

**DEPARTMENT OF ANTHROPOLOGY
PROMOTION AND TENURE GUIDELINES**

**COLLEGE OF ARTS AND SCIENCES
GEORGIA STATE UNIVERSITY**

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Faculty members must consult the College of Arts and Sciences Promotion and Tenure Manual. In the event of a conflict between the two documents, the college manual takes precedence.

All materials, discussions, conclusions, and letters that are part of the review process will be held in strictest confidence, and no party to the process, other than the candidate, may divulge any information about it to anyone not directly involved.

1 INTRODUCTION

2
3 The process of granting promotion and tenure is an essential mechanism of insuring quality and
4 allocating rewards in the university. It is intended to be both rigorous and fair. Great care is taken
5 to insure accurate assessments and proper outcomes. It is not the intention of the guidelines to
6 enumerate every detail for the promotion and tenure process. Rather, this document is an
7 expression of the philosophy that will guide the evaluators and is intended to provide candidates
8 a clear statement of expectations as well as a clear description of the process that will be
9 followed in the Department. Candidates are directed to both the Georgia State University
10 Promotion and Tenure Manual for Tenured and Tenure-Track Professors and the College of Arts
11 and Sciences Promotion and Tenure Manual for guidance about preparing and submitting a
12 dossier in application for tenure and/or promotion and for details of the University and College
13 expectations. The Department of Anthropology will evaluate all candidates in three areas:
14 professional development, teaching and service. The Department values all three highly and has
15 established specific expectations for performance by its faculty in each one. It should be noted,
16 however, that the College of Arts and Sciences Promotion and Tenure Manual states that for
17 a candidate to be recommended for promotion to and/or tenure at the rank of associate professor,
18 s/he must be judged at least *excellent* in both professional development and teaching and at least
19 *good* in the area of service. The College Manual also specifies that candidates for promotion to
20 and/or tenure at the rank of professor must be judged at least *excellent* in both professional
21 development and teaching and at least *very good* in the area of service.

22 PROFESSIONAL DEVELOPMENT

23
24
25 The Department of Anthropology views professional development as encompassing any activity
26 that advances the discipline by creating or extending knowledge and modes of inquiry. While the
27 essential core of professional development is research, professional development also includes
28 all other activities that support or enhance research in the discipline. The Department of
29 Anthropology recognizes that scholarship comes in many forms and employs a variety of
30 methods. We view debates over the relative merits of basic vs. applied research, theoretical vs.
31 empirical work, scholarship of discovery vs. scholarship of integration, qualitative vs.
32 quantitative methods, and primary vs. secondary analyses as misguided struggles over false
33 choices. Each research topic, method, and approach produces a valuable product that advances
34 scholarship. We believe, therefore, that success in professional development can be achieved in
35 many ways and that no one approach is inherently superior to another. For example, a person
36 who chooses mainly to write articles for refereed journals could be seen as equally successful
37 with another who publishes his/her work in books whose publication process has comparable
38 peer review scrutiny. Candidates who pursue a mixture of publication media (e.g., articles,
39 authored or edited books, and chapters in books) will be evaluated on the contribution to
40 scholarship of the whole body of work. Since peer review is one of the fundamental principles
41 of scholarship, we will rely heavily on that process, in all its forms, and we will consider
42 published work that was not refereed as less significant. In general, textbooks will be considered
43 as a contribution to teaching unless the text can be shown to make significant or seminal
44 contributions to the scholarship of the field. Obtaining extramural grant support for one's
45 research is a highly valued professional development activity, especially for tenured faculty, and
46 success in seeking grant support, particularly from national sources, will weigh heavily as

