

College of Family and Consumer Sciences

Department of Human Development and Family Science (HDFS) Supplement to the University Promotion and Tenure Guidelines

Approved 7/8/2015

In all matters related to promotion and tenure, the Department of Human Development and Family Science will carefully adhere to the University of Georgia Guidelines for Appointment, Promotion and Tenure. The standards, criteria, and processes presented in this document are intended to supplement and/or extend the University's Guidelines. All faculty are expected to be familiar with both this PTU document and the University Guidelines. If any inconsistency or discrepancy is found in this document or if this PTU document does not address a certain issue, the University's Guidelines will supersede this document.

This document and discipline-specific criteria must be accepted by the faculty within the Department of Human Development and Family Science, and must be reviewed and approved by the dean of the College and the Senior Vice President for Academic Affairs and Provost. New faculty members must be provided with this PTU document and University Guidelines. In addition, any changes or updates to this PTU document must be approved by the faculty, Dean and the Provost. All revisions and approval dates must be listed in the PTU document. These procedures and criteria will apply to all faculty in the PTU in the annual cycle of promotion and tenure from the approved date forward. Upon approval, this document will be publicly available at:

<http://provost.uga.edu/index.php/policies/appointment-promotion-and-tenure/promotion-tenure-criteria>.

The granting of tenure is not only an important decision for every faculty member in the Department of Human Development and Family Science (HDFS), but it also has long-term implications for the academic quality of our department. Therefore, faculty members in HDFS work toward applying the highest standards with regard to professional achievement in scholarship, research, teaching and service. Many are also involved in extending science to practice through community-based outreach and intervention. Every candidate is evaluated uniquely on his/her own merit relative to his/her appointment. This means that the impact a given faculty member is having on the scholarly field most relevant to that individual's work is considered when evaluating each candidate. The intent of this approach is to appreciate different ways in which faculty contribute, while maintaining a commitment to excellence in teaching, research, and outreach.

Evaluations will be based upon quantity, quality, importance/significance, and impact of research, teaching, and outreach. Creativity of work is also important. Scholarship and creative works can be achieved in many diverse ways.

With consideration of the various ways in which faculty contribute to the health of the

department, college, university, and beyond, this document specifies departmental criteria considered in decisions regarding promotion and tenure. These are not minimal criteria that, if fulfilled, automatically guarantee advancement. Candidates are expected to show strong evidence of consistent high-quality performance throughout the duration of their employment at the University of Georgia. Every candidate, regardless of the rank sought, is expected to demonstrate academic and professional integrity. Contributions and performance should be considered in the context of the candidate's allocation of effort to teaching, research, outreach, and other activities (EFT).

Human Development and Family Science is a multi-disciplinary field; thus, scholars in family science often differ greatly in focus and methodology. Some methodologies are more time-intensive (e.g., primary data collection versus use of secondary data sets; longitudinal research; qualitative methodologies; prevention-intervention research). A scholar's use of time-intensive methods has implications for the rate at which research findings are analyzed and disseminated in the scientific literature. The nature and methodology used by the scholar are factors that will be taken into consideration in evaluating applications for promotion/tenure.

Annual Performance Review and Third Year Review for Assistant Professors

Criteria, standards, and documentation regarding annual performance reviews of all faculty members, and third year review of all assistant professors, are specified in the University Guidelines and the College guidelines for annual review

http://www.fcs.uga.edu/docs/Annual_review_FACS_Final_10_16_2011.pdf and third year review

http://www.fcs.uga.edu/docs/Third_year_review_best_practices_recommendations_with_logo_10_16_2011.pdf. Reviews are conducted in accordance with the approved departmental standards and criteria for promotion and tenure.

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

A. Contributions to Teaching

Standards and indicators of effective teaching are specified in the University Guidelines. Faculty members in HDFS are expected to demonstrate effective teaching reflected by a pattern of student evaluations across all courses taught in a year that are at or above 4.0. Junior faculty are also expected play a critical role in the mutually beneficial role of mentoring and graduate training. Faculty receipt of teaching awards and their student's receipt of awards are additional indicators of faculty success in this area. Peer evaluations by colleagues/supervisors who are familiar with the candidate's teaching, have team-taught with the candidate, conducted peer observations and reports, used instructional materials designed by the candidate, or have taught the candidate's students in subsequent courses provide additional support.

