of the review, the due dates for the candidate's materials, and the due dates for the committee's review reports. The steps in the review process are the following:
1. The candidate will prepare a Working Personnel Action File (WPAF), hereafter called the dossier. See below for instructions about putting together the dossier. Because the English Department is an assemblage of subdisciplines, the dossier plays a critical role in providing the candidate an opportunity to contextualize his or her contributions to a committee composed of faculty from a variety of subjects within English Studies.
2. The Personnel Committee will arrange for a classroom visit and a classroom visit report will be submitted to the candidate's Personnel Action File, with a copy provided to the candidate, before the date when the dossier is due. If the Department Chair is not serving on the Personnel Committee, they will also conduct a class observation and submit a separate report prior to the dossier's due date.
3. Once the dossier is submitted, the Personnel Committee will thoroughly examine the dossier and supplemental materials and prepare to draft the report.
4. Prior to the report being drafted and finalized, the chair of the committee, along with at least one other member and the department chair, will interview the candidate to discuss their preliminary findings. The interview's purpose is to ensure that the information in the dossier is accurate and complete, and to discuss formally the candidate's performance in the department. Following the interview, the Personnel Committee will formally close the candidate's file.

5. Once the file is formally closed, the committee will draft, finalize, and submit its final report to the Dean's Office, who will make the report available to the candidate.
6. The Department Chair, if not a member of the Personnel Committee, will conduct their independent review of the candidate afterwards, write their report, and submit it to the Dean's Office, which will make the report available to the candidate.
7. Once the Department level reports are written, the candidate will have a 10-day period in which to respond in writing to the report(s), should they feel a need to do so. Candidates undergoing Performance Review will have their reports and dossiers forwarded for review by the College Personnel Committee, the Dean, and the Provost; candidates undergoing Periodic Review will have their reports forwarded for review to the Dean.

Preparing the Dossier
Each candidate undergoing review will compile a dossier and submit it via the adopted campus protocols. Currently, the dossier is submitted electronically using Box, and is organized into six folders with the contents detailed below:
1. Department Standards: Place a copy of this document in this folder.
2. Curriculum Vitae: Place a copy of your CV in this folder.
3. Narrative: The narrative should be a single file that demonstrates the candidate's achievements in instruction, scholarship, and service. The narrative should include the following elements:
    a. Introduction. Provide a short introduction to the dossier and its contents and organization. Including a bulleted list of highlights or achievements can help orient the reader to the contents that follow.
    b. Teaching Philosophy: Provide a reflective statement on your teaching philosophy, instructional strategies, and general disciplinary objectives and how these have impacted your teaching. How are these principles evidenced in your classes, assignments, and other learning experiences you provide students?
    c. Professional Growth and Achievement: Provide a reflective statement on your professional growth and achievement, including your research interests, current and future projects, and relevant context (e.g., where your research fits within your specialization and/or within the larger scope of English studies). A discussion of the connections between your scholarly work and your instruction is particularly welcome.
    d. Service to the Department, College, University, and Community: Provide a reflective statement on the approach you take to service commitments on campus and beyond (e.g., in the community or profession). How do you see your service choices as reflecting your strengths and interests as an academic? How do you see your service choices connecting to your instructional duties and/or scholarly

pursuits? How do you see your service choices helping the university meet its Strategic Priorities and Enduring Commitments?

4. Support Materials
   a. Instruction
      i. Summary of Student Feedback on Teaching (numeric). Provide summaries of numeric scores for the courses you teach. It may be useful to organize these by course.
      ii. Summary of Student Feedback on Teaching (written comments). Provide a brief narrative summary that captures written comments by students, including representative quotes.
      iii. Summary of Peer Evaluations of Teaching. Provide a brief narrative summary of feedback you have received from peer observations of your teaching, identifying strengths and areas of growth as appropriate.
      iv. Reflections on SFOTs and Peer Evaluations. Provide a brief narrative that reflects on the feedback you have received on your teaching. What have you learned from the process? What changes have you made and/or do you plan to make as a result of the feedback?
      v. List and/or descriptions of supervisory instructional roles (e.g. independent studies, internships, undergraduate or graduate theses or projects, etc.)
      vi. List of courses taught at Chico State. Please provide a table of courses you have taught, including the semester(s), and if the course is a new preparation.