47 evidence of scholarly reputation. While we expect all tenure-track and tenured faculty to have
48 active research agendas and to pursue funding that supports those activities, we also recognize
49 that the availability of such funding varies significantly across subdisciplines and, more
50 specifically, according to topics of research and the resources particular projects demand.
51 Therefore, while grant support is no substitute for published research, external grant support is
52 highly valued by the department. Individual candidates for tenure and promotion will be
53 evaluated with holistic attention to the vitality and productivity of their ongoing research
54 agendas, as judged by funding pursued and/or received as well as publications and external
55 reviews of scholarship. Other scholarly activities, such as organizing sessions for professional
56 meetings and reviewing, refereeing, and editing the work of others also are important and
57 expected activities for any scholar. Although no specific type of such activities is required for
58 promotion and tenure, we recognize that significant professional roles (such as editing a journal,
59 holding an office in a professional organization, or planning a conference panel or event) involve
60 substantial intellectual labor, enrich an individual's research agenda and reputation, and therefore
61 also contribute to the scholarly profile of the department and university. Hence our evaluations
62 for promotion and tenure will give value to professional service activities that significantly
63 complement a candidate's record of publication and funded research.

64
65 The Department recognizes that a loose prestige hierarchy of scholarly journals does exist within
66 the field of anthropology. Many scholars disagree about such rankings, however, and the
67 inclination to assign status value to specific journals is pointless and potentially harmful. The
68 problem of ranking journals is most apparent with "specialty" journals, where specialists in one
69 sub-field may find it difficult to draw comparisons between their own journals and those of
70 another sub-field. In fact, as in many other disciplines, very valuable work that offers innovative
71 approaches, new ideas, or evidence that challenges existing knowledge may be published in the
72 lesser-known "specialty" journals. The Department further recognizes that important
73 contributions to scholarship may appear in non-traditional forms of refereed media such as
74 internet journals. The Department's goal, therefore, is to foster the creation and dissemination of
75 high-quality scholarship, and we will expect every candidate to meet that standard. The quality
76 of the candidate's publication record will be assessed on several factors: 1) the work's impact on
77 the field, shown through reviews, citations, or other evidence; 2) the prestige or standing of the
78 journal (even for a sub-field when it applies) in which an article appears or the publisher of a
79 book or book chapter; 3) the candidate's explanation of the importance of the work; 4) opinions
80 of outside reviewers; and 5) the committee's independent assessment of the work.

81
82 The Department of Anthropology recognizes the value of both individual and cooperative
83 scholarship. While we acknowledge the importance (and sometimes the difficulty) of
84 determining the relative contributions of several co-authors, anthropological research in some
85 subfields is increasingly a team effort, and often of an interdisciplinary nature. This necessarily
86 results in publications with multiple authors, and we do not assign higher intrinsic value to either
87 single-authored or jointly authored works. We also recognize that the order of authorship does not
88 necessarily convey information about relative contribution to the work. We will, however, give
89 proportional credit based upon the nature of the candidate's contribution as established in the
90 dossier. In all cases, the Department will take into account the methodological and intellectual
91 specificities of the candidate's research agenda as well as the nature and scope of his or her
92 contribution to each co-authored publication. We do expect that a portion of each successful

93 candidate's publication record will be single-authored or first-authored. As a result of
94 interdisciplinary collaborations, some of a candidate's publications may appear in the scholarly
95 outlets of other disciplines. We recognize that anthropologists can and do regularly make
96 scholarly contributions to the knowledge base of other disciplines, and we will not disadvantage
97 such work appearing in professional publications of other disciplines.
98

99 Finally, perhaps the issue of most concern to candidates is the number of publications required
100 for promotion and tenure. The Department of Anthropology strongly resists the idea that
101 qualitative evaluations (e.g., "excellent" and "very good") can be defined solely by numbers of
102 publications or other scholarly activities. We expect that candidates will demonstrate their
103 scholarly productivity through both the quality and quantity of their publications and other
104 research activities. For example, it is possible that a smaller number of works of outstanding
105 quality will be evaluated as equal or superior to a much greater number of publications of lesser
106 quality.
107

108 **Categories of Professional Development**

109
110 The candidate for promotion and tenure should submit written evidence of professional
111 development organized according to the categories outlined in the college manual (section V.E.).
112 In addition to the lists described, the candidate must provide copies of all publications and grant
113 proposals listed. For multiple-authored works and collaborative projects, the candidate should
114 provide the names of all authors as they appear in print and explain in detail the nature and
115 degree of his/her own contribution to the work. Clear documentation must be provided for works
116 accepted for publication. Work in progress and work submitted but not yet accepted for
117 publication should not be included.
118