B. Contributions to Research and Other Creative Activities

Standards for effective research and other creative activities are specified in the University

Guidelines. Every faculty member with a portion of their effort dedicated to research must establish an independent program of research and demonstrate a continuous record of scholarly productivity in the form of peer-reviewed publications in journals salient to candidate's area of expertise. This is in addition to publications in other scholarly outlets including books, book chapters, reviews, monographs, professional and extension publications.

Contribution of research and/or scholarly publications will be evaluated using a combination of the following discipline-specific criteria:

1. Order of authorship, indicating major accountability and initiative in the product.
2. Type of journal
 - a. Impact factors can be indicative of the quality of journals in that higher impact scores reflect papers, which are cited more frequently. However, in emerging and specialized fields, low impact factors may not accurately reflect influence in the discipline due to the relative size and uniqueness of the subject area.
 - b. Articles published in national/international/professional organizations' journals that are targeted to specific audiences relevant to the candidate's research focus
3. Awards received for papers, presentations, and posters.
4. State/National/International media recognition for research findings (Evidence to be provided through newspaper clippings, links to online media reports, etc.).
5. Other evidence of creativity and productivity germane to one's effort and appointment includes:
 - a. Original creative products such as assessment tools, curricula or educational programs, evaluation tools, quantitative/statistical/qualitative analysis programs or techniques, video, or online or multimedia programs arising from research used by others at the state level
 - b. Internally funded research projects used to establish an independent program of research
 - c. Significant responsibility on externally funded, peer-reviewed projects (e.g., PI, co-PI, investigator). If candidate has written un-funded grant proposals, the candidate should include documentation of grant submissions proposed to state, federal, and private funding agencies, along with reviews and priority scores as evidence of progress toward a funded research program.
 - d. Presentation of research and/or organizing symposia at a minimum of one national and/or international conference per year relevant to the candidate's research/academic focus. Each research presentation should be reported separately.
 - e. Invited speeches, presentations, workshops, evaluations, etc. related to the candidate's program(s) of research.
 - f. National, state, university, or college awards and honors related to research.
 - g. Collaboration with graduate and post-doctoral students on scholarly achievements (e.g., publications, awards, grants).

C. Contributions in Service to Society, the University and the Profession

Standards and documentation regarding service are specified in the University Guidelines. Faculty members must participate in service activities, related to an area of human development and family science associated with their expertise, that directly benefit the department, college, the University, the professional discipline or society overall. The service contribution will be evaluated based on:

1. Service-based community or clinical activities. Activities include working directly with individuals and/or families in the community or working with established organizations in the community. These activities may also involve supervising students working with families or organizations in the community.
2. Outreach publications and products (if not included in research section) that translate academic research for community audiences. Examples specific to the discipline include fact sheets, books, book chapters, videos, websites, social media, exhibits, etc. relating to human development and family science. Candidate should indicate if publications are peer-reviewed or invited. Information about impact of these publications and products should be provided when available.
3. Presentations of outreach projects/efforts at professional meetings (if not previously mentioned).
4. Development of new video, online, or multimedia programs related to service.
5. Documentation of outreach or other activities in which there was significant use of candidate's research expertise (e.g., consultant, peer reviewer of grants, service to government agencies, service to professional and industrial associations or educational institutions).
6. Active participation in departmental, college and university initiatives intended to foster professional development related to research, such as:
 - (a) Affiliated fellowships (e.g., actively involved in UGA's Owens Institute for Behavioral Research-OIBR, gerontology, etc.)
 - (b) Active members of inter-departmental research/study groups (e.g., obesity initiative).
 - (c) Active participation in research professional development opportunities (e.g., OIBR Mentoring Program).
7. Service as a member of committees at departmental or college levels.
8. Development, implementation or management of academic programs, projects, or study-abroad initiatives.
9. Service to the professions as leaders or members of committees of professional organizations or societies.

PROMOTION TO (*FULL*) PROFESSOR WITH TENURE

Standards and documentation regarding promotion to full professor are specified in the University Guidelines.

The rank of full professor is the highest rank in the university. Candidates seeking promotion to full professor are expected to satisfy all the standards for promotion to associate professor. In addition, the candidate must demonstrate a sustained record of excellence in research, teaching, and service, as well as a national and international reputation in their area of expertise in human development and family science.

