



**MONTCLAIR STATE**  
UNIVERSITY

## AFT LOCAL 1904

# Understanding the Faculty Promotion Process

A workshop led by

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Note: The enclosed materials are supplemental to the face-to-face workshop given on December 5, 2013. We encourage you to contact a union officer directly if you have specific areas of inquiry or if there is confusion in your department about the personnel action process. We are also happy to look over your materials and provide feedback.

This workshop addresses 5 essential questions that faculty should ask when considering the promotion application process:

1. Are you **eligible** for the rank in which you are applying?
2. What is the **timeline**?
3. Have you **read the local contract**?
4. What about **Faculty Roles and Responsibilities**?
5. What are the **expectations, documentation and procedures**?

## 1. ELIGIBILITY

### 4.1.1 ELIGIBILITY [State Contract Article XIV.A]

*Full-time faculty members whose qualifications meet or exceed the requirements for a higher academic rank (See Appendix I in this Agreement) shall be eligible for promotional consideration to that rank. Faculty members who are promoted shall advance four (4) salary ranges.*

#### **From the statewide contract:**

### 20.1.3 ASSOCIATE PROFESSOR

*An earned doctorate or other appropriate terminal degree from an accredited institution in an appropriate field of study and five (5) years of professional experience. Evidence of excellence in teaching, scholarly achievement and service beyond the level of accomplishment of those holding the assistant professorship.*

*The requirement of an earned doctorate or other appropriate terminal degree or its equivalent for promotion to the rank of Associate Professor will not apply to faculty members employed by the Colleges/Universities prior to September 1, 1968.*

### 20.1.4 PROFESSOR

*An earned doctorate or other appropriate terminal degree from an accredited institution in an appropriate field of study and eight (8) years of professional experience. Evidence of excellence in teaching, scholarly achievement and service beyond the level of accomplishment of those holding the rank of associate professor.*

## **College/School Promotion and Special Contributions Promotions Procedures**

**January 23, 2014** - Application deadline to DPAC

**January 31, 2014** - Recommendation from DPAC to candidate

**February 7, 2014** - Last day for response by candidate to DPAC

**February 14, 2014** - Last day for DPAC response to candidate

**February 14, 2014** - DPAC forwards all promotion files to chairperson

**February 21, 2014** - Recommendations from chairperson to candidate

**February 28, 2014** - Last day for response by candidate to chairperson

**March 7, 2014** - Last day for response by chairperson to candidate

**March 7, 2014** - Chairperson forwards all promotion files to dean

**March 27, 2014** - Dean forwards recommendation and evaluation to candidate

**April 11, 2014** - Candidates written response to dean's recommendation and evaluation sent to the VPAA

**April 11, 2014** - Dean forwards all promotion files to the VPAA

**May 1, 2014** - Recommendation from VPAA to each candidate

**May 9, 2014** - VPAA forwards recommendations and all promotion files to the President

**May 23, 2014** - Recommendation from the President to each candidate

**May 28, 2014** - Recommendation from the President to the Board of Trustees

**June 9, 2014** - Candidates notified of Board of Trustees' action

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and reappointment contracts that their employment is contingent on continuation of grant funding. Part-time employees on grants are not included in the unit.

**N.** The dates set forth in this Article may be changed by local agreement except where the dates are required by statute.

**O.** Each College/University shall have the discretion to establish two or three year non-renewable teaching appointments based upon criteria established by policy at each College/University. Such appointments shall not exceed three (3%) percent of the regular full-time faculty lines at the College/University. Each faculty member appointed pursuant to this section shall be evaluated annually using the normal evaluation procedures up to and including the first level of administrative review. Continued employment for the full term of the appointment is conditioned upon the faculty member meeting the performance standards of the College/University.

Each College/University shall furnish the UNION with a list of any faculty members appointed pursuant to this section no later than October 15 and February 15 of each academic year.

#### **ARTICLE XIV PROMOTIONAL PROCEDURE**

**A.** Full-time faculty members whose qualifications meet or exceed the requirements for a higher academic rank shall be eligible for promotional consideration to that rank. Faculty members who are promoted shall advance four (4) salary ranges. Their new salaries shall be computed pursuant to Article XXII, Section C.1.

**B.** An eligible full-time faculty member may make written application for promotional consideration on or before November 1. The application may be accompanied by any substantiating documentation which the individual cares to submit. Nomination of a full-time faculty member for promotional consideration may be made by other than the individual.

