

Policy: Tenure Policy

(RIT Policies E04.0, E05.0)

Section 1 – Introduction and Expectations

A. Introduction

The College of Art and Design’s (CAD) Tenure and Promotion policy is an official supplement to the University’s Tenure and Promotion policy (E05.0). It recognizes the guiding criteria of excellence in the areas of teaching, professional and scholarly accomplishment, as well as active participation in service to the College and University, and to the candidate’s professional field. Standards applied to the Comprehensive Mid-tenure review and to the tenure and promotion decisions developed within the College and its five Schools are articulated in this document as the expectations and procedures for Tenure and Promotion to Associate Professor in the College of Art and Design.

B. Expectations

CAD’s expectations for granting tenure and promotion (to Associate Professor) are in accordance with University policy (See RIT Policies E05.0 and E04.0) and require approval by the CAD tenured and tenure-track faculty and the Academic Senate:

Teaching: The view that teaching is an important activity of faculty is deeply rooted in the traditions of the College and University, and the importance of teaching and high quality interaction between faculty and students continues to be a hallmark of RIT. Consequently, the basic consideration, both in initial appointments and matters pertaining to promotion and tenure, is the extent to which high standards of teaching can be achieved and maintained.

Effective teaching, among other things, consists of clearly and effectively communicating special knowledge and expertise based on an understanding of curricular objectives and the learner’s needs and abilities. Furthermore, it entails advising and mentoring, selecting and using appropriate instructional methods and materials which lead to learning, and providing fair and useful evaluations of the quality of the learner’s work.

The College endorses the view that excellence in teaching and pedagogy is upheld and made possible by scholarship and service. Where appropriate, teaching should demonstrate a commitment to connecting personal research and scholarly work to learning outcomes. Academic and professional qualifications, past and present, in the form of degree attainment, honors, licenses, and sustained effort directed toward professional and career development are critical.

Scholarship: In CAD, faculty must demonstrate external, peer-reviewed scholarly work, research and creative accomplishment adhering to accepted standards in at least one of the four essential areas of scholarship, as described below, and supported by the University (E04.0).

Scholarship of discovery: When a faculty member uses his/her professional expertise to discover knowledge, invent, or create original material. In CAD, this definition includes the creation of original research and objects involving the arts and sciences, whether they take physical or virtual form.

Scholarship of teaching/pedagogy: When a faculty member engages in the scholarship of teaching practice through peer-reviewed activities to improve pedagogy. Using this definition, a faculty member who studies and investigates student learning to develop peer-accepted strategies that improve learning has engaged in the scholarship of teaching.

Scholarship of integration: When a faculty member uses his/her professional expertise to connect, integrate, and synthesize knowledge. Using this definition, faculty members who take research findings, artistic or technological innovations and apply them to other situations, with peer-reviewed deliberation, would be engaging in the scholarship of integration.

Scholarship of application: When a faculty member uses his/her professional expertise to engage in applied research, consultation, policy analysis, program evaluation or similar activities to solve problems in the field, which are then peer-reviewed as to scholarly merit. This definition recognizes that new intellectual understandings arise out of the act of application.

Scholarship of engagement: When a faculty member engages in scholarship that combines rigorous academic standards in any of the four other dimensions of scholarship, and is developed in the context of reciprocal and collaborative community partnerships. Community is broadly defined to include audiences external to the campus that are part of an active collaborative process that leads to new understanding and knowledge that contributes to the public good.

Service: While teaching and scholarship are significant faculty responsibilities, service performed by faculty members is an indispensable part of the University's daily life.

Faculty members at all ranks are expected to provide some form of service to the University and College, their School, their professional community, or the community at large.

The College values all forms of faculty service. Typical faculty service activities include, but are not limited to, the following: committee work at the School, College, or University level; improving the College's program quality, reputation and operational efficiency; student academic or career advising; advising a student group; faculty mentoring; linking the professional skills of members of the faculty and students to the world beyond the campus; developing new courses and curriculum; and service to the faculty member's professional societies, such as reviewing articles, organizing professional conferences, or serving a professional organization in a leadership capacity.