119 120 **Evaluation of Professional Development**

121 *Promotion to and/or Tenure at the Rank of Associate Professor*

122
123
124 Promotion to and/or tenure at the rank of associate professor requires that a faculty member be
125 recognized by scholars outside Georgia State University as a person who has contributed to the
126 advancement and development of the discipline and seems likely to continue doing so. As stated
127 in the College Manual, promotion to and/or tenure at this level is available only to those who are
128 judged to be **excellent** in both professional development and teaching and at least **good** in
129 service.
130

131 The candidate will be judged **excellent** in professional development if the committee's general
132 impression is that the candidate is an externally recognized scholar in the process of achieving a
133 national reputation. Such a candidate, for example, might have published a significant number
134 (5-7) of refereed articles and/or book chapters of excellent quality; or a book and a smaller
135 number (2-4) of articles and chapters, all of excellent quality; or a larger number of refereed
136 articles and/or books of very good quality; or a book and a significant number of articles and
137 chapters, all of very good quality. Quality will be judged with balanced attention to a journal's
138 standing in the field, where relevant, as well as external reviewers' comments and other

139 measures provided by the candidate, such as citations or reviews of the candidate's work.
140 Recognizing that anthropological research often involves extended and/or intensive periods of
141 fieldwork, and that this work is time-consuming but absolutely central to the anthropological
142 enterprise, the committee will take into account the nature and scope of an individual's research
143 commitments when evaluating his or her publication record. To qualify as *excellent*, a candidate
144 also should also be very active in some of the following research activities, such as active grant
145 submission, success in obtaining external and internal research grants, participating in or
146 organizing conference sessions, journal refereeing, grant reviewing, or book reviewing.

147

148 *Promotion to and/or Tenure at the Rank of Professor*

149

150 Promotion to and/or tenure at the rank of professor is recognition by the Department and the
151 University that a faculty member's scholarship is of such high quality and importance that s/he
152 has achieved a national reputation as a leading scholar in his/her field. As stated in the *College*
153 *Manual*, promotion to and/or tenure at this level is available only to those whose professional
154 development and teaching are judged as *excellent* and service as *very good*. The candidate will
155 be judged *excellent* in professional development if the committee's general impression is that the
156 candidate is a superb scholar with an established national reputation. Such a candidate, for
157 example, might have published a book and a significant number (3-4) of articles and/or chapters,
158 all of excellent quality; or a larger number (7-9) of refereed articles and/or book chapters of
159 excellent quality. Quality will be judged with balanced attention to journal rankings, where
160 relevant, as well as external reviewers' comments and other measures provided by the candidate,
161 such as citations or reviews of the candidate's work. Recognizing that anthropological research
162 often involves extended and/or intensive periods of fieldwork, the committee will take into
163 account the nature and scope of an individual's research commitments when evaluating his or her
164 publication record. To qualify as *excellent* a candidate also should demonstrate achievements in
165 some of the following: success in obtaining extramural funding for research, participating in or
166 organizing conference sessions, journal refereeing, grant reviewing, or book reviewing.

167

168 **TEACHING**

169

170 **Categories of Teaching**

171

172 The quality of teaching of faculty members is of paramount importance to the department and
173 the university; indeed, it is the heart of what we do. The candidate for promotion and tenure
174 should submit written evidence of effective teaching organized according to the categories
175 outlined in the college manual (section V.F.).

176

177

178 **Evaluation of Teaching**

179

180 The departmental committee will evaluate the quality of teaching based on the evidence
181 submitted. The committee will recognize the problems inherent in student evaluations; the
182 student evaluation averages mentioned below are given as general guidelines rather than to
183 verify the numbers. The committee will consider the qualitative comments in conjunction with
184 the average scores. The committee will emphasize the quality of the content of the courses and

185 the effort of preparation. Additionally, the committee will consider factors such as the level and
186 size of the courses, the nature of the courses, general character of students, and the limitations or
187 constraints of the teaching environment.

