



## TENURE UNIT STANDARD ROUTING SHEET

In support of the following academic policy statements, tenure unit performance standards will be maintained and made publicly available by the Office of the Provost's Faculty Records Team. Per policy, each of these sets of standards will be reviewed every five (5) years, submitted to the Office of the Provost using this routing form for all signatures.

- APS [900417](#), Faculty Reappointment, Tenure, and Promotion of Tenured and Tenure-Track Faculty
- APS [980204](#), Performance Evaluation of Tenured Faculty (Post-Tenure Review)
- APS [820317](#), The Faculty Evaluation System of Tenured and Tenure-Track Faculty

Please note the following:

- Use a separate routing sheet for each set of tenure unit standards.
- Submit files in portable document format (PDF) only.
- Ensure the set of standards being submitted **have been approved** by the tenure unit **and** college dean.

**Tenure Unit:** Communication Studies

**College/Unit:**

<input type="checkbox"/> CAM	<input type="checkbox"/> COCJ	<input checked="" type="checkbox"/> CHSS	<input type="checkbox"/> COM	<input type="checkbox"/> NGL
<input type="checkbox"/> COBA	<input type="checkbox"/> COE	<input type="checkbox"/> COHS	<input type="checkbox"/> COSET	

**Standard:**

☐ Promotion and Tenure      ☒ Post-Tenure Review      ☐ Faculty Evaluation System (FES)

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College Dean

Provost & Sr. VP for Academic Affairs



**COLLEGE OF HUMANITIES AND SOCIAL SCIENCES  
DEPARTMENT OF COMMUNICATION STUDIES**

**Tenure and Tenure-Track Standards for Faculty Evaluation and Promotion and Tenure**

## **1. INTRODUCTION**

The Sam Houston State University (SHSU) Department of Communication Studies is committed to supporting academic excellence of faculty as teacher-scholars throughout their careers. The standards set forth in this document are consistent with and subservient to SHSU Academic Policy 900417, and the Texas State University System Rules and Regulations. This document articulates departmental expectations for faculty performance and evaluation consistent with SHSU Academic Policy Statements related to faculty evaluation (i.e., APS 820317, APS 900417, and APS 980204). The objective of these guidelines is to establish a framework for continuity and consistency across department-level evaluations. Thus, the following sections:

- Present department-specific guidelines for Communication Studies faculty;
- Provide a non-exhaustive list of examples of acceptable faculty activities for evaluation; and
- Assist those who review faculty dossiers as they interpret university and college guidelines.

The document presents specific categories and standards of performance for all aspects of Communication Studies faculty evaluation, including:

- Faculty Evaluation System (APS 820317);
- Annual evaluation of probationary faculty by the Department Promotion and Tenure Advisory Committee (DPTAC; APS 900417);
- Third-year extensive review of probationary faculty by the DPTAC (APS 900417);
- Dossier for tenure and promotion to the rank of Associate Professor (APS 900417);
- Dossier for promotion to the rank of Professor (APS 900417); and
- Periodic post-tenure evaluation (APS 980204).

Because the same general categories and standards of performance are used for all types of faculty evaluation, the remainder of the document provides a cohesive overview of these expectations.

Communication Studies includes probationary and tenured faculty who specialize in a variety of areas of communication. Communication Studies embraces and promotes excellence in teaching, scholarly and/or creative accomplishment, and service. Therefore, meeting only the required elements of faculty performance neither guarantees tenure and/or promotion, nor does it entitle a faculty member to the same.