C. Statement of Expectations for Tenure-track Faculty

In accordance with the University's Policy on Tenure (E05.0), CAD grants tenure and promotion to a faculty candidate through his/her demonstration of the highest standards in the areas of teaching, scholarship and service. A written Statement of Expectations, developed in consultation with the Dean and School Director of the faculty member's School, guides an eligible tenure-track faculty in the criteria and acceptable forms of evidence and documentation. The Statement of Expectations is agreed upon and signed by the Dean and the faculty member, and is governed by University criteria and College expectations for tenure and promotion. The Statement of Expectations may be changed by mutual consent of both parties prior to the Comprehensive Mid-tenure Review. After the Comprehensive Mid-tenure Review, the Statement of Expectations cannot be changed unless initiated by the candidate. All Statements of Expectations, whether initial Statement at time of employment or revised, along with all subsequent statements related to the conditions of the faculty member's employment, prospects for tenure, and evidence bearing on the faculty member's performance, shall be kept on file in the office of the Dean in accordance with the University's Records Management Policy (C22.0). (See Appendix A in Section 4: Statement of Expectations for Tenure-track Faculty)

D. Evaluation of Expectations

The Statement of Expectations' criteria and/or expectations regarding evidence in scholarship, teaching and service should not be interpreted to mean that each tenure-track faculty member should be engaged in all areas of criteria at any given time, nor that its descriptive listing of activities is exhaustive. It is expected that prior to the tenure decision, a faculty member will have significant achievements consistent with his/her workload portfolio and annual Plans of Work in all three essential areas of tenure and promotion criteria, demonstrating both breadth and depth of accomplishment.

E. Conditions of Faculty Appointment

The College of Art and Design's (CAD) Conditions of Faculty Appointment explicitly follows RIT policy E05.2 as to appointment (E05.2a); tenure location (E05.2b); probationary period (E5.2c); and criteria for granting tenure (E05.2d).

F. The Tenure Process

The administration of the tenure granting process in the college is consistent with university policy and under the direction of the provost. Please see RIT Policy E05.0.

G. Formation of the Tenure Review Committee

The College of Art and Design's Tenure and Promotion Committee will consist of one tenured member elected by each School and one tenured faculty member from another college appointed by the Academic Senate. School elections will be conducted each academic year before March 10 for committee service the subsequent academic year. Service on a tenure committee is a responsibility of a tenured faculty member. A tenured faculty member may not decline nomination for election of service to a tenure committee. However, a tenured faculty member may petition the Dean for exemption from this responsibility, but only in the case of extraordinary circumstances.

CAD Tenure and Promotion Committee members must be tenured. Before March 15, the School Director of each CAD School sends the name of the elected faculty member and the name of an alternate to the CAD Dean's Office. The names of the Committee members will be announced to the College by March 31.

The Tenure and Promotion Committee will determine a Chair from its members. Faculty members who were awarded tenure in the previous two years are not eligible for the Chair position. For continuity, the Chair and another committee member, determined by the Tenure and Promotion Committee, will serve on the tenure and promotion committee for a two consecutive year period.

The College's Tenure and Promotion Committee presides over the Comprehensive Mid-tenure Review for tenure-track faculty and tenure and promotion review for Associate Professor.

All members of the Tenure and Promotion Committee must be present for and not abstain from the committee's votes. The Chair of the Tenure and Promotion Committee shall forward each recommendation for approval or non-approval of tenure and promotion, including a written statement of reasons for approval or non-approval, and the corresponding vote to the Dean of the College by January 15 of the academic year of review. Additionally, for each Comprehensive Mid-tenure Review candidate, the Chair of

the Tenure and Promotion Committee shall forward to the Dean, by January 15, a letter of review for each candidate (Section 2, No. 9).

Section 2 – Comprehensive Mid-tenure Review for Tenure-Track Faculty

In accordance with University Policy, tenure-track faculty are to have a comprehensive review “during the third year of their six-year probationary period” in order to obtain “preliminary feedback.” The aim is to give tenure-track faculty the most time to make any necessary improvements before the sixth-year tenure review. The Comprehensive Mid-tenure Review process is to parallel the tenure review as closely as possible. Those faculty members who have been given credit towards tenure should refer to University Policy (E05.3b2a) for guidance. Extensions to the probationary period follow University Policy (E05.2c4).

