



**Required Unit RTP Criteria Elements and Guidance on Unit RTP Criteria Revision –
Handbook Changes**

RES 252632

FAC

RESOLVED: That the Handbook sections in this resolution replace or amend sections 305.3.1, 305.3.4, 305.4.2.4, 305.4.2.8., and 305.4.2.9.

RESOLVED: That Unit RTP Criteria shall be written and maintained in a manner that supports evaluation across the full faculty career progression, including retention, tenure, promotion, early advancement, and post-tenure review. In particular, criteria shall be written with enough clarity and specificity to support evaluation for:

1. Retention decisions of temporary faculty;
2. Retention decisions during the probationary period;
3. Tenure and promotion decisions following the normal probationary timeline (six years);
4. Post-tenure promotion following the normal time in rank (five years);
5. Early tenure and promotion from Assistant Professor to Associate Professor;
6. Early promotion from Associate Professor to Professor; and
7. Post-tenure review.

RESOLVED: Unit RTP Criteria should be written with sufficient clarity and stability to promote consistent professional growth over time and to prevent shifting or evolving expectations during the probationary period.

RESOLVED: For the purposes of faculty evaluation and the Unit RTP or PTR Criteria, the terms “acceptable,” “satisfactory,” “meets expectations,” and “essential” may be used interchangeably to describe the minimum level of performance required in the areas of teaching or professional performance, scholarly or creative activity, and professionally related service. These terms reflect the baseline standards necessary for retention of temporary faculty, retention of probationary faculty, and the award of tenure and promotion

following the normal probationary period. They do not represent aspirational or exemplary levels of performance, but rather the fundamental professional expectations required for continued appointment as a faculty member. Failure to meet these standards indicates that a faculty member has not satisfied the essential professional responsibilities of the position and should result in non-retention, denial of tenure or promotion, or separation from the university consistent with applicable policies and procedures.

RESOLVED: That clarifying Unit RTP Criteria is intended to promote continued professional growth and engagement in teaching or professional performance, scholarly or creative activity, and professionally related service, while also supporting transparent and consistent evaluation.

RESOLVED: That the Academic Senate reaffirms that early tenure and promotion should be rare, but attainable when faculty demonstrate clearly defined exceptional performance.

RESOLVED: That the Academic Senate acknowledges that current policy prevents exceptional faculty from being considered for early tenure and/or promotion in units that lack clearly articulated criteria for exceptional performance, thereby limiting opportunities for advancement and incentives for excellence.

RESOLVED: That Unit RTP Criteria addressing scholarly or creative activity shall reflect discipline-appropriate standards of quality and integrity, including holistic evaluation practices consistent with professional norms.

RESOLVED: Units missing criteria for exceptional performance in teaching, scholarly or creative activities, and professionally related service shall revise their Unit RTP Criteria to include criteria for exceptional performance in these areas.

RESOLVED: Units missing post-tenure review criteria shall revise their Unit RTP Criteria to include post-tenure review criteria.

RESOLVED: That a detailed guide with illustrative examples be included as an attachment to this resolution to assist units in revising Unit RTP Criteria, with emphasis on defining acceptable and exceptional performance in teaching, scholarly or creative activities, and

professionally related service, and in articulating post-tenure review expectations.

RESOLVED: That the guidance document attached to this resolution is advisory in nature and intended to support units in developing discipline-appropriate criteria; it shall not be interpreted as prescriptive or restrictive.

RESOLVED: That compliance with these requirements shall be incorporated into the regular five-year review cycle of Unit RTP Criteria as described in Section 305.4.2.5.

RESOLVED: The following changes be made to the University Handbook (additions in underline, deletions in ~~strikethrough~~).

305.3 Promotion

305.3.1 Performance Review for Promotion of Faculty

Promotion is the advancement of a probationary or tenured faculty who holds a teaching faculty, librarian, or counselor rank to a higher rank. Faculty shall be subject to a performance review for the purpose of being awarded promotion, pursuant to the performance review provisions in Section 305.5.

Elapsed time or number of years in rank will not of itself constitute reason for or against promotion, and a faculty's performance may be judged acceptable or satisfactory for a given rank without necessarily warranting promotion to a higher rank.

305.3.2 Promotion of Probationary Faculty

Probationary faculty shall be considered for promotion at the same time they are reviewed for tenure. Probationary faculty shall not ordinarily be promoted before the end of the normal six (6)-year probationary period. Probationary faculty shall not be promoted beyond the rank of associate professor.