A. National and International Reputation

Being nationally and internationally recognized in Human Development and Family Science means that the candidate is well-regarded and his/her expertise is sought. Examples of national/international evidence include:

1. Selected as fellow of a professional organization
2. Service as an officer, on a committee, or on an advisory board,
3. Earning an award/ honor from a national or international organization.
4. Present as an invited speaker at another university.
5. Present a keynote address or serve as an invited or featured speaker at a national or international conference.
6. Serving as an Editor, Associate Editor, or Editorial Board of a journal
7. Membership on national grant review panels
8. Leadership of national or international conferences
9. Leadership of funded outreach projects with national or international scope

B. Contributions to Research and Other Creative Activities

The candidate should demonstrate a record of sustained independent research. Although sustained productivity is necessary, it is acceptable for a scholar approaching senior status to change research directions or switch the focus area in Human Development and Family Science. In addition to the criteria specified for promotion to the associate level, research productivity will be evaluated using a combination of the following:

1. Superior record of sustained research productivity as evidenced by publications in top tier journals with strong impact scores, extramural funding for research, and peer recognition for research program.
2. Well-defined program(s) of research and/or development of a clear line of new research in recognition that some senior faculty members do change their line of research as their career trajectory progresses.
3. Evidence of positive impact on the field (e.g., number of times cited, edited volumes, chapters, awards, attraction of graduate students to the HDFS program).

C. Contributions to Mentoring and Teaching

In addition to the requirements specified for promotion to the associate level, the candidate should continue to demonstrate effective and innovative teaching. In addition, evidence of generativity (mentoring students and colleagues) is expected for promotion to professor in HDFS. Standards and indicators of effective teaching and mentoring are specified in the University Guidelines

- a. Documentation should not be based solely on numbers, but may include, for example:
 - i. Number of MS and PhD committees chaired for HDFS
 - ii. Number of MS and PhD committees on which the candidate served for HDFS
 - iii. Number of MS and PhD committees on which candidate served as a member (or chair) for other departments or other universities
 - iv. Number of post-docs mentored.
 - v. Evidence of quality/productivity of the students mentored (e. g, national/international presentations, publications, awards, etc.)
 - vi. Supervision of postdoctoral scholars and mentoring of research scientists or visiting scholars

D. Contributions in Service to Society, the University, and the Profession

Standards and documentation regarding service are specified in the University Guidelines. In addition to the HDFS requirements specified for promotion to the associate level, the candidate should demonstrate excellence in service/outreach to the university, community, society, including service/outreach at the national and international levels.

Examples of national/international documentation of service/outreach include:

1. Leadership in the department, college, or university in directing educational units or programs.
2. Ongoing leadership in innovative research-based educational program/s that translate HDFS research findings for community audiences.
2. Records of needs assessment, program development and implementation, and systematic evaluation.
3. Evidence of adoption of programs, models, assessment tools, or other creative products in other states and/or internationally.
4. Significant service to the department, college, and/or university, (e.g., chairing committees at the departmental, college, or university levels; serving on major committees at the college or university levels, such as dean search committees)
5. Serving as external reviewer for faculty being considered for promotion/tenure or for departments/programs at other institutions
6. Peer-reviewed publications related to outreach/service

PROMOTION FROM LECTURER TO SENIOR LECTURER

As stated in the UGA Guidelines for Appointment and Promotion of Lecturers, the department expects Lecturers to excel at classroom instruction. Promotion to Senior Lecturer proceeds on the basis of a one-time department-level vote. This vote must happen when the candidate has been employed at the Lecturer level for 6 years. Those eligible to vote include colleagues at the rank of Senior Lecturer, Assistant Professor, Associate Professor or Professor.

