

# PREPARING FOR TENURE AND PROMOTION

(New Policy S15-241)



Fall 2015

# Contents

Preparing for Tenure and Promotion .....	1
Introduction .....	1
Information Available to You.....	1
Frequently Asked Questions Concerning Retention, Tenure and Promotion .....	1
About the Retention and Tenure Process.....	2
About the Promotion Process .....	3
Retention, Tenure, and Promotion Criteria .....	3
Teaching Effectiveness (or Primary Assignment) .....	4
Professional Achievement and Growth .....	5
Contributions to Campus and Community.....	6
Request for Reconsideration of Tenure or Promotion Decision.....	7
WPAF Divider Sheets .....	8
Index to the Supplemental Materials .....	9
Standard Faculty Curriculum Vitae.....	10
Departmental Retention, Tenure, and Promotion Criteria.....	14
Prior SFSU Retention Review Reports .....	15
Narrative- Candidate’s Self Statement.....	16
Teaching Effectiveness or Other Primary Assignment.....	14
Professional Achievement and Growth .....	15
Contributions to Campus and Community.....	19

# Preparing for Tenure and Promotion

## Introduction

---

As a probationary faculty member at San Francisco State University (SFSU), you will want to know about the ways best to prepare for tenure and/or promotion review. Reviews for tenure and promotion of probationary faculty normally take place during the same cycle. The more you know about the retention, tenure and promotion processes, the timelines, the criteria, and standards, and the ways that you can most effectively document your accomplishments, the greater the chances of your success will be. Faculty appointed prior to Fall 2007 have the option of using Senate policies S88-120 and F04-028 to govern their retention, tenure, and/or promotion reviews or they may make a one-time, non-reversible choice to be reviewed under Senate policy S15-241. Faculty appointed in Fall 2007 and later are required to be reviewed under Senate policy S15-241.

## Information Available to You

---

Two major sources of information that are readily available to you are the San Francisco State University Academic Senate Policy on Retention, Tenure, and Promotion (<http://senate.sfsu.edu/policy/retention-tenure-and-promotion-policy>) and the Collective Bargaining Agreement between the California Faculty Association and the Board of Trustees of the California State University. Both provide invaluable information. In addition, you will want to read the written statement of your department's criteria and standards and discuss them periodically and carefully with your department faculty and chair.

The Office of Faculty Affairs and Professional Development provides workshops for faculty preparing for retention/tenure and promotion as well as individual consultation and support throughout the process.

## Frequently Asked Questions Concerning Retention, Tenure and Promotion

---

### **Q. What are the normal time periods for probation and promotion?**

A. As stated in Article 13.18 of the Collective Bargaining Agreement, the normal period of time for probation of tenure-track faculty is six years of full-time probationary service. The Collective Bargaining Agreement also says that "A probationary faculty unit employee shall normally be considered for promotion at the same time he/she is considered for tenure" (Article 14.2)."The President may award tenure to a faculty unit employee before the normal six (6) year probationary period [ends]."

## About the Retention and Tenure Process

---

### **Q. Is there an annual retention review for probationary faculty?**

A. Yes, a review is required during every year of probation and each level of review should take place by the dates specified in the executive calendar.

- a) The first year review will, of necessity, occur during the first semester of probation. The focus of the review is on discussing the criteria for retention and tenure with the department committee, department chair, and/or college dean/university librarian. The review shall be limited at each level of review to a recommendation for retention or a terminal year appointment, with descriptive commentary as appropriate. Where they occur, problems should be identified and discussed with the probationary faculty member so that the review is formative, identifying specific areas of concern and making suggestions for improving performance in them.
- b) The second year review, a comprehensive evaluation, will be based upon performance until the relevant closing date in the review cycle (the final date on which a faculty member may add material to his/her file). It shall contain student and peer evaluations of teaching effectiveness and all other descriptive materials or commentary relevant to the other retention criteria. The recommendation shall be for retention or a terminal year appointment. Again, as in the first year, the department should identify concerns, if any, and make suggestions that will enable the faculty member to address them.
- c) The third year review shall be an update of the second year review. The recommendation shall be for retention or a terminal year appointment.
- d) The fourth year review, addressing all criteria for retention, shall be a comprehensive evaluation of the first three and one-half years of probation. The recommendation shall be for retention or a terminal year appointment. As in the first and second years, the department should identify concerns, if any, and make suggestions that will enable the faculty member to address them.
- e) The fifth year review shall be an update of the fourth year review. This review shall specify any remaining problems that must be resolved prior to the tenure decision. The recommendation shall be for retention or a terminal year appointment.
- f) The sixth year shall be the final probationary year, i.e., the year during which a tenure decision will be made. The sixth-year review shall be a comprehensive and summative evaluation of the preceding six years of probation according to all the criteria for tenure. The recommendation shall be for tenure or a terminal year appointment.
- g) Departments reserve the right to perform a comprehensive review in any year. The probationary faculty member may request a comprehensive evaluation in any year.

