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DEPARTMENT OF ENGINEERING & TECHNOLOGY
GUIDELINES FOR
TENURE, PROMOTION, POST PROFESSORIAL MERIT,
REGULAR NON-TENURE TRACK MERIT AND ANNUAL EVALUATIONS

PREFACE

This document is intended as a procedural guide to assist faculty members of the Department of Engineering & Technology in preparing for promotion and/or tenure, post-professorial merit, RNTT merit, and annual evaluations.

Pay careful attention to the information set forth in the *Faculty Handbook* regarding these processes and the general performance expectations of all University faculty. The guidelines presented herein is intended only to supplement the *Faculty Handbook* and provide the department-level details of its requirements.

TEACHING

A history of quality teaching is the essence of the Department of Engineering & Technology. However, quality teaching is a continuous improvement process and must be thoroughly assessed. Assessment activities are to be conducted each semester. Each assessment technique should incorporate principles and procedures approved by the University, College, and Department.

SERVICE

Additionally, service is an important part of the faculty member's professional activities. Service can be considered as a separate entity from purely "intellectual" or "scholarly" activities. Examples of service activities include consulting with organizations using the faculty member's area of expertise or donating services to organizations in the community.

DEPARTMENTAL PROCEDURES

The Department Promotion and Tenure Advisory Committee will follow the procedure set forth by the Faculty Handbook (section F. Faculty Tenure and Promotion Policy).

PREPARATION OF MATERIALS

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Dossier

The faculty member's promotion dossier shall comprise all documentation required by the Faculty Handbook (section F), such as the Summary Form, Record of Service (organized according to these criteria), a professional curriculum vitae, letters of support, and any other supporting materials that the faculty member wishes to include.

Period Covered by Dossier: The period covered by the faculty member's Record of Service should start with the time of original employment (including any activities contractually counting towards tenure and/or promotion), or from the time of any previous, successful application for tenure and promotion, promotion, RNTT merit, post-professorial merit, or from most recent five years after previous promotion, or post-professorial merit, whichever is latest. The period ends with the date when the final version of the dossier is submitted for consideration for tenure and promotion, promotion, RNTT merit, or post-professorial merit. See the chart below for more information.

Desired Promotion	Period Covered by the Dossier
Assistant to Associate Professor	Five years from the time of original employment at the rank of assistant professor -or- Six years from the time of original employment at the rank of assistant professor if the candidate did not go up in the fifth year -or- Period determined by any specific clause added to the contract/offer letter at initial employment
Associate Professor to Professor	Four years from the time of previous successful application for tenure and promotion to associate professor -or- From the five most recent years at rank of associate professor
Professor to Post-Professorial Merit (and every promotion thereafter)	Five years from the time of previous successful application to professor -or- Five years from the last successful application for post-professorial merit -or- The five most recent years at rank of professor without receiving merit;
RNTT Merit (every promotion period)	Four years from the time of original employment -or-

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	Four years from the last successful application for RNTT Merit -or- The five most recent years without receiving merit
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Preparation of the Dossier: The tenure and promotion and post-professorial merit processes involve critical reviews by individuals and committees on several levels. The evaluations and judgments made during these processes must be based solely on the evidence presented in the dossier as measured against the departmental and University criteria. For this reason, the collection and organization of evidence are vital. Thorough documentation enables the reviewers to make judgments based on sound evidence and greatly enhances the prospects of a favorable recommendation. Conversely, inadequate documentation can seriously reduce the possibility of a favorable recommendation even though the performance of the faculty member may otherwise warrant it.

PERFORMANCE CRITERIA

Promotion, Tenure, and Merit

Performance levels of a candidate may be ascertained by comparison with the guidelines in this document for the dimensions of Teaching, Scholarship, and Service. The minimum performance levels required to attain the ranks or receive the merits shown are as follows:

Regular Non-Tenure Track Merit:	SUPERIOR in Teaching GOOD in Service
Tenure/Associate Professor:	SUPERIOR in Teaching and Professional Growth & Scholarship GOOD in Service
Professor:	OUTSTANDING in at least one category SUPERIOR in the other two categories
Post Professorial Merit:	OUTSTANDING in at least one category SUPERIOR in the other two categories

After the first successful application for post professorial merit, the faculty member may use the same criteria or to contract an exception to the criteria that would permit a specialized focus while maintaining the overall rigor of performance expectations. (See the Faculty Handbook).