Lecturers in HDFS who are recommended for promotion to Senior Lecturer are expected to develop areas of particular expertise (e.g. service learning, online learning) demonstrate effective teaching reflected by a pattern of student evaluations across all courses taught in a year that are at or above the department average. Candidates must provide at least three letters of support, as described in the University Guidelines. Examples of documentation of teaching excellence include:

1. Leadership of collaborative learning communities at the local, state, or national levels
2. Samples of innovative syllabi and other course materials
3. Development of new courses
4. Involvement in fellowship or other pedagogical programs
5. Awards and/or honors reflecting teaching excellence.
6. Continuing education activities related to teaching
7. Creation of experiential learning opportunities with community partners
8. Publications, conference presentations, or grants especially salient to teaching
9. Service on departmental, college, and/or university committees, and/or participation as an officer or committee member of professional societies

CLINICAL FACULTY

PROMOTION TO CLINICAL ASSOCIATE OR CLINICAL PROFESSOR

Clinical Professors are practitioners who are hired to teach and supervise University of Georgia graduate and undergraduate students in various clinical and community-based settings including but not limited to McPhaul Child Development Lab, the Marriage and Family Therapy program, ASPIRE Clinic, the Child Life Program, and the Institute for Human Development and Disability. Practitioners are also needed to teach and supervise University of Georgia graduate and undergraduate students in community settings related to the disciplinary area of the clinical faculty position. In these settings the clinical faculty member works with university students but also collaborates with field-based professionals employed in the setting.

In addition to the College of Family and Consumer Sciences Clinical Faculty Appointment and Promotion Criteria

<http://www.fcs.uga.edu/docs/ApprovedClinicalFacultyApptPromotUnitproposalRevisedDec42013.pdf> , they must meet the following criteria as do all other college clinical faculty:

Criteria to be applied during the promotion process

A. Contributions to Teaching

The Standard

Teaching communicates knowledge to students and develops in them the desire and skills necessary to continue learning. The University distinguishes between routine classroom performance and contributions to teaching that draw upon the teacher's depth and breadth of scholarship. Teaching includes not only formal classroom instruction, but also advising and mentoring of undergraduate and graduate students.

Documentation

Effectiveness in teaching is reflected by student learning and improvements in the learning environment and curriculum. Evidence of teaching effectiveness may include, but is not limited to; any combination of the sources listed below and must be evaluated with respect to the individual's budgeted time. In joint instructional endeavors, the evidence should specify the extent of each person's contribution.

1. Honors or special recognitions for teaching accomplishments.
 2. Development or significant revision of programs and courses, including development of online courses.
 - a. Preparation of innovative teaching materials, instructional techniques, curricula or programs of study.
 - b. Collaborative work on interdisciplinary courses, programs and curricula within the University or across institutions.
 3. Effectiveness shown by student evaluations and accomplishments.
 - a. A list of courses and information from student questionnaires designed to reflect teaching effectiveness and creativity, rather than popularity. In such cases, information for all courses taught in the previous three years that have been evaluated should be included unless a candidate seeks early promotion, in which case information for two years is sufficient. The candidate should report quantitative data for items that provide summary evaluations of the course and instructor, if collected by the department or unit.
 - b. Representative student comments that attest to a teacher's abilities to arouse student interest and to stimulate their work
 - c. Evaluation by students being trained in clinical, community, laboratory, field or teaching hospital activities.
 - d. Letters of evaluation from former students attesting to the candidate's instructional performance both within the traditional classroom setting and beyond it.
 - e. Performance of students on uniform examinations or in standardized courses.
 - f. Accomplishments of the teacher's present and former students, including information to show the students' success both in learning the subject matter of the discipline and in pursuing it to a point of intellectual significance.
 - g. Effective direction of graduate study including theses and dissertations.
 - h. Evidence of students coming from other institutions especially to study with the teacher.
 - i. Successful direction of individual student work such as independent studies, special student projects and student seminars.
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- j. Evidence of effective advisement of students.
4. Effectiveness shown by peer evaluation of expertise in instruction.
 - a. Peer evaluations by colleagues/supervisors who are familiar with the candidate's teaching, have team-taught with the candidate, conducted peer observations and reports, used instructional materials designed by the candidate, or have taught the candidate's students in subsequent courses.
 - b. Selection for teaching special courses and programs.
 - c. Participation in special teaching activities outside the University including international assignments, special lectureships, panel presentations, seminar participation and international study and development projects.
 - d. Membership on special bodies concerned with effective teaching, such as accreditation teams and special commissions.
 5. Publication activities related to teaching and learning outcomes.
 - a. Textbooks, published lecture notes, abstracts, articles or reviews that reflect a candidate's teaching contributions and scholarship.
 - b. Adoption of a candidate's textbooks, especially repeated adoption, by institutions.
 - c. Presentation of papers on teaching before professional associations.
 - d. Published book reviews or case reports.
 6. Grants related to teaching, training, and learning.
 - a. Receipt of competitive grants/contracts to fund innovative teaching activities or to fund stipends for students.
 - b. Membership on panels to judge proposals for teaching or training grants/contracts programs.
 7. Election to offices, committee activities and other important service to professional associations including editorial work and peer review as related to teaching.
 - a. Review articles, books or book chapters, and articles describing clinical instructional innovations, evaluation or experience.
 - b. Develop practice guidelines, treatment protocols, instructional standards and policy statements governing instruction or treatment practice
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- c. Write reports on program development and evaluation
- 8. Involvement in field-based investigations (e.g., instructional/clinical effectiveness studies, in-service staff development).
- 9. Departmental and institutional governance and academic policy and procedure development as related to teaching.
- 10. Successful integration of teaching and research or teaching and public service in ways that benefit students.
- 11. Development of new experiential education and clinical practice sites.