188
189 The candidate will be judged to be *excellent* in teaching if the general impression of the
190 committee based on the evidence submitted is that the candidate's performance is superb. For
191 instance, the course material presented must show impressive preparation; the content of most
192 courses is appropriate and up to date; the student evaluation scores suggest highly effective
193 performance in the classroom (the overall average may be in the mid-4 range and there should be
194 strong qualitative comments); and the candidate must demonstrate highly effective mentoring of
195 students. The candidate may also have published a textbook or a peer-reviewed article on
196 teaching or received one or more teaching awards.

197 198 **SERVICE**

199
200 Service to one's colleagues, to our department, to the College, and to the University is very
201 important elements in judging faculty's contributions and performance. Faculty also owes
202 service to their academic discipline, usually by participating in the operation of professional
203 associations as officers or committee or board members. Any discipline-relevant forms of
204 community service are highly valued by the Department. Neither the College nor the Department
205 of Anthropology asks the same quantity and quality of service contributions from faculty in
206 junior and senior ranks. The information given below indicates what we consider important
207 forms of service for junior and senior faculty and provides some guidelines for judging different
208 levels of quality when evaluating a candidate's work in the area of service.

209 210 **Categories of Service**

211
212 The candidate must submit written evidence of service activity related to his/her areas of
213 professional competence in accordance with the categories outlined in the college manual
214 (section V.G.).

215 216 **Evaluation of Service**

217 218 *Promotion to and/or Tenure at the Rank of Associate Professor*

219
220 For promotion to and/or tenure at the rank of Associate Professor the candidate must be
221 evaluated as at least *good* in service. A candidate will be judged *good* if s/he has been active in
222 assistance to colleagues and responsibly carries out the departmental service tasks that are
223 assigned to him or her.

224 225 *Promotion to and/or Tenure at the Rank of Professor*

226
227 For promotion to and/or tenure at the rank of Professor the candidate must be evaluated as at
228 least *very good* in service. To be judged *very good*, a candidate must not only perform
229 departmental service tasks willingly and responsibly, but must also show leadership in service in
230 one or more of the following ways: 1) serving on the Executive Committee and as the

231 chairperson of at least one departmental standing or major ad hoc committee; 2) serving on one
232 or more college, university, or system committees; 3) serving as Undergraduate Director or
233 Graduate Director; or 4) performing significant service to community, governmental, or
234 professional organizations. Typically, successful candidates will have served effectively in two
235 or more of these areas, but it is understood that those who have held major positions such as
236 Undergraduate or Graduate Director or Chair may not have performed other service tasks during
237 their tenure in those roles.

238

239 **EVALUATION PROCESS**

240

241 The process and schedule for applying for promotion and tenure in the Department of
242 Anthropology is governed by the College of Arts and Sciences Promotion and Tenure Manual.
243 Applications for promotion to assistant professor will be evaluated by a committee of all
244 departmental faculty of assistant professor rank or above. Applications for tenure and promotion
245 to associate professor and for tenure at the rank of associate professor will be judged by a
246 committee composed of all tenured faculty in the Department. Applications for promotion to the
247 rank of professor and for tenure at the rank will be judged by a committee composed of all
248 tenured professors. Each committee will elect its own chair and, after deliberation, report its
249 evaluation and recommendation by letter to the department chair.

250

251 An important part of the departmental evaluation is the assessment of the candidate's credentials
252 by scholars outside Georgia State University. The candidate must submit with his/her dossier a
253 list of eight scholars in the candidate's specialty area who are qualified to evaluate the
254 candidate's performance in the area of professional development and his/her reputation within
255 the discipline. The departmental chair, together with the departmental Committee on Promotion
256 and Tenure, will, without input from the candidate, prepare a list of eight additional scholars who
257 could perform the assessment role. Detailed requirements for these lists are included in the
258 College Manual (section V.H.). Both lists will be submitted to the Office of the Dean, who will
259 select from them five persons to perform an outside review. The letters supplied by these outside
260 reviewers will be considered at all levels of review in the University.

