The Faculty Handbook states that each department must define the criteria for meeting and exceeding expectations in each of the three areas of evaluation (teaching, service, scholarship/professional development). A successful candidate must exceed expectations in two areas of evaluation and meet expectations in one area. Tenure will be evaluated at the person’s current rank if he/she is not seeking a promotion with tenure or the rank for which he/she is applying if he/she is seeking a promotion with tenure. The School of Science has selected the following criteria:

Associate Professor Level Tenure/Assistant to Associate Professor Promotion

* Meets Expectations: 4 credits in an evaluation area serves to meet expectations. The 4 evidentiary categories must include any **required** evidentiary category (shown in bold).
* Exceeds Expectations: 5 credits in an evaluation area serves to exceed expectations. The 5 evidentiary categories must include any **required** evidentiary category (shown in bold).
* Exemplary: 6 credits in an evaluation area serves as exemplary. The 6 evidentiary categories must include any **required** evidentiary category (shown in bold).

Full Professor Tenure/Associate to Full Professor Promotion

* Meets Expectations: 5 credits in an evaluation area serves to meet expectations. The 5 evidentiary categories must include any **required** evidentiary category (shown in bold).
* Exceeds Expectations: 6 credits in an evaluation area serves to exceed expectations. The 6 evidentiary categories must include any **required** evidentiary category (shown in bold).
* Exemplary: 7 credits in an evaluation area serves as exemplary. The 7 evidentiary categories must include any **required** evidentiary category (shown in bold).

Post Tenure Review at any level

The candidate must simply meet expectations in all three areas of review at his/her rank and must publish one refereed publication (per the CAS requirements).

Has demonstrated outstanding involvement in student success activities?

* Baseline for Student Success: 4 Student Success Items from any area or combination of areas
* Exceeds: 5 Student Success Items from any area or combination of areas
* Exemplary: 6 Student Success Items from any area or combination of areas

NOTE: for credit to be granted for student success, candidate may need to provide evidence to support how the activity was intended to improve student success (e.g., when redesigning a course, an explanation of how the changes will improve the course for student learning, success, etc.)

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| **Evidentiary Category: Superior Teaching** | **Student success?** | **Credits** |
| **Evidence from Student Evaluation of Instructor (required)** A student evaluation rating (the average of all applicable semesters of the review period) of at least 60% of the evaluation numbering system. | Yes |  |
| A student evaluation rating (the average of all applicable semesters of the review period) of at least 90% of the evaluation numbering system. | Yes |  |
| A student evaluation rating (the average of all applicable semesters of the review period) of at least 95% of the evaluation numbering system. | Yes |  |
| Development of 3-5 new courses. This may include developing and teaching courses that are “new to you”. Labs count as courses. | Yes |  |
| Development of 6 or more new courses. This may include developing and teaching courses that are “new to you”.  | Yes |  |
| Significant revision of existing course(s). Examples might include flipping a class, converting a traditional lecture course to online, introducing new labs, etc | Yes |  |
| Minor revision of existing course(s) (e.g., new assignments, updated exams) | Yes |  |
| Contribution to program development (e.g. involvement in a new program proposal, development of new course proposals, etc.). Events counted here cannot also count in service | Yes |  |
| Lead/coordinator of program development (e.g. proposal of a new program). Events counted here cannot also count in service | Yes |  |
| Innovative teaching methods | Yes |  |
| Evaluations of candidate’s teaching by appropriate peer/mentor. An average of 1 evaluation per year of the review period. The evaluations should be completed using the approved form. | Yes |  |
| Direction of 2-4 individual student research projects during the review period. Candidate must provide evidence that objectives of the project were met. Faculty members may receive credit for students not officially registered for a research course as long as the student gives an individual poster or oral presentation at the end of the semester. Faculty members may receive credit for multiple semesters directing the same student if the student gives multiple poster/oral presentations. | Yes |  |
| Direction of 5 or more individual student research projects during the review period. At the committee’s discretion, extra credit may be awarded for exceptional work in this category (e.g., working with a larger number of students, more complex projects, etc.) | Yes |  |
| Direction of 2-4 individual student on-campus internships during the review period. Candidate must provide evidence that objectives of the project were met. Faculty members may receive credit for students not officially registered for an internship course as long as the student gives an individual poster or oral presentation at the end of the semester. Faculty members may receive credit for multiple semesters directing the same student if the student gives multiple poster/oral presentations. | Yes |  |
| Direction of 5 or more individual student internships during the review period. At the committee’s discretion, extra credit may be awarded for exceptional work in this category (e.g., working with a larger number of students, more complex projects, etc.). | Yes |  |
| Design and/or implementation of community engagement course or academic community engagement activity  |  |  |
| Collaboration with another faculty member (within the candidate’s division) on development of one course (e.g. significantly updating course content, team-teaching a course, etc.) | Yes |  |
| Collaboration with another faculty member (within the candidate’s division) on development of two courses (e.g. significantly updating course content, team-teaching a course, etc.) | Yes |  |
| Collaboration with another faculty member (from outside the candidate’s division) on development of one course (e.g. significantly updating course content, team-teaching a course, etc.) | Yes |  |
| Collaboration with another faculty member (from outside the candidate’s division) on development of two courses (e.g. significantly updating course content, team-teaching a course, etc.) | Yes |  |
| Evaluation of curricular design and/or course | Yes |  |
| Noteworthy application of technology to course(s) | Yes |  |
| Assessment of student perception (at least three in an evaluation period) | Yes |  |
| Evidence of effective student learning | Yes |  |
| Use of a high-impact practice such as experiential learning | Yes |  |
| Any (independent) study/courses that fall outside the faculty workload. 1-3 receives 1 credit, 4 or more receives 2 credits | Yes |  |
| Participation in study abroad program. 1 credit per semester | Yes |  |
| Nomination for or receipt of 1 teaching award from a committee, college, or professional organization after review of faculty credentials for the award (e.g. nomination by the College of Arts & Sciences Smith Award Committee).  |  |  |
| Nomination for or receipt of 2 or more teaching awards from a committee, college, or professional organization after review of faculty credentials for the award. |  |  |
| Implementation of program in K-12 schools (if credit awarded here it cannot count in service) |  |  |
| Delivering 3-5 lectures in other classes or laboratory sections. Proctoring an exam does not count for credit in this area. |  |  |
| Delivering 6 or more lectures in other classes or laboratory sections. Proctoring an exam does not count for credit in this area. |  |  |
| Teaching large (36+ students) core or introductory courses (1-3 = 1 credit, 4+ = 2 credits). Each semester of teaching a course counts. |  |  |
| Coordinator of multi-section core or introductory courses or laboratory courses when working with other faculty (1-3 = one credit, 4+ = 2 credits). Each semester of coordinating a course/lab counts. |  |  |
| Other teaching activities. In order for an activity to count in this category, it must be explained and justified by the candidate and approved by the Department/School review committee (which will provide approval of the specified activities in writing). The faculty member should be aware and cautious that activities are not guaranteed to be approved or count in the category.  | Yes? Depends on the activity |  |