## **2. CATEGORIES OF PERFORMANCE (APS 900417)**

APS 900417 5.01 presents general categories of performance for tenured and tenure-track faculty. Communication Studies clarifies these categories as follows:

1. **Teaching.** In addition to lecture instruction in all modalities as assigned, the Teaching category includes pedagogy-related activities such as curriculum development, formal and/or informal academic advising, student mentorship and research supervision beyond course-related activities, and other related endeavors that broadly constitute student learning support and/or program support.
2. **Scholarly and/or Creative Accomplishment.** This category comprises a range of outputs as appropriate to faculty strengths and their respective disciplines. Acceptable accomplishments are varied and include activities such as applied, archival, and theoretical research; collaborative research (e.g., with community, faculty, students, etc.); digital humanities and other forms of public scholarship; interpretations and translations of scholarly materials; scholarship of pedagogy and publication of instructional materials; publications in collaboration with undergraduate or graduate students, and other forms of scholarly and creative accomplishment as appropriate to the individual disciplines within the department.
3. **Service<sup>7</sup>.** The service category includes committee work and other activities that serve the department, college, university, profession, and community, and that are related to faculty appointment(s).

### **3. STANDARDS OF PERFORMANCE (APS 900417)**

Communication Studies adheres to the performance standard of a “sustained pattern of professional competence and effectiveness” in each of the categories of performance listed in APS 900417 5.01a. Communication Studies adopts CHSS’s definition of this standard “as continuous or uninterrupted activity, contribution, production, or progress that is supported by annually documented evidence appropriate to the discipline(s) therein.”

SHSU APS 900417 establishes performance standards for two ranks: Associate Professor and Professor. To aid probationary faculty in their preparation for promotion and tenure, WOLC evaluates their progress toward this goal using the standards established for the rank of Associate Professor (Section 3.1 below). In effect, all faculty, regardless of rank, are evaluated according to these performance standards. Faculty members who choose to pursue optional promotion to the rank of Professor, and those who already hold the rank of Professor, are evaluated according to the criteria outlined in both Section 3.1 and Section 3.2 below.

#### **3.1 Standards of Performance – Associate Professor**

The following section provides examples of evidence of professional competence and effectiveness for all faculty, regardless of rank. Unless specified as required, the examples provided do not comprise exhaustive lists and should not be interpreted as such. When faculty are uncertain about whether an activity is acceptable under a given standard, they are encouraged and welcome to consult with their Chair.

Communication Studies recognizes the overlapping nature of performance standards. Therefore, the guidelines below necessarily show some overlapping coverage of the criteria described in APS 900417 5.01b. Where an activity could be counted in more than one category of performance, faculty should report this activity only in the category that they deem most appropriate.

It is the expectation of the department that probationary faculty are working toward high IDEA summary scores. However, the department recognizes a variety of factors may affect IDEA summary scores, and these factors may have little to do with the quality of a faculty member's teaching. As such, the DPTAC and Department Chair reserve the right to exercise discretion based on the context of any specific IDEA summary score or set of summary scores as well as the individual narratives supplied by faculty in their annual FES documents and their promotion and tenure portfolio. In addition, the department recognizes that IDEA summary scores and annual evaluations may be varied throughout the probationary period and might be lower than expected in a faculty member's first year at SHSU. In these cases, the department will value evidence of improvement throughout the probationary period. In cases where faculty members begin the probationary period with IDEA summary scores and teaching evaluations above expectations, the department will value evidence of sustained performance throughout the probationary period.

Communication Studies faculty demonstrate **effective teaching and mentoring of students** by documenting the following required activities:

- Fulfills required teaching duties:
  - Adheres to university, college, and department deadlines, policies, and procedures (e.g., submits course syllabi and grades prior to institutional deadlines; complies with Financial Aid Eligibility Verification deadlines);
  - Holds office hours and communicates with students consistently;
  - Provides timely and clear feedback to students on academic progress;
  - Applies grading procedures and/or standards fairly;
  - Works with Services for Students with Disabilities to provide reasonable accommodations as requested and as feasible.
- Participates in required regular faculty evaluation procedures (at least once every two academic years);
- Updates course content as needed to reflect innovations in relevant disciplines and/or to meet department needs;
- Teaches courses as assigned based on department and program needs.