B. Contributions to Research, Scholarship and Other Creative Activities

The Standard

Generally, the assignment for full time clinical faculty should directly contribute to scholarship relevant to professional practice. Scholarship will not be evaluated in the same way as for tenure-track faculty in that establishment of an independent research program is not essential. Scholarly activities for clinical track faculty may be more applied, that is, deal directly with practice, policy, and professional issues. However, they should be consistent with their appointment, and clearly demonstrate innovation and creativity in their scholarly products and publications. If a clinical faculty member is assigned research time, accomplishments achieved as a result will be explicitly considered as part of the promotion process.

Documentation

Evidence of research, scholarship or other creative activities includes, but is not limited to, the sources listed below. In joint endeavors, the evidence should specify the extent of each person's contribution (e. g. first author, supervisor).

1. Record of conduct of and participation in and description of seminars and workshops (including short descriptions of activity, with titles, dates and sponsor); indication of role in seminar or workshop (e. g. leader, participant).
2. Description of outreach or other activities in which there was significant use of candidate's expertise (e.g. consultant, journal editor, reviewer for refereed journal, peer reviewer of grants, speaker, service to government agencies, professional and

industrial associations, educational institutions).

3. Description of new courses and/or programs developed, including service- learning and outreach courses, domestic or international, where research and new knowledge are integrated.
 4. Lists of grants and contracts for improvement of instruction, with an indication of the candidate's role in preparing and administering grants and contracts.
 5. Research and/or scholarly publications (indicate if peer-reviewed).
 - a. Books, parts of books, reviews, book reviews, monographs,
 - b. Articles and other scholarly works published in refereed journals, and
 - c. Discipline-specific publications, articles published in professional publications, research reports to sponsors, accepted manuscripts, research notes and bulletins.
 6. Creative products related to the clinical faculty member's assignment.
 7. Election to offices, committee activities and important service to professional associations and learned societies, including editorial work and peer review as related to research and other creative activities.
 8. Scholarly reviews of the candidate's publications.
 9. Funded projects, grants, commissions and contracts (include source, dates, title and amount) completed or in progress.
 10. Presentation of research papers before technical and professional meetings.
 11. Description of new computer software, video or multimedia programs developed.
 12. List of honors or awards for scholarship.
 13. Application of research scholarship in the field, including new applications developed and tested; new or enhanced systems and procedures demonstrated or evaluated for government agencies, professional and industrial associations, or educational institutions.
 14. Technology transferred or adapted in the field.
 15. Evidence of graduate and post-doctoral students' scholarly achievements (e.g. publications, awards, grants).
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16. Invited lectureships to present research and creative activities (development of innovative approaches to practice and to teaching; modification of treatment and instructional approaches).
17. Development of instructional materials that have been adopted by other institutions

C. Contributions in Service to Society, the University and the Profession

The Standard

Service to society refers to the function of applying academic expertise to the direct benefit of external audiences in support of unit and University missions. Service to the university refers to activities that support, enhance, or extend the work of the department, college, or university. Service to the University includes, but is not limited to, participating in departmental, school/college and/or University committee work and/or governance; contributing to administrative support work (such as serving as a college representative on a major University committee or task force); and developing, implementing or managing academic programs or projects. Service to the profession refers to activities that support, enhance, or improve the profession, whether defined as one's discipline or as teaching. Service to the profession includes, but is not limited to, offices held and committee assignments performed for professional associations and learned societies; development and organization of professional conferences; editorships and the review of manuscripts in professional association and learned societies publications; and review of grants applications.

