University Guidance for Departmental Guidelines for the Promotion and/or Tenure of Tenure-track and Tenured Faculty

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This document provides guidance for the promotion and/or tenure guidelines and expectations required of departments by the Faculty Handbook:

> "Each department will maintain promotion and/or tenure guidelines that include all information regarding departmental procedures and expectations for reappointment, progress toward promotion and/or tenure, and the evaluation of promotion and/or tenure cases. Nothing in these guidelines shall supersede or contradict the provisions of the Faculty Handbook. If a college elects to adopt college-wide expectations for promotion and/or tenure, with the dean's approval, departments may interpret the college-wide expectations within the context of the department's disciplines and traditions and include that interpretation in their departmental guidelines. All expectations and indicators will be approved by faculty (through department- and/or college-level governance), the college-level committee and the dean, and the provost's office, and will be made available online. Revisions to these expectations and indicators must also be approved by the faculty, the college, and the provost's office." [Section 3.4]

Additionally, the handbook requires that guidelines include an "Expectations and Indicators for Promotion and/or Tenure" section:

> "Evaluators must consider the unique features of every candidate's department, discipline, and assignment. Therefore, as part of their promotion and/or tenure guidelines (see Chapter 3, "Promotion and Tenure"), each department (or college, when college-wide expectations are applied) is required to have an "Expectations and Indicators for Promotion and/or Tenure" section that accounts for disciplinary and programmatic differences unique to and within the department(s) and specifies what is required of their faculty members to fulfill the general expectations outlined above. Departments or colleges should carefully assess and state the overall standards of professional performance and contribution they consider minimally acceptable for the conferral of promotion and/or tenure. These expectations must be adhered to by evaluators at every stage of the promotion and/or tenure process. Colleges that adopt a college-wide set of expectations will ensure that the "Expectations and Indicators for Promotion and/or Tenure" section accounts for differences within and across departments and schools." [Section 3.4.4]

The expectations presented here are meant to clarify the areas that should be addressed in guidelines and not as an exhaustive or restrictive set of requirements. Guidelines may be maintained in a single document or as multiple documents that address specific facets of the promotion and/or tenure process. All guidelines must be accessible to faculty.

A note on this document: Section references herein refer to the Faculty Handbook, unless otherwise indicated. References to departments and department heads or chairs also apply to schools and school directors.

TABLE OF CONTENTS:

A. Introduction

Describe the department and its programs. Give an overview of the guidelines and provide a table of contents. Include a statement on confidentiality or refer to the following statement in the Faculty Handbook: "To ensure the honest discussion of promotion and/or tenure cases, all parties involved must keep the deliberations strictly confidential. As such, the content of conversations and the results of any votes may be discussed only with persons who have a current role in the promotion and tenure process, such as committee members or administrators" [Section 3.4].

B. Topics to be Addressed in Guidelines

1. Committee membership.
   - Criteria for those serving on the committee, especially rank
   - Number of individuals on the committee
   - Selection or election process: who selects or elects, when, and how
   - Length of term
   - Rotation system or other plan to ensure continuity on the committee each year
   - Limit to numbers of consecutive terms that one individual may serve (if warranted)
   - Procedure for replacement of individuals who step down from the committee before their term has ended
   - Responsibilities and purview of the committee, e.g., role of the committee in the solicitation of external reviews, whether the promotion committee also reviews pre-tenure, progress toward promotion, and promotion to professor cases
   - Standing vs. ad hoc committee. A standing committee is recommended so it is available to review offers of appointment involving tenure or rank above assistant

professor. Ad hoc committees may be necessary when there are numerous promotion and tenure candidates in a department/school in a given year.

2. <u>Identification of Candidates.</u>
"In their Department Promotion Guidelines, each department will have a process for determining which candidates are to be considered for promotion and/or tenure, including those faculty members in the sixth year of probationary service. Candidates should be identified in the fall semester one year prior to applying for promotion and/or tenure.*"* [Section 3.4.4.1]. The guidelines will also include a process for determining which faculty are due reappointment or progress toward promotion to professor reviews, specify who contacts these candidates, and when they are contacted.