Course Number	Course Title	Year/Semester Taught	New Course? y/n	New Syllabus? y/n

   b. Professional Growth and Achievement
      i. Publications. Provide a list of your publications, and note whether they are peer-reviewed as appropriate. Include page numbers for print articles, and links for online publications.
      ii. Conferences. Provide a list of conference presentations, including date and location.
      iii. Keynotes, invited talks, and guest lectures. Provide title, dates, and context for these.
      iv. Grants and contracts. Provide proposal title, funding source(s), funding status, dates, and amounts.
   c. Service to the Department, College, University, Community, and Profession
      i. Provide a list of service activities, including dates and roles played. You may include context and descriptions of duties

performed to help the reviewers understand your contributions.

    d. Connections to the University's Strategic Priorities and Enduring Commitments

        i. Provide a brief narrative that connects the work you do in teaching, scholarship, and service to the CSU, Chico [Strategic Priorities and Enduring Commitments](#).

5. Index to Supplemental Materials

    a. Provide an index to the Supplemental Materials found in folder 6.

        i. Note: Supplemental materials are provided to reviewers at the discretion of the candidate, and while not mandated are highly recommended. The Supplemental Materials folder provides the candidate the opportunity to include for review additional documentation of and context for the candidate's activities in instruction, scholarship, and service.

6. Supplemental Materials

    a. Supplemental materials may include, but are not limited to, the following:

        i. Instructional materials

            1. Course syllabi

            2. Course assignments

            3. Samples of student work

            4. Samples of feedback provided to students

        ii. Professional Growth and Achievement

            1. Copies of articles, chapters, proposals, conference programs, etc.

            2. Correspondence with editors, conference organizers, funders, etc., for works under review or in pre-publication

            3. Award letters, reports, and other grant-related documentation

        iii. Service

            1. Appointment documents, agendas, etc., for committee work

            2. Correspondence, awards, commendations, etc., related to services rendered

            3. Recommendation letters/forms for students

Report

The committee will examine the dossier and the support materials in order to prepare a written evaluation of the candidate. This evaluation includes the sections listed below. Candidates should pay close attention to the criteria for each section

in order to insure that the committee has the appropriate information to make an informed evaluation. For those candidates undergoing a performance review, each section will be ranked as Exceeds Expectations, Meets Expectations, or Does Not Meet Expectations; see FPPP 10.3.3 for definitions of those rankings. For candidates undergoing review for tenure and/or promotion, rankings of "Meets Expectations" or higher in each category listed below are required to receive tenure and/or promotion.

I. Instruction

Teaching effectiveness is the first, minimum, and indispensable requirement for retention, tenure, or promotion. Candidates may provide the following as evidence of effective teaching:

- Student Evaluations of Teaching/Student Feedback on Teaching. In accordance with the FPPP, SET/SFOT data will not weigh excessively in the overall evaluation of instructional effectiveness
- Peer evaluations
- Course syllabi
- Selected student work and instructor feedback
- Commentary and reflection in the narrative section on teaching in their dossier.

In addition to teaching in the classroom, candidates should document and discuss their roles as chairs or members of Honors and Masters thesis committees, as well as supervising students in internships and independent studies. Using this evidence, the committee will assess the degree to which students learned important knowledge and practices of the candidate's field.