**C.** The procedures for promotional consideration utilized in the College/University, if universally applicable, or in the division, department or similar unit in which the faculty member is employed, shall be fairly and equitably applied to all applicants and nominees. The procedures shall provide for consideration based on criteria established by the College/University, appropriate to the College/University and the work unit. The current and applicable procedures, including a statement of such criteria, shall be provided in written form for the understanding of all affected faculty members. This provision shall not be construed as a waiver of the Colleges'/Universities' right to promote, under procedures set by the Colleges/ Universities, employees not included in the negotiating unit. The Colleges/ Universities, however, recognize the value of peer consultation and except in unusual circumstances will consult with the involved department concerning the procedures to be used in any particular case involving negotiation unit members.

**D.** At each College/University the committee charged with the final evaluation of promotion applications will be informed by the President or his or her designee of the number of promotions available at the various ranks for that unit or the College/University as a whole, and will submit its recommendations to the President or his or her designee. Should the President decide to make a recommendation for promotion to the Board of Trustees which is inconsistent with the recommendation of the final committee, he or she shall provide the committee with his or her reasons for that action.

**E.** Final recommendations shall be made to the President on or before February 1 and shall include all pertinent information concerning the applicant.

**F.** The final recommendations shall be made known to any applicant or nominee in writing within two (2) days after submission to the President.

**G.** Within seven (7) days after receipt of the final recommendation to the President a faculty member may initiate a grievance at Step One concerning the application based on an allegation that, after timely filing of his or her application, the promotional procedure was violated or that there was a breach of the rights of the faculty member set forth in Article

II concerning discrimination or in Article V concerning academic freedom. Such a claim, if sustained, will result in reprocessing of the application on an expedited basis. A final recommendation in such case shall be made to the President not later than March 1.

**H.** Recommendations of the President to the Board of Trustees and the decisions of the Board shall be delivered in writing to the candidate by March 15.

**I.** The dates established in this Article and Section F may be changed by local agreement.

**J.** Promotional procedures, including the above procedures, are not applicable to part-time employees, but they may be appointed/reappointed to a higher title.

## **ARTICLE XV RESIGNATION, REASSIGNMENTS, RETIREMENT**

### **A. Resignation**

Employees have an obligation in the matter of resignation. Except in the case of resignation for health or other reasons beyond the control of the employee, it is expected that he or she shall continue to serve until the completion of the academic year or for the term of his or her appointment unless another date is mutually agreed to by the College/University and the employee.

### **B. Reassignments**

1. Reassignment is the movement of an employee from one job assignment to another, or from one local title to another within such employee's generic title, and within or between offices, divisions, branches or departments of the College/University. When an employee is reassigned such employee's salary shall not be reduced as a result of the reassignment below that which he/she would have received had he/she continued in his/her original position during the period of the employee's current employment contract.

2. The provisions of sections 4 through 6, except for the requirement of consultation, shall apply to a librarian who is reassigned from one division, department or branch of the library to another and to a position requiring demonstrably different training or credentials for which prior preparation is required in order to perform the duties of the new position.

3. The provisions of sections 4 through 6, except for the requirement of consultation, shall also apply to a member of the professional staff who is reassigned from one administrative office (e.g., admissions, registration, EOF) to another and to a position requiring demonstrably different training or credentials for which prior preparation is required in order to perform the duties of the new position.

4. If a reassignment of a full-time faculty member is to be made between departments of a College/University each individual department shall be consulted regarding relevant departmental matters. The College/University shall then determine which faculty members are qualified for reassignment and provide them with an opportunity to apply. The College/University will reassign one of the qualified applicants. If none of the qualified faculty members applies for reassignment, the College/University may reassign one of the qualified faculty members on an involuntary basis.

5. A full-time faculty member who is reassigned between departments involuntarily shall be given one semester's advance notice except in unusual circumstances, but in no event shall such employee be given less than forty-five (45) days' notice. Part-time faculty who are reassigned involuntarily between departments shall be given ninety (90) days' notice except in unusual circumstances, but in no event shall they be given less than forty-five (45) days' notice.

6. A full-time faculty member who has been reassigned between departments shall be given priority consideration for Career Development funds when such assistance is warranted in making a transition.