305.3.3 Promotion of Tenured Faculty

Promotion of tenured faculty shall ordinarily occur at the beginning of the sixth year after appointment to their current rank or classification. Promotion of tenured faculty occurs within the following guidelines and restrictions.

- a. Tenured faculty wishing to undergo review for promotion shall notify the Office of the Provost & Vice President for Academic Affairs (P&VPAA) in writing by November 1 of their intention to undergo performance review for

the purpose of promotion during the Fall review. Tenured faculty who do not notify the Office of the P&VPAA by that date will be ineligible to undergo review for promotion that year.

- b. The performance review for promotion purposes occurs in the Fall review during the academic year in which the tenured faculty requests the review for promotion.

305.3.4 Early Promotion of Probationary and Tenured Faculty

The President may promote probationary faculty before the end of the normal six (6)-year probationary period or in the case of tenured faculty before the lapse of six years since the initial promotion. Early promotion should be rare and occurs only if faculty have compiled a record of discipline-specific exceptional performance while at California State University, Bakersfield in teaching (or the equivalent in the case of librarians and counselors), scholarly/creative activities, and in ~~professionally-related~~ **professionally related** service.

- a. Well defined and specific departmental expectations for the level of “exceptional” performance in teaching, scholarly/creative activities, and service shall be included in the unit RTP criteria. These criteria shall significantly exceed the typical criteria and shall be of significant rigor that most faculty within the unit who qualify for promotion and/or tenure would not meet exceptional criteria for early promotion and/or tenure. Such criteria shall be regularly reviewed by the unit.
- b. Early tenure and/or promotion of probationary and early promotion of tenured faculty should be a rare event. **Eligibility for early promotion shall not be based on a minimum number of years in rank, but on demonstrated exceptional performance.** The request for early tenure and/or promotion may be initiated either by the ~~probationary~~ faculty member or by the department unit committee. ~~If the request is initiated by the probationary faculty member such request may not occur before the fourth year of the ordinary six-year probationary period.~~ Requests initiated by the unit committee are under no such restriction. In either case the candidate and/or the unit committee must document how the faculty member meets the department’s elaborated definition of “exceptional” performance.
- c. If no criteria for “exceptional” performance for early tenure and/or promotion exists within unit RTP criteria, then requests for early promotion and/or tenure shall not be considered.

305.4.2.4 Unit RTP Criteria

Units may have different perspectives, priorities, or procedures in evaluating the performance or estimating the promise of their members. Without

altering the scope of the three areas in 305.4.2.1, 305.4.2.2, and 305.4.2.3 above, units shall interpret and elaborate the three areas in order to assess the level and quality of a unit member's performance. The unit RTP criteria shall be used at all levels of review for a given faculty.

Faculty under consideration for retention, tenure, and promotion shall have the option of a performance review under either the unit RTP criteria operative at the time of their hiring or under any subsequent revision of the unit RTP criteria during the probationary period: **in effect at the time the faculty was hired or any subsequent revision, including those at the beginning of the current RTP review cycle. The faculty candidate has the responsibility and authority to make the choice.**

For each of the three areas outlined in sections 305.4.2.1, 305.4.2.2, and 305.4.2.3, as applicable, units shall define criteria for (a) acceptable/satisfactory performance and (b) exceptional performance.

Acceptable or satisfactory performance shall be required for the award of tenure and promotion of an assistant professor to the rank associate professor, and for the promotion of an associate professors to the rank of professor.

Exceptional performance in the areas outlined in 305.4.2.1, 305.4.2.2., and 305.4.2.3, as applicable, shall be required for early tenure and promotion of probationary faculty or early promotion of tenured faculty (see 305.3.4).

Each unit shall define (a) criteria for tenure and promotion from assistant professor to associate professor (or equivalent ranks for counselors and librarians), and (b) promotion from associate professor to professor (or equivalent ranks for counselors and librarians).

Further each unit shall define (c) criteria for early tenure and promotion from assistant professor to associate professor (or equivalent ranks for counselors and librarians), and (d) criteria for early promotion from associate professor to professor (or equivalent ranks for counselors and librarians).

Post-tenure review is critical for maintaining and improving a tenured faculty member's effectiveness (see 306.3). Therefore, each unit shall include clearly articulated criteria for post-tenure review. These criteria

should reflect the ongoing professional expectations of tenured faculty, including continued effectiveness in teaching and meaningful engagement in professionally related service. Continued scholarly or creative activity remains an important dimension of faculty work and should be considered as part of a faculty member's overall professional profile; however, for post-tenure review conducted in the absence of an application for promotion, evaluations shall focus primarily on acceptable performance in teaching or professional performance and service, with scholarship considered in a developmental and contextual manner appropriate to rank, assignment, and career trajectory.