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| **Evidentiary Category: Outstanding service to the institution** | **Student success?** | **Credits** |
| **Committee Service (required)**Serve on 5-10 committees (any level). Reasonable evidence of service on the committee must be provided. Each year on a committee counts as a separate committee. Serving as Chair of a committee counts as two committees.  |  |  |
| Serve on 11 or more committees (any level). Reasonable evidence of service on the committee must be provided. Each year on a committee counts as a separate committee. Serving as Chair of a committee counts as two committees.  |  |  |
| Serve as a mentor to 1 full- or part-time faculty member. Evidence of service should be a letter from the mentee. |  |  |
| Serve as a mentor to 2 or more full- or part-time faculty members. Evidence of service should be a letter from the mentee. |  |  |
| Advising or mentoring of students for professional or academic purposes. Supervision of Honor Student projects and coordination of the off-campus internship course is included in this area. This area does not include mentoring of internship or research students.  | Yes |  |
| Writing letters of recommendation for students. 5-9 = 1 credit. 10+ = 2 credits. Committee may grant additional credits for additional letters that significantly exceed required numbers. | Yes |  |
| Development of advisement or mentorship materials that are distributed to advisors and/or departments | Yes |  |
| Participation in 15-19 student organization events or campus activities (including open house and orientations, graduations, convocations, attending the CSU Academic Conference, organizing department research presentations, etc.). In-person activities count for 1.5 and virtual/online counts for 1.Faculty advisor for student groups would count here. Count this as two “events”? Attending events for the student group would count as events as well. | Yes |  |
| Participation in 20 or more student organization events or campus activities (including open house and orientations, graduations, convocations, attending the CSU Academic Conference, organizing department research presentations, hosting a guest speaker, etc.). | Yes |  |
| Event management (fundraising, community fundraising, recruiting students, etc.). 1 credit per event. | Yes? Depends on type |  |
| Serving as Coordinator or Director of department, school, college or university-wide program. 1 credit for each program per year of service |  |  |
| Management of department, school or university-wide budget(s) |  |  |
| Collecting data for accreditation reports = 1 per year |  |  |
| Coordinate (data compilation, report writing, etc.) for system or regional accreditation programs for 1 academic year. Counts as 2 per program.  |  |  |
| Serving as the instructor of record and coordinating the Senior Evaluation (or other evaluation course, if one exists) for that program. |  |  |
| Development of program or course in K-12 schools (items counted here cannot also be counted in teaching) | Yes |  |
| Coordination of off-campus study program (1 credit per program per year) | Yes |  |
| Program development (items counted here cannot also count in teaching) | Yes |  |
| Participation in 3-5 community outreach events (science fair judging, K-12 class presentations, etc.) | Yes |  |
| Participation in 6-9 community outreach events (science fair judging, K-12 class presentations, etc.) | Yes |  |
| Participation in 10 or more community outreach events (science fair judging, K-12 class presentations, etc.) | Yes |  |
| Participation in 2-3 external professional service activities e.g. serving as an officer in a discipline-related organization, serving as a conference session chair, participating in grant reviews, serving on PhD review committees, etc.) These activities cannot also be counted in scholarship.  |  |  |
| Participation in 4 or more external service activities These activities cannot be also counted in scholarship. |  |  |
| Raising funds that benefit the department, college and/or university (if credit awarded here it cannot count in scholarship) |  |  |
| 1 credit per nomination for or receipt of service award from a committee, college, or professional organization after review of faculty credentials for the award (e.g. receipt of the College of Arts & Sciences Service of the Year award).  |  |  |
| Other service activities. In order for an activity to count in this category, it must be explained and justified by the candidate and approved by the review committee. The faculty member should be aware and cautious that activities are not guaranteed to be approved or count in the category.  | Yes? Depends on the activity |  |