Communication Studies faculty are expected to engage in additional activities, according to their strengths, that support teaching and mentoring of students. Examples of such activities include, but are not limited to:

- Formal and informal advising;
- Research supervision beyond regular classroom assignments;
- Honors contract supervision;
- Independent study courses;
- Letters of recommendation;
- Internship supervision;
- Developing new courses and seminars;
- Other documented activities that support student success.

In addition to teaching and mentoring activities, Communication Studies faculty should engage in activities that **support program maintenance and growth**. Some program support activities naturally overlap with service activities; thus, faculty must choose whether to categorize their program

support activities as teaching or as service. Faculty should participate in required program support activities unless faculty duties or other essential commitments preclude them from doing so:

- Attend faculty meetings;
- Attend faculty interview activities (e.g., job talk, teaching presentation).

Communication Studies faculty are expected to engage in additional activities, according to their strengths, that support department programs. Program support includes, but is not limited to, such activities as:

- Participating in other meetings, ceremonies, and receptions according to availability (e.g., Commencement/Convocation Ceremonies, Commencement Receptions, Saturdays@Sam)
- Implementing course- and discipline-appropriate pedagogies (e.g., active learning, high-impact or innovative practices) and/or other evidence-based best practices;
- Contributing to interdisciplinary academic programs;
- Engaging in on-campus and community-based recruitment activities;
- Supporting study abroad/study away activities.

Communication Studies faculty should engage in **professional development** activities to update their skills or to gain new expertise. These activities may apply to teaching, research, or service. Faculty must minimally:

- Complete required SHSU trainings (e.g., cybersecurity, Title IX) by established annual or other periodic deadlines;
- Complete required online teaching certifications as required.

In addition to required training and certifications, Communication Studies encourages faculty to pursue other professional development opportunities as:

- ACUE training;
- Engaging Classrooms OEP;
- Writing In the Disciplines;
- Short courses sponsored by regional or national professional associations;
- Other trainings appropriate to their strengths and interests.

Communication Studies faculty are expected to engage individually or collaboratively as teacher-scholars with their respective scholarly interests. Faculty members must provide the necessary contextualization of their work to ensure a proper and adequate evaluation of their work can be completed. The following is a non-exhaustive list of examples of acceptable **scholarly and/or creative activities**:

- Peer-reviewed scholarly and/or creative publications;
- Peer-reviewed conference presentations;
- Awards, honors, and other special recognitions;
- Reviews of discipline-related scholarship or creative activity;
- Publication of instructional materials in venues appropriate to individual research interests;
- Grant-funded scholarly activities, including grant applications and related preparation work;
- Assigned program assessment or program development activities that engage research expertise;

- Other scholarly and/or creative activities as appropriate to individual disciplines.

Communication Studies faculty should document their scholarly and/or creative progress toward publication or production of scholarly artifacts on an annual basis. As a general guideline, faculty should minimally produce an overall average of one completed scholarly and/or creative artifact per year during the period under review. In years when an artifact remains in progress, faculty must provide evidence of progress toward completion (e.g., communication with collaborators, active consultation with publishing venue(s), publication contract).

Communication Studies faculty are expected to demonstrate **“evidence of growth in quality/significance of scholarly or creative contributions”** (APS 900417 5.01b). This is especially important in years when faculty undergo extensive reviews (i.e., third-year evaluation and evaluation for promotion), though annual evaluation should not ignore the ongoing need to demonstrate growth. Extensive reviews rely on comprehensive narratives (see section 4.3.1 below) to clearly demonstrate evidence of growth in quality/significance. The narrative is supported by evidence that may include, but is not limited to, the following:

- Development of conference presentations into publications;
- Invited talks or guest lectures;
- Invitations to review scholarly/creative products;
- Other documented growth in scholarly and/or creative community engagement (e.g., informal reviews, invited interviews, consultations, media appearances) as appropriate to the discipline.
- While some of these activities are typically counted as service, Communication Studies faculty are encouraged to refer to these activities as evidence of scholarly and/or creative growth.