1. The Tenure and Promotion Committee deliberates over decisions concerning the Comprehensive Mid-tenure Review.
2. By April 1 in the year prior to the Comprehensive Mid-tenure Review, the School Director shall inform all eligible tenure-track faculty of their eligibility.
3. By April 30, the Dean is to convene the Tenure and Promotion Committee, inform it of the names of tenure-track faculty members up for review and notify the Committee of their access to each candidate’s password-protected fileshare folder.
4. By May 1, the candidate will receive an email from the Dean’s Office with the link to the Faculty Document Submissions Guide that lists all of the required documentation for the Comprehensive Mid-tenure Review and guides the candidate in preparing the electronic portfolio of required documentation and assembling it in his/her unique electronic folder (See Appendix B in Section 4: Required Documentation . . .).
5. By August 15, the candidate uploads his/her portfolio of documentation which includes all of the required documentation for the Comprehensive Mid-tenure Review as listed in the Faculty Document Submissions Guide link provided to candidates by the Dean’s Office by May 1 (See Appendix B in Section 4: Required Documentation . . .).
 - a. The Dean’s office should notify the Provost’s Office if no candidates will be submitted for a particular process.
 - b. The Dean’s Office should also notify the Provost’s Office if materials will not be submitted by the established deadlines.

Candidates should be reminded that other required documentation will be added by the Dean's Office as indicated in the Faculty Document Submissions Guide (See Appendix B in Section 4: Required Documentation . . .).

6. By September 15 in the year of review, the School Director of the faculty member's School shall provide a letter to the College Tenure and Promotion Committee assessing the candidate, taking account of the material the candidate has provided. This letter should be consistent with past merit, tenure, and teaching evaluations and should address any perceived weakness in the candidate's past professional performance along with the steps taken to improve that performance.
7. During the course of its review and evaluation of all materials, the Committee may, at its discretion, contact the candidate's School Director for additional information or clarification.
8. Between August 20 and September 20, the Tenure Committee shall solicit confidential letters from each of the tenured faculty within a candidate's department. This letter should contain comments that can be substantiated regarding whether or not the candidate is making satisfactory progress towards tenure.
9. By January 15, the Chair of the Tenure and Promotion Committee will send to the Dean a letter of review analyzing the candidate's normative strengths and weaknesses and suggesting actions that would in the Tenure Committee's view enhance the candidate's position with respect to ultimately achieving a favorable tenure recommendation. The letter should also state whether continuation of the current performance trajectory would, in the Tenure Committee's view, be likely to lead to a recommendation for tenure and promotion under current criteria and expectations.
10. By April 1, the Dean will forward the Tenure Committee's letter and the candidate's documentation to the Provost along with a separate Dean's recommendation letter. (Refer to Provost's Calendar for Faculty Actions and Academic Ceremonies, https://www.rit.edu/provost/sites/rit.edu.provost/files/images/Office_of_the_Provost_calendar_2015-2016.pdf)
11. The Provost will comment on the candidate's progress toward tenure in a letter to the Dean before the end of the academic year. The Dean and the candidate's School Director will discuss this letter and the formative comments from the Tenure Committee's letter with the candidate. (Refer to Provost's Calendar for Faculty Actions and Academic Ceremonies, https://www.rit.edu/provost/sites/rit.edu.provost/files/images/Office_of_the_Provost_calendar_2015-2016.pdf)

12. All letters of review or assessment shall remain confidential and shall be made accessible only as specified in University policy (E05.3b2h). The Mid-tenure Review candidate has access to the recommendations of the School Director, the Tenure Committee, the Dean, and the Provost as well as to a summary of the departmental faculty letters provided to the Tenure Committee.

Section 3 - Tenure and Promotion for Tenure-Track Faculty

1. In accordance with University policy, the tenure-track candidate should have received feedback from his/her Comprehensive Mid-tenure Review regarding progress towards tenure. This review parallels the current tenure review process as closely as possible.
2. The Tenure and Promotion Committee deliberates over decisions concerning the granting of tenure and promoting candidates from Assistant Professor to Associate Professor. If an Assistant Professor is being evaluated for tenure, he/she must simultaneously be evaluated for promotion to the rank of Associate Professor. If an Associate Professor is being evaluated for tenure, there is no requirement for simultaneous evaluation for promotion to the rank of Professor. However, the tenure evaluation will normally precede the evaluation for promotion to the rank of Professor.
3. A notification letter of tenure eligibility will be sent from the Dean to each eligible candidate by April 1 in the year prior to the year of tenure review. A copy of this letter will also be sent to the School Director of the candidate's School.
4. By April 30, the Dean is to convene the Tenure and Promotion Committee and inform it of the names of the tenure candidates up for review.
5. Before June 1, the candidate's personal website should be complete and ready for use by the external reviewers (See 5c below.)
Also, by June 1 in the year prior to the tenure review year, the candidate must give to the School Director of his/her School:
 - a. A list of up to five external scholars who are recognized in the candidate's academic field and whom the candidate would like the Tenure and Promotion Committee to consider as outside experts to assess the candidate's scholarly work. The list must include title, institution/company, and contact information, including phone, address and email address. Only one reviewer may be a co-author, and all other external reviewers shall not have personal ties or conflicts of interest (C04.0) with the candidate. Letters from thesis advisors are not acceptable as official external letters but may be included in the portfolio of documentation as additional evidence of the candidate's work.