### **C. Retirement**

Conditions of retirement are set forth in the statutes governing the Teachers' Pension and Annuity Fund, the

**MONTCLAIR STATE UNIVERSITY**

**Office of the Provost and  
Vice President for Academic Affairs**

**EXPECTATIONS, DOCUMENTATION AND PROCEDURES FOR  
REAPPOINTMENT, TENURE AND PROMOTION**

Candidates for reappointment, tenure or promotion are responsible for providing evidence regarding the quality of their achievements in teaching, scholarship, and service. Prior to preparing their dossiers, candidates should be thoroughly familiar with the contents of *Faculty Roles and Expectations*, (copy attached), which defines teaching, scholarship, and service—the three areas assessed in personnel decisions—as they are utilized in personnel processes at Montclair State University, and which provides examples of the types of information that should be addressed in the candidate submissions.

Aspirants to higher rank are expected, as they present themselves as candidates for that rank, to have demonstrated progressively **more advanced levels of professional maturity, accomplishment, and recognition extending beyond the boundaries of the university**. The difference between successive ranks is primarily one of achievement. Accomplishments while in rank at other institutions can be considered to the extent that they are consistent with the roles and expectations of faculty at Montclair State University. At the same time, performance in teaching, scholarship, and service while at Montclair State carries the most weight. Holders of higher rank are expected to demonstrate **advanced levels of accomplishment and recognition beyond the boundaries of the university** as they are considered for reappointment and tenure.

# MONTCLAIR STATE UNIVERSITY

## FACULTY ROLES AND EXPECTATIONS

The University recognizes three broad areas of faculty endeavor--teaching, scholarship, and service--and expects that faculty members will be active in each of these areas.

### TEACHING

Teaching is a core activity of the university and all faculty members are expected to achieve excellence in this role. Teaching includes not only traditional classroom, laboratory and studio instruction, but service-learning courses designed to enable student engagement in the community, evolving forms of technology-enhanced instruction such as hybrid and distance learning courses, and other non-classroom instruction such as independent study, the supervision of interns/co-op students, and the supervision of student teachers. The University recognizes the importance of the General Education Requirement to the development of our students, and, therefore, it values the faculty participation in the program, particularly in the interdisciplinary, team-taught core course program. All faculty members are expected to teach at least one standard course that contributes to the instructional load of her or his program each semester. Mentoring is an important component of teaching and includes activities such as the supervision of student research and advisement regarding career options. Additionally, all faculty members are expected to engage in academic advisement of students. Finally, all faculty members are expected to engage regularly in activities designed to enhance the effectiveness of their own teaching.

### SCHOLARSHIP

Scholarship is a core activity of the university, and all faculty members are expected to be productive scholar/artists. The University's definition of scholarship:

*discipline-based, formal inquiry or creative expression that expands, enhances, or applies knowledge, which knowledge, after rigorous review, is shared in significant and accepted national and/or international scholarly or artistic venues,*

is intentionally broad to allow faculty to engage in a variety of both traditional and innovative activities that generate new knowledge and understanding. Included are the scholarships of:

- *Discovery*: scholarship that adds to the field of knowledge of a particular discipline or combination of disciplines;
- *Pedagogy*: scholarship that adds to the knowledge and understanding of teaching;
- *Integration*: scholarship that makes connections among existing ideas within and/or across disciplines to provide new understandings;
- *Application*: scholarship that applies knowledge to issues of contemporary social concern in a manner that generates new intellectual understandings;
- *Engagement*: scholarship that applies knowledge and skills to elucidate the relationship between theory and practice in order to address significant local, national, and global issues; and
- *Aesthetic Creation*: the production of works of art in any medium, including the performing, visual, and literary arts.

### SERVICE

Faculty service is the foundation upon which effective shared governance is nurtured at the University. All faculty members are expected to engage in activities at the department, college/school, and university levels that contribute in a substantial manner to the important work of the institution. Additionally, faculty members are expected to contribute their disciplinary expertise to address issues of importance in the region, state, and nation. Of particular importance are activities in regional, state or national organizations relevant to their field of scholarship, providing professional expertise in their area of scholarship to the community beyond the University, and to deliberations about important regional, state and national issues. The University expects that faculty members will become increasingly active in service, assuming increased responsibilities over

the course of their careers at the University. Conversely, it is essential that non-tenured faculty members focus on establishing their programs of teaching and scholarship, and that service activities should be carefully selected.

While most service activities are considered to be part of a faculty member's normal responsibilities, there are times she or he might be asked to assume a mission critical responsibility that is beyond what would normally be expected of a faculty member. In these cases the faculty member may receive reassigned instructional time to perform her or his responsibilities.