3. <u>Dossier preparation.</u>
The guidelines should state who reviews the dossier prior to delivery to the committee; who provides the dossier to the committee; and what role, if any, the committee, committee chair, or the department head/chair may take in assisting the candidate with preparation of the dossier, among other issues.

Since evaluators are required to evaluate cases based on the relevant expectations, departments may wish to share either the departmental and/or the college "Expectations and Indicators for Promotion and/or Tenure."

4. <u>External review of candidates.</u>
Describe the external review process.
   - See the promotion and/or tenure guidelines and guidance concerning external review letters posted on the Provost's website.
   (https://faculty.vt.edu/promotion-tenure.html).
   - Identify the number of external reviewers, including how many are suggested by the candidate and how many by the head/chair or the unit's P&T committee. A candidate may not suggest a majority of the external reviewers. Lists of external reviewers should be generated independently by the committee and the candidate.
   - Describe the selection process. External review letters should be solicited from senior faculty at major research institutions who are in the best position to judge the candidate's work. If a highly qualified reviewer does not hold the rank of professor or if the reviewer is not from a peer institution, the head/chair must include justification for the choice of reviewer. Reviewers should not be former advisors or others too close to the candidate. While heads/chairs may need to seek clarification of letters, committee members are discouraged from doing so.
   - Describe the nature of the materials sent to reviewers and who selects the materials. It is recommended that a representative sample of the candidate's scholarship be provided to external reviewers and that the size of the sample reflect norms in the discipline. The same sample of materials should be provided to all external reviewers.

5. Voting and Committee Recommendation.
   - The role of the committee and of the head/chair is described in Section 3.4.4.1 of the Faculty Handbook.
   - An explanation of the concerns represented by the dissenting votes is very helpful in subsequent reviews and required by the handbook: "In the absence of a unanimous recommendation by the committee, the division of the vote must be explained. A minority letter may be attached to the committee's recommendation letter. All letters must be sent to the head or chair and become part of the dossier." (3.4.4.1)
   - Department-specific practices, such as a pre-tenure teaching release, should be explicitly mentioned in the chair's/head's/director's statement.

6. Time Lines.
   Address the following, indicating differences among cases of reappointment, promotion and tenure, promotion-only, and progress toward promotion to the rank of professor, when applicable:
   - When external letters are solicited and received
   - When the departmental committee convenes
   - When the departmental committee's work is to be completed

7. Mentoring.
   Describe how faculty members are mentored within the department throughout the probationary period and how the mentoring process might differ over the pre-promotion years. Discuss how tenure-track faculty and associate professors can be mentored, including information on how mentors are selected and what is expected of them.

8. Peer evaluation of teaching.
   Provide a description of how and when peer evaluation of teaching is conducted. "[T]he university expectation is that in-depth peer evaluation of teaching will be conducted periodically for all faculty members and at least twice during the probationary period for tenure-track faculty." [Section 9.10.2]

9. Pre-tenure probationary and progress toward promotion reviews.
   Include the schedule for pre-tenure probationary and progress toward promotion reviews, the materials to be considered, the committee membership (if different from the department's promotion and tenure committee), and procedural guidelines for reviews.

10. Pre-tenure / pre-promotion teaching release.
    Describe the teaching release practice(s) in the department.

C. Expectations and Indicators for Promotion and/or Tenure

1. General expectations.

   In general terms, state the department's expectations in the performance categories of teaching, scholarship, and service. While expectations must be consistent with college

and university guidelines, they should also reflect disciplinary and programmatic expectations and traditions. Clarify the differential relationship between these performance categories in the overall evaluation of candidates, as well as distinctions between levels of accomplishment required for the granting of tenure versus promotion to professor.

Within the broad categories of teaching, scholarship, and service, departments and colleges are free to use the following variations:

- **Teaching**
  Includes Advising/Mentoring
- **Scholarship**
  Includes Research, Creative Activities, and Extension Activities
- **Service**
  Includes Engagement, University Service, Professional Service, Medical Service, Inclusion and Diversity, Additional Outreach and Extension Activities

While one department might use the performance categories of "Teaching, Research, and Service," another might prefer "Teaching and Advising, Scholarship, Service/Engagement." Though many departments use three performance categories, others use four or five.