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| **Evidentiary Category: Scholarly Activities and Professional Development** | **Student success?** | **Credits** |
| **Publications, artistic performances or creations as appropriate to the discipline** **(required; refer to A&S Guidelines). Committee may grant additional credits for publication that significantly exceeds required number.** | Yes (if done with students) |  |
| Publications, artistic performances or creations as appropriate to the discipline) exceeding the number required by A&S guidelines. Committee may grant additional credits for publication that significantly exceeds required number. | Yes (if done with students) |  |
| Membership in 5-9 professional societies. Each year in a society counts as a separate society. |  |  |
| Membership in 10 or more professional societies. Each year in a society counts as a separate society. |  |  |
| Serve a professional society 1 time as a committee member, officer, symposium chair, etc.  |  |  |
| Serve a professional society 2 or more times as a committee member, officer, symposium chair, etc. |  |  |
| Receipt of competitively awarded grant(s), fellowship(s) or contract(s)At the committee’s discretion, extra credit may be awarded for exceptional work in this category (e.g., writing a larger number of grants, larger award amounts, etc.) | Yes (if done with students or if grant is to support student success activities) |  |
| Development of new grant proposal(s), contract(s) or fellowship application(s) (that are under review or were not funded) Grants counted here cannot also be counted in publications.At the committee’s discretion, extra credit may be awarded for exceptional work in this category (e.g., writing a larger number of grants, larger award amounts, etc.) | Yes (if done with students or if grant is to support student success activities) |  |
| Other research activities | Yes |  |
| Presentations before learned societies, professional organizations, or public institutions. 1-3 = 1 credit, 4+ = 2 credits. | Yes |  |
| Participation in consulting activities (using your academic expertise to aid the professional development of external entity). 1 credit for each separate activity |  |  |
| Serve as a reviewer for 3-5 items (grants, book chapters, journal articles, etc.) |  |  |
| Serve as a reviewer for 6 or more items (grants, book chapters, journal articles, etc.) |  |  |
| Professional license(s) or certification(s) related to discipline. 1 credit per license or certification. |  |  |
| Development of professional application(s) of technology | Yes (if done with students) |  |
| Participation in 20-29 professional development activities related to discipline (including training, webinars, conference attendance, etc.). Each day of conference attendance counts as a separate activity. Leading a professional development session counts as two activities. In-person events are worth 1.5 credits, online/virtual are worth 1 each. | Yes, but depends on the type (e.g., pedagogy workshops vs. research ones) |  |
| Participation in 30 or more professional development activities related to discipline (including training, webinars, conference attendance, etc.). Each day of conference attendance counts as a separate activity. Leading a professional development session counts as two activities. In-person events are worth 1.5 credits, online/virtual are worth 1 each. | Yes (depends on the type) |  |
| Nomination for or receipt of scholarship award from a committee, college, or professional organization after review of faculty credentials for the award (e.g. receipt of the College of Arts & Sciences Scholar of the Year award). 1 credit for each separate award. |  |  |
| Other scholarship or professional development activities. In order for an activity to count in this category, it must be explained and justified by the candidate and approved by the review committee. The faculty member should be aware and cautious that activities are not guaranteed to be approved or count in the category.  |  |  |