261 **APPENDIX I:**
262 **Ratings Guidelines for Pre-Tenure Review**

263
264 **A. Professional Development**

265 **Poor:** The faculty member is inactive in professional development.
266
267

268 **Fair:** The faculty member is minimally active in professional development. Activities may
269 include participation in local and regional conferences and invited lectures to other colleges or
270 universities.
271

272 **Good:** The faculty member is active in maintaining a program of professional development
273 and/or the scope and impact of the faculty member's professional development contributions
274 may be involved in activities that include presentation of research papers at local or regional
275 academic conferences, or publications of anthropological content in popular outlets, e.g.,
276 newspapers or blogs. However, the scope and impact of the faculty member's scholarly work
277 are limited.
278

279 **Very Good:** The faculty member, while maintaining an active program of professional
280 development, has yet to establish a national reputation as an emerging leader in the field;
281 however, there are clear indications that s/he has projects underway that are likely to result in a
282 more prominent scholarly profile in the near future, including a peer-reviewed scholarly article,
283 book chapter, or grant/fellowship application under review.
284

285 **Excellent:** The faculty member has produced a significant body of original research, which may
286 include a book or published peer-reviewed articles based on empirical or theoretical scholarship.
287 Peer-reviewed work published in highly regarded digital media (including, e.g., multimedia
288 productions and computer software) is valued equally to print publications, as scholarship
289 adopting emerging technologies is essential to many of the social sciences. Collaborative
290 projects with other scholars in conventional or digital media are also significant when the high
291 level and quality of the contribution is documented. Further evidence for a rating of *excellent*
292 includes documentation directly demonstrating one's emerging national reputation and the
293 securing of fellowships, grants, contracts, and/or awards from internal and external local,
294 regional, national, or international agencies; these represent a highly significant professional
295 achievement and testify to the scholarly reputation and significance of the candidate's research.
296 An evaluation of *excellent* indicates that the faculty member's current and imminently
297 forthcoming projects are likely to result in an assessment at this level when s/he comes up for
298 tenure, should the faculty member's upward trajectory continue.
299

300 **Outstanding:** In excess of the criteria described above for a rating of excellent, the faculty
301 member has achieved or is on her/his way to achieving scholarly eminence in his or her field as
302 evidenced by attainment of a substantial research grant, national or international awards,
303 laudatory reviews in major publication outlets, and invited lectures in prestigious venues.

304 **B. Teaching**

305

306 **Poor:** The faculty member displays an unacceptable record of teaching as evidenced through
307 student evaluations and reports by faculty observers, little or no involvement in departmental
308 curricular or programmatic reform efforts, ineffective pedagogical techniques and inadequate
309 effort as an instructor that results in the deficient transmission of the course content to students.

310

311 **Fair:** The faculty member displays a minimally acceptable record of teaching as evidenced
312 through student evaluations and reports by faculty observers, little involvement in departmental
313 curricular or programmatic reform efforts, ineffective pedagogical techniques and inadequate
314 effort as an instructor that results in the deficient transmission of the course content to students.

315

316 **Good:** The faculty member's instructional performance is adequate but not distinctly positive.
317 This faculty member's supporting materials provide evidence of conscientious preparation and
318 pertinent, valid content, but fail to demonstrate either exceptional pedagogical skill or decisive
319 commitment to the wide-ranging institutional and intellectual responsibilities of a full-time
320 college instructor. The learning environment in this faculty member's classroom, as reflected in
321 student evaluations, achievement, and advancement, is adequate but not distinctly positive.

322

323 **Very Good:** The faculty member is a competent teacher whose supporting material includes
324 evidence not only of diligent preparation and instruction but also of some mentoring of students,
325 effective pedagogy, and a commitment to the mission of the department. Class assignments are
326 creative and methodologically innovative, resulting in proficient student learning. While the
327 faculty member is an effective teacher, her/his teaching record may lack the level and extent of
328 involvement in the supervision of individual student work that is typically expected for a rating
329 of *excellent*, as described below, and/or the faculty member's student evaluations show
330 inconsistencies or scores fall somewhat below the mid 4-out-of-5 range.