Below are several examples from departmental guidelines:

- In the English Department, tenure and promotion to Associate Professor are based upon scholarship of outstanding quality that leads to national recognition. Promotion to Professor is based upon continued outstanding scholarship that leads to national or international leadership. Candidates are also expected to demonstrate excellence in instruction, outreach, and institutional and professional service. (**English Department**)

- The major criterion for promotion and tenure, upon which all other assumptions rest, is excellence in academic activities. The Department underscores teaching excellence as a vital responsibility of the successful professor…The Department also supports the University's commitment to community service, including extension activities. While not carrying the weight of research and scholarship or campus instruction, community service is an integral part of academic life. The Department is in accord with respect to the obligations of all faculty to participate in departmental activities that facilitate our teaching and research activities. That is, all staff members are expected to carry their fair share of committee work, advising assignments, recruiting, meeting formally and informally with student groups, and involvement in College and University-wide committee work. It is to be assumed that teaching competence is an important departmental task since it will affect an individual's successful participation in or completion of other department obligations. Service to society through

applying sociological skills in the community is important, as is service to the discipline through participating in professional societies. (**Department of Sociology**)

2. Detailed expectations and indicators.
   Provide detailed expectations for each performance category, as well as the performance indicators and types of evidence used to evaluate whether expectations have been met. There should be separate sections for promotion to associate professor and promotion to professor. Substantive differences in expectations between programs should be clarified in this section. Include both qualitative and quantitative expectations.

   Appendix A – "Menu of Expectations and Indicators" -- provides examples of expectations, indicators, and types of evidence for performance categories. Departments are free to use these or add their own.

   Please note that all expectations should be included in this section, rather than scattered throughout other sections of the guidelines.

   The examples below are excerpts from department documents:

   - **Teaching and Advising (School of Public and International Affairs)** We expect all faculty to be effective teachers and advisors to support our instructional mission. The following indicators are used to assess the contributions made to this domain:

     - Summary scores indicating students' perceptions of teaching effectiveness
     - Students' qualitative comments regarding teacher effectiveness on these forms
     - Unsolicited letters from undergraduate or graduate students
     - Peer reviews regarding effectiveness in the classroom (upon assignment by the Program Chairs or the School Director)
     - Teaching and advising awards received
     - Development of new courses, new curriculum, new certificates, and new degree programs
     - Number and Quality of experiential learning/research opportunities for students
     - Volume and quality of advising offered to undergraduate students (question on advising effectiveness will be included in future surveys of matriculated students)
     - Number and quality of guidance offered to graduate students, for example, number of advised students who finish terminal degrees, placement of students in employment or advanced study, publication and conference activity of students, co-publishing with graduate students. In addition, when a candidate is up for promotional

consideration, the SPIA P&T Committee or School Director may solicit letters from former graduate students, asking for their evaluation of the quality of guidance and mentoring they received from the faculty member.
- Innovations and changes introduced into continuing courses
- Peer-reviewed journal articles on teaching, advising, and pedagogy
- Textbooks that contribute to the instructional mission
- Innovations introduced into teaching and advising
- Candidate's statement regarding pedagogical approach

- **Extension/Outreach (School of Neuroscience)** The candidate should show evidence of collegiality, community outreach and engagement with the University community, the profession and the public, including the following activities:

  Departmental Service:
  1. Departmental committees (e.g., search committees, Executive and Personnel Committee) participation.
  2. Engagement in departmental events (e.g., faculty meetings, departmental seminars, retreats, etc.).
  3. Active engagement in the recruitment and evaluation of potential new faculty members.
  4. Active engagement in the recruitment and evaluation of potential new students.