II. Professional Growth and Achievement

Scholarly and/or creative activity maintains the relevance and liveliness of the academy and serves as models for students' inquiry and study. Candidates demonstrate their effectiveness in this area through their narrative section on professional growth and achievement, and by documenting activities including, but not limited to:

- Publications:
  - Books/research monographs (author)
  - Textbooks (author)
  - Edited academic book (editor)
  - Journal articles (peer reviewed)
  - Journal articles (non-peer reviewed)
  - Edited book chapter (contributor)
  - Creative writing publications
  - Online publications (academic, creative, hybrid)
  - Digital projects (podcasts, blogs, digital stories, multimodal scholarly or creative works, etc.)

- o Book reviews
- o Regular contributor/columnist for academic/professional organization (print or online)
- o Grants
- Significant Presentations: creative writing readings, keynotes, featured speeches, invited talks at notable national or international conferences
- Conference presentations: research or creative presentations as part of panels or workshops at international, national, state, and/or local conferences
- Other scholarly or creative achievements:
  - o Grants
  - o Editorial work on scholarly or creative materials
  - o Prizes or awards from professional sources
  - o Fellowships

While the committee will evaluate each candidate's merits with the understanding that professional growth and achievement may take different shapes in each area of English Studies, the candidate is encouraged to provide sufficient context for reviewers to understand the significance of their work.

III. Service that Contributes to the Strategic Plans and Goals of the Department/Unit, College, and Other Contributions to the University and Community

Ongoing involvement in the service activities of the department, college, university, profession, and community demonstrate the candidate's active participation in the university and academic community. Candidates demonstrate the effectiveness of their service through their narrative on service and by documenting their participation in the Supplemental Materials folder of the dossier. Because service contributions can vary widely, candidates are encouraged to provide brief descriptions of their service rather than simple lists. Candidates are encouraged as well to show connections between their service and the university's Strategic Priorities and Enduring Commitments. Candidates may find it useful to organize service activities into the following categories:

Service to the University, College, and Department
During the course of their career, candidates should participate in all levels of university service (university, college, and department). Evidence of the candidate's professional service might include committee appointment letters, workshop evaluations, letters of commendation from committee chairs and university faculty who have attended a presentation or event organized by the candidate, and/or other materials documenting the candidate's service. Examples of university service activities include the following:

1. Chairing or membership on on-going university, college, or department committees

2. Chairing or membership on special *ad hoc* committees or task forces (please provide descriptions of committees)
3. Major Administrative Assignment
    a. Chairing the Department
    b. Coordinating a program within the Department
    c. Coordinating an Upper Division General Education Pathway
    d. Advising for a department program
    e. Other (explain)
4. Advising a student organization
5. Faculty development leadership or participation
6. Other related faculty activities (please provide descriptions)

Service to Local and Professional Communities

The English Department also values service to the candidate's profession and to the various publics in which academics participate. Local and professional service examples include, but are not limited to:

1. Local presentations
2. Participation in the local community through readings, workshops, speeches, debates, panels, TV or radio presentations, membership on professional boards, consultancies
3. Serving as an officer, chairing or serving on a committee/advisory board/leadership team, or similar for a local, regional, national, or international professional or academic organization related to the candidate's field of study
4. Serving as an peer reviewer or conference organizer for a local, regional, national, or international professional or academic organization related to the candidate's field of study
5. Other activities, particularly contributions to the university's Strategic Priorities and Enduring Commitments not already addressed in regard to teaching and professional development.

Criteria for Early Tenure and Promotion

Candidates who have requested evaluation for early tenure and promotion must meet the criteria identified in the FPPP. For early tenure and promotion to associate professor, the FPPP specifies candidates must (1) achieve Performance Review rankings of "Exceeds Expectations" in all three categories, (2) demonstrate that the high level of achievement is likely to continue, and (3) have worked for at least one year under the normal conditions for full-time faculty in the department. For accelerated promotion to full professor, the FPPP specifies candidates must (1) receive "Exceeds Expectations" rankings in all three categories of evaluation, (2) demonstrate the likelihood that their exceptional performance will continue, and (3) clearly show substantial professional recognition from within and beyond the university.