A rating of "UNACCEPTABLE" in one category will result in an overall rating of "UNACCEPTABLE."

Annual Evaluations

In accordance with University policy, each faculty member is to be evaluated on an annual basis to determine eligibility for annual salary increases. The annual review will identify those faculty members who are meeting minimum expectations as determined by the departmental criteria. The two categories of performance on annual review are **Satisfactory** (which includes "Meets Expectations" and "Meets Expectations with Reservations") and **Unsatisfactory** (which includes "Does Not Meet Expectations"). **Satisfactory** rating is based on the faculty member demonstrating progress across all required dimensions and making "satisfactory progress" as determined by the departmental criteria.

A tenure-track faculty member must provide evidence of continuous performance with significant and sustained effort in all three areas of Teaching Effectiveness, Professional Growth and Scholarship, and Service to the University and Profession to meet criteria for "satisfactory progress." A non-tenure track faculty member must provide evidence of continuous performance with significant and sustained effort in the areas of Teaching Effectiveness and Service to the University and Profession to meet criteria for "satisfactory progress". To be granted **Satisfactory**, a faculty member must demonstrate that he/she is making "satisfactory progress" for promotion in rank, post-professorial merit, or RNTT merit. Continuous performance that meets these minimum expectations, however, does not assure tenure/promotion or post-professorial salary increases.

Additional Notes and Definitions

1. The criteria of the Department of Engineering & Technology are supplementary and in no way supersede the policies set by the University.
2. The dossier shall be reviewed and evaluated (including the preliminary evaluation) according to the process and calendar set forth by the faculty handbook.
3. The vitae shall contain all of the candidate's major accomplishments during their career.
4. The word "sustained" does not mean continuous without breaks, but it excludes a rare occurrence over a relatively long period of time.
5. The word "significant" means that the accomplishments are judged to be meaningful and important. The faculty member shall indicate how his or her accomplishments relate to or contribute to the achievement of the mission of the Department, College, or University.
6. An "instance" is a single occurrence of an item or activity. Unless otherwise specified, there can be multiple instances of activities in any category. An instance of

an activity equally apply in multiple categories. While it is not allowed to have a single instance to be considered in more than one area (unless they are different aspects of a significant activity), the candidate may decide among the appropriate categories.

7. If the candidate chooses to include student evaluations, they must include summaries of the official student evaluations from all classes required by the department over the review period of the dossier. Applicants cannot choose specific evaluations to include without including all evaluations.
8. If any comments from the students are provided for a given course, they must include all the comments for that course evaluation.
9. For any activities that are completed with others, the candidate must clearly specify their role and contributions to the group activity.
10. Activities included in the dossier should relate to the faculty member's professional role.
11. The faculty member has the right to full disclosure of committee results and the right to appeal the Departmental Promotion and Tenure Committee's decision as outlined in the Faculty Handbook.

I. TEACHING EFFECTIVENESS

Effective teaching is the most important responsibility of a faculty member. Teaching effectiveness is demonstrated by documenting activities.

A. *Required Activities*

1. **Self-assessment.** A narrative should be provided as the candidate's self-assessment of teaching. No documentation beyond the narrative is required in this section.
2. **Chairperson evaluation.** Copies of all chairperson evaluations of classroom/laboratory observations completed during the period must be included with the minimum frequency shown in the table below. If the evaluation is missing, then a suitable explanation must be provided. The candidate should document actions and outcomes resulting from the chairperson evaluations during years while in the present rank. Chairperson evaluations may be enhanced with other evidence to support an evaluation of teaching performance. The chairperson is not required to have a chairperson evaluation.

Rank	Minimum Evaluation Frequency
During the first two years	At least once a semester

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Assistant Professor to Associate Professor	After two years	At least once a year
Associate Professor to Professor		At least two evaluations from different semesters over the period of evaluation
Professor to Post-Professorial Merit and subsequent Post-Professorial Merit		At least two evaluations from different semesters over the period of evaluation
Regular, Non-tenure track	During the first two years	At least once a semester
	After two years	At least once a year
Chairperson		Not required

3. **Peer/colleague evaluation.** Copies of all peer/colleague evaluations of classroom/laboratory observations completed during the period must be included with the minimum frequency showing the table below. If the evaluation is missing, then a suitable explanation must be provided. During the probationary period, the minimum frequency of peer observations is established by the faculty handbook. The candidate should document actions and outcomes resulting from colleague evaluations during prior years while in the present rank. Peer/colleague evaluations may be enhanced with other evidence to support an evaluation of teaching performance. The department defines a peer as a full-time, continuing faculty member at Southeast with 3 years of teaching experience at the University. The chairperson is also required to have these evaluations.

