

AREAS AND CRITERIA TO BE CONSIDERED
WHEN EVALUATING A PEER FOR PROMOTION

The following format contains summaries of performance in the areas of teaching, research/scholarship/creative activity, and service/outreach, in which a candidate for promotion is to be evaluated, and the criteria to be used in making the evaluation. When the candidate's dossier has reached the appropriate stage of completion, the departmental/unit promotion committee will review and synthesize its contents in accordance with this format in a written report.

These listings of criteria are not meant to be all-inclusive; they are intended to serve as aids in assuring that no relevant criteria are overlooked. The evaluator is, therefore, urged to consider additional criteria as they seem substantive and appropriate. It is not expected that the candidate will have contributed equally to all areas listed. It is expected, however, that, if a candidate's activities are unusually limited in one area, this be counterbalanced by superiority in other areas of responsibility. Likewise, if the faculty member is assigned to an area such as continuing education, extended service, or on-line teaching and/or on-line course development; to the library; to a research area or other specialized area, this departure from the more traditional assignment involving a balance among teaching, research/scholarship/creative activity and service/outreach will be reflected in the candidate's Agreement on Responsibilities.

1. Teaching may consist of a combination of the following professional activities:
 - a. Classroom, on-line, and laboratory teaching of credit courses and seminars, including preparation and delivery of lectures, conduct of classes, supervising of laboratory work, evaluation of students, and conferences with students regarding coursework. This activity may be conducted on a team basis.
 - b. Individual instruction, including (1) directed individual studies, i.e., credit instruction on an informal individual basis; (2) private lessons, e.g., private music lessons; (3) supervision of student interns, such as students enrolled in a practicum, practice teaching, or work experience courses, and cooperative education students, including evaluation of student progress, conduct of seminars and critique sessions, and counseling of students; (4) thesis and dissertation supervision, including service as a member or chair of graduate committees; and (5) clinical teaching, as in a health-related field.
 - c. Academic advisement, including informal counseling with students on academic course or program selection and scheduling, and other matters related to academic progress.
 - d. Course materials, curriculum, and teaching methodology development, such as development of new approaches, improvement of teaching materials, experimentation with teaching methodologies and assessment methods, and development of structure, content, and sequence of courses.
 - e. Non-credit instruction in professional non-credit continuing education programs and development of professional instruction programs, which may be on an assigned or overload basis.

- f. For librarians, instruction is to be equated with the performance of professional library responsibilities.
 - g. Faculty development, i.e., formal and informal activities primarily directed to maintaining and enhancing faculty teaching capabilities.
2. Research/Scholarship/Creative Activity includes those professional activities designed to discover, create, or disseminate greater knowledge, appreciation, or understanding of an academic discipline, including, but not limited to:
- a. Pure research: seeking new knowledge, investigating realms not covered by current understanding or challenging current understanding.
 - b. Applied research: the application of known methods or theories to specific circumstances.
 - c. Pedagogical research: the development of pedagogical techniques and their application in the classroom or laboratory, furthering the dissemination of knowledge.
 - d. Artistic creativity and performance: the creation and exhibition of works of art or crafts, or the composition and/or performance of plays, music, etc.
 - e. Faculty development: formal and informal activities primarily directed to maintain and enhance faculty research, scholarship, or creative capabilities or performance.

Evaluation of the candidate's research/scholarship/creative activity should stress the quality of the documented work, and should be based on the professional judgment of peers in the discipline. Documentation of these activities should manifest ability in the candidate's discipline. Some methods of documenting this evaluation include, but are not limited to, publication of articles in refereed journals, publication of books by recognized presses, proprietary research, production of juried artistic works, presentation of refereed papers at professional meetings, obtaining competitive grants from professional agencies, or similar means.

3. Service/Outreach includes those activities undertaken in service to the community, the University, the higher education profession as a whole, and the faculty member's academic discipline, including:
- a. Service to students unrelated to credit instruction, such as sponsoring student organizations and extracurricular activities, and non-assigned tutorial instruction to enhance the academic skills of students.
 - b. Service to the University, such as service on departmental/unit, college, and University committees, assignments involving student recruitment, institutional development, public relations, and consultation with University offices.
 - c. Service to scholarly and professional organizations, including participation in such organizations as a member, officer, or committee member, as a member of an editorial board of a scholarly or professional organization, or service to accrediting organizations and agencies.
 - d. Service to the community, industry, or government, including (1) professional service, i.e., service directly related to the professional expertise of the faculty member, including consulting activities whether for compensation or not; and (2) other contributions to the cultural environment of the community, such as service as an officer or member of boards or committees, service to non-profit charitable organizations, or to governmental agencies.

- e. Faculty development, i.e., formal and informal activities primarily directed to maintaining and enhancing faculty capabilities in public and professional service.

Instructions for Committee Summary of a Dossier

After reviewing the materials in the candidate's dossier, including the letters of recommendation, the departmental/unit promotion committee shall summarize the record of the candidate in each of the areas of teaching, research/scholarship/creative activity, and service/outreach. This synthesis shall not only summarize the data contained in the dossier, but shall compare it with the weights given each area in the candidate's Agreement on Responsibilities. Finally, the committee shall provide a general summary of the candidate's achievements. Each such report shall be signed and dated by the chairperson of the departmental/unit promotion committee.