- b. A list (if applicable) of up to three scholars the candidate does not want to be considered as external reviewers of his/her scholarly work;
 - c. The URL of the candidate's personal website, including any needed password, that is accessible to reviewers and that presents the candidate's Curriculum Vita, includes his/her scholarly record, and may include electronic versions of scholarly work as selected and presented by the candidate. As stated above, this website must be ready by June 1 for use by the external reviewers.
6. By June 5, the School Director forwards this information (No. 5 above) to the Chair of the Tenure Committee along with the names of at least three external scholars, identified by the School Director, who are recognized experts in the candidate's academic field.
- a. Between June 6 and August 15, the Tenure and Promotion Committee will seek at least two reviews from the external scholars recommended by the candidate and at least two reviews from external scholars suggested by the School Director of the candidate's School for a minimum of four external reviews. The Tenure Committee will supply to each of these external scholars the URL of the candidate's website, and password, and a set of the candidate's scholarly materials which, at the candidate's option, may be comprised completely of actual materials mailed to the external scholars, a portfolio of the materials on the candidate's website, or a combination of actual materials and a website portfolio.
 - b. Should the need arise, the Tenure Committee may ask the external scholars who have been asked to review the candidate's work for the names of additional scholars who might also be willing to submit reviews.
 - c. The external scholars are to be asked to assess the significance, relevance, and quality of the candidate's scholarly contribution to the discipline to date as well as the likelihood of further significant scholarship.
 - d. The external scholars are not to be asked to evaluate the candidate's teaching or service.
 - e. The letters from the external reviewers are due by August 15 of the tenure review year and are to be directed to the Chair of the Tenure Committee, via the CAD Dean's Office, who will make them available to Tenure Committee members.
7. Between August 20 and September 20 of the tenure review year, the Tenure Committee solicits confidential letters from each of the tenured faculty within a candidate's department. These letters should include a clear recommendation for or

against tenure, along with the tenured faculty member's appropriate explanation. These letters are due to the Tenure Committee within two weeks from the date of the request.

8. By August 15 of the tenure review year, the candidate uploads an electronic portfolio of documentation that supports the tenure application in each of the three relevant areas: teaching, scholarship, and service, along with documentation related to hiring, employment, annual reviews, and Plans of Work, in accordance with the University's Tenure and Promotion policy (E05.0). The portfolio of documentation for each candidate will include all of the required documentation for Tenure Review as listed in the Faculty Document Submissions Guide link provided to the candidate by the Dean's Office by May 1 (See Appendix B in Section 4: Required Documentation . . .).
 - a. The Dean's office should notify the Provost's Office if no candidates will be submitted for a particular process.
 - b. The Dean's Office should also notify the Provost's office if materials will not be submitted by the established deadlines.

Candidates should be reminded that other required documentation will be added by the Dean's Office as indicated in the Faculty Document Submissions Guide (See Appendix B in Section 4: Required Documentation . . .).

9. By September 15, the School Director of the candidate's School shall provide a letter to the chair of the Tenure and Promotion Committee assessing the candidate, taking into account the material the candidate has provided. That letter should be consistent with past merit, tenure, and teaching evaluations and should address any perceived weakness in the candidate's past performance along with the steps taken to improve that performance.
10. During the course of its review and evaluation of all materials, the Tenure and Promotion Committee may, at its discretion, contact a candidate's School Director for additional information or clarification.
11. By January 15, the Chair of the Tenure and Promotion Committee must send to the Dean a letter of review that analyzes a candidate's fitness for tenure. The letter should address the candidate's strengths and weaknesses and should state whether current performance merits a recommendation for tenure. The vote of the Committee is included in the letter. No member of the Tenure and Promotion Committee may abstain from voting.
12. By February 8, the Dean must forward the Tenure and Promotion Committee's letter of review and the candidate's documentation to the Provost, along with the letters

from external review scholars and a separate recommendation letter from the Dean. (Refer to Provost's Calendar for Faculty Actions and Academic Ceremonies, https://www.rit.edu/provost/sites/rit.edu.provost/files/images/Office_of_the_Provost_calendar_2015-2016.pdf)