Rank		Minimum Evaluation Frequency
Assistant Professor to Associate Professor	During the first two years	At least once a semester
	After two years	At least once a year
Associate Professor to Professor		At least two evaluations from different semesters over the period of evaluation
Professor to Post-Professorial Merit and subsequent Post-Professorial Merit		At least two evaluations from different semesters over the period of evaluation
Regular, Non-tenure track	During the first two years	At least once a semester
	After two years	At least once a year

4. **Student evaluation or performance.** Student evaluation, while important, can be influenced by many factors such as time of day, course difficulty, faculty demographics, and grade distribution, and should not be the only measure of teaching effectiveness. Summary sheets, since last promotion, of official student evaluations administered for classes while in the present rank using an instrument approved by the university and the department **may** be included to evaluate teaching effectiveness. If student evaluations are used, these must be

provided for each course taught. If student evaluations are not included, other evidence showing student performance must be included for each course taught. If evidence from a course is missing, then a suitable explanation must be provided. There should be documentation of how ratings or evaluations of performance were used to develop and enhance teaching competencies. This section may be enhanced with correspondence from former students commenting specifically on teaching effectiveness. The full correspondence should be included in the appendix. Each correspondence must be labeled by the candidate to indicate whether it was solicited or unsolicited. If the correspondence is not self-explanatory, the candidate should include an explanation of the circumstances leading to the correspondence. Limit the number of such correspondence to three.

5. **Performing assigned departmental advising duties.** Advise students assigned to you. This may include the appropriate distribution of PIN numbers, shared collection of advising notes, and advising students on both curricular (e.g., course selection) and career (including graduate school) topics. There is a minimum expectation of actively advising a minimum of 5 students. Any deviation from this should be clearly justified. Can be documented with the most recent advisee list.

B. *Significant Activities* –

1. **Development of new course or significant course revisions.** Includes the proposal and development of a new course, the major revisions of an existing course to be more accessible to students (including, but not limited to courses converted to online that meet University expectations), and significant development of instructional content/materials for a course. Documentation may include college-level documentation of approval of course changes, evidence of the instructional or experiential approach utilized, course planning documents, course outlines, handouts, assignments, student work, and exams. An instance is defined as a single course.
2. **Development of new academic program or significant revision to existing program.** Includes development of a new academic program or significant revisions to a program or its curriculum (provide college-level documentation of approval, show curriculum and any revisions).
3. **Conduct an external workshop.** Includes conducting the workshops, tutorials, seminars, and related activities on a discipline-related topic with a reach beyond the University and local communities. A certificate, letter, program, schedule, or similar document showing your designation as the facilitator and the workshop topic can be used as evidence.

4. **Advise student organization.** Advise and have significant involvement with an active student organization within a subject area of the department. For evidence, describe your involvement and provide an official document showing your designation as advisor.
5. **Receive an external instructional grant or contract.** Receive a competitive grant from an external source related curriculum or instruction. An award letter can be used as evidence.
6. **Publish peer-reviewed instructional material or peer-reviewed instructional article.** Includes publication peer-reviewed instructional material. Describe your contribution and document a measure of the material, such as the acceptance rate or impact factor. Provide a copy of the material as evidence.
7. **Other.** Includes any other significant activities (with documentation) that demonstrate teaching effectiveness.

C. *Additional Activities –*

1. **Participating in University teaching workshops.** Includes participation in 4 internal teaching workshops or related activities. Every 4 activities in this category will count as a single instance. A certificate, letter, name tag, or similar document showing your participation must be used as evidence.
2. **Participating in an external teaching workshop.** Includes participation in an external teaching workshop or related activity. A certificate, letter, name tag, or similar document showing your participation must be used as evidence.
3. **Professional certification.** Includes obtaining or maintaining related certification. Describe how the certification activity was used to stay current or improve teaching effectiveness. A certificate, letter, card, or similar document showing your certification must be used as evidence.
4. **Assist with a student organization.** Substantially assist with an active student organization within a subject area of the department. For evidence, describe your involvement and provide some documentation of your involvement (such as correspondence, thank you letters, minutes, etc.).
5. **Supervise independent study course or student research projects.** Describe the course or project and document its outcome assessment and/or results.

