Introduction

Each department/unit shall establish the criteria and standards by which it will evaluate performance for retention, tenure, and promotion (RTP). The standards shall be designed to evaluate faculty performance for which they were hired and/or to which they are assigned (Appendix J, Section IX.A.1).

Department/unit criteria and standards are subject to ratification by a majority of tenured and probationary department/unit faculty members voting. Once approved, the criteria and standards shall be used by all levels of RTP review.

Appendix J shall serve as the guideline for development and interpretation of department/unit criteria and standards. The department/unit standards simplify and add specificity to Appendix J. For departments without approved standards, Appendix J shall be the basis to evaluate faculty performance.

Beginning in 2009/2010, department/unit standards will be subject to approval by the college dean, the UFPC, and the Provost. After all levels of review have been completed, the approved document will be posted on the Academic Personnel Services web site. If a department/unit disagrees with the assessment of its criteria and standards at any level, it may request that the next higher level of review investigate. (See “New” Appendix J, Section IX.A. for more information on Department/Unit RTP Criteria and Standards)

Each new document and/or revision shall include a cover memo signed by all tenure–line members of the department/unit affirming majority approval of the department criteria and standards.

The following should be included in each department/unit document.

Assessment of the Areas of Performance for RTP (Appendix J, Section IX.B.)

1. Teaching/Librarian/Counseling Effectiveness

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

For criteria regarding the teaching/librarian/counselor effectiveness refer to Appendix J, Section IX.B.1.

Departments may choose to develop their own more specific criteria and standards for evaluation under the area of teaching effectiveness.
Assessment of Scholarly/Creative Activities and Service (the two non-teaching areas)

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<tr>
<th>Scholarly/Creative Activities</th>
<th>Service</th>
<th>Outcome</th>
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<tr>
<td>Good</td>
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<td>Excellent</td>
<td>Minimum Essential</td>
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<td>Minimum Essential</td>
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Each department/unit, in its criteria and standards, shall clearly define the level of performance required for each of the evaluative terms: Minimum Essential, Good, and Excellent.

The department/unit shall establish clear requirements for documenting the quality and significance of faculty achievements in these areas.

In all cases, Minimum Essential shall include evidence of reasonable effort and contribution by the candidate consistent with the diverse roles and responsibilities of faculty.

2. Scholarly/Creative Activities

Faculty are expected to engage in an ongoing program of scholarly/creative activities and be guided by their department/unit criteria and standards. Scholarly/creative activities may be defined using the five interrelated dimensions of scholarship proposed by Ernest Boyer in Scholarship Reconsidered (1990): Discovery, Integration, Application, Teaching, and Engagement. Scholarly/creative activity shall be characterized by clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique (See Figure 2 in Appendix J). Collegial/peer review appropriate to the discipline is required and shall be defined in the department/unit RTP criteria and standards.

There is no expectation that faculty would have contributions in each of the five dimensions of scholarship. Faculty members should engage in scholarly/creative activities appropriate to their discipline and described in their Professional Development Plan.

Candidates for promotion and/or tenure who do not meet Minimum Essential performance in either or both non-teaching categories shall not receive a positive promotion and/or tenure recommendation (Appendix J, Section IX.A.2.c)(3)).

For criteria regarding scholarly/creative activities refer to Appendix J, Section IX.B.2.
3. **Service**

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

Candidates for promotion and/or tenure who do not meet Minimum Essential performance in either or both non-teaching categories shall not receive a positive promotion and/or tenure recommendation (Appendix J, Section IX.A.2.c)(3)).

For criteria regarding service area of performance refer to Appendix J IX.B.3.

**Department/Unit Standards and Criteria for Retention, Tenure and Promotion**

Department of ____________________________________________

Date Submitted: _________________________________________

Teaching/Librarian/Counseling Effectiveness:

a. List activities to be assessed for determination of teaching excellence (See Appendix J, Section IX.B.1.a-c)).

2. Scholarly/Creative Activities:

a. List the activities to be assessed for determination of scholarly/creative activities (See Appendix J Section IX.B.2.a-f). Boyer’s model of scholarship should inform the list.

b. List activities and level of accomplishment necessary to meet departmental criteria for:
   i. Minimum Essential
   ii. Good
   iii. Excellent

3. Service

a. List activities to be assessed for determination of service (See Appendix J, Section IX.B.3.a-g)).

b. List activities and level of accomplishment necessary to meet departmental criteria for:
   i. Minimum Essential
   ii. Good
   iii. Excellent
Attach a cover memo signed by all probationary/tenured members of the department/unit affirming majority approval of the department criteria and standards.

Department/Unit Standards and Criteria for Retention, Tenure and Promotion

The following tenure-line faculty of the Department of ______________ have had the opportunity to review the new/revised department RTP criteria and standards as sent forward in the attached document.

Name/Date

Approve – Yes or No

Document forwarded to College Dean on ________________________________

Approved by College Dean on ________________________________

Document forwarded to the University Faculty Personnel Committee on _______________________

Approved by the University Faculty Personnel Committee on _______________________

Document forwarded to the Provost/VP for Academic Affairs on _______________________

Approved by the Provost/VP for Academic Affairs on _______________________

Documents will reside in the appropriate college office. Final approved documents will be posted on the Academic Personnel Services web page.