Procedures for Reviewing Tenured Faculty: Periodic Review

The FPPP provides the policies and procedures for conducting reviews of tenured faculty: "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. Note that 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 for those colleagues to express their appreciation to the faculty member for their continued positive contributions to the University. It is recognized that, where necessary, the review will include corrective feedback." (FPPP 11.2.1.a). Tenured faculty at the rank of Professor, or tenured Assistant or Associate Professors who have not undergone a Performance Review for four years, are subject to periodic review.

1. The review will be governed by the policies and procedures described in the FPPP.
2. Those under review will compile materials in their WPAF showing their professional activities, teaching effectiveness, and service, as described above in Preparing the Dossier.
3. The Personnel Committee will arrange for a classroom visit and a classroom visit report will be submitted before the date when the dossier is due.
4. Evaluatees under review will meet briefly with the Chair of the Personnel Committee (or his/her representative) and the Department Chair to discuss the PAF and WPAF, and minutes of the meeting will be taken and submitted to the PAF. The evaluatee's file will be officially closed at the meeting, after which the committee's formal report will be written.
5. At their discretion, the Department Chair may visit a class and/or conduct a separate review of the evaluatee.
6. Once department-level reviews are complete, they will be submitted to the Dean's Office, which will make the report available to the candidate. The evaluatee will have a 10-day period in which to respond in writing to the report(s), should they feel a need to do so.
7. The report is forwarded to the College Dean for review.

PART II. TEMPORARY FACULTY

Temporary faculty have two kinds of evaluations, the annual or biennial review of teaching performance and the application for range elevation.

<u>Annual or Biennial Criteria for Evaluating Temporary Faculty</u>

Temporary Faculty (hereafter called "evaluatee") undergoing evaluation will be alerted by the Dean's Office of their upcoming review. The review will be based on the evaulatee's dossier and PAF, which will include a classroom observation report

conducted by a full-time English Department faculty member. If the evaluatee has been assigned duties other than teaching, the dossier should document the effectiveness of that work. Candidates are encouraged to read the FPPP's sections related to the evaluation of temporary faculty.

The Personnel Committee will write a report addressing the following categories:
- Instruction
- Professional Activity / Currency in the Field
- Non-Instructional Duties
- Other Contributions to the Strategic Priorities and Enduring Commitments of the university

The Department Chair will review the Personnel Committee's reports for all candidates. The chair may concur with the committee's report with or without comments, or not concur with comments.

Application for Range Elevation

Temporary Faculty who are eligible may apply for range elevation. The FPPP governs the eligibility, and faculty are encouraged to consult with the Dean's Office, the Department Chair, and the Personnel Committee Chair before applying. Temporary Faculty should note that the criteria for range elevation differ significantly from the criteria for the annual or biennial review include significant requirements for professional growth and achievement in particular. Accumulated teaching experience alone is not considered sufficient for appointment at a higher level.

Temporary faculty are eligible for a range elevation when they have exhausted the salary increases within their range *and* when they have been employed for at least five years in their current range. An application for range elevation requires a much more significant review than the annual evaluation. In this sense, it mirrors the criteria and process of a performance review for tenure-track faculty.

Preparing the Dossier: Temporary Faculty
Below, you will find the names and numbers of the folders that will be provided to you in the electronic submission dossier. Please include the materials listed for each folder.
1. **Department Standards**: Place a copy of this document in this folder.
2. **Curriculum Vitae**: Place a copy of your CV in this folder.
3. **Narrative**: The narrative should be a single file that demonstrates the evaluatee's competency in instruction, addressing currency in the field / professional achievements as appropriate, and describes service to the department, college, campus, and community as appropriate. The narrative should include the following elements:

a. Introduction. Provide a short introduction to the dossier and its contents and organization.
b. Teaching Philosophy: Provide a reflective statement on your teaching philosophy, instructional strategies, and general disciplinary objectives and how these have impacted your teaching. How are these principles evidenced in your classes, assignments, and other learning experiences you provide students?
c. Currency in the Field/Professional Achievements: List and/or describe any teaching- or profession-related accomplishments. This could include your qualifications (degree & institution), any publications or presentations related to your work assignments, and any professional development programs you have attended. If your assignment is exclusively instructional, you may omit this section.
d. Service to the Department, College, University, and Community: List and/or describe any service work you have done that relates to your position within the English Department. This could include serving on campus committees (at the department, college, or university level), working as an officer or other leader in a professional or community organization related to your position, or doing other work that supports the campus's Strategic Priorities and Enduring Commitments. If your assignment is exclusively instructional, you may omit this section.

4. **Support Materials**
   a. Instruction: If you have not done so in your narrative section on instruction, please provide a short reflection that addresses the following elements:
      i. Student Feedback on Teaching. Provide a brief narrative summary that captures both numeric data and written comments by students made about classes you taught during the period of review.
      ii. Summary of Peer Evaluations of Teaching. Provide a brief narrative summary of feedback you have received from peer observations of your teaching, identifying strengths and areas of growth as appropriate.
      iii. Reflections on SFOTs and Peer Evaluations. Provide a brief narrative that reflects on the feedback you have received on your teaching. What have you learned from the process? What changes have you made and/or do you plan to make as a result of the feedback?
      iv. List of courses taught at Chico State. Please provide a table of courses you have taught, including the semester(s), and if the course is a new preparation.

Course Number	Course Title	Year/Semester Taught	New Course? y/n	New Syllabus? y/n

    b. Currency in the Field/Professional Achievements (optional, if assignment is exclusively instructional)
        i. Provide a list of your publications, conference presentations, workshops, talks, grants, or other work work you led during the period of review
        ii. Provide a list of professional development programs you have participated in during the period of review.
    c. Service to the Department, College, University, Community, and Profession (optional, if assignment is exclusively instructional: Provide a list of service activities, including dates and roles played. You may include context and descriptions of duties performed to help the reviewers understand your contributions.
    d. Connections to the University's Strategic Priorities and Enduring Commitments (optional, if assignment is exclusively instructional): Provide a brief narrative that connects the work you do in teaching, scholarship, and service to the CSU, Chico [Strategic Priorities and Enduring Commitments](#).

5. **Index to Supplemental Materials**
    a. Provide an index to the Supplemental Materials found in folder 6.
        i. Note: Supplemental materials are provided to reviewers at the discretion of the evaluatee, and while not mandated are highly recommended. The Supplemental Materials folder provides the evaluatee the opportunity to include for review additional documentation of and context for the evaluatee's activities in instruction, scholarship, and service.

6. **Supplemental Materials**
    a. Supplemental materials may include, but are not limited to, the following:
        i. Instructional materials
            1. Course syllabi
            2. Course assignments
            3. Samples of student work
            4. Samples of feedback provided to students
        ii. Currency in the Field/Professional Achievements
            1. Copies of articles, chapters, proposals, conference programs, etc.
            2. Correspondence with editors, conference organizers, funders, etc., for works under review or in pre-publication
            3. Award letters, reports, and other grant-related documentation
            4. Certificates, correspondence, etc., that documents participation in professional development programs
        iii. Service

1. Appointment documents, agendas, etc., for committee work
2. Correspondence, awards, commendations, etc., related to services rendered
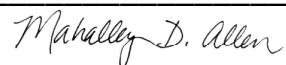
Department Standards Approval Sheet

Process:

a) Department votes, if approved, Department Chair/Director submits to College Dean for review and approval;

b) College Dean reviews, consults with Department Chair/Director regarding questions/ issues, then forwards Dean approved Word document to OAPL via email for review;

c) OAPL reviews for compliance with CBA/FPPP, consults with the dean, then forwards OAPL approved document to Provost for approval;

d) Provost reviews and approves, recommending changes if necessary, then returns approved document to OAPL.

e) If not approved, OAPL forwards requested changes for revision and re-submission.

f) If approved, OAPL adds *Provost Approved Date* footnote to page 1 of the document:

   a. Routes this approval sheet with approved Standard for signatures via Adobe Sign,
   b. Uploads document to OAPL Department Standards website, and
   c. Informs Dean and Department Chair/Director of approval with link to OAPL website location.