The department expects candidates applying for the rank of Associate Professor to demonstrate a sustained pattern of professional competence and effectiveness in research and promise for continued growth in their research activities. The phrase “sustained pattern” is understood to imply research productivity equivalent to one peer-reviewed publication per year for a probationary faculty member. However, the department recognizes that variance in project scope and publication outlet may result in a non-annual distribution of publications. Additionally, the department reserves the right to lend greater weight to publications in more prestigious outlets where the acceptance rate is likely to be lower. Above all, the department expects probationary faculty members to demonstrate a clear research agenda with regular progress as projects move through the pipeline toward publication and new projects are initiated.

Communication Studies faculty are expected to demonstrate **“sustained, documented service to the department, college, university, profession, and community, as appropriate”** (APS 900417 5.01b). They accomplish this in various ways. Some program support and research activities (see above) overlap with service; thus, faculty must choose the most appropriate category for reporting these activities.

In addition to the required service activities specified under program support (section 3.1.2), faculty are also expected to:

- Serve on department, college, and university committees as assigned.

Because Communication Studies embraces excellence across performance categories, faculty are additionally expected to provide professionally relevant service according to their strengths and expertise. The following is a non-exhaustive list of examples of acceptable service activities:

- Professional organization work;
- Discipline-related consultations and presentations/talks;
- Professional development facilitation;
- Peer mentorship;
- Invitations to review tenure/promotion files of faculty members from other departments or universities;
- Other service activities that raise Communication Studies' profile within the university and/or broader community.

Faculty must provide sufficient details about their service activities to facilitate consistent evaluation (e.g., specific contributions or responsibilities). Where possible, faculty are encouraged to connect their service activities with their teaching responsibilities and/or research interests.

Communication Studies faculty are **contributing members** of the department, college, and university as they effectively teach, pursue creative and/or scholarly accomplishments, and provide relevant service.

### *3.1.1 Expectations for probationary faculty seeking tenure and promotion to the rank of Associate Professor*

When faculty present a dossier for third-year review, promotion and/or tenure, they must establish that they have met the minimum standards for each category of performance outlined above. They must also present a comprehensive narrative (or set of narratives) that contextualizes their teaching, research, and service activities, and highlight their achievements as a contributing member in accomplishing WOLC, CHSS, and SHSU goals (see Section 4.3.1 below). If applicable, for periods during which faculty did not meet minimum performance standards, they must address the reasons for any performance gaps.

### *3.1.2 Standards for the periodic comprehensive post-tenure review of tenured Associate Professors*

The standards above are also used as a framework for the periodic comprehensive post-tenure review of tenured Associate Professors, which takes place every five years following promotion (APS 980204 1.02 c).

## **3.2 Standards of Performance – Professor**

The following section provides examples of evidence of professional competence and effectiveness for Associate Professors pursuing promotion to the rank of Professor. These standards also apply to the periodic comprehensive post-tenure review of tenured Professors, which takes place every five years following promotion (APS 980204 1.02c).

As described in APS 900417 5.01b, the key distinction between Associate Professor and Professor is demonstrating leadership across performance categories and sustained contribution(s) to the intellectual culture of the University. Therefore, in addition to the performance standards for

Associate Professor established above, Professors are evaluated on their leadership in teaching, scholarly and/or creative activity, and service, and their contribution(s) to the intellectual culture of the University. To demonstrate leadership, faculty may engage in a broad range of activities including, but not limited to, the following:

- Initiate and/or manage sustained program and student support activities;
- Design and/or oversee curriculum development initiatives;
- Be a primary investigator or co-investigator of sustained research and/or creative activities that contribute to their discipline;
- Introduce and/or contribute extensively to initiatives that enhance the scholarly and/or creative profile of the university;
- Sustained attendance and participation in professional conferences, workshops, seminars, or short courses for professional development;
- Mentoring less-experienced faculty;
- Lead sustained service activities that contribute to the university, profession, or community, as appropriate;
- Take on demanding service positions for the department, college, or university (e.g., CHSS or University Curriculum Committee, Faculty Senate, Internal Review Board).