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6. **Update course content/materials.** Updates to instructional content/materials for a course. Course planning documents such as course outlines, handouts, assignments, student work, and exams can be used as evidence.
7. **Effectively teach a course for the first time.** Show evidence of teaching effectiveness and describe the course preparation required.
8. **Participate actively in overall curriculum design or redesign.** Describe your participation in curriculum design at the department level or above.
9. **Receive an internal instructional grant.** Describe how the grant will improve your instruction and document with approval email/letter.
10. **Submit a proposal for an external instructional grant or contract.** Describe how the grant would improve your instruction and document with the proposal document.
11. **Conduct an internal workshop.** Includes the facilitation of workshops, tutorials, seminars, and related activities on a discipline-related topic within the University or local community. A certificate, letter, program, schedule, or similar document showing your designation as the facilitator and the workshop topic can be used as evidence.
12. **Share expertise with peers.** Includes the sharing of expertise with departmental peers, for example, present a departmental seminar on a teaching innovation or share personally developed course materials.
- 13 **Other.** Includes any other activities (with documentation) that demonstrate teaching effectiveness.

Performance Appraisal of Teaching Effectiveness:

OUTSTANDING

To achieve the performance rating of OUTSTANDING, the candidate must do all activities in I.A. For categories I.A.2 to I.A.4, evaluations provided **must** have a majority that are middle range (for instruments without a middle-range defined, it is defined herein as the average of the minimum possible value and the maximum possible value) or above. Otherwise, additional evidence of teaching effectiveness may need to be provided by letters from students or other evidence. The candidate must also document 2 instances of activities from I.B and 3 additional instances of activities from either I.B or I.C.

SUPERIOR

To achieve the performance rating of SUPERIOR, the candidate must do all activities in I.A. For categories I.A.2 to I.A.4, evaluations provided **must** have a majority that are middle range (for instruments without a middle-range defined, it is defined herein as the average of the minimum possible value and the maximum possible value) or above. Otherwise, additional evidence of teaching effectiveness may need to be provided by letters from students or other evidence. The candidate must also document 1 instances of activities from I.B. and 2 additional instances of activities from either I.B or I.C.

GOOD

To achieve the performance rating of GOOD, the candidate must do all activities in I.A. For categories I.A.2 to I.A.4, evaluations provided **must** have a majority that are middle range (for instruments without a middle-range defined, it is defined herein as the average of the minimum possible value and the maximum possible value) or above. Otherwise, additional evidence of teaching effectiveness may need to be provided by letters from students or other evidence. The candidate must also document 3 additional instances of activities from either I.B or I.C.

UNACCEPTABLE

The candidate has presented insufficient evidence of Teaching Effectiveness.

II. PROFESSIONAL GROWTH AND SCHOLARSHIP

Continuous professional growth is necessary to the concept of a "teacher-scholar". The teacher-scholar is one who participates in an acknowledged community of learners and contributes to the advancement and application of knowledge. This participation can take many applicable forms. Scholarly activities are tangible, public, and open to review by colleagues, regional constituents, and one's disciplinary peers. A recommendation for promotion for tenure-track faculty and/or tenure requires that the candidate be an active scholar in his or her area of expertise as evident from a sustained record of achievements.

Non-tenure track candidates may provide activities here; however, there is no requirement or expectation for activities in this section to achieve non-tenure track merit or for the annual evaluation.

A. Peer-Evaluated Activities -

1. **Book chapter.** Includes the authoring of a chapter of a published, professional book. In the case of authoring an entire book or multiple chapters from a single book, the contribution can count as no more than 2 instances. For evidence, describe your contribution and provide an

official document showing your work (such as the book cover, table of contents, acknowledgements, etc.).

