



College	College of Liberal Arts and Sciences	
Unit	T. Denny Sanford School of Social and Family Dynamics	
Document	Bylaws	
Approved by the faculty		Date:
Reviewed by the dean		Date:

Provost office approval

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SANFORD SCHOOL BYLAWS

(revised 2/14)



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T. DENNY SANFORD SCHOOL OF SOCIAL AND FAMILY DYNAMICS
COLLEGE OF LIBERAL ARTS AND SCIENCES
ARIZONA STATE UNIVERSITY
BYLAWS
(revised 2/14)

Name

This organization will be called the *T. Denny Sanford School of Social and Family Dynamics*. In this document, the organization is also called "The Sanford School".

Voting Membership

Individuals are considered voting members in The Sanford School when their FTE is at least 50% in The Sanford School and they hold the rank of Assistant Professor, Associate Professor, or Professor or are on fixed-year renewable contracts (non-tenure track faculty includes instructors, lecturers, senior lecturers, principal lecturers, clinical faculty, research faculty, and professors of practice). Non-tenure track faculty cannot vote on personnel matters concerning tenured or tenure-track faculty members. Voting members constitute The Sanford School Assembly.

Faculty Meetings

When needed, the Sanford School Assembly generally meets on the first Wednesday of the month. Special meetings may be called at the discretion of the Director or when at least one-third of the voting members of The Sanford School request a special meeting in writing and specify its purpose. The Director of The Sanford School calls and conducts these meetings. Unless specified otherwise by the Director, all members of The Sanford School (as outlined above) are invited to attend and to submit items to the Director for possible placement on the agenda. Except in an emergency, the Director will announce meetings at least one week in advance and distribute the agenda at least 48 hours in advance. School business will be conducted only when a quorum is present. A quorum is 50% or more of the members of The Sanford School Assembly.

In most matters put to a vote, a simple majority can make the decision. (Exceptions include the changing of these bylaws that requires a 2/3 vote of The Sanford School Assembly). Depending on the matter at hand, voting may be by unanimous consent, voice vote, or by ballot. The request by any voting member that a secret ballot be used for a particular issue will be honored. If a ballot is used, The Sanford School's Business Manager will count the results. The ballots will be destroyed after the results are announced.

The Director will conduct the meetings according to the latest edition of *Robert's Rules of Orders*. Equally important to parliamentary procedure is a spirit of collegial and mutual respect.

If there are procedural disagreements, The Sanford School Assembly will appoint a parliamentarian as needed to consult with the Director to settle the dispute.

Minutes of each meeting shall be taken and distributed to all School members as defined above within 10 working days after the meeting. The Director will approve the minutes for distribution. Readers should submit corrections and additions either before or at the next School meeting where attendees will approve the minutes. One copy of the minutes shall be stored in the Business Manager's office for safekeeping. The minutes shall include how many members were in attendance, the names of those making motions and amendments, and a summary of all actions taken.

Director of the T. Denny Sanford School of Social and Family Dynamics

The Dean of the college appoints the Director, with the concurrence of the Provost. He or she serves at the discretion of the Dean and the Provost. The Director is responsible for the efficient execution of university policies and for the overall leadership of the unit, but involves members of the faculty and staff in carrying out those responsibilities through consideration of their counsel and concerns. Duties of The Sanford School Director include (but are not limited to): evaluating faculty (independent of the Personnel Committee) for tenure, promotion, annual review, and merit, culminating in a written recommendation to the Dean of the College of Liberal Arts and Sciences (CLAS); making salary recommendations for faculty members; making recommendations concerning leaves of absence; and making recommendations concerning sabbatical leaves. Other duties of the Director include: managing the operations and capital equipment budgets, overseeing the operations and space utilization of The Sanford School office, allocating the workload of staff members, determining teaching loads and scheduling, planning for the development of degree and course work, encouraging excellence, and maintaining a productive atmosphere and managing day-to-day operations. The Director supervises planning and coordination of program offerings, research, and public service, and the recruitment and hiring of persons to fill vacant and new positions. The Director will appoint members of the standing and ad hoc Committees (except where noted below), and makes personnel decisions such as temporary and extension appointments and staff hires. Recommendations made by the faculty and staff are advisory to the Director, who is ultimately responsible for the successful management of The Sanford School.