When faculty present their dossier for promotion from Associate Professor to Professor, their comprehensive narrative must further contextualize their professional impact on their discipline and highlight their leadership in accomplishing departmental, college, and university goals.

### *3.2.1 Expectations for tenured faculty at the rank of Professor*

Tenured faculty seeking promotion to the rank of Professor must present a dossier that clearly establishes that they have met the minimum standards for each category of performance as outlined in section 3.1. If applicable, for periods during which faculty did not meet minimum standards, they must address the reasons for any performance gaps. The dossier should contain evidence of the faculty member's continued growth as a teacher-scholar and their leadership in accomplishing the goals of the department, college, and university.

In addition to meeting the minimum standards, tenured faculty seeking promotion to the rank of Professor should demonstrate their leadership in teaching, scholarly and/or creative activity, and service. They must document their contributions to the intellectual culture of the university. When tenured faculty present their dossier for promotion from Associate Professor to Professor, their comprehensive narrative must further contextualize their professional impact on their discipline and their leadership in accomplishing the goals of the Department/CHSS/SHSU.

## **4. DOCUMENTATION AND REVIEW**

CHSS will provide common templates and guidelines for uploading documentation for annual evaluations and for third-year review, tenure, promotion, and periodic post-tenure review. The information below outlines the minimum required documentation for each type of evaluation.

### **4.1 Evaluation Instruments**

CHSS faculty are required to use the fillable electronic form *CHSS Faculty Annual Review Information* (currently located in the Communication Studies FES Teams Folder) as a template to capture



categories and standards of performance. Communication Studies maintains holistic instruments for annual evaluation and FES evaluation (form hosting location TBA). These instruments provide a framework for Department Promotion and Tenure Advisory Committees (DPTAC) as they conduct annual reviews of progress toward tenure and promotion. The instruments are also used as a framework for periodic post-tenure evaluation and for awarding credit for prior service prior to hiring new faculty.

#### **4.2 Annual Evaluation Documents**

To align with APS 900417 and APS 820317, and CHSS guidelines, Communication Studies requires the minimum documentation outlined below for annual evaluation. Annual evaluation is reported using the *CHSS Faculty Annual Review Information* form (currently located in Communication Studies FES Teams Folder).

- Brief narratives regarding 1) accomplishments and areas for improvement and 2) plans for the upcoming year, aimed at strengthening performance;
- IDEA evaluation reports;
- Teaching accomplishments for the period under review (see 2.3.1 above for examples);
- Reports of periodic evaluation of teaching during the period under review
- Scholarly and/or creative accomplishments (see 2.3.4 above for examples);
- Service accomplishments (see 2.3.2 and 2.3.5 above for examples);
- CV, which includes at least the following:
  - academic training, summary of work experience, scholarly and creative contributions (juried contributions must be listed separately), funded grants (external and institutional grants must be listed separately), honors, awards, service activities, and other special recognitions (see APS 900417 6.02a);
- Appropriate evidence to support all activities reported in the FES.

##### *4.2.1 Chair's evaluation of teaching*

In Fall 2022, the Communication Studies faculty voted not to establish a faculty committee to assist with the Chair's Evaluation of Teaching component of the FES. Thus, the Chair uses the holistic instruments described in 4.1 above to complete the FES evaluation. The DPTAC uses the same instrument to inform its annual evaluations. Probationary faculty receive two independent evaluations of their annual performance to assist them in evaluating their teaching performance as they make progress toward tenure.

To align with APS 900417 5.01 b (1) and APS 900417 5.01 b (2), and CHSS guidelines, WOLC requires periodic peer evaluation of teaching to be included in Chair's Evaluation of Teaching. This evaluation considers various inputs to ensure a comprehensive overview of teaching performance (see 3.1.1-3.1.3 for examples of inputs that may be considered).