## ASSESSING FACULTY ACTIVITY

### Assessing Teaching

Montclair State University is committed to excellence in teaching. Faculty members are expected to be engaged, over time, with a broad cross-section of students in a variety of different learning circumstances and to continue to make substantial contributions to the instructional program of the University. Questions such as the following will provide a framework for the assessment of faculty teaching.

- **Clear Goals:** Is there congruence between the candidate's espoused goals and values in teaching, as found in the Statement on Teaching, and her/his enacted goals and values in teaching? Has the candidate set rigorous and appropriate, course-specific learning goals and measurable outcomes? Are the teaching activities appropriate to the achievement of the established learning goals and objectives? Are the learning outcomes clearly communicated to students (e.g., in the syllabus)? Does the candidate choose course assignments, learning activities and assessments that enable students to meet the course's stated learning outcomes?
- **Adequate Preparation:** Does the Statement on Teaching provide evidence of an intellectual understanding of, and engagement in, the continual process of reflection on, and improvement of, teaching? Does course content reflect current scholarship in the field? Are course syllabi, outlines, and/or any other materials for course use well constructed, detailed, and informative and are they reviewed and revised regularly?
- **Appropriate Methods:** Does the candidate demonstrate a broad repertoire of pedagogical strategies and show evidence of knowing when and how to use different strategies? Does the candidate use appropriate and various pedagogical and instructional techniques to maximize student learning? Does the candidate employ innovative and interesting pedagogical approaches? Does the candidate use appropriate methodologies to measure student performance? Does the candidate take differences in learning styles into account? In what ways has the candidate used instructional technology to enhance course content and assignments? Does the candidate provide timely and helpful feedback to students? Is there evidence that the candidate is responsive to the needs of students?
- **Significant Results:** Does the candidate demonstrate that she/he understands how to evaluate student learning in multiple, reliable and valid ways? What evidence is provided that student learning has occurred in a course?
- **Reflective Critique:** Does the candidate regularly seek feedback from students and colleagues on the effectiveness of her or his teaching? What evidence is presented that this feedback has been used to improve her or his teaching? Have appropriate learning assessment techniques been applied and is there evidence that results of these assessments have been used to inform course refinements and improve student outcomes in the future?
- **Effective Mentoring:** What services has the candidate provided to students outside the instructional context – academic or career advising, for example? What evidence is provided about the effectiveness of these services?
- **Enhancement of Teaching:** Does the candidate have clear goals for the ongoing development of her/his teaching expertise? Does the candidate actively engage in conversations about teaching and learning? Does the candidate engage in activities designed to enhance the effectiveness of her or his teaching?

### Assessing Scholarship

Faculty members engaging in any form of scholarship are expected to share their experiences with the wider academic community. The projects in which they engage should reach a level of excellence sufficient to yield materials which, following rigorous external peer review, are selected for dissemination through published articles and books, juried shows and recitals and other national/international venues accepted as equivalent to these within the faculty member's discipline. Faculty members are also expected to participate regularly in conferences and colloquia where they share their scholarship with their colleague scholars. Questions such as the following will provide a framework for the assessment of faculty scholarship.

- **Clear Goals:** Does the scholar or artist state the basic purposes of his or her work clearly? Does the scholar/artist define objectives that are realistic and achievable? Does the scholar/artist identify significant questions in the field?
- **Adequate Preparation:** Does the scholar/artist show an understanding of existing scholarship in the field? Does the scholar/artist bring the necessary skills to his or her work? Is she or he proactive in **acquiring sufficient resources** necessary to move the project forward?
- **Appropriate Methods or Techniques:** Does the scholar/artist use methods or techniques appropriate to the goals of the discipline or disciplines in which s/he is working? Does the scholar or artist apply them effectively? Do the methods or techniques of the scholar or artist have the potential to enhance or **expand the discipline** or disciplines?
- **Collaborations:** Where appropriate, does the scholar/artist collaborate with other scholars or professionals and participate with strong research teams, both within and **beyond the University**?
- **Significant Results:** Does the scholar/artist achieve the goals? Does the scholar's or artist's work **add consequentially to the field** and/or to learning and teaching in the field? Does the work open additional areas for further exploration?
- **Evidence of Impact on the Field:** Does the work result in peer-reviewed publications, professional presentations, and/or peer-reviewed exhibitions and performances, external grants or commissions, **invited lectures**, invitations to review manuscripts and/or tenure and promotion applications at other institutions, the award of fellowships, **the production of letters, reviews and other forms of validation by qualified experts, and/or major professional recognition?** Are the publications cited by other scholars?
- **Reflective Critique:** Does the scholar or artist critically evaluate his or her own work and **demonstrate progress in depth and impact of her or his scholarship or aesthetic creation?** Does the scholar bring an appropriate breadth of evidence to his or her critique?