## About the Promotion Process

---

### **Q. Who is eligible for promotion?**

A. Probationary faculty are not normally promoted prior to being awarded tenure. By the terms of the Collective Bargaining Agreement, a probationary faculty unit employee “shall normally be considered for promotion at the same time he/she is considered for tenure” (CBA Article 14.2).

- a) The promotion of a tenured faculty unit employee shall normally be effective the beginning of the 6th year after appointment to his/her current academic rank/classification. In such cases, the performance review for promotion shall take place during the year preceding the effective date of the promotion. (CBA Article 14.3)

### **Q. How does the candidate learn about the university’s levels of expectations for promotion?**

A. Each department’s peer review committee is responsible for establishing and articulating clearly the department’s expectations for promotion, consistent with the university criteria, and for ensuring that all candidates are clearly informed early in the semester when they are eligible to seek promotion. The department committee should initiate discussions of and provide guidance to candidates in developing the WPAF.

### **Q. What work can be counted toward promotion?**

A. Activities while in current rank are of primary relevance to promotion considerations. Verifiable activities in the same rank at other institutions or equivalent accomplishments in non-academic settings, and academic work done as a lecturer that is comparable to that of faculty at rank to which appointed may be included in the WPAF. Activities engaged in while in former ranks are relevant when they form part of a process which occurs, in part, while in current rank.

### **Q. What is the difference between the reviews done for those seeking the rank of associate and full professor?**

A. The intensity of the evaluation process will vary in accordance with the academic rank the faculty member is seeking; thus, promotion to professor requires more rigorous application of standards than promotion to associate professor.

## Retention, Tenure, and Promotion Criteria

---

### **Q. What are the criteria for retention, tenure, and promotion?**

A. There are three areas that the various levels of review use in assessing each candidate. One’s department shall provide specificity about its standards in each of these areas, which

are Teaching Effectiveness (or Primary Assignment), Professional Achievement and Growth, and Contributions to Campus and Community

### *Teaching Effectiveness (or Primary Assignment)*

#### **Q. What is expected in a faculty member's teaching performance?**

A. A faculty member should maintain a high level of instruction as defined in the department's criteria and the Retention, Tenure and Promotion policy.

#### **Q. How does SF State evaluate teaching performance?**

A. Assessment of teaching performance must be based on evidence obtained systematically over time from students and colleagues as well as from the candidate and as articulated by the department. The Retention, Tenure and Promotion Policy delineates several types of evidence that may be provided, including course materials, colleague observations, participation in conferences and workshops, and student ratings.

#### **Q. What is a department's obligation in evaluating teaching performance?**

A. In evaluating teaching performance, departments must indicate the qualitative bases on which they make their judgments. A list of all courses taught, and those courses evaluated, should be included. Data, which have been summarized statistically (e.g. overall mean ratings), should be accompanied by the more detailed data (e.g., time means, course means, etc.) on which they were based. Comparative data should be used, but should indicate the basis of comparison (e.g., department as a whole, faculty teaching the same or similar course, a candidate's ratings over time etc).

- a) A department must also conduct ongoing peer observations of teaching each year.
- b) The evaluation should reflect the department's need for instruction at different levels, individualized and special instruction, and student advising.

#### **Q. How are faculty whose primary assignment is other than teaching evaluated?**

A. For faculty whose primary assignment is other than teaching (e.g., audio-visual, some department chairs, or library) and who do not have a separate promotion policy approved by the Academic Senate, primary emphasis shall be on effectiveness in assignment. Evidence of effectiveness in assignment must be based on systematically gathered data. The candidate's assignment must be clearly explained and documentation provided on the quality of performance. In addition, teaching performance shall be evaluated in courses taught by the candidate.