331

332 **Excellent:** The faculty member's teaching record shows exceptional preparation and prominent
333 involvement with individual student work, especially the direction of undergraduate and graduate
334 student research papers, honors and master's theses, and dissertations. The faculty member's
335 student evaluation scores will often be in the mid 4-out-of-5 range or higher. The faculty member
336 demonstrates an engagement with teaching beyond simply his or her assigned courses. Such a
337 faculty member may receive invitations to lecture that are based upon his or her reputation as a
338 teacher, and may also be involved in leading workshops, providing consultation to colleagues on
339 teaching effectiveness, and showing innovation and creativity in teaching.

340

341 **Outstanding:** In excess of the criteria for a rating of *excellent* the faculty member's student
342 evaluations will often be in the high 4-out-of-5 range. The faculty member has produced
343 pedagogical publications, won a significant teaching award from a prestigious outlet or has been
344 otherwise recognized for superior instruction.

345 **C. Service**

346

347 **Poor:** The faculty member may attend general faculty meetings but manifests no other
348 significant service accomplishments. The faculty member may serve on other departmental
349 committees, but without a documentable, significant impact.

350

351 **Fair:** The faculty member attends general faculty meetings but manifests few other significant
352 service accomplishments. The faculty member may serve on other departmental committees, but
353 with few effective contributions to the business of those committees.

354

355 **Good:** The faculty participates actively in faculty meetings, executes assigned departmental
356 duties and committee responsibilities thoroughly and ethically and is of significant assistance to
357 colleagues.

358

359 **Very Good:** The faculty member demonstrates extensive, collegial, diligent, and effective service
360 and leadership at the department, and participates in professional associations.

361

362 **Excellent:** The faculty member demonstrates a sustained track record of effective leadership that
363 has involved significant departmental or other college or university administrative functions.
364 Such leadership is in addition to the level of service described above as *very good*.

365

366 **Outstanding:** In addition to the level of service described above as *excellent*, the faculty member
367 demonstrates a record of sustained, significant service accomplishments beyond the department
368 and throughout the college and university, as well as in national and international professional
369 organizations.

370 **APPENDIX II:**
371 **Ratings Guidelines for Post-Tenure Review**

372
373 **A. Professional Development**

374 *Poor:* The faculty member is not active in professional development.

375
376
377 *Fair:* The faculty member is minimally active in professional development.

378
379 *Good:* The faculty member is active in maintaining a program of professional development and
380 may be involved in activities that include presentation of research papers at local or regional
381 academic conferences, or publications of anthropological content in popular outlets, e.g.
382 newspapers or blogs. However, the scope and impact of the faculty member's scholarly work
383 are limited.

384
385 *Very Good:* The faculty member's professional development record indicates steady scholarly
386 development that falls short of completion of a major body of work. Included here is the
387 circumstance in which work on a major project is progressing well but has not been completed in
388 the period under review.

389
390 *Excellent:* The faculty member has continued to maintain and advance a distinguished national
391 or international reputation as an authority in his or her area(s) of specialization. The faculty
392 member continues to be an active scholar, and has a marked impact on the work of others in the
393 field. The books, book chapters, digital publications, and/or articles of the faculty member
394 judged as *excellent* are published by presses and in journals and digital media that are held in
395 esteem by the profession, and reviews of and citations to the faculty member's work attest to this
396 reputation. Other important evidence includes securing a fellowship or research grant from
397 external agencies.

398
399 *Outstanding:* The faculty member has achieved eminence in his or her field, as evidenced by
400 national or international awards, strong reviews in major publication outlets, or invited lectures
401 at prestigious venues, and/or a high volume of high quality work significantly greater than that
402 required for a rating of *excellent*. Other important evidence includes the securing of fellowships,
403 external grants, special grants, contracts, and/or awards from internal and external local,
404 regional, national or international agencies.