Unit RTP criteria shall be sufficiently clear and specific to provide faculty, particularly those in the probationary period, with stable and transparent expectations that guide professional development over time. Criteria should support progressive growth and improvement and should not function in a manner that effectively alters performance expectations during an ongoing probationary period.

Unit criteria should recognize that excellence across teaching, scholarship or creative activity, and service represents the strongest case for advancement and professional distinction, and should not be structured in a way that allows for sustained neglect of any of these core areas of faculty responsibility.

305.4.2.5 Revision of Unit RTP Criteria

Unit RTP criteria shall be formally reviewed at least once every five (5) years. Any faculty may propose changes in unit RTP criteria at any time. After approval by a majority vote of all tenured and probationary faculty, changes in the unit RTP criteria shall be forwarded to the school dean and the P&VPAA. Revised RTP criteria cannot apply to an RTP cycle already underway.

Given the critical importance of the RTP process, the P&VPAA, school deans, and units are encouraged to make every attempt to resolve amicably any differences of opinion concerning the proposed criteria. In the event that the differences cannot be resolved, the P&VPAA shall request the University Review Committee to arbitrate and to determine a resolution.

305.4.2.8 Evaluation of Scholarly or Creative Activity

Candidates for tenure or promotion shall demonstrate substantive and sustained contributions to knowledge in the discipline. Candidates for tenure **and promotion** shall demonstrate these contributions via works that have received favorable peer review from individuals outside of CSUB.

In all instances, quality of work shall be considered the primary criterion for evaluating scholarly or creative activity.

Scholarly and creative activity is a core professional expectation of tenure-track and tenured faculty. Unit RTP criteria shall recognize that sustained engagement in scholarship or creative work is essential to maintaining disciplinary expertise, supporting teaching effectiveness, and contributing to the mission of the University. Criteria should encourage continued contributions while recognizing that scholarly activity may take multiple forms across career stages.

Scholarly and creative activity should not be displaced by service commitments or administrative responsibilities, and units should structure expectations to ensure that faculty are supported in maintaining active intellectual engagement appropriate to rank, assignment, and discipline.

Scholarly and creative activity may include a wide range of contributions beyond traditional peer-reviewed works, including but not limited to mentorship of student research and creative projects, applied scholarship, professional engagement, and other discipline-relevant intellectual contributions.

305.4.2.9 Evaluation of ~~Professionally-Related~~ Professionally Related Service

Faculty members shall prioritize their activities so service does not interfere significantly with teaching or scholarly or creative activity. Faculty members shall document active service to the department that includes, at a minimum, collaborative participation in department decision making.

Service expectations shall be appropriate to rank, experience, and assignment, recognizing that early-career faculty may have more limited service responsibilities while developing their teaching and scholarly profiles.

Associate Professors and Professors shall document significant and sustained service to multiple areas, including the school (if applicable), the college, the university, the university system, a professional association, and the community. As faculty advance in rank, service contributions are expected to reflect increasing leadership, responsibility, or broader institutional and professional engagement.

Professionally related service is a core professional responsibility and shall be evaluated as a cumulative body of work over time rather than as a uniform annual obligation. Unit RTP criteria should recognize both acceptable and exceptional service contributions while ensuring that expectations for service, teaching, and scholarly or creative activity remain appropriately balanced.

~~Associate Professors and Professors shall also document significant and sustained service to two or more of the following: the school, the university, the university system, a professional association, or the community.~~

The department or equivalent unit criteria shall determine whether service learning, if included, is evaluated as teaching or as service.

Service expectations should be structured in a manner that encourages sustained participation while maintaining balance across teaching, scholarship or creative activity, and service responsibilities.

RATIONALE: This resolution responds directly to Academic Senate Referral #32, which requested that the Faculty Affairs Committee review and clarify Handbook language related to Unit RTP Criteria, Periodic Evaluation, and Post-Tenure Review, including the development of clearer definitions of “exceptional” performance for early promotion and the creation of a checklist to assist units in revising their criteria. This resolution also partially responds to Referral #43, which calls for review of RSCA reports. The 2025 FAC-4-RSCA Report on Research, Scholarship, and Creative Activity recommends rigorous maintenance of requirements for scholarship and creative activities, as well as “clear language in the handbook” about “predatory, for-profit, vanity, and self-publish options” (pp. 27-28).