Responsibilities and Officers of the Faculty

The Sanford School encourages faculty members to achieve a balance in their commitments to teaching, research, and service, all of which are viewed as integral and necessary parts of the University's mission and purpose. All members in The Sanford School share in the responsibility for its success. In addition to their teaching and research responsibilities, faculty members share in the leadership responsibilities outlined below.

All officers of The Sanford School must be members of The Sanford School Assembly. If an officer is to be on leave for one semester during a term of office, a replacement may be appointed to serve in an acting position for the one semester. However, if an individual is to be gone for two semesters, a replacement will be appointed.

Associate Director(s)

The Director has the option to appoint the Associate Director(s) who serves at the discretion of the Director. Responsibilities may include (but are not limited to):

- Assisting in aspects of managing and running The Sanford School,
- Assisting in personnel development and review,
- Serving as Acting Director in the absence of the Director,
- Serving as the Coordinator of the Leadership Committee,
- Serving in such other capacities as requested by the Director.

Chair(s) of the Personnel Committee

Once the Personnel Committee is formed, the Committee members designate the Chair or two Co-Chairs if so desired. The Chair(s) of the Personnel Committee is a (are) tenured Professor(s) (see Personnel Committee election process below). The Chair(s) serves a 1-year term that can be renewed. Responsibilities include (but are not limited to):

- Chairing the Personnel Committee,
- Organizing faculty's annual performance evaluations by the Personnel Committee and submitting the recommendation to the Director,
- Evaluating faculty for promotion and tenure and continuing status,
- Organizing the Personnel's Committee's evaluation of Sabbatical Leave applications and submitting the recommendation to the Director,
- Communicating Personnel related policy recommendations to The Sanford School Assembly and the Director,
- Directing any other activities related to Personnel as assigned by the Director.

Directors of Graduate Studies

Generally, there are two Directors of Graduate Studies—one for the Family/Human Development Program and one for the Sociology Program. The Directors of Graduate Studies are tenured faculty members who have had considerable experience in working with graduate students. They are appointed by the Director and serve at the discretion of the Director (renewed annually). Responsibilities include (but are not limited to):

- Chairing the Graduate Committees on graduate matters (curricula, programming, etc.),

- Coordinating school activities with the Graduate College,
- Directing the recruitment and admission of graduate students,
- Assisting with the placement of graduate assistants,
- Ensuring that graduate students receive timely feedback on their performance and status,
- Addressing issues related to graduate student questions, grievances, and problems,
- Directing any other activities related to the graduate program as assigned by the Director.
- Keeping the *Graduate Handbook* current.

Directors of Undergraduate Studies

The Directors of Undergraduate Studies are tenured faculty members who are appointed by the Director. They are appointed by the Director and serve at the discretion of the Director (renewed annually). The two Undergraduate Director positions in SSFD include: (1) Director of Undergraduate Student Affairs and (2) Director of Undergraduate Undergraduate Programming. Responsibilities include (but are not limited to):

- Chairing the Undergraduate Committee,
- Serving as liaison to organizations/committees involving undergraduate matters,
- Maintaining effective communication with the faculty concerning the undergraduate programs,
- Recommending and processing changes in undergraduate courses and degree programs,
- Addressing issues relating to undergraduate academic honesty, plagiarism, and student conduct,
- Recommending and processing changes in undergraduate courses and degree programs,
- Directing any other activities related to the undergraduate program as assigned by the Director.

Academic Senator(s)

The Sanford School Assembly will elect The Sanford School's faculty senator(s). When a Senate position is to be filled, members of The Sanford School Assembly can self-nominate by sending nominations to the Business Manager. The Director will gather these and include all names on a ballot when the slate for the Personnel Committee is distributed (see below). Members of The Sanford School Assembly will then cast a vote in a secret ballot. The nominee with the largest number of votes will become the new Senator.

Responsibilities of Academic Senators include (but are not limited to):

- Attending all University and College Academic Senate meetings or arranging a substitute,
- Representing the interests of The Sanford School through the Academic Senate,
- Bringing University and Academic Senate concerns back to School faculty,

- Participating on Academic Senate committees.

