1.0 Introduction

The metrics of excellence contained in this document are used to support the department’s pre-tenure, tenure, promotion, merit, post-tenure policies.

2.0 Evidence in Support of Teaching Accomplishments

2.1 Preliminary Notes

- In compiling both the required and recommended evidence of teaching activities, the intent is to provide a set of information that allows colleagues and administrators to conduct a holistic assessment of teaching accomplishments. The actual importance of any piece of evidence must be judged in the context of the faculty applicant's overall teaching efforts.
- The order in which recommended types of evidence are listed does not imply the weight to be given to individual pieces of evidence.
- Student evaluation results are only one component of the total set of indicators on teaching outcomes. The department chairperson and faculty colleagues shall use multiple indicators of teaching effectiveness in the evaluation process.
- Textbooks and supplementary materials, regardless of publisher, are considered teaching activity. The textbook publisher can be considered in determining the importance of the textbook as a teaching activity.
- The college or university may require applicants for tenure, promotion, or post-tenure review to provide additional items beyond those listed here. Applicants may choose to provide types of supporting evidence not listed here. It is not expected that applicants will have every type of recommended evidence and the absence of specific types of recommended evidence does not in itself constitute a weakness. It is the overall strength of the evidence provided that will be evaluated.

2.2 Recommended Teaching Evidence for Pre-Tenure, Tenure, Promotion, and Merit Review

Applicants are encouraged to provide additional evidence of teaching accomplishments such as the following if such evidence is available:

- either a description of their teaching in relation to the Program Learning Objectives (PLOs) adopted by each program or an overview of their instructional goals in each course;
- published or accepted-for-publication textbooks or supplemental course materials;
- innovative teaching efforts (including, but not limited to, flipping the classroom, innovative technology, and FLC restructuring);
- providing instruction in course-related writing, requiring course-related writing, and providing feedback on writing;
• recognitions or awards for teaching;
• training manual / test bank / teaching manual/ textbooks;
• development of new courses and substantial revision of existing courses;
• participation in university-wide teaching initiatives, such as SFA101 or High-Impact Practices;
• CTL online teaching certification;
• documented improvement of teaching over time (recommended for tenure applications);
• peer teaching reviews (recommended for tenure applications);
• supervision of internships or other experiential teaching activities (can be counted in either teaching or service, but not both);
• service-learning components within courses
• supervision of independent study courses (syllabi must be provided);
• membership on thesis and dissertation committees;
• attendance at workshops designed to enhance teaching skills;
• feedback from others that reflects learning outcomes, including former students, alumni, and department majors pursuing advanced degrees;
• average GPA data for all courses taught;
• organization of and teaching study abroad courses;
• other information deemed appropriate for consideration (by the faculty member); and,
• providing support for others in the department, college, and/or university in teaching as requested (collegiality).

3.0 Evidence in Support of Scholarship Accomplishments

3.1 Preliminary Notes
• In compiling the recommended evidence of scholarship activities, the intent is to provide a set of information that allows colleagues and administrators to conduct a holistic assessment of scholarship accomplishments. The actual importance of any piece of evidence must be judged in the context of the faculty applicant's overall scholarship efforts.
• The order in which recommended types of evidence are listed does not imply the weight to be given to individual pieces of evidence.
• While the order of listing scholarship activities does not imply a weighting, it should be made clear that peer-reviewed scholarship is expected and preferred.
• Refereed edited volumes, refereed chapters in an edited volume, and refereed journal articles are evaluated as equals.
• Regarding multiple-authored works, the department will require a brief statement indicating the faculty member’s contribution.
• If work is identified as “accepted for publication” or “published,” the entire article or monograph should be provided.
• If work is identified as “accepted for publication,” the correspondence indicating acceptance should be provided.
• The college or university may require applicants for tenure or promotion to provide additional items beyond those listed here. Applicants may choose to provide types of supporting evidence not listed here. It is not expected that applicants will have every type
of recommended evidence and the absence of specific types of recommended evidence does not in itself constitute a weakness. It is the overall strength of the evidence provided that will be evaluated.

3.2 Recommended Scholarship Evidence for Pre-Tenure, Tenure, Promotion, and Merit Review

- books
  - scholarly, single-authored, recognized publisher
  - scholarly, single-authored, locally published
  - non-edited book, dual or multiple-authored
  - edited book (single-authored/multiple-authored)
  - book in progress
- refereed journal articles including online journals (Publication in a refereed journal means that the article is subjected to a peer review process with reviewer comments. Editorial review alone does not constitute peer review.)
  - Reviewer should consider originality and/or extension of previous work. The author has a responsibility to make this known. Qualitative and quantitative research have equal value.
  - Articles accepted for publication (e.g., forthcoming or in press) may be included for consideration. Such material, however, may only be counted once in the evaluation process.
- book chapters
- invited articles
- editor of journal (provide copy of journal)
- funded grant applications (size of grant should be considered)
- papers read at national meetings
- non-funded grants (size and difficulty of obtaining funding should be considered)
- papers read at other professional meetings (includes proceedings)
- panelist at a professional meeting
- scholarly articles not in journals but refereed
- articles in non-refereed journals
- book reviews published in academic journals
- selection of article in data base/reprint of article/positive review of applicant’s work
- other information deemed appropriate for consideration (by the faculty member)
- providing support for others in the department, college, and/or university in research as requested (collegiality).

4.0 Evidence in Support of Service Accomplishments

4.1 Preliminary Notes

- In compiling the recommended evidence of service activities, the intent is to provide a set of information that allows colleagues and administrators to conduct a holistic assessment of service accomplishments. The actual importance of any piece of evidence
must be judged in the context of the faculty applicant's overall service efforts.

- The order in which recommended types of evidence are listed does not imply the weight to be given to individual pieces of evidence.
- The college or university may require applicants for tenure or promotion to provide additional items beyond those listed here. Applicants may choose to provide types of supporting evidence not listed here. It is not expected that applicants will have every type of recommended evidence and the absence of specific types of recommended evidence does not in itself constitute a weakness. It is the overall strength of the evidence provided that will be evaluated.

4.2 Recommended Service Evidence for Pre-Tenure, Tenure, Promotion, and Merit Review

- committee service on the university, college, or department level -- include position held, the number of times met and approximate number of hours spent working on each committee
- student advising activities (e.g., number of students advised and types of advising activities)
- service as graduate school representative on thesis and dissertation committees
- office in professional organization (what position and how much time and energy spent on position)
- committee member in professional organization (specify which organization and how much time and energy was required)
- specific university assignments by president, vice-president, or dean -- note time required and nature of task
- papers, presentations, or speeches on topics relevant to your profession delivered for education, civic, service, or church groups
- consulting/committee service to community
- other pertinent university service
- organizing session at a professional meeting (if this activity involves considerable evaluation of papers, it should be placed under research activities, lowest priority)
- supervision of internships (can be counted in either teaching or service, but not both);
- serving as a reviewer for journals/books is considered a professional “service” activity and not scholarship
- program or core course assessment
- providing support for others in the department, college, and/or university in service as requested (collegiality).