## *Professional Achievement and Growth*

### **Q. What are the categories and criteria for Professional Achievement and Growth as stated in the Academic Senate's Retention, Tenure, and Promotion policy (#S15-241)?**

A. They are as follows:

- a) **Research and Publications.** Description of publications, presentations to professional societies, research projects or unpublished manuscripts, or copies of said works, shall be included in the WPAF. Scholarly evaluations of such works may also be included. If such evaluations are not available, and if the department promotion committee determines that such evaluations are desirable, it may obtain such evaluations after reaching agreement with the candidate about appropriateness of the referees. The department promotions committee shall include in its report assessment of the quality of the candidate's work.
- b) **Creative Works.** Creative works, such as musical compositions, choreography, art films, electronic media productions, literary or dramatic works, designs or inventions, exhibitions or performances shall be submitted to the department promotions committee in whatever form or forms typically are employed in the relevant field. Such forms may include presenting the creative work itself, a reproduction or replica of the work, or description of the work, together with whatever critical reviews may be available. The department promotions committee shall include in its report assessment of the quality of the candidate's work. Procedures for securing referees and evaluations are those specified under Research and Publications.
- c) **Curricular Innovations.** Curricular and/or programmatic innovations in the discipline, across disciplines, or for the benefit of General Education may qualify as professional achievement and growth. Such activities may include the development of original academic programs, new courses or course content, disciplinary and/or pedagogical approaches, applications of technology, etc. Development of new areas of instructional expertise may also be considered in this category. Procedures for securing referees and evaluations are those specified under Research and Publications.

### **Q. How can you demonstrate Professional Achievement and Growth?**

A. Professional achievement and growth, disciplinary or interdisciplinary, may be exhibited in a variety of ways, including research; publications; creative works such as musical compositions, films, etc.; presentations to professional societies; leadership in professional societies, curricular and/or programmatic innovation, or similar work in progress.

**Q. Is there any single category of Professional Achievement and Growth that is more important than the others?**

A. Although, in general, no single category of professional achievement and growth is more important than others, individual departments may emphasize one category over others within the framework of the department's needs and service to the students, and this emphasis shall be considered in the evaluations.

**Q. Who is responsible for providing the department's promotion committee the materials that substantiate the significance and quality of the candidate's Professional Achievement and Growth?**

A. You (the candidate). It is a mistake to expect the committee to do this for candidates or to assume that the quality or importance of their work is self-evident. Candidates are encouraged but not required to include in the WPAF a reflective statement about the role and importance within their disciplines of activities in the category of professional achievement and growth. Evaluation of the work by experts outside of SF State is highly recommended.

*Contributions to Campus and Community*

**Q. What are the criteria for Contributions to Campus and Community?**

A. They are as follows:

- a) Contributions to Campus. These may include, but are not limited to, the following: administrative assignments (other than primary assignment), faculty governance, committee work, special advising assignments (e.g., General Education advising, Liberal Studies advising, Special Major advising, etc.), program development, sponsorship of student organizations, and direction of non-instructional activities and projects.
- b) Contributions to Community. Faculty members may use their academic expertise or University status to serve the community at the city, state, national level, and/or international levels. Such contributions should clearly benefit both the community and the University. Descriptions of contributions to community shall be submitted to the department promotions committee. If the department promotions committee determined that evaluation of these activities by outside experts is desirable, procedures for securing referees and evaluations are those specified under Research and Publication.

## Request for Reconsideration of Tenure or Promotion Decision

---

**Q. How does a faculty member request reconsideration of his/her case if he/she is not tenured or promoted?**

A. The faculty member requests reconsideration by filing a notice of dispute according to the provisions of Article 10 of the Collective Bargaining Agreement. The faculty member or his/her representative must file the notice of dispute within 42 days of receiving the President's decision.

## WPAF Divider Sheets (New policy S15-241; formerly S11-241)

---

Although personnel evaluations are not based upon the organization and format of a candidate's Working Personnel Action File (WPAF), the WPAF represents the candidate's case for retention, tenure and/or promotion as it goes through the department/school, college, and university review process. A well-organized and accurate file serves the interests of the candidate by making easily accessible to the reviewers the information and materials on which the evaluation is based. The chair of the department RTP committee is responsible for the generation and maintenance of the WPAF until the file is forwarded to the department chair. The candidate is responsible for the identification of materials he/she wishes to be considered and for the submission of such material as may be accessible to him/her.