School Committees

Membership on The Sanford School's committees generally is restricted to members of The Sanford School Assembly or SSFD graduate students. Committee members are obligated to make a good faith effort to determine when they have a conflict of interest in matters coming before a committee on which they are a member. If there is a conflict of interest, they should abstain not only from voting but also from discussing the matter. Members on committees are appointed by the Director who is responsible for maintaining balance and diversity in their memberships and for forming committees that reflect the faculty (e.g., in rank, programs, etc.). Graduate student committee members can have input into all committee activities that do not involve personnel decisions about faculty or other graduate students.

Standing Committees

Unless specified elsewhere, members of standing committees are appointed by the Director to serve on committees for 2-year terms (terms are renewable), and terms should overlap across committee members to help ensure a degree of continuity of committee practices when needed.

Personnel Committee

The Personnel Committee consists of at least 8 members. Members serve staggered 2-year terms. The slate for this committee will be structured to ensure that, at all times, committee membership will: (a) be representative of the faculty within The Sanford School and (b) will include at least a Full Professor, an Associate Professor, an Assistant Professor, and a Lecturer.

The selection of the Personnel Committee will proceed as follows:

The Director will propose a complete set of members for the Personnel Committee (including those remaining on the committee from the previous term and any proposed new members) and circulate this list to all voting members of The Sanford School at least one week before the typical date of the February faculty meeting. If needed, at the February faculty meeting, a time will be set aside for comments or suggestions regarding the proposed slate. The Director may choose to revise the slate in response to these comments and circulate the revised slate within one week of the faculty meeting. Two weeks after the February faculty meeting, the members of The Sanford School who are eligible to serve on the Personnel Committee (Tenured, Tenure-Track, Multi-Year Lecturers) will vote yes or no on the director's slate. (Those voting no may suggest an alternate slate on their ballots.) If a majority of the voting-eligible members of The Sanford School (not of those who voted) vote no, the process will be repeated at the March and April faculty meetings. If, after the April faculty meeting, a slate has not been approved, the existing members of the personnel committee will meet to select the new committee members.

Faculty members are ineligible to serve on the Personnel Committee in the same year that they serve on either the college Personnel Committee or the University Tenure and Promotion Committee, when they serve as director of SSFD graduate or undergraduate programs, or when they are on sabbatical for the academic year. If a faculty member submits an application for tenure or promotion, he or she is not eligible to serve on the committee. If a member submits a sabbatical application, he or she can be on the committee, but must not participate in any deliberations concerning his or her own application.

Once the Personnel Committee is formed, by the end of April the new Committee will designate the Chair(s). The Chair(s) of the Personnel Committee is a (are) tenured Professor(s) who is a (are) member(s) of The Sanford School Assembly. The Chair(s) serve a 1-year term that can be renewed by the Personnel Committee annually up to 2 additional years.

Personnel Committee responsibilities include the drawing up and revising The Sanford School personnel policies and presenting such policies to The Sanford School for approval or revision. Other responsibilities include (but are not limited to):

- Evaluating the performance of faculty and submitting the recommendations to the Director,
- Serving in an advisory role to the Director for any personnel related issues including annual evaluations and post tenure review,
- In most cases, reviewing and processing sabbatical and submitting the recommendations to the Director
- Evaluating faculty for tenure and promotion (only tenured faculty on the Personnel Committee are eligible for this – Assistant Professors and Lecturers cannot participate in tenure decisions).

All committee deliberations are confidential and confidentiality survives past the process. The Chair(s) of the committee is (are) responsible for communicating the committee's decisions to the Director, who will be responsible for communicating to the individuals involved, as well as to the next administrative levels when appropriate.