#### Assessing Service

All service activities should be carefully evaluated by assessing the impact of the service and by comparing the stated objectives with the achieved outcomes. Questions such as the following will provide a framework for the assessment of faculty service.

- **Clear Goals:** Do the activities of the candidate show evidence of a clear understanding of, and commitment to, service to the University, **the profession and the larger community?**
- **Appropriate Methods:** Does the candidate exercise academic leadership and responsibility at the department, college/school, and University levels that is appropriate for her/his rank, experience and expertise? Has the candidate been responsible for developing and implementing any major academic initiatives? Does the candidate exercise **academic leadership in her/his discipline or field at the regional, national, and international level** that is appropriate for her/his rank, experience and expertise? Does the candidate provide services directly related to her/his academic expertise to external agencies, schools, organizations, communities, and similar groups?
- **Scholarly Service beyond the Campus:** Does the candidate exercise academic leadership in her/his discipline or field at the regional, national, and international level that is appropriate for her/his rank, experience and expertise?
- **Significant Results:** To what extent were the goals of the service achieved? What **tangible products** have resulted from the service provided? What impact have the service activities had? Has the candidate been called upon by governmental agencies, community organizations, schools, and/or scholarly or professional organizations to contribute her/his expertise?
- **Evolving Engagement:** Does the candidate, over time, assume increasing responsibility for providing academic leadership within the University, or at the regional, national and international level?

#### EMPHASIS ON ACTIVITIES

Tenure decisions will be based on a weighting scheme of **teaching: 40%, scholarship: 40%, and service: 20%.**

## PROMOTION

**AT THE TIME OF SUBMISSION OF THIS APPLICATION, INFORMATION NOT SPECIFICALLY REQUESTED ON THESE FORMS MAY BE SUPPLIED. COPIES OF ALL SUCH MATERIAL NOT ORIGINATING FROM THE CANDIDATE MUST BE SUPPLIED TO THE CANDIDATE.**

FORM A MUST BE SIGNED AT ALL LEVELS

THE CANDIDATE IS TO RECEIVE A COPY OF FORMS C, D, E AND THE SUMMARY OF STUDENT DATA UPON COMPLETION OF EACH FORM.

### STEPS IN PROCESSING

1. All forms are distributed to the Department Chair.
2. All candidates shall provide a broad spectrum of evidence regarding the quality of their work in teaching, scholarship, and service. All attachments shall not exceed 8 ½" X 11". A promotion application shall consist of:
  - Promotion application forms
  - A curriculum vita
  - Copies of published materials, creative works, and any other appropriate supporting documents and materials which the candidate wishes to submit
  - Table of contents
  - When an applicant submits a large number of items as evidence of contributions for a particular promotion category, the applicant is encouraged to identify those items she/he feels are most representative of her/his accomplishments.
3. The candidate completes Form B and forwards it to the PAC Chair by the submission date listed in the Administrative Calendar.
4. The Departmental Personnel Advisory Committee evaluates candidate information on Form B and completes Form C. Forms B and C are transmitted to the Department Chair with a copy of C to the candidate by the submission date listed in the Administrative Calendar.
5. The Department Chair evaluates Form B, completes Form D (a copy to candidate) and transmits a complete set of forms to the Dean of the College/School by the submission date listed in the Administrative Calendar. The Department Chair will insure that a summary of the completed student evaluations is forwarded to the candidate. The Chair shall send the written evaluation and recommendation to the candidate.
6. The Summary of the Student Evaluation Questionnaires must be sent to the Department Chair, Department PAC and candidate at least two days prior to the date that the PAC is to forward its report to the Chair.

The evaluation summary is to be attached to the forms by the Department Chair.
7. The Dean evaluates Forms B, C, and D, completes Form E, and forwards the evaluation, and recommendation, and the promotion materials of all candidates to the Provost/Vice President for Academic Affairs by the submission date listed in the Administrative Calendar. The Dean shall send the written evaluation and recommendation to the candidate.
8. The Provost/Vice President for Academic Affairs shall either recommend or not recommend each candidate for promotion and forward the recommendations to the President and the candidate by the submission date listed in the Administrative Calendar.
9. The President will review, evaluate, make recommendations, and then forward this report to the Board of Trustees for its action. The President must inform the candidate of this recommendation by the submission date listed in the Administrative Calendar.