  University Service:
  1. Service on University- or College of Science-level committees.
  2. National/Professional Service:
  3. Members associate with professional societies relevant to his or her field.
  4. Service on national-level professional society committees.
  5. Total service as session chair or co-organizer at a national conference(s)

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- **Research (Department of Fish and Wildlife Conservation)** Standard metrics of research performance include research publications, invited research presentations, external research funding, and the mentoring of graduate students. A fish and wildlife faculty member who meets or exceeds expectations for promotion to Associate Professor will demonstrate an emerging national reputation and typically has:

1. Published research articles in high-quality, refereed journals, some of which are from research performed largely while a faculty member at Virginia Tech. The rate of publication should be in line with the information provided in the appendix. **[Note: The Department of Fish and Wildlife Conservation provides candidates with metrics for department faculty receiving promotion or tenure in the previous 10 years to use as benchmarks. Metrics include number of presentations and peer-review papers and external funding amounts, among others. They also provide bibliographic metrics for peer institutions by sub-discipline.]** These publications primarily should describe the results of her/his independent research and research done collaboratively with graduate students. Books, book chapters, edited or co-edited collections of articles, reviews, or awarded patents may substitute for some, but not all, of the publications. Online publications count equally with print publications, provided they appear in professionally refereed collections. Quality of papers is more important than numbers, and candidates should provide information to document quality. We value *excellent basic and applied science with relevance to conservation or management of natural resources.*

2. Presented presentations on his/her research at nationally recognized meetings and peer academic institutions.

3. Demonstrated the ability to obtain funding at a level appropriate for long-term support of an independent research program and graduate students.

4. Mentored a number of graduate students in line with those of peers and aspirational peers (refer to appendix). While mentorship of graduate students is expected, mentorship of post-doctoral fellows also is recognized as a positive contribution.

- **Research, Teaching, and Service (Department of Psychology)**

Table 1. Promotion to Associate Professor with Tenure

Category	Expected	Exemplary
Research	-1st authored publications or senior- authored publications in high quality, mid to top tier journals appropriate to the sub-discipline; journal tier and appropriate impact factors to be determined in consultation with departmental mentor -Consistency of publications during probationary period (or breaks in publication easily explained by nature of research) -Sufficient internal funding (excluding start-up costs) to promote pilot data for externally funded applications -Success in obtaining external funding from competitive sources as appropriate to area of study; acceptable agencies include (but not limited to) federal and state agencies and foundations -Presentations at national and international meetings	-1st authored publications or senior- authored publications in top-tier journals appropriate to sub-discipline; journal tier and appropriate impact factors to be determined in consultation with departmental mentor -Career awards (e.g., NIH K01, NSF CAREER, etc.) -Significant external funding to sustain a nationally recognized research program as PI or MPI or Co-I -Invitations to speak at national meetings
Teaching	-Recruitment and mentoring of graduate students who make timely progress toward degree -Successful mentoring of graduate students who present research at national or international meeting -Service on student committees -Effective teaching at the undergraduate and graduate levels as evidenced by SPOT evaluations -Effective teaching at the undergraduate and graduate levels as evidenced by peer evaluations -Provide research experiences for undergraduates -Participation in activities at Center for Excellence in Teaching and Learning	-Innovative approaches to teaching and pedagogy -Development of new courses -College or university teaching awards

Service	-Department committee membership with modest time commitment -Invited journal reviewer -Invited scientific conference reviewer	-Editorial board membership -Invited ad hoc NIH or NSF reviewer

Table 2. Promotion to Professor

Category	Expected	Exemplary
Research	-Consistent 1st authored or senior- authors publications in high quality, top tier journals appropriate to the sub- discipline -Publications with graduate students -Sustained external funding as PI or MPI or Co-PI to maintain an internationally recognized research program -Frequent collaborator on colleagues' funded projects -Support of graduate students on GRAs -Graduate students secure professional positions in field (including postdoc) after graduation -Multiple invited presentations (e.g., workshops, colloquia, etc.)	-Consistent 1st authored or senior-authored publications in exclusive journals appropriate to sub-discipline -Significant external funding to sustain an internationally recognized research program as PI or MPI -Invitations to keynote at national or international meetings -Former graduate students in prominent research positions with successful careers (e.g., funded programs of research, publications in top journals)