Undergraduate Committee

The Undergraduate Committee shall consist of at least 4 faculty members and one graduate student who shall serve 2-year terms. The co-chairs of this committee will be the Directors of Undergraduate Studies and is appointed by the Director of The Sanford School. Undergraduate Committee responsibilities include (but are not limited to):

- Maintaining and improving the quality of the undergraduate offerings for majors and non-majors through advising and implementing procedures for recruitment, admission, and retention of students,
- Preparing materials for The Sanford School's undergraduate programs and keeping them up to date,

- Contributing to the department's strategic plans and to the department's self-study for its program reviews,
- Evaluating and advising on new undergraduate proposals,
- Making recommendations relating to undergraduate organizations and scholarships,
- Overseeing policies and procedures for the undergraduate honors program,

Graduate Committees

There are two Graduate Committees in The Sanford School -- one for the Family and Human Development Program and one for the Sociology Program. Members of each Graduate Committee include at least 3 faculty members and one graduate student from the respective program. Members are appointed by The Sanford School Director and typically serve 2-year terms. Graduate student members may not participate in decisions involving other graduate students (including admissions, graduate student support, or evaluation). The chairs of the Graduate Committees will be the Graduate Directors and are appointed by the Director. Graduate Committees responsibilities include (but are not limited to):

- Maintaining and improving the quality of the graduate programs through advising on and implementing procedures for recruitment, admissions, and retention of students,
- Preparing the Graduate Student Handbooks and keeping it up-to-date,
- Writing the reports for Graduate College
- Evaluating and advising graduate students,
- Evaluating and advising on new graduate course or program proposals,
- Contributing to the department's strategic plans and to the department's self-study for its program reviews,

Ad Hoc Committees

Full Professor Promotion Committee

The advisory committee for faculty requesting to be promoted to Full Professor will consist of all regular faculty members holding that rank. This committee will select a chair who will take responsibility for managing the review(s) and paperwork.

Leadership Committee

At the discretion of the Director, the Leadership Committee will serve to provide advice, leadership, and guidance for School-related matters. The Committee generally will consist of the chairs of the standing committees, plus appointees deemed necessary by the Director. This committee will be responsible for various tasks assigned to it by the Director and will be led primarily by the Director or Associate Director(s) (or a designated individual selected by The

Sanford School Director when there is no Associate Director) – who may also call meetings and assign tasks to the committee.

Other ad hoc committees will be established as needed.

Amendments and Restrictions

These Bylaws may be amended by a 2/3 vote of The Sanford School Assembly. For that purpose, written notice of intent to include such changes must have appeared on the agenda of the regular School meeting at least thirty days prior to that vote. These Bylaws may not conflict with those of the CLAS, Provost, or the Academic Affairs Policies and Procedures Manual of Arizona State University.

In case of conflicts, the policies and procedures of the College of Liberal Arts and Sciences (CLAS), Arizona State University (ASU), and the Arizona Board of Regents (ABOR) take precedence over these By-Laws.



PROFILES FOR PROMOTION TO FULL PROFESSOR

College and University promotion and tenure committees must make recommendations for faculty members in numerous disciplines, despite disciplinary differences in definitions of high performance in scholarly production, teaching, and service. The profiles described in this document are presented in order to assist these committees and the CLAS dean in making recommendations about the tenure and promotion of faculty in the T. Denny Sanford School of Social and Family Dynamics (The Sanford School).

The criteria outlined below specify a variety of ways in which faculty may demonstrate excellence in performance. Importantly, these criteria are to be regarded as standards toward which we are evolving.

Criteria for Promotion to Full Professor

The criteria outlined below specify a variety of ways in which faculty may demonstrate excellence in performance for promotion to Full Professor. Approaching any of these is a mark of significant achievement, even if all the goals are not met. Importantly, these criteria are to be regarded as standards toward which we are evolving.

I. Research

A. Research Publications

The number of publications of faculty members is partly determined by whether they engage in research that can be undertaken and completed swiftly or in research projects that take longer to complete. In part this is determined by whether faculty members write books or articles and whether they engage in qualitative or quantitative research. Although the discussion below involves quantification of productivity, evaluation of scholarly activity is based primarily upon quality and evidence of a habit of publication and research activity. In other words, the steadiness and quality of publications are more important than the precise number.

For faculty members who write journal articles, the goal is to approach an average of about two articles a year (and previous faculty positions, if appointment at ASU is less than five years). The majority of these articles should be in peer-refereed journals. Of these, greater weight will be given to articles in the major national journals and to leading journals in one's area (s) of specialization. The remainder may appear in edited volumes or series as chapters, essays, or invited papers.