13. By April 15, the candidate is notified in a written communication from the Provost regarding the granting or denial of tenure. (Refer to Provost's Calendar for Faculty Actions and Academic Ceremonies, https://www.rit.edu/provost/sites/rit.edu.provost/files/images/Office_of_the_Provost_calendar_2015-2016.pdf) According to the University's Policy on Tenure (E05.3c2e), the tenure candidate does not have access to any of the other letters of recommendation in the tenure process, including the departmental faculty letters, the School Director's letter; the Tenure Committee's letter, external review letters, and the Dean's letter.

A. Granting or Denial of Tenure

The CAD policy on the Granting or Denial of Tenure explicitly follows the University's policy (E05.0) on this topic. As stated in the University's policy, if a candidate wishes to appeal a tenure denial, he/she can refer to the Faculty Grievance Policy (E24.0) for information about the appeal process. Such appeals are limited to the question of whether the policies and procedures set forth in the tenure policy have been duly followed in the candidate's case.

B. Expedited Tenure Review

The CAD policy on Expedited Tenure Review follows the University's policy (E05.0).

It is CAD Dean's responsibility to ensure that a full Tenure and Promotion Committee can be assembled as needed for the purpose of an expedited tenure review.

Effective: July, 2013
Revision: April 2015
Revision: September 2015
Revision: January 2016
Revision: April 2017
Revision: August 2017
Revision: April 2018
Revision: July 2018
Revision: November 2018

Section 4 - Appendix A: Statement of Expectations for Tenure-track Faculty

College of Art and Design

Statement of Expectations for Tenure-track Faculty

Introduction:

“The RIT Tenure policy seeks to cultivate faculty who demonstrate excellence in teaching skills and scholarship competencies as well as effective participation in the Institute’s academic and cultural life. The right to tenure is earned through demonstrations of high standards in those areas and concern for students’ personal worth and advancement.” (E05.0)

A written Statement of Expectations guides faculty through the tenure process. This Statement is developed with the candidate in consultation with the Dean and School Director, and follows expectations as defined in the College of Art and Design (CAD) tenure guidelines. Tenure criteria with acceptable forms of evidence and documentation are detailed below. They are consistent with RIT policies on tenure and scholarship (E04.0 and E05.0).

The following Statement of Expectations serves only as the basis for evaluating tenure eligibility. This document may be revised with the mutual consent of all parties.

STATEMENT OF EXPECTATIONS:

CAD recognizes the significance of a tenure decision for the candidate as well as for the candidate's School/Department, the College, and the Institute as a whole. Excellence in teaching, scholarship, and professional service to the University and to the faculty member’s field of creative endeavor is essential to the continued advancement of the College and its faculty. Expectations for tenure in CAD are:

Teaching: *RIT and CAD consider teaching to be of importance in the granting of tenure. Teaching and pedagogical activities must clearly indicate commitment to student learning and must support the instructional needs of the Department(s)/School, CAD, and University. Teaching must also demonstrate a commitment to connecting personal research and scholarly work to learning outcomes where appropriate. Teaching assignments will be specified in a Faculty Plan of Work and defined by the Department/School in consultation with the faculty member. It should be noted that Faculty Plans of Work are subject to modification based on the needs of the School, College or University.*

Scholarship and Research Activities: *As a faculty member, you are expected to conduct scholarship that is documented, disseminated and peer reviewed. The University policy (E04.0) recognizes four kinds of scholarship:*

1. *Discovery: The use of professional expertise to discover knowledge, invent or create original material.*
2. *Teaching/Pedagogy: To engage in the scholarship of teaching practice through peer-reviewed activities to develop, improve or advance pedagogy.*
3. *Integration: To use professional expertise to connect, integrate and synthesize knowledge.*
4. *Application: To use professional expertise to engage in applied research, consultation, technical assistance, policy analysis, program evaluation, or similar activities relative to School, College and Institute.*
5. *Engagement: To develop scholarship, as defined above, in context of reciprocal and collaborative community partnerships.*

In progress towards tenure, tenure-track faculty must maintain a personal website, complete with up-to-date CV, scholarly work and related creative activities. This website will be essential during the phase of Comprehensive Mid-tenure Review.