The retention, tenure, promotion, and post-tenure review processes serve not only as evaluative mechanisms but also as developmental structures intended to support continued professional growth and engagement across the full span of a faculty career. Faculty are expected to remain actively engaged in teaching or professional performance, scholarly or creative activity, and professionally related service, and Unit RTP Criteria play a central role in defining expectations in ways that are discipline-appropriate, transparent, and equitable.

This resolution strengthens existing Handbook language by ensuring that Unit RTP Criteria clearly articulate expectations for acceptable and exceptional performance in all three areas of evaluation, including criteria for early promotion and post-tenure review. The intent is not to standardize disciplinary standards, but to ensure that units provide sufficient clarity to support consistent, informed, and fair evaluation across all stages of review, including retention decisions, tenure and promotion following the normal probationary timeline, early advancement based on exceptional performance, post-tenure promotion, and post-tenure review.

The RTP process is intended to encourage sustained professional growth and meaningful engagement over time. Teaching effectiveness, scholarly or creative contributions, and professionally related service are not static expectations limited to early career stages; rather, they represent continuing professional responsibilities that evolve across career trajectories. Clear unit criteria help faculty understand how to develop their work in ways that align with disciplinary norms and institutional expectations; while also helping review committees and administrators make thoughtful, contextualized judgments.

Clear and stable unit criteria are particularly important during the probationary period. Faculty must be able to rely on articulated standards when planning their teaching, scholarly or creative activity, and service commitments. When criteria lack clarity or appear to shift during the probationary period, faculty may experience uncertainty that undermines professional planning and development. By encouraging units to articulate expectations with sufficient specificity

and stability, this resolution promotes fairness, transparency, and consistent growth rather than ad hoc or evolving standards.

The addition of guidance encouraging holistic evaluation of scholarship, recognition of diverse scholarly and creative contributions, and alignment with principles such as those articulated in the San Francisco Declaration on Research Assessment supports a more nuanced and discipline-sensitive approach to evaluating scholarly impact. At the same time, emphasizing balanced engagement across teaching, scholarship or creative activity, and service reinforces the principle that excellence in faculty work is strongest when it reflects meaningful contributions across multiple areas.

Similarly, the inclusion of post-tenure review criteria within Unit RTP documents helps ensure that expectations for continued engagement remain transparent and developmental rather than episodic or unclear. Post-tenure review is intended to support continued effectiveness and professional vitality, not to impose rigid productivity models. Recognizing that scholarly and creative activity may take different forms over time helps units evaluate faculty contributions in context while still maintaining expectations for continued professional involvement.

Overall, this resolution is designed to strengthen clarity, transparency, and consistency while preserving disciplinary autonomy. By encouraging units to articulate expectations more clearly, this policy supports faculty in planning their professional development, supports reviewers (e.g., Unit RTP Committees, Deans, the University Review Committee, the Provost) in making informed evaluations, and reinforces accountability structures that promote continued growth, engagement, and excellence across the academic career.

Attachment: Guidance for Developing Unit RTP Criteria

Distribution List:

President
Provost and VP for Academic Affairs
AVP for Faculty Affairs
University Review Committee
College Deans
Dean of Libraries
Department Chairs
General Faculty

Approved by the Academic Senate:

Sent to the President:

President Approved:



Guidance for Developing Unit RTP Criteria

Adopted by the Academic Senate on [Month, Day, Year]

This guidance is intended to support units in developing clear, discipline-appropriate Unit RTP Criteria that define acceptable and exceptional performance across teaching or professional performance, scholarly or creative activity, and professionally related service. Units retain primary responsibility for determining the standards, expectations, and forms of evidence that are most appropriate to their disciplines, professional norms, institutional roles, and the standards, expectations, and resources relevant at California State University, Bakersfield.

These areas will necessarily be interpreted and adapted for non-instructional faculty, including counselors and librarians, whose primary responsibilities may center on professional performance rather than classroom teaching.

The examples provided in this document are illustrative and are intended to support reflection and development; they should not be interpreted as required elements, minimum thresholds, or restrictive definitions.

Unit RTP Criteria shall be sufficiently detailed to allow for consistent and informed evaluation across the full faculty career progression. In particular, probationary faculty should be able to rely on the published criteria as stable benchmarks for professional development throughout the probationary period. In particular, criteria should be written with enough clarity and specificity to support evaluation for:

1. Retention decisions of temporary faculty;
2. Retention decisions during the probationary period;
3. Tenure and promotion decisions following the normal probationary timeline (six years);
4. Post-tenure promotion following the normal time in rank (five years);
5. Early tenure and promotion from Assistant Professor to Associate Professor;
6. Early promotion from Associate Professor to Professor; and
7. Post-tenure review.