Depending upon the kinds of research program undertaken, many candidates for promotion to Professor will have completed a book length monograph that incorporates a major study or integrates the findings from various aspects of their research program – although this is not required for promotion. Books published by major university presses or by cross-over commercial presses will be given more weight than those published by other presses. Favorable review and/or awards by professional societies will be taken into account in evaluating a book's contribution to the discipline.

The candidate must show evidence of leadership in this work – either through sole authorship or lead authorship for most of the articles (unless the output greatly exceeds expectations). The T. Denny Sanford School of Social and Family Dynamics is an interdisciplinary program and recognizes and values the importance of collaborative research. As such, we strongly encourage collaborative work – and in fact, highlight this kind of work as a reflection of a candidate's ability to work in teams that address important and critical questions.

Presentations of papers at national, regional, and special area conferences also will be considered in evaluating productivity. A pattern of paper presentations signifies recognition and involvement in one's area (s) of specialization.

B. Research Grants

Some methods and techniques of The Sanford School research (e.g., surveys) demand extensive funding for effective pursuit, whereas other methods do not. For example, secondary analysis or historical studies simply require that existing data or archives, respectively, be available and ethnographic research usually is conducted by a single investigator. Consequently, the number and size of research grants can vary considerably for equally productive investigators.

Nevertheless, information on research grants may be useful for evaluating the candidate's excellence in research and this is expected of senior faculty seeking promotion. Obtaining external funding is an increasingly extraordinary validation of the soundness and promise of the candidate's research program and scholarly accomplishments. The high degree of competitiveness associated with awarding of grants by external agencies evokes confidence in the candidate's work. Moreover, where the candidate is the Principal Investigator, the receipt of external funding shows confidence in the candidate's reliability in administering the research project effectively and contributes to the School's national reputation.

Sometimes candidates who engage in collaborative research are listed as Co-Principal Investigators rather than Principal Investigators on research grants. In some instances, the Co-Principal Investigator may have played as important a role as the Principal Investigator in securing or executing a grant and this should be recognized, especially considering the interdisciplinary and collaborative environment of The Sanford

School. Promotion to Professor should, in most cases, reflect an ability to provide leadership and success in obtaining external funding.

C. Recognition of Accomplishment

Nomination for and receipt of awards and honors from professional associations and from the University for accomplishment in research and scholarship will be considered in validating the quality of the candidate's productivity. By this time, it is likely that the candidate a) would have been invited to participate at specialized conferences, speak at colloquia, or give public lectures; b) would have been appointed to editorial boards or editorships of scholarly journals; c) would have been asked to serve on grant-review panels of at least one agency; d) would have accumulated a substantial body of citations (excluding self-citations) in the Social Science Citation Index or using the h-index; or e) would have been elected to an office (or executive council) or a national professional organization.

It is important that faculty exhibit continuous research productivity that systematically adds to the creation of knowledge in a given area. That is, research efforts should be programmatic and focused, and should add to the general body of knowledge in an area of inquiry. Clearly, evaluating this activity requires the highest level of professional judgment on the part of the evaluators, not only because of the difficulty of the judgments involved, but because the judgment being made concerns not only the contributions *per se*, but the candidate's likely future career.

Work-in-progress and proposals may be examined, however, *refereed publications or in-progress works and research grants obtained (especially competitive grants)* represent the primary evidence of the candidate's research contributions. In the case of work disseminated through channels where evaluators are unlikely to know the quality of outlets (e.g., journals in other fields, new or uncommon journals, proceedings, or sponsored research reports), the candidate is expected to provide evidence of the stature of the outlet and the nature and importance of the contribution.

A candidate is considered as *Above Average* in research when the evidence indicates that her/his contributions rank in the top one-third of those made by her/his designated peers (persons within the same subject matter area) nationally and within the department; *Average* if in the middle one-third; and *Below Average* if in the lowest third.

II. Teaching

Teaching is a multifaceted activity. For purposes of promotion in The Sanford School, teaching effectiveness is considered to be made up of 3 components:

- a. classroom teaching and command of subject matter;

- b. serving as a mentor in the cases of master's theses, doctoral dissertations, post-doctoral candidates, senior theses, and nonthesis-research with graduate and undergraduate students;
- c. developing courses, curricula, and materials related to classroom instruction.