Teaching	-Sustained recruitment and mentoring of graduate students who make timely progress toward degree	-Innovative approaches to teaching and pedagogy
	-Sustained successful mentoring of graduate students who present research at national or international meeting	-Development of new courses
		-College or university teaching awards
	-Service on multiple student committees	-Pedagogical research
	-Sustained effective teaching at the undergraduate and graduate levels as evidenced by SPOT evaluations	-Textbook authorship
	-Sustained effective teaching at the undergraduate and graduate levels as evidenced by peer evaluations	
	-Sustained research experiences for undergraduates and opportunities for University research presentations	
Service	-Sustained departmental collegiality in form of service on departmental committees since promotion and tenure	-Editor or Associate Editor of journal
		-Standing member of NIH study section or NSF review panel
	-Chair departmental committees or graduate programs	-Conference organizer / program chair of professional scientific organization
	-Sustained service on college and/or university committees since promotion and tenure	

3. Record of changes to expectations/indicators. According to the Faculty Handbook, "tenure candidates will be evaluated according to the expectations and indicators in effect at the time of their appointment." [Section 3.4.4] Therefore, as expectations/indicators change, Promotion Guidelines should include the previous standards by which candidates were evaluated, along with the dates when the standards changed.

Appendix A: Possible Expectations and Indicators

Teaching (Advising/Mentoring)

Contributions of a faculty member to the teaching mission of the department are judged on the basis of various teaching-related activities. Expectations and performance indicators related to teaching effectiveness and impact include, but are not limited to, those listed in Table 1. Evaluation of teaching and advising/mentoring places significant emphasis on quality while also considering quantity.

Table 1. Expectations and Performance Indicators for Teaching
(Note: not all Expectations or Performance Indicators may apply)

Category	Expectations	Performance Indicators and Types of Evidence Used to Evaluate Performance
Teaching	- Teach undergraduate and graduate courses. - Develop/redesign courses, laboratories, and materials. - Develop/redesign teaching methods. - Increase student knowledge and skills through teaching.	- Student evaluations of instruction. - Peer teaching evaluations. - Number of different courses taught. - Courses/sections taught per year. - Number of students taught in each class. - Laboratory courses taught/supervised. - Distance learning courses taught (asynchronous vs. synchronous vs. hybrid). - Development of new courses and/or curricula to support degree programs, majors, concentrations, minors, etc. - Development of, or improvements to, course/lab materials or to instructional lab facilities. - Innovative teaching methods utilized, including adoption of technology in courses. - Adoption of teaching methods/practices or materials in the academic community. - Results from assessment measures of student learning. - Awards/recognition for teaching. - Non-credit workshops, related outreach/extension teaching. - Alumni evaluations of teaching. - Effort to improve teaching.

Category	Expectations	Performance Indicators and Types of Evidence Used to Evaluate Performance
		• Contributions to inclusion and diversity.
Advising/ Mentoring	• Provide timely and comprehensive technical advising and mentoring to undergraduate students, project teams, and student groups/organizations/clubs. • Provide timely and comprehensive technical advising and career mentoring to graduate and professional students. • Provide timely and comprehensive technical advising and career mentoring to research faculty and post-doctoral associates.	• Undergraduate students advised/mentored. • Undergraduate student organizations/clubs advised. • Master's and PhD students advised (completed and in-process). • Graduate committee membership (internal and external). • Post-doctoral researchers and research faculty supervised. • Placement of students and post-doctoral researchers advised (graduate school, academia, industry, government, etc.). • Publication record of students, post-doctoral researchers, and research faculty advised/supervised. • Awards/recognition received by students, post-doctoral researchers, and research faculty supervised. • Awards/recognition for advising. • Major UG research projects/honors theses.

Scholarship (Research, Creative Activities, Extension Activities)

Contributions of a faculty member to the scholarship of the department are judged on the basis of a variety of research and scholarly activities (see Table 2). Evaluation of research and scholarship places significant emphasis on quality and significance of the work.