Criteria should provide a clear and substantive framework for distinguishing between acceptable/satisfactory performance and exceptional performance in each of the three

Academic Senate

California State University, Bakersfield
9001 Stockdale Hwy. • 22 EDUC • Bakersfield, CA 93311

areas of evaluation so that faculty, review committees, and administrators have a shared understanding of expectations at each stage of review. While criteria should be sufficiently detailed to guide evaluation, units should preserve flexibility to account for disciplinary differences, varied faculty assignments, and the evolving nature of academic work. The goal is not to create rigid formulas, but to ensure that expectations are transparent, interpretable, and applicable across the range of review processes that occur over the course of a faculty member's career.

Teaching

Unit RTP criteria should clearly describe what constitutes acceptable/satisfactory teaching and what constitutes exceptional teaching, using definitions and forms of evidence appropriate to the discipline. Because teaching is a primary function of faculty, evaluation of teaching effectiveness should rely on multiple measures that together provide a comprehensive view of a faculty member's instructional practice and contributions to student learning. Evidence of teaching effectiveness may include course design, instructional innovation, curriculum development, assessment practices, mentoring of students, and contributions to student success. Units are encouraged to consider evidence reflecting the full range of instructional environments within their disciplines, including classroom, laboratory, clinical, studio, field-based, and online contexts.

Consistent with University policy, evaluation of teaching should include review of course materials and instructional artifacts that demonstrate the structure, preparation, and intentional design of courses. Such materials may include syllabi, assignments, assessments, grading practices, instructional resources, and the alignment between learning objectives, instructional activities, and evaluation methods. Units may also consider evidence of the effective use of learning management systems and related instructional technologies to support communication, organization of course content, accessibility, and student engagement.

Student opinion of teaching, including the Student Opinion on Curriculum and Instruction (SOCl), is a required component of the evaluation process and provides useful information about the student experience in courses. However, student opinion data should be interpreted in context and considered as only one of multiple measures of teaching effectiveness. Consistent with University policy, SOCl's should not be given greater weight than other measures of teaching performance, and reviewers should focus on patterns or trends across courses and review cycles rather than isolated scores or comments.

Research indicates that student evaluations may be influenced by factors unrelated to instructional quality and may reflect potential biases. For this reason, Unit RTP criteria

should encourage careful and professional interpretation of SOCI data and emphasize the importance of evaluating teaching through a holistic review of multiple sources of evidence.

Additional evidence of teaching effectiveness may include peer observations of teaching, self-reflective statements about instructional practice, formative assessment of teaching and learning, and evidence of engagement with pedagogical development. Reflective statements and teaching philosophies may help reviewers understand a faculty member's instructional goals, responsiveness to feedback, and ongoing efforts to improve teaching practice. Participation in teaching workshops, learning communities, or other professional development activities may also demonstrate a sustained commitment to improving teaching effectiveness.

Examples of exceptional teaching may include sustained instructional innovation, development of new courses or programs, leadership in pedagogical initiatives, development of materials used by others, engagement in the Scholarship of Teaching and Learning, mentorship of student research or creative work, teaching awards, or other contributions that demonstrate a particularly strong impact on student learning or the educational mission of the unit. Units should determine which indicators of teaching effectiveness and distinction best align with disciplinary values and instructional practices. These examples are intended to illustrate possible forms of evidence rather than prescribe specific requirements.

Scholarly or Creative Activity

Unit RTP criteria should define acceptable and exceptional scholarly or creative activity in ways that are appropriate to the discipline and consistent with professional standards. Scholarship and creative activity are core professional expectations of tenure-track and tenured faculty, and unit criteria should recognize sustained engagement in intellectual and creative work as an important part of maintaining disciplinary expertise, supporting teaching effectiveness, and contributing to the mission of the University. Because the nature of scholarship varies widely across fields, units should identify the types of contributions that are most meaningful within their disciplines.

In evaluating scholarly and creative activity, units are encouraged to adopt a holistic approach that recognizes the quality, rigor, and impact of a faculty member's work rather than relying solely on journal-based metrics. Consistent with the principles articulated in the San Francisco Declaration on Research Assessment (DORA), units should avoid using impact factors or similar journal-level metrics as the primary indicator of scholarly quality. Instead, faculty contributions should be evaluated based on the substance, influence,

originality, and disciplinary relevance of the work. Faculty should reflect on their contributions.