A faculty endeavor may be regarded as service for purposes of promotion if the following conditions are met:

1. The activity achieves the goals of the faculty member's service assignment.
2. There is utilization of the faculty member's academic and professional expertise.
3. There is a direct application of knowledge to, and a substantive link with, significant human needs and societal problems, issues or concerns, particularly those issues of concern in Georgia.
4. The ultimate purpose is for the public, university, program, or common good.
5. There is a clear relationship between the program/activities and an appropriate academic unit's mission.

Documentation

Evidence of the effectiveness of service to society, the University and the profession includes, but is not limited to, the sources listed below.

1. Honors, awards and special recognition for public service activities.
2. Program and project development and other creative activities.
 - a. Overview of needs assessment, and the objectives, methods and target audience.
 - b. Description of selected activities and/or products that are most illustrative of the candidate's contribution to the outcomes of the endeavor.
 - c. Description of how the program is compatible with unit and University missions, and how the activities complement the teaching and research missions of the unit and/or University.
 - d. Description of the role of the candidate's professional expertise in the design and implementation of the program. Did the activities demonstrate or test the applicability of the candidate's discipline to societal/human problems, require integration with other disciplines and/or generate new knowledge for the discipline and/ or audience? How was this knowledge communicated to broader audiences? Has the program led to increased recognition of the candidate's professional expertise by external audiences?
 - e. Description of impact and identification of the direct and indirect beneficiaries. What actions did the intended audience take as a result of this work? Both quantitative evidence, (e.g. increased production or widespread adoption of a product or technique) and qualitative evidence (e.g. testimonials from clients, reviews by knowledgeable scholars/critics) should be included.
3. Service-based instructional activities.
 - a. Listing of the title or subject of each distinct course or presentation, the type (e.g. curriculum, course, workshop), the duration, the candidate's role in creating each, the target audience and the method of reaching the audience (e.g. conference presentation, site visit).
 - b. Description of impact and identification of the direct and indirect beneficiaries.
 - c. What actions did the intended audience take as a result of this work? Both quantitative and qualitative evidence should be included of impact on intended audience.

4. Consultation and technical assistance.

- a. Listing of each type of assistance, the clientele, the contribution and the number of times provided.
- b. Description of impact and identification of the direct and indirect beneficiaries.
- c. What actions did the intended audience take as a result of this work? Both quantitative and qualitative evidence should be included. Qualitative and/or quantitative evidence of impact on intended audience.

5. Applied research.

- a. Listing of publications relating to public service including books, book chapters, articles and scholarly papers (indicate if peer-reviewed).
- b. Quality and impact of written documents produced, including knowledge integration, creative solutions, technical manuals or other outcomes of applied research as evaluated by clientele and peers.

6. Public service products.

- a. Listing of publications relating to public service including books, book chapters, articles and scholarly papers (indicate if peer-reviewed).
- b. Electronic or other media products (e.g. computer programs, web sites, CDs, DVDs, video or multimedia programs).

7. Other public service activities.

- a. Selection for special service activities outside the state or nation.
- b. Securing competitive grants and contracts to finance development and delivery of service innovations.
- c. Requests by individuals from outside the state or nation to study the candidate's work and innovations.
- d. Development of patents or instruments useful in solving important problems.
- e. Performance of clinical activities in various community settings such as businesses, government agencies, schools, community centers, hospitals, and other community-based sites.

8. Documentation of candidate's role in:

- a. Committee work at departmental, school/college and/or University levels.
 - b. University governance bodies and related activities.
 - c. Development, implementation or management of academic programs, projects or study abroad initiatives.
 - d. Professional and learned societies, including election to offices, committee activities, editorial work, peer review and other important service.
 - e. Development and organization of professional conferences.
 - f. Reviewing grant applications
 - g. Editing and reviewing of manuscripts for professional association and learned societies' publications.
9. Documented effectiveness as a faculty advisor to student organizations.
 10. Mentoring of junior faculty.
 11. Education to the community at large.
 12. Community program development.
 13. Serving on boards.
 14. Developing and implementing public policy.
 15. Developing assessment processes for community programs.