Table 2. Expectations and Performance Indicators for Scholarship
(Note: not all Expectations or Performance Indicators may apply)

Category	Expectations	Performance Indicators and Types of Evidence Used to Evaluate Performance
Scholarship	• Disseminate research to advance the profession by publishing in high-quality journals, peer-review conference proceedings, and/or books/book chapters. • Demonstrate independence and leadership in scholarship.	• Refereed journal publications. • Refereed conference papers. • Book chapters and books. • Leadership in publications (e.g., first authorship by candidate or their students). • Internal and external evaluation of the quality of scholarship.

	● Demonstrate sustained excellence and creativity in scholarship. ● Disseminate research by presenting at professional conferences and meetings. ● Document research findings through technical reports for sponsors/agencies. ● Obtain national/international reputation and recognition for scholarship. ● Contribute to intellectual property development through inventions, disclosures, and patents; also, license patents/software.	● Quality and impact of journal and conference proceedings (e.g., journal impact factor, journal's relative subject area ranking, acceptance rate, etc.). ● Impact of body of work (e.g., citation indices, significance or novelty of work, etc.). [add lang about indices] ● Technical reports to sponsors/agencies. ● Talks at professional meetings. ● Invited lectures or presentations at professional meetings. ● Keynote (plenary) presentations at professional meetings. ● Patent applications, patents, and licenses. ● Artifacts of experimental or design work (e.g., software, devices, algorithms, etc.). ● Adoption of research/scholarship within the academic and/or professional communities (e.g., inclusion of work in text/reference books, downloads of data sets or software, dissemination to industry practice, etc.). ● Awards/recognition for scholarship. ● Editorships, curatorships. ● Contributions to inclusion and diversity.
Research	● Establish a sustainable externally-funded research program. ● Conduct research informed by industry/government/societal needs and aligned with the land-grant mission. ● Demonstrate research independence and leadership in externally-funded research. ● Collaborate as PI or co-PI in multi-investigator, interdisciplinary projects. ● Secure sustained support for students advised	● Funding levels (Total and by funding category; Total and PI share). ● Diversity of funding sources. ● Competitiveness of funding sources (e.g., acceptance rate, prestige of program, etc.). ● Number of funded projects. ● Leadership in projects, including in large multi-investigator and/or multi-university projects. ● Development of sustained internal and external research collaborations, including internationally.

	(undergraduate, graduate) and post-doctoral associates supervised on research projects. ● Obtain national/international reputation and recognition for research activities.	● Improvements in research laboratory facilities (e.g., equipment and capabilities). ● Number and level of students and personnel supported (UG, Master's, PhD, post-doctoral associates, etc.). ● Number and type of research personnel hosted (e.g., students, visiting scholars, faculty on sabbatical, etc.). ● Awards/recognition for research. ● Economic contributions and entrepreneurship: start-up business, commercialization of discoveries. ● Intellectual properties: software, patents. ● Contributions to inclusion and diversity.
Creative Activities	● Create or interpret works of art through iterative arts research. ● Disseminate work products that might include but not be limited to theatre performances, musical concerts, artworks, media works, books, design works, client-based consulting, masterclasses, commissions, retainers, consultancies, inventions, discoveries, presentations, demonstrations, workshops, exhibits, and online public performance. Note: When documenting collaborative art and/or design works, and if applicable, materials should be consistent with institutional guidelines for presentation and include clarification and identification about the candidate's role in the collaborative efforts. ● Disseminate and support the engagement with the products	● Reviews ● Awards ● Nomination, appointment, or election to significant arts boards ● Invitations ● Exhibitions ● Curations ● Performances, productions. ● Readings ● Translations.