RTP committees and administrators are responsible for identifying and providing materials relating to evaluation which are not provided by the candidate. The candidate should be familiar with the Academic Senate Retention and Tenure and Promotion Policies that set forth the standards and criteria for retention, tenure, and promotion, and give examples of activities appropriate to each review category. Although it is the responsibility of the department, not the candidate to secure and/or conduct the necessary evaluations, it is in her or his best interest for the candidate to provide relevant information to the department chair or Retention, Tenure, and Promotion Committee chair, including, when requested, the names of possible external evaluators.

### Notes:

1. **Reverse chronological order** in all sections is preferred in preparing the Faculty Curriculum Vitae, Supplemental Materials, and the Index to the Supplemental Materials.
  2. Definition of "**period under review**":
    - For retention, tenure and promotion to associate professor: First day of employment to closing date of WPAF
    - For promotion to professor: Date of closing of WPAF for previous promotion to date of closing of WPAF for current promotion
    - In cases of service credit, period under review includes the number of years of service credit. In the WPAF include documentation of teaching, professional achievement and growth, and contributions to community at previous institution performed during the service credit years.
  3. The **WPAF** should be no more than **three binders, maximum 3-inches in size each**.
-

## **Index to the Supplemental Materials**

The index should *list, itemize and identify by title and date* each document in the Supplemental Materials **in the order in which they appear**. The sub headings may be adjusted to be consistent with the departmental Retention, Tenure, and Promotion criteria.

- I. C.V.**
- II. Department Evaluation Criteria**
- III. Prior Retention Review Reports (ONLY for retention, tenure and promotion to associate professor)**
- IV. Narrative – Candidate’s self-statement**
- V. Teaching Effectiveness or Other Primary Assignment**
  - A. Classes taught, assigned time, other assignments, by semester and year (for period under review)
  - B. Selected course materials
  - C. Student evaluations identified by semester and year (include all student quantitative and qualitative evaluations)
  - D. Peer evaluations by name of evaluator, semester and year
  - E. Documentation of advising/mentoring effectiveness
  - F. Documentation/evidence of effectiveness in primary assignment other than teaching (if applicable)
- VI. Professional Achievement and Growth**
  - A. External reviews (if applicable)
  - B. Research and publications
  - C. Creative works
  - D. Grants and contracts/foundation and other funding
  - E. Curricular innovations
- VII. Contributions to Campus and Community**
  - A. Contribution to campus - List of documentation
  - B. Contributions to community – List of documentation

## **I. Standard Faculty Curriculum Vitae**

**See attached document for formatting guidelines**

# Standard Faculty Curriculum Vitae

---

The following outline for a Faculty Curriculum Vitae has been prepared by the Office of Faculty Affairs and Professional Development. It is highly recommended that faculty use this template as a guide for the presentation of their work for RTP purposes.

Notes:

1. Present a complete curriculum vitae but **designate clearly those activities that are relevant to the period under review** (e.g., draw lines in each section differentiating period under review; OR highlight or bold the entries relevant to the period under review).
  2. All items in each section should be presented in **reverse chronological order**.
- 

## **NAME**

**EDUCATION:** List universities attended, dates, degrees, and academic major

**PROFESSIONAL POSITIONS AND RANKS HELD (IF APPLICABLE):** Institution, Rank, Date

**HONORS AND AWARDS:** List all honors and awards in reverse chronological order and include name of honor/award, organization bestowing the honor/award, location, and year.

## **TEACHING EFFECTIVENESS OR OTHER PRIMARY ASSIGNMENT**

If the primary assignment is other than teaching, in whole or in part, applicable headings should be used for or added to this section.

Teaching Evaluation. Provide a list or table with the following information:

- List of all courses taught by semester and year (for period under review)
- Total number of students enrolled in course
- Number of students who completed evaluations
- Quantitative mean scores
- Comparative departmental means (college means if applicable)

Masters Degree Committee Membership. Include the student name and title of the thesis/creative work/etc. Note those which you chaired.