2. **Peer-reviewed journal.** Includes publication of an article in a peer-reviewed academic journal. Describe your contribution and document a measure of the journal such as the acceptance rate or impact factor. Provide a copy of the journal article showing publication as evidence. Articles that have been accepted for publication without revisions required, but not yet published, are acceptable. However, an article cannot be used more than once in P&T documentation.
3. **Keynote speech invited by a national or international organization.** keynote should be discipline related. Provide a copy of the program or other appropriate documentation.
4. **Significant grant award.** Being awarded a significant international, federal, national, state, or regional competitive, external academic grant. One measure of significance is an equivalent dollar value of \$5000 or more. Other significance may be considered with proper documentation. Describe your contribution and provide evidence of the award.
5. **Other.** Other significant activity that demonstrates professional growth and scholarship. Describe your contribution and evidence of the activity.

B. Significant Activities -

1. **Peer-reviewed conference publication.** Includes publication of a scholarly paper in a peer-reviewed conference proceedings. Describe your contribution and provide a copy of the presentation, article, or abstract as evidence.
2. **Peer-reviewed conference presentation.** Includes the presentation of a scholarly paper in a peer-reviewed conference. Describe your contribution and provide a copy of the presentation, article, or abstract as evidence.
3. **Grant awards.** All academic grant awards that do not qualify for credit in II.A.4 and have an equivalent value of at least \$1000. This includes grants from a University group or local industry or foundation grant. Describe your contribution and provide evidence of the award.
4. **Other.** Other significant activity that demonstrates professional growth and scholarship. Describe your contribution and evidence of the activity.

C. Additional Activities -

1. **Non-peer-reviewed conference presentation or publication.** Includes the presentation of a scholarly paper in a non-peer-reviewed conference, or publication of a scholarly paper in the conference proceedings. Describe your contribution and provide a copy of the presentation, article, or abstract as evidence.
2. **Professional presentation or workshop.** Professional presentation of a scholarly work or conducting a professional workshop or training seminar. Describe your contribution and provide a copy of the presentation or abstract as evidence.
3. **Professional consulting.** Consulting on projects within your field of expertise. Describe your contribution and provide evidence of the work.
4. **Other grant awards.** All academic grant awards that do not qualify for credit in either II.A.4 or II.B.3. This includes many student research grants and other smaller University awards.
5. **Grant submission.** Submission of application for a federal grant, national or international competitive grant, or state/regional grant. Describe your contribution and provide evidence of the submission. (Maximum of 1 instance may be counted).
6. **Peer-reviewed article submission.** Submission of an article for peer-reviewed publication. Describe your contribution and provide evidence of the submission. (Maximum of 1 instance may be counted).
7. **Peer reviewer or juror.** Reviewer of a journal article, conference proceedings, book or chapter of a book, or juried exhibition. Provide evidence of the review. (Maximum of 1 instance may be counted).
8. **Attending a professional conference or workshop.** Examples include NSF grant writing conference, ABET/ATMAE conference, professional development conference, etc. (maximum of 1 instance, instance is counted per attendance).
9. **Other.** Other activity that demonstrates professional growth and scholarship. Describe your contribution and evidence of the activity.

Performance Appraisal of Professional Growth and Scholarship:

OUTSTANDING

To achieve the performance rating of OUTSTANDING, the candidate must document 2 instances of activities in II.A (at least 1 of these items must be from II.A.1 or II.A.2). The

candidate must also document 1 additional instance of activities from II.A or II.B and 2 additional instances of activities from II.A, II.B, or II.C.

SUPERIOR

To achieve the performance rating of SUPERIOR, the candidate must document 1 instance of activities in II.A.1 or II.A.2. The candidate must also document 1 additional instances of activities from II.A or II.B and 2 additional instances of activities from II.A, II.B, or II.C.

GOOD

To achieve the performance rating of GOOD, the candidate must document 3 instances of activities in II.A, II.B, or II.C.

UNACCEPTABLE

The candidate has presented insufficient evidence of Professional Growth and Scholarship.

III. SERVICE TO THE UNIVERSITY AND PROFESSION

Service activities for promotion and tenure consideration will be limited to those that relate to professional service. This includes service directly related to the University and to your professional discipline.

Only public and University service activities that the faculty member performs relating to his/her expertise are applicable in this section. Those activities relating to daily life (i.e., church work, civic groups, etc.) are not admissible as evidence of service work unless the activity is performed as an expert in his or her area. Examples include service to industry or schools, news releases to the media regarding departmental activities, or any other similar activity.