	of arts research nationally and internationally. ● Demonstrate recognition as an outstanding creative artist, or for a nationally or internationally significant body of creative activity that contributes in significant ways to knowledge in the discipline and/or to the common good. ● While not required, the pursuit and receipt of grants or external funding of creative work, will be considered in all cases of promotion.	
Extension Activities	● Develop and deliver needs-driven, peer-reviewed, curriculum-based programing. In this context, programing is defined as a coordinated set of learning experiences focused on a problem, aimed at achieving specific objectives. ● Develop and disseminate resources to support extension programming, such as, peer-reviewed extension publications, multimedia materials, websites, training manuals, and publications in peer-reviewed extension/education journals, peer-review conference proceedings, and/or books/book chapters. ● Evaluate program(s) for continuous improvement and to document program impacts.	● Presentations and demonstrations to targeted extension clientele. ● Workshops, short courses, and continuing education programs led/offered. ● Implementation and adoption of research/scholarship by targeted extension clientele. ● Talks at professional meetings. ● Invited presentations at professional meetings. ● Service on local, regional, and state boards. ● Participation in College and University extension programs/activities targeting students. ● Funding levels (Totals as PI and co-PI) to support extension programs/activities. ● Peer-reviewed extension publications. ● Publications in peer-reviewed extension journals. ● Technical reports to sponsors/agencies.

		● Multimedia materials, websites, training manuals. ● Leadership in publications (e.g., first/corresponding authorship by candidate or their advisees, extension or project associates and research scientists whom they supervise). ● Awards/recognition for extension activities.

Service (University Service, Professional Service, Inclusion and Diversity, and Additional Outreach and Extension Activities)

Contributions of a faculty member to the service mission of the department are evaluated on the basis of a variety of internal and external activities (see Table 3).

Table 3. Expectations and Performance Indicators for Service
(Note: not all Expectations or Performance Indicators may apply)

Category	Expectations	Performance Indicators and Types of Evidence Used to Evaluate Performance
University Service	● Engage in the governance and community within the Department, College, and University. ● Provide formal and informal mentoring to faculty and staff. ● Support assessment and accreditation activities for the Department. ● Exhibit positive citizenship, e.g., attending faculty meetings/retreats, important department and student events, etc. ● Engage in University initiatives such as Destination Areas, Beyond Boundaries, Inclusive Excellence, etc.	● Membership/leadership in Department, College, and University service committees. ● Membership/leadership in other Department, College, or University service roles. ● Mentoring activities. ● Outcomes from Department, College, and University service efforts. ● Awards for internal University service.

	● Participate in identifying how the Department/unit can improve.	
Professional Service	● Engage with the external professional community. ● Advance the profession/discipline through external service roles. ● Demonstrate leadership within the profession.	● Membership/leadership in professional committees, councils, and commissions, including international. ● Journal editorial roles. ● Journal reviewing. ● Proposal review panels. ● Conference organizing roles (e.g., program leadership, conference proceedings editor, track/session chair, etc.), including international conferences. ● Leadership roles in academic and professional associations and societies. ● Awards for external professional service and engagement.
Inclusion and Diversity	● Participate in and lead efforts to recruit diverse student/faculty/staff. ● Participate in campus, local, regional, or national organizational efforts to promote diversity and inclusion in scholarly or professional fields. ● Incorporate diversity-related scholarship into courses and research. ● Advance university/college/department diversity goals. ● Diversity-related outreach and pipeline initiatives.	● Participation in diversity awareness workshops on or off campus. ● Service and leadership on diversity related committees. ● Professional service related to diversity. ● Mentoring, counseling, or advising minority students and student organizations.
Additional Outreach & Extension Activities	● Advance state-of-the-practice through disseminating knowledge to practitioners and managers in industry/government. ● Engage with the community and state.	● Workshops, short courses, and continuing education programs led/offered. ● Service on local, regional, and state boards, commissions, and advisory committees. ● Participation in College and University outreach programs/activities targeting students.

		- Funding levels to support outreach programs/activities. - Peer evaluations of extension program(s). - Outreach and extension publications, including trade journals, newsletters, websites, journals, multimedia items, etc. - Presentations in area of expertise to community and civic organizations, including schools and alumni groups, etc. - Outreach to underrepresented or underserved communities, in the Commonwealth, domestically, or internationally. - Expert witness/testimony. - Consulting that is consistent with university/department priorities. - Recognitions and awards for outreach and extension effectiveness. - Contributions to inclusion and diversity.