Approvals:

Chair/Director: _____ Date: Sep 6, 2022

Dean: _____ Date: Sep 6, 2022

OAPL: _____ Date: Sep 7, 2022

Provost: _____ Date: Sep 10, 2022

MEMORANDUM

DATE: Sept. 1, 2022

TO: Peter Kittle, Department Chair

CC: Tracy Butts, Dean

FROM: Mahalley D. Allen, Associate Vice President for Academic Personnel

SUBJECT: Provisional Approval of ENGL Department RTP Standards

Thank you for submitting revised department RTP standards incorporating the three new evaluation ratings in each area of faculty performance.

Provost Larson has provisionally approved the attached department standards for the 2022-2023 academic year. This approval is provisional, and your department needs to address and revise specific areas of your standards as noted in the document's comments and tracked changes. In addition, we have called out here critical items that must be addressed:

- Provide a definition of the period of review pertinent to the dossier and the evaluators' review or refer to the appropriate sections of the FPPP. Include how service credit is being handled in the review.
- The document provides examples of data or evidence but does not define what is needed to achieve a rating of meet, exceeds, or does not. Though the document points to the FPPP definitions, these are vague enough to allow and encourage departments to specify the criteria.
- Document does not specify the ratings required in each area for tenure and/or promotion. In addition, the document does not speak to differences in performance that are judged a meeting (or exceeding) at the different ranks.
- Document does not specify the ratings required for retention of temporary faculty.
- Resolve the question on the number of years between performance reviews for tenured members of the faculty.
- Provide information (membership, procedures, confidentiality, etc.) about the department personnel committee.
- Miscellaneous comments are provided to improve the document.

Based on our review of recently submitted department standards, we offer these general observations, which we highly recommend departments consider as they work on revising their provisionally approved standards.

1. According to FPPP 10.3.3, an evaluation of meets expectations is the minimum level of overall achievement consistent with the awarding of tenure and/or promotion. Evaluations of exceeds expectations shall be concluded only when faculty performance has clearly exceeded the requirements for obtaining tenure and/or promotion.

2. FPPP 10.5 requires a higher standard for obtaining accelerated tenure and/or promotion at the rank of assistant to associate. Not only must faculty be evaluated as exceeding expectations in all three categories of evaluation, but they must also demonstrate the likelihood that this high level of performance will continue, and they must have worked a minimum of one academic year under the conditions similar to their department's typical full-time assignment. FPPP 11.1.3 applies to accelerated promotion to professor that includes the requirement that the candidate demonstrate substantial potential recognition at and beyond the University itself.

3. Departments need to develop clear definitions and criteria for the three evaluation ratings in each area of performance. Clearly defined expectations provide fair and necessary guidance for faculty undergoing review and encourage professional growth.

4. We encourage departments to consider differential expectations for faculty members as a function of time in rank. The criteria for an evaluation of meets expectations in service, for example, may be different for retention of probationary faculty than for the granting of tenure. Similarly, the criteria for an evaluation of meets expectations in professional growth and achievement may be different for promotion to associate professor than for promotion to full professor.

Please submit your revisions, with tracked changes, to our office no later than Monday, January 23, 2023, so that the Office of Academic Personnel and Provost Larson have adequate time to review the revisions prior to the start of the 2023-2024 academic year. If revisions are not received by that date, your department standards will revert to the version posted prior to this submission.

Our office will route for signatures your provisionally approved department standards in Adobe Sign and will post them to the Department Standards page. You may now provide these provisionally approved standards to faculty in your department.