A. Required Activities

1. **Follow departmental and University policies and procedures.** Includes collecting assessment materials for courses taught and submitting grades, syllabi, and other required materials by the deadlines expected of all faculty. Can be documented with annual faculty evaluations.
2. **Active participation in departmental decision-making.** Includes active participation in departmental meetings, advisory committee meetings, and similar activities. Can be documented with an example of this participation in meeting minutes or emails.
3. **Providing service to students and prospective students.** This may be done, for example, by participating in Show Me Days, Open Houses, First Steps, commencement activities, and

in meeting with prospective students when they visit campus. Can be documented with emails, annual faculty evaluations, or other appropriate documentation.

4. **Membership on department standing committee.** Describe your role on the committee and provide evidence. Must have at least 2 instances of activities in this category to meet the requirement. An instance is defined by a year of activity on the committee.

B. Significant Activities

1. **Chairmanship or other significant leadership of department, college or University committee, sub-committee, or ad hoc task force.** Describe your leadership role on the committee and provide evidence. (Instance is defined by year per committee).
2. **Membership on College or University committee or ad hoc task force.** Describe your role on the committee and provide evidence. (Instance is defined by year per committee)
3. **Leadership in professional organizations at national, state, or regional level** (chairing sessions, holding office, etc.). Describe your role in the organization and provide evidence. (Instance is defined by a year or per session)
4. **Editor of journal or conference proceedings.** Describe your role and provide evidence. (Instance is per publication of journal or conference)
5. **Professional consulting and workshops.** Consulting on projects or holding workshops within your field of expertise without compensation. Describe your contribution and provide evidence of the work.
6. **Other significant activity that demonstrates service to the University and profession.** Describe your contribution and evidence of the activity.

C. Additional Activities

1. **Membership on department or ad hoc task force.** Describe your role on the committee and provide evidence. This category is for instances of activities beyond the minimum required in III.A.5. (Instance is defined by a year. Maximum of 2 instances may be counted).
2. **Involvement in professional organizations at national, state, or regional level** (committee membership, convention attendance, etc.). Describe your role in the organization and provide evidence. (Instance is defined by a year or per session. Maximum of 2 instances may be counted)

3. **Presentations and contributions to community and civic groups within your field of expertise without compensation.** Describe your contribution and provide evidence of the activity. (Maximum of 2 instances may be counted)
4. **Peer reviewer.** Reviewer of a journal article, conference proceedings, book or chapter of a book, or juried exhibition. Provide evidence of the review. (Maximum of 2 instances may be counted).
5. **Participation with science fair, Physics Olympiad, career/college day presentations or serving on external advisory boards.** Provide evidence of the review. (Maximum of 2 instance).
6. **Involvement in student recruitment efforts beyond normal expectations within the University.** Describe your efforts and provide evidence of the activity. (Maximum of 1 instance per calendar year)
7. **Departmental public relations activities or significant recruitment efforts outside the University.** Describe your efforts and provide evidence of the activity. (Instance is per activity.)
8. **Service to other units of the University.** Describe this service and your efforts and provide evidence of the activity.
9. **Provide support to students seeking internships, jobs or graduate school opportunities.** For example, by writing suitable reference letters.
10. **Provide support to student activities.** For example, by serving as an advisor or sponsor to student organization, by leading extra-curricular field trips, or by coaching student teams in competitions.
11. **Other activity that demonstrates service to the University and profession.** Describe your efforts and provide evidence of the activity.

Performance Appraisal of Service to the University and Profession:

OUTSTANDING

To achieve the performance rating of OUTSTANDING, the candidate must document all activities in III.A. and 3 instances of activities in III.B (at least 1 instance must be from III.B.1). The candidate must also document 4 additional instances of activities from III.B or III.C.

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SUPERIOR

To achieve the performance rating of SUPERIOR, the candidate must document all activities in III.A. and 2 instances of activities in III.B. The candidate must also document 3 additional instances of activities from III.B or III.C.

GOOD

To achieve the performance rating of GOOD, the candidate must document all activities in III.A. and 4 additional instances of activities from III.B or III.C.

UNACCEPTABLE

The candidate has presented insufficient evidence of Service to the University and Profession.