#### **4.3 Dossiers for Third-Year Review, Tenure and Promotion of Probationary Faculty, and Promotion of Tenured Faculty**

To align with APS 900417 and APS 820317, and CHSS guidelines, Communication Studies has established the following minimum documentation requirements for third-year review and for promotion to the rank of Associate Professor or Professor:

- Narratives that provide a continual overview of accomplishment with respect to

teaching, scholarly and/or creative activities, and service for the period under review (see 4.3.1 below). Faculty pursuing promotion to the rank of Professor must establish their leadership with respect to the same categories for the period under review;

- IDEA evaluation reports;
- Teaching accomplishments for the period under review (see 2.3.1 above for examples);
- Reports of periodic evaluation of teaching during the period under review
- Scholarly and/or creative accomplishments (see 2.3.4 above for examples);
- Service accomplishments (see 2.3.2 and 2.3.5 above for examples);
- CV, which includes at least the following:
  - academic training, summary of work experience, scholarly and creative contributions (juried contributions must be listed separately), funded grants (external and institutional grants must be listed separately), honors, awards, service activities, and other special recognitions (see APS 900417 6.02a);
- Appropriate evidence to support all activities reported for consideration in the evaluation dossier.

CHSS has established that external review for tenure and promotion is optional, and candidates for tenure and promotion cannot be penalized for opting out of external review.

#### *4.3.1 Narratives for Third-Year Review, Tenure and Promotion of Probationary Faculty, and Promotion of Tenured Faculty*

CHSS defines a narrative for third-year review and for promotion as a comprehensive written reflection on an individual faculty member's professional growth over the specified period, supported by and referring to the documented evidence and artifacts contained in the dossier. Please keep in mind that the audiences for these narratives are broad and diverse.

#### *4.3.2 Audience for Third-Year Review, Tenure and Promotion of Probationary Faculty, and Promotion of Tenured Faculty*

The multidisciplinary audience for third-year review dossiers includes DPTAC members, Department Chair, and CHSS Dean. The multidisciplinary audience for tenure and promotion dossiers includes DPTAC, Department Chair, CHSS Dean, SHSU Provost, and SHSU President.

Additionally, candidates presenting dossiers for third-year review or for tenure and promotion should keep in mind that reviewers have access only to those materials presented in the dossier, and therefore can base their evaluation only on the contents of the dossier.

### **4.4 Candidate Responsibilities**

Regardless of review type (e.g., FES, promotion), the candidate is responsible for submitting appropriate, sufficient, and well-organized documentation to demonstrate their sustained pattern of professional competence and effectiveness. Candidates must document effective teaching, scholarly and/or creative activity, and service. Candidates seeking promotion to Professor must include evidence of sustained leadership in the department, college, university, and/or discipline. DPTAC relies solely on the contents of dossiers/faculty review portfolios. They must not evaluate candidates based on materials or activities that were not included in the dossier/portfolio.

#### 4.5 Reviewer Responsibilities

All department-level reviewers (i.e., DPTAC and Chair) are obligated to review dossiers/portfolios thoughtfully and with professional rigor. Official DPTAC evaluations and recommendations are prepared by the DPTAC Chair, elected by the DPTAC (APS 900417 11c), in consultation with the DPTAC. These letters are addressed to the Communication Studies Chair and copied to the CHSS Dean.

#### 4.6 Prior Service Credit

A faculty member is normally reviewed for tenure during the sixth year in a tenure-track position. The length of the probationary period may be modified in accordance with APS 900417 4.05. The guidelines for proposing prior service credit (a maximum of three years) are as follows:

1. It is expected that the candidate has been in a tenure-track position at another accredited college or university.
2. The candidate must be able to demonstrate that any prior service meets the same standards of performance, in all three performance areas, currently expected of probationary faculty in the Department of Communication Studies at SHSU for the same period of service.

