

**DEPARTMENT OF GEOSCIENCES
PROMOTION AND TENURE GUIDELINES**

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

Policy Title:	Department of Geosciences Promotion and Tenure Guidelines
Version:	4
Department Approval:	09/06/2013
College Approval:	Promotion and Tenure Review Board, 02/05/2014

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 **I. INTRODUCTION**

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3 The Department of Geosciences strives for excellence in creating and
4 disseminating new knowledge, teaching at undergraduate and graduate levels,
5 and service to the profession, the university, and the community. The purpose of
6 this document is to present the criteria and policies for promotion and tenure in
7 the Department. The Department has formulated these Promotion and Tenure
8 Guidelines in conformity with the general requirements set forth by the Board of
9 Regents of the University System of Georgia, Georgia State University, and the
10 College of Arts and Sciences. Faculty members should consult the Georgia State
11 University Promotion and Tenure Manual for Tenured and Tenure-Track
12 Professors and the College of Arts and Sciences Promotion and Tenure Manual.
13 In the event of any conflict between College and Department policies, the
14 policies of the College of Arts and Sciences take precedence.

15
16 The Department believes that tenured and tenure-track faculty members should
17 be engaged in research that has an impact at national and international levels.
18 The primary criteria for promotion and the award of tenure include a record of
19 professional development having national or international impact in the
20 candidate’s discipline; a record of excellence in teaching; and a sound record of
21 service appropriate to the proposed rank or tenure status. The principal burden
22 of proof lies with the candidate to present effectively the required information
23 and evidence in his/her dossier.

24
25 **II. REVIEW PROCESSES FOR PROMOTION AND/OR TENURE**

26
27 The timing of the review and the instructions for submission of the dossier will
28 follow the policies of Georgia State University and the College of Arts and
29 Sciences. The review will assess the candidate’s Professional Development
30 (research and scholarship), Teaching, and Service.

31
32 The relevant Department Promotion and Tenure Committee will write a report
33 to the Department Chair assessing the candidate based on the specific criteria
34 outlined below. The reasoning for each assessment will be succinctly explained
35 with reference to the candidate’s dossier and supporting materials provided by
36 the College. The report will also contain a recommendation as to whether the
37 candidate has met the standards for promotion and/or tenure.

38
39 If a candidate believes that his or her expertise is better considered in an
40 academic area of the College other than Natural and Computational Sciences,
41 then the candidate may request in writing to be reviewed by one of the other
42 Area Advisory Committees in the College, as stipulated in the College Manual.

43
44 The candidate’s dossier must reflect all work done since his or her initial
45 appointment at Georgia State University, or since the completion of the dossier
46 leading to promotion to his or her current rank at Georgia State University. The

47 candidate must consult the College of Arts and Sciences Promotion and Tenure
48 Manual for dossier instructions, as well as for information regarding submission
49 of work completed before appointment at Georgia State University. Materials for
50 review by the Department Committee and Chair are restricted to the candidate's
51 dossier and external referee letters provided by the College of Arts and Sciences.
52

53 All materials, discussions, conclusions, and letters related to the review process
54 are strictly confidential. No party to the process, other than the candidate, may
55 divulge any information about the review to anyone not directly involved,
56 subject to applicable law.
57

58 **III. CRITERIA FOR PROMOTION AND/OR TENURE**

59 **a. Overall Assessment**

60
61 Candidates for promotion to the rank of Associate Professor with Tenure and
62 untenured Associate Professors who are candidates for tenure at their present
63 rank must be evaluated as *Excellent* in both Professional Development and
64 Teaching and as at least *Good* in Service.
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66
67 Candidates for promotion to the rank of Professor and untenured Professors
68 who are candidates for Tenure must be evaluated as *Excellent* in both
69 Professional Development and Teaching, and as at least *Very Good* in Service.
70

71 **b. Evidence of Professional Development**

72
73 For a rating of *Excellent* in Professional Development, the candidate should
74 present evidence of a nationally recognized research program.
75

76 The Department acknowledges that a candidate's scholarship is affected by
77 many factors including access to appropriate experimental or analytical
78 facilities, appropriate field localities or collections, and to databases and images.
79 All factors will be taken into account in evaluating the candidate's
80 accomplishments. However, it is the responsibility of the candidate to assess the
81 availability of appropriate facilities, personnel, and other resources so that the
82 candidate's research plan is ambitious but feasible. It is expected that by the
83 time a faculty member is a candidate for promotion and/or tenure, that faculty
84 member has had extensive experience in developing and revising, as necessary,
85 annual research plans in consultation with a senior faculty mentor and the Chair.
86