Awards and Formal Recognition for Teaching and/or Advising (not listed under HONORS AND AWARDS section)

## PROFESSIONAL ACHIEVEMENT AND GROWTH

Provide a reverse chronological listing of activities in the area of professional achievement and growth, using the applicable headings as listed below. You may not have activities to list under each heading and you may have activities for which the headings below do not apply. In the latter case, please include a relevant heading.

Co-authorship: In the case of multiple authorship, the level of contribution of faculty member should be indicated. If all authors contributed equally, this should also be noted. Student co-authors should be designated.

### Research and Publications

#### Peer-reviewed publications

- Peer-reviewed journal articles (Indicate in press/print, accepted for publication)
- Books (other than edited volumes) and monographs
- Peer-reviewed book chapters

#### Editor-reviewed publications

- Edited books
- Book chapters in edited volumes (Indicate peer-reviewed or editor reviewed).

#### Peer-reviewed proceedings and presentations

- Published papers in peer-reviewed proceedings
- Peer-reviewed conference presentations

#### Invited works

- Invited presentations

#### Non peer-reviewed works

- Non peer-reviewed journal articles
- Non peer-reviewed conference presentations
- Bulletins and technical reports
- Book reviews

#### Work submitted, or under review

### Creative Works

- Externally critiqued performances or juried exhibitions of works (for example, musical compositions, choreography, art works, films, electronic media productions, literary or dramatic works, designs, or inventions)
- Non juried/externally critiqued performances or exhibitions of works
- Work submitted or under review

## Grants and Contracts

- Funded Projects (Research/Training /Foundation grants)
  - Principal investigator. Specify nature of the grant, the amount and the period of funding
  - Co-investigator. Specify nature of the grant, the amount and the period of funding

Prizes and Awards for Research, Scholarly or Creative Work.

Curricular Innovations

## **CONTRIBUTIONS TO CAMPUS AND COMMUNITY**

### Campus

- Departmental committees and assignments
- College committees and assignments
- University committees and assignments
- CSU committees and assignments
- Other governance activities
- Administrative services to/for the University (Note: Department chair or administrative positions for which substantial assigned time was received should be included in the Teaching Effectiveness or Other Primary Assignment section.)

### Community

- Associate editor, consulting editor or other editorial board service, such service as a reviewer for journals, funding agencies, or other learned publications
- Service to professional organizations (office held, committee work, conference organizing, etc.)
- Service to governmental agencies at the international, federal, state, or local levels
- Service to business and industry
- Service to public and private organizations
- Service to citizen/client groups
- Clinical services
- Other professional/public service if not included elsewhere

## **II. Departmental Retention, Tenure and Promotion Criteria**

### III. Prior SFSU Retention Review Reports

Include this section **ONLY** for reviews for retention, tenure and promotion to associate professor. Provide reports and rebuttals from **all prior retention reviews at San Francisco State**, in reverse chronological order.

#### IV. Narrative – Candidate’s Self-statement

Candidates are encouraged to provide a self-statement of teaching effectiveness, professional achievement and growth, contributions to campus and community. The goal of the self-statement is to provide a context for the candidate’s materials and for understanding the candidate’s accomplishments within each area for subsequent levels of review.

It is recommended that the statement **for each area** (effectiveness in teaching or area of primary assignment, professional achievement and growth, and contributions to campus and community) **not exceed 750 words.**

## V. Teaching Effectiveness or Other Primary Assignment

### A. Classes taught

- List of all classes taught, assigned time received, and other assignments by semester and year (reverse chronological order); account for 15 WTUs per semester; include course number, title of course, and census enrollment.

### B. Teaching Materials

- Include syllabi and other materials to demonstrate excellence and effectiveness in teaching. Consult with your RTP Committee regarding expectations in your department about what to include.

### C. Student Evaluations

- Evaluation tool: Include blank copy of the department's teaching effectiveness evaluations form.
- Summary table: For all courses evaluated include the statistical evaluations in reverse chronological order by semester and year; summarize the quantitative data in a table or chart, including course number, title, enrollment, respondents, and department mean for each course (college mean when applicable).
- Student evaluations: Include a copy of all student evaluations, both quantitative and qualitative. If the department chooses, it may send a transcription of all qualitative data. All transcriptions or copies of all evaluations must be included.

Note: The only anonymous student evaluations acceptable are those collected in class as part of the regular classroom evaluation of teaching effectiveness. Any additional student evaluations/comments/letter must be signed by the student and dated. Only student evaluations collected in this manner can be placed in the faculty's department personnel file.