Should a job candidate be eligible for and request prior service credit, the Chair may request additional documentation and evidence that demonstrate the candidate has met the SHSU requirements for the years of service being requested. The chair will use the same departmental instruments of evaluation to propose an award of prior service credit to the CHSS Dean and SHSU Provost prior to making a formal hiring offer (APS 900417 4.05).

## Communication Studies FES and Annual Review Rubric: All Ranks

### Chair's Evaluation of Teaching:

5 – *Truly Exceptional*: Fulfills required duties and wins a competitive semester- or year-long pedagogy-related fellowship or grant; contributes to a multi-semester program support initiative; supervises multi-year internship programs, leads or supervises student success initiative; wins a university, regional, state, national, or international teaching or pedagogy-related award; etc.

4 – *Exceeds Expectations*: Fulfills required duties and activities and contributes three (3) additional activities in either teaching and mentoring and/or program support categories, **or** one (1) additional, year-long activity that contributes to teaching and mentoring of students or program support.

3 – *Meets Expectations*: Fulfills required duties and activities and contributes two (2) additional activities in either teaching and mentoring of students and/or program support categories.

2 – *Developing*: Fulfills required duties and activities and contributes one (1) additional activity in either teaching and mentoring of students or program support categories.

1 – *Below Expectations*: Does not fulfill all required duties or does not contribute any additional activities in either teaching and mentoring of students or program support categories.

0 – Does not provide evaluation materials.

## Scholarly and/or Creative Accomplishment:

### 5 – *Truly Exceptional*

- Publishes at least one (1) scholarly and/or creative artifact resulting from a documented, multi-year individual or collaborative effort; or
- Wins at least one (1) competitive multi-year grant to support scholarly and/or creative activity; or
- Serves as regional, national, or international journal or book editor; or
- Wins a university, regional, state, national, or international research award; or
- Serves as an invited keynote speaker for a regional, national, or international conference.

### 4 – *Exceeds Expectations*

- Publishes at least one (1) scholarly and/or creative artifact resulting from individual or collaborative effort; or
- Serves on an editorial board member for a regional, national, or international journal; or
- Submits at least one (1) application for a multi-year competitive grant application; or
- Serves as a panel discussant at a regional, national, or international conference; or
- Wins a competitive grant to support scholarly and/or creative activity; or
- Receives an award, honors, or special recognition for scholarly/creative activity.

### 3 – *Meets Expectations*

- Documents progress toward publication of an acceptable scholarly and/or creative artifact; or
- Has at least one (1) paper submitted or accepted or published or internal or external grant proposal submitted or accepted; or
- Chairs/organizes a panel or gives a presentation at a regional, national, or international conference.

### 2 – *Developing*

- Partially documents progress toward publication of an acceptable scholarly and/or creative artifact resulting from individual or collaborative effort; or
- Partially documents progress toward competitive grant application; or
- Submits at least one (1) abstract to a regional, national, or international conference.

### 1 – *Below Expectations*

- Does not document scholarly and/or creative progress.

### 0 – Does not provide evaluation materials

## Service:

5 – *Truly Exceptional*: Serves on department, college, or university committees as assigned and provides a multi-year professionally-relevant service activity that is not counted as Teaching or Scholarly and/or Creative Accomplishment. For example, serves as executive board member in a professional organization; is invited as a keynote speaker; serves on editorial board; organizes a conference; oversees a multi-year community engagement initiative; wins a university, regional, state, national, or international professional service award.

4 – *Exceeds Expectations*: Serves on department, college, or university committees as assigned and provides three (3) additional professionally relevant service activities, or one (1) additional, multi-semester professionally relevant service activity.

- 3 – *Meets Expectations*: Serves on department, college, or university committees as assigned and provides two (2) additional professionally-relevant service activities.
- 2 – *Developing*: Serves on department, college, or university committees as assigned and provides one (1) additional professionally-relevant service activity.
- 1 – *Below Expectations*: Does not serve on department, college, or university committees as assigned.
- 0 – Does not provide evaluation materials