405 **B. Teaching**

406

407 **Poor:** The faculty member displays an unacceptable record of teaching as evidenced through
408 student evaluations and reports by faculty observers, little or no involvement in departmental
409 curricular or programmatic reform efforts, ineffective pedagogical techniques and inadequate
410 effort as an instructor that results in the deficient transmission of the course content to students.

411

412 **Fair:** The faculty member displays a minimally acceptable record of teaching as evidenced
413 through student evaluations and reports by faculty observers, little involvement in departmental
414 curricular or programmatic reform efforts, ineffective pedagogical techniques and inadequate
415 effort as an instructor that results in the deficient transmission of the course content to students.

416

417 **Good:** The faculty member's instructional performance is adequate but not distinctly positive.
418 This faculty member's supporting materials provide evidence of conscientious preparation and
419 pertinent, valid content, but fail to demonstrate either exceptional pedagogical skill or decisive
420 commitment to the wide-ranging institutional and intellectual responsibilities of a full-time
421 college instructor. The learning environment in this faculty member's classroom, as reflected in
422 student evaluations, achievement, and advancement, is adequate but not distinctly positive.

423

424 **Very Good:** The faculty member is a competent teacher whose supporting material includes
425 evidence not only of diligent preparation and instruction but also of some mentoring of students,
426 effective pedagogy, and a commitment to the mission of the department. Class assignments are
427 creative and methodologically innovative, resulting in proficient student learning. While the
428 faculty member is an effective teacher, her/his teaching record may lack the level and extent of
429 involvement in the supervision of individual student work that is typically expected for a rating
430 of *excellent*, as described below, and/or the faculty member's student evaluations show
431 inconsistencies or scores fall somewhat below the mid 4-out-of-5 range.

432

433 **Excellent:** The faculty member's teaching record shows exceptional preparation and
434 involvement with individual student work as demonstrated by, for example, the successful
435 direction of honors and master's papers, theses, research practicums, and/or dissertations to
436 completion. The faculty member's student evaluation scores will often be in the mid 4-out-of-5
437 range or higher. The faculty member evaluated as *excellent* also will have demonstrated a
438 substantial variety of activities related to instruction as well as innovative pedagogy. Such a
439 faculty member will also have a good track record of his or her students finishing their programs
440 in a timely fashion and advance into subsequent academic programs or into gainful professional
441 employment. Other criteria of excellence include presenting/publishing work with students and
442 securing fellowships or sponsorships for pedagogical work. Such a faculty member advises and
443 guides students diligently, and these students regularly conduct and complete significant work.

444

445 **Outstanding:** In excess of the criteria for a rating of *excellent*, the faculty member's student
446 evaluations will often be in the high 4-out-of-5 range. The faculty member will have won a
447 significant teaching award from a prestigious outlet, published highly regarded pedagogical
448 studies, e.g., a text book or laboratory manual, or will have been otherwise recognized for
449 superior instruction.

450 **C. Service**

451

452 **Poor:** The faculty member may attend general faculty meetings but manifests no other
453 significant service accomplishments.

454

455 **Fair:** The faculty member may attend general faculty meetings but manifests few other
456 significant service accomplishments. The faculty member may serve on other departmental
457 committees, but with few effective contributions to the business of those committees.

458

459 **Good:** The faculty member responsibly and thoroughly executes assigned departmental duties
460 and committee responsibilities and is of significant assistance to colleagues.

461

462 **Very Good:** The faculty member demonstrates extensive, collegial, diligent, and effective service
463 and leadership at the department and either the college or the university levels as well as
464 participating in professional associations.

465

466 **Excellent:** The faculty member demonstrates a track record of effective leadership that has
467 involved significant departmental or other college or university administrative functions. Such
468 leadership is in addition to the level of service described as above as *very good*.

469

470 **Outstanding:** In addition to the level of service described above as *excellent*, the faculty member
471 demonstrates a record of sustained, significant service accomplishments beyond the department
472 and throughout the college and university, as well as in national and international professional
473 organizations.