## **SELECTED TYPES OF SUPPORTING DOCUMENTATION FOR PROMOTION**

### **TEACHING**

#### **Materials that must be submitted:**

- \* Statement describing teaching philosophy and strengths
- \* Statement of teaching responsibilities
- \* Student evaluations
- \* Any on-load time for student advisement
- \* Classroom observations conducted by PAC and Chairperson (not required for promotion)

#### **Materials that might be included:**

- Course syllabi
- Evidence of student learning
- Classroom observations conducted by DPAC and/or Chairperson
- Interdisciplinary team teaching of general education core courses
- Student work: essays, logs, field work reports, laboratory workbook, term papers, short essays, etc.
- Examples of graded student work showing excellent, average and below average work along with the professor's comments
- Student publications or conference presentations on course related work
- Self-evaluations
- Mentoring/academic advisement responsibilities

#### **Materials from others:**

- Statements from colleagues
- Honors or recognition from colleagues
- Invitations to teach from outside agencies
- Statements from alumni

## **SCHOLARSHIP**

### **Conducting Research and Disseminating Knowledge**

- Writing scholarly papers for refereed journals
- Presenting scholarly papers at professional meetings
- Writing and submitting grants
- Writing books, monographs, texts, and chapters
- Editing Books
- Writing translations, abstracts, and reviews
- Developing clinical procedures and practices
- Making policy recommendations
- Providing technical assistance
- Informing general audiences
- Interpreting technical information for general audiences

### **Producing creative work**

- Writing novels, plays, essays, poems, works of non-fiction, musical scores
- Producing media productions
- Engaging in exhibitions and competitions
- Directing and choreographing creative works
- Singing, dancing, acting in productions
- Designing and arranging creative works

### **Editing, reviewing and managing scholarly works**

- Editing journals
- Reviewing potential publications
- Reviewing grants
- Serving as a consultant of exhibitions, performances, displays

### **Writing and managing funded research**

- Leading task forces
- Writing proposals to funding agencies
- Managing grants
- Preparing required reports

## **TYPES OF FACULTY SERVICE**

### **Service to the Community**

Service to the community involves the application of a faculty member's discipline-based knowledge and skill to issues and concerns beyond the campus. Examples:

- Working on university-community collaborations
- Giving presentations or performances for the public
- Applying research to solve community problems
- Offering expert testimony
- Providing public policy analysis at the local, national or global levels
- Conducting evaluations of policies or programs for agencies
- Participating on governmental panels
- Assistance in one's field to groups, corporations, not-for-profit agencies, government and communities
- Engagement in community building activities
- Participation in conferences and seminars that address public issues and concerns
- Providing technical/clinical assistance to the public
- Serving as an advocate, trainer, culture broker, mediator, referee, judge

### **Service to Students**

- Coordination of academic advisement
- Advisor to an honor society related to one's discipline
- Mentoring a student club or organization
- Writing letters of recommendation or referral
- Organizing a workshop on academic paths, educational goals and career objectives
- Offering seminars on how to get better grades, improving study habits, improve writing and oral skills, writing successful term papers.

### **Service to the University**

- Chairing or serving on a committee
- Participating as an elected member in the MSU Senate
- Chairing or being a member of a search committee
- Writing a task force report
- Representing the university in a public capacity
- Serving on a task force to address a campus issue
- Serving on a personnel action committee (e.g., DPAC, DFRAC, Sabbatical Leave, Distinguished Teacher, Distinguished Scholar, SBR, CDC)
- A commitment to shared governance demonstrated by active participation in the University Senate and/or Union.

### **Service to the Department**

Serving as chairperson or deputy chairperson  
Chairing or serving on a curriculum committee  
Serving on the DPAC, DFRAC  
Coordinating an academic program  
Chairing the self-study for one's department for a visiting committee  
Chairing a department search committee  
Preparing and writing an accreditation report

### **Service to the Discipline**

Contributing to furthering the work of a professional society/organization  
Participation in accrediting and licensing activities  
Establish professional and academic standards  
Chair or serve on a committee of a professional society  
Organize a professional conference, symposium, paper session  
Editing a professional journal  
Serving as an elected office in a professional society

### **Private Service**

Participation in civic, political, religious and/or community organizations  
Holding public office  
Providing service to citizens