Holistic evaluation may include consideration of a wide range of scholarly practices and contributions, including but not limited to peer-reviewed publications, juried exhibitions, performances, applied scholarship, professional presentations, grant activity, and collaborative projects. Units are also encouraged to recognize contributions that reflect evolving standards of scholarly rigor and transparency, such as open science practices, preregistration of studies, data sharing, methodological transparency, and efforts that support reproducibility and cumulative knowledge building. These examples are intended to illustrate the range of ways faculty may contribute over the course of a career and should not be interpreted as limiting or exhaustive definitions.

Units should also recognize that mentorship of students in research and creative work, collaborative authorship, and leadership in scholarly or creative initiatives may represent meaningful scholarly engagement, particularly as faculty advance in rank and assume broader mentoring roles.

To support the integrity of scholarly evaluation, units are encouraged to develop shared, discipline-informed understandings of how to assess the credibility and quality of publication venues and other dissemination outlets. Unit RTP criteria may describe general indicators commonly recognized within the field for distinguishing reputable venues from those that engage in predatory or exploitative practices, while acknowledging that standards vary across disciplines and publication models.

Predatory publishing is characterized not by a for-profit or open access business model, but by deceptive practices, lack of meaningful peer review, absence of editorial transparency, or failure to adhere to recognized scholarly standards. Units should recognize that for-profit and open access publications are not inherently predatory, and that many highly reputable journals and publishers operate under these models.

Rather than relying solely on lists or rigid exclusions, units are encouraged to articulate discipline-appropriate criteria for evaluating venue quality, such as editorial oversight, peer review rigor, transparency of review processes, reputation within the field, affiliation with professional societies or organizations, and alignment with professional norms. The goal of such guidance is to promote informed scholarly judgment and protect faculty from unintentionally engaging with exploitative outlets, while preserving flexibility for legitimate and emerging forms of dissemination. Overall, the intent of unit criteria should be to promote high-quality, ethical, and impactful scholarly and creative work, evaluated in

context and in alignment with disciplinary norms, rather than to rely on narrow metrics or uniform expectations.

Professionally Related Service

Unit RTP criteria should describe acceptable and exceptional service in ways that reflect the responsibilities and opportunities within the discipline and the institution.

Professionally related service is a core professional expectation of tenure-track and tenured faculty and plays an important role in supporting shared governance, institutional functioning, and professional engagement. Units should determine what forms of service are most appropriate and meaningful in their context, recognizing that service contributions may occur at the department, college, university, system, professional, or community level.

Acceptable service may include participation in shared governance, committee work, program support, and student advising, while exceptional service may include sustained leadership roles, major institutional contributions, professional association leadership, or community engagement related to the faculty member's expertise. Units should recognize that service expectations may vary across career stages and assignments, and that service contributions often occur unevenly over time. The goal of unit criteria should be to articulate what constitutes meaningful and sustained professional engagement, while maintaining balance across teaching, scholarship or creative activity, and service so that no area of faculty responsibility is consistently neglected.

Early Promotion

Unit RTP criteria should include clearly articulated descriptions of the level of exceptional performance required to support early tenure and/or early promotion. Because expectations vary significantly across disciplines, units should define what constitutes a record that substantially exceeds the normal standard for tenure or promotion. Units may consider evidence of sustained excellence across teaching, scholarly or creative activity, and service; impact beyond the department or institution; or other indicators of distinction that align with disciplinary norms. The examples considered by units should reflect the culture and expectations of the field and should not be limited to a single model of achievement.

Post-Tenure Review

Unit RTP criteria should include clearly articulated criteria for post-tenure review that reflect the ongoing professional expectations of tenured faculty. These criteria should emphasize continued effectiveness in teaching and meaningful engagement in

professionally related service, while recognizing that scholarly or creative activity remains an important component of a faculty member's professional profile and continued disciplinary engagement.

Units should recognize that scholarly and creative contributions may take many forms after tenure, including continued research productivity, creative work, applied scholarship, professional presentations, participation in scholarly communities, and mentorship of students in research and creative pursuits. These examples are intended to illustrate the breadth of possible contributions rather than to define minimum or maximum expectations. Units should determine how best to evaluate continued professional growth and engagement in ways that are consistent with disciplinary standards, faculty roles, and career trajectories.