Peer review of curriculum materials such as syllabi and assignments will be an additional mechanism to evaluate quality. Evidence of innovative methods of teaching will also be evidence of teaching excellence.

The candidate is expected to help maintain an acceptable student-faculty ratio in the School and to teach required courses in the undergraduate and graduate curricula. The School also expects the candidate to participate in the training of graduate students. In addition to teaching graduate courses, the candidate is expected to serve on thesis and dissertation committees, provide questions for and evaluate comprehensive examinations, and serve as the Graduate Dean's representative when called upon.

Each of the three components of teaching is rated individually.

The determination of teaching effectiveness is difficult and involves substantial professional judgment. Consideration will be given to such factors as student evaluations, student and course load, level of courses, new courses developed, variety of courses, number of students mentored, and type of mentoring activities.

A candidate will be judged *Above Average* in teaching if classroom teaching and mentoring are judged to be above average and the remaining component is judged to be at least average when compared to other faculty within the department.

A candidate will be judged *Average* in teaching if classroom teaching and mentoring are judged to be average.

A candidate will be judged *Below Average* if either classroom teaching or mentoring are judged to be below average.

III. Service

There should be evidence of continual active service within the university, although it is not expected that non-tenured faculty will serve on College and University committees. Membership and active participation in professional associations is encouraged.

Community service may count for promotion if it meets certain criteria. To be considered scholarship (as distinct from good works or citizenship activities), service activities must be tied directly to one's special field of knowledge and relate to, and flow

directly flow out of, this professional activity. Included are activities that relate directly to the intellectual work of the professor and are carried out through unpaid consultation, technical assistance policy analysis, program evaluation, public speaking, and the like. In documenting these kinds of community service, faculty should include evaluations of those who received the service, if possible. The service will be evaluated by the department with respect to promotion in light of the following questions: Is the activity directly related to the academic expertise of the professor? Have project goals been defined, procedures well planned, and actions carefully recorded? In what way has the work not only benefited the recipients of such activity but also added to the professor's own understanding of her/his field?

Membership and active participation in professional associations is expected. Examples of active participation include attendance at annual meetings, membership on editorial boards, memberships on councils, holding office, and committee service.

Standards. Service inside the university and outside the university are rated on the basis of quality and quantity.

A candidate is judged *Above Average* in service if the evidence indicates a contribution that is substantially beyond that of a designated peer group (e.g., faculty within the same rank) in service.

A candidate is judged *Average* in service if evidence indicates a contribution that is approximately equal to that of the designated peer group in service.

A candidate is judged *Below Average* in service if the evidence indicates a contribution below that of a designated peer group in service.

Evaluation of Candidate for Promotion to Professor

To be considered for positive recommendation for interim evaluations or for tenure and promotion to Professor in The Sanford School, the candidate must be evaluated above average ranking in research and teaching, and at minimum average in service.

Furthermore, all faculty are expected to conform to a high standard of personal and professional ethics. The ASU Faculty Code of Ethics is described in the Academic Affairs Policy and Procedures Manual. Failure to adhere to this code could result in disciplinary action and/or denial of tenure and promotion. More specifically, promotion to the rank of Professor requires demonstration of the following:

- Refereed publications

- Creativity and leadership in research, with demonstrated leadership in success of obtaining external funding

- Demonstrated competence in subject matter commensurate with graduate level teaching evidenced through teaching and/or mentoring

- Effective service to School, College, University, and community

Evidence of professional service and activity (e.g., active participation in related professional associations, editing/reviewing for professional journals, speeches, presentations at national professional conferences)

National recognition (e.g., recognition by established leaders in the candidate's field of her/his contributions, service on editorial boards or on professional organizations' boards, service of review panels for professional organizations or the government)

Promotion to Professor is based upon both past performance and future potential. Effectiveness in pending professional contributions may be considered, but may not be substituted for proof of a sustained independent program of research, teaching, and service. Nominations are based on the quantitative and qualitative characteristics of the candidate's cumulative record, not on seniority.