### D. Peer Evaluations

- Peer evaluations: Should include course number, title, semester, date of evaluation, materials reviewed (syllabi, assignments, grading policies, feedback, etc.), length of time of classroom observation, and signature of evaluator. Consult with your RTP Committee about peer evaluations.
- Other types of evaluations of teaching assignment by peers when appropriate, such as evaluations of supervisory activity, in the field by professional colleagues off-campus, etc.
- Awards and formal recognition for teaching and/or advising

### E. Advising/Mentoring

- Include materials to demonstrate effectiveness of advising/mentoring and other teaching related activities outside the classroom, e.g., contributions to master's theses, honors theses, senior projects, supervision of teaching/research assistants, etc.. Include the student name, year, title of thesis/project; indicate those that were chaired. Include other relevant information, e.g., awards, recognitions at competitions, etc.

### F. Additional Primary Assignments

- If primary assignment is other than teaching (e.g., department chair, institute director, P.I. on training grant, etc.) provide evidence and documentation of nature of the assignment, and of quality and effectiveness of performance in the assignment.

## VI. Professional Achievement and Growth

In general, Professional Achievement and Growth may be reflected in the following four categories. Departmental RTP criteria may emphasize one category as more important than another. It is recommended that the PAG section in the WPAF follow the organization used in the standard c.v. (see attached). Whenever possible, include a copy of the work, scholarly evaluations of the work, evidence of the quality and the impact of the work. Where appropriate, include letters documenting the acceptance of publications, presentations, creative works, etc. For books, include letters from the editor and other evidence of peer review and acceptance for publication of the work.

- A. External/Outside Reviews** (for candidates in departments that use external/outside reviews as part of the WPAF)
- B. Research and Publications**
  - Include copies of publications, book chapters, etc.
  - When appropriate, include copies of books and edited volumes (Check with your RTP Committee regarding the expectation in your department and college)
  - Include copies of presentations if appropriate
  - Include evidence of peer review (documentation of acceptance, contracts, feedback, evaluation) or other scholarly evaluation of the work
  - Include translations of articles published in non-English journals and documented evaluation of non-English publications
- C. Creative Works** (i.e. musical compositions, choreography, art works, films, electronic media productions, literary or dramatic works, designs/inventions, exhibitions, performances, etc.)
  - Include the creative work itself, a reproduction or replica of the work, or a detailed description
  - Include evidence of peer review (critical reviews, adjudications, awards, etc.) or other scholarly evaluation of the work
- D. Grants and Contracts/Foundation and other funding**
  - For funded projects, include award letter, documentation of review/evaluation and comments/feedback, summary statements, scores if appropriate
  - For unfunded projects, include and indicate a) proposals that received scores/feedback; b) proposals with no feedback
- E. Curricular Innovations**
  - Include curricula/programmatic innovations in the discipline, across disciplines, or for the benefit of General Education
  - Include the development of new areas of instructional expertise
  - Include activities which demonstrate the development of original academic programs, disciplinary and/or pedagogical approaches, applications of technology, etc.

## VII. Contributions to Campus and Community

Contributions to campus and community may include a wide range of responsibilities, activities, and assignments. The following serves as a guideline for organizing the many possible ways that faculty may contribute in this area of review. It is recommended that this section follow the organization used in the standard c.v. (see attached).

### A. Contributions to Campus

- Include documentation of administrative assignments (other than primary assignment) at the department, college and university levels such as faculty governance, committee work, special advising assignments (e.g., General Education, Liberal Studies, Special Major), program development, sponsorship of student organizations, direction of non-instructional activities and projects.
- Include evidence of the nature and extent of work accomplished, e.g., through letters from committee/students/colleagues, project reports, etc.

### B. Contributions to Community

- Include documentation of service to the profession (also see standard c.v. for description)
- Include documentation of community involvement which applies professional expertise and results in professional innovations
- Include documentation of elections to or office held in professional societies, awards, honors, other forms of formal recognition by professional societies, conducting clinics, workshops, symposia, editorial boards or referee, professional consulting, etc.
- Include a description and documentation of professional/service contributions to the community at the city, state, national, and/or international levels.
- Include evidence of the nature and quality of the candidate's work in the activities listed.