Service: *Professional Service activities both internal and external to the Institute are recognized as another important facet in the granting of tenure. Service activities will be specified in the annual Faculty Plan of Work. Service should encompass internal contributions to Department/School, CAD, and the Institute, as well as external contributions to the discipline at regional, national and international levels. Examples of service activities include: participation on Department/School committees; CAD and Institute committees; involvement in student advising and organizations; maintaining contacts with co-op and internship possibilities; recruitment, and fundraising.*

This Statement of Expectations has been discussed with me

Faculty Member

Date

Dean

Date

Comprehensive Mid-Tenure Review and for Tenure and Promotion to Associate Professor

The following required documentation pertains to Comprehensive Mid-Tenure Review and Tenure and Promotion to Associate Professor (See Policy E5.0-Policy on Tenure).

Candidates must upload bold italicized items.

FOLDER ONE –

- Dean's letter of assessment and recommendation
- Tenure Committee's letter of assessment and recommendation for approval or non-approval of tenure
- School Director's letter of assessment of progress toward tenure, including a summary of student evaluations and a clear recommendation for or against tenure.
- Tenured department faculty letters with a clear recommendation for or against tenure with supporting explanation.
- External review letters (minimum of four (4)). DO NOT INCLUDE CVs OF EXTERNAL REVIEWERS. External letters pertain to faculty seeking tenure and promotion and not faculty undergoing Comprehensive Mid-Tenure Review.
- Candidate's CV***
- The Comprehensive Mid-Tenure review letters from the
 - Provost
 - Dean
 - Tenure committee
 - School Director
- Candidate's annual evaluations for the probationary period (most recent to oldest).***
- Copy of the original hire letter*** (Please redact salary)
- Letters of approval for extensions to the probationary period or reduction in previously granted credit toward tenure (with reason(s) for such action(s) redacted).***
- Statement of Expectations – include a copy of the original agreement and any subsequent modifications***
- All agreements relating to the faculty member's conditions of employment (with salary information redacted)***
- College tenure policy
- Tenure and Promotion form, if applicable – Please be sure the most recent version of this form is used, it is completely filled out, and that it has all the necessary signatures.

FOLDER TWO –

- Section 1 - Documentation related to teaching:
 - **a. - Teaching philosophy, written in clear and succinct description and in a manner that can be understood by someone not in the candidate's field. Teaching philosophy should not exceed more than three double-spaced pages with standard margins.**
 - **b. - List of courses taught by title and number and arranged chronologically with most recent first, including examples of curriculum development and a listing of accepted theses or dissertations for which the candidate was a primary or secondary advisor.**
 - **c. - Peer reviews of teaching, if applicable, written by actual observer who should be trained in observation techniques and who is normally the School Director (observation may be contained in her/his official report), a faculty colleague in the department or related area, or an external teaching expert in candidate's field.**
 - **d. – Other documentation related to teaching performance.**

- Section 2 - Documentation related to scholarship/research/creative work:
 - **a. - Statement describing the focus of candidate's scholarship/research/creative work; accomplishments to date, and expected future efforts. This statement should be written in clear and succinct description and in a manner that can be understood by someone not in the candidate's field. This statement should not exceed more than three double-spaced pages with standard margins.**
 - **b. - List of grants or other external funding, if applicable, received and arranged with more recent cited first.**
 - **c. - List of publications, performances, and/or exhibits arranged chronologically with the most recent first.**
 - **d. – Other documentation related to scholarship/research/creative work**

- Section 3 - Documentation related to service:
 - **a. - Statement describing service, written in clear and succinct description and in a manner that can be understood by someone not in the candidate's field. Service statement should not exceed more than three double-spaced pages with standard margins.**
 - **b. - List of contributions and activities related to significant professional service to the university; local, regional, national and international organizations; and professional organizations and associations.**
 - **c. – Other documentation related to service.**

FOLDER THREE -

- *a. - Student evaluations during probationary period. In some cases, these evaluations may consist of online electronic student evaluations and paper evaluations. When paper and electronic student evaluations are available from a course(s), both should be included.*