87 The candidate must submit evidence of professional development organized
88 according to the categories of professional development listed in the College
89 Manual (section V.E.). The following evidence may be considered in assessing
90 Professional Development.
91

92 *1) Publications*

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The candidate's record of publication should be predominantly in rigorous peer-reviewed journals or, in the case of a book-publishing discipline, in nationally or internationally significant presses. The dossier should provide evidence of the disciplinary importance of the publishing venues, and the impacts of the candidate's publications. Examples of impacts and disciplinary importance may include but are not limited to publication citation records, journal impact factors, external referee assessments, and published indices of scholarly productivity.

A mix of first-authored and co-authored publications may be appropriate depending on the candidate's specialty. For those in fields where collaborative work is common, the value of such research, particularly funded by the candidate's external funds, and publication with students under the candidate's supervision, may be recognized. Because different subdisciplines have different customs in authorship, the candidate should provide a statement contextualizing their authorship in their subdiscipline. In all cases, a candidate's independent research program should be represented by one or both of the following types of publishing records: a strong record of first authorship on publications or co-authored publications, especially when the candidate's role in acquiring external funds or supervising student authors is clear. The contribution of the candidate to each publication should be explained in detail, particularly when the candidate is not the first author.

Pedagogical publications (i.e. the scholarship of learning) are typically considered as contributions to Teaching. However, this type of publication is normally considered in the area of Professional Development for candidates hired as Geoscience Education faculty. If a candidate elects to present pedagogical publications as evidence of Professional Development impact, then the candidate should clearly demonstrate the work's impact on the development of a nationally or internationally significant research program.

2) *Extramural Funding*

Extramural funding is typically in the form of grants, fellowships, contracts, and sub-contracts. Extramural funding is a significant indication of research productivity because 1) it allows the candidate to pay for research needs and to support undergraduate, graduate, and post-doctoral students; and 2) success in obtaining peer-reviewed or competitive grants is a strong indication of the significance of the proposed research. Faculty members are expected to seek and/or acquire the extramural funding required to carry out their research programs, which may include support of field, laboratory, database, or archive activities, and students. Research grants, contracts, fellowships, and seed grants should normally be nationally competitive and peer-reviewed.

The Department recognizes that different disciplines have different levels of federal and other funding available. The candidate should seek funding levels

139 appropriate to his or her discipline. In most fields of geology and geography,
140 typical project budgets are in the range of \$35-70K per year, over two to three
141 years. Individual project budgets from grants, contracts, and subcontracts may
142 vary widely, and the norm for certain subdisciplines may be higher or lower.
143

144 The candidate's leadership in research design is signified by PI, Co-PI, or Co-I
145 status on attempted or successful grants. Funding as Co-PI or Co-I is of value,
146 but the candidate's record should indicate attempts, even if unsuccessful, to
147 obtain funding as PI, as an indication of an independent research program. In
148 cases where the candidate is Co-PI or Co-I, a central role and strong intellectual
149 contribution should be clearly explained.
150

151 Indication of effort to secure funding may include copies of proposals and
152 reviewers' comments on proposals. If a candidate elects to submit reviewers'
153 comments for any proposal, then the full set of comments and scores received
154 from the agency must be provided.
155

156 *3) Conference Presentations*

157

158 Presentation at national or international conferences is recognized as an
159 indicator of a candidate's participation in the larger academic community. While
160 presentations do not hold the same weight as peer-reviewed publications, they
161 are valuable tools that may lead to publication, develop peer networks, and lead
162 to greater impact on the discipline.
163

164 *4) Invitations*

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166 Some invitations may signify national or international impact of a candidate's
167 research program. These invitations include funded invitations by government
168 agencies; societies; universities; or institutions to present or to design research;
169 or funded invitations to participate in significant national or international
170 professional conferences, workshops, and roundtables.
171

172 *5) Significant Professional Service*

173

174 Although they may not constitute the conduct of research, some aspects of
175 service to the Profession may signify national or international impact of a
176 candidate's research program. These activities include: service as reviewer or
177 panelist for national level funding agencies; service as peer-reviewer of
178 manuscripts to journals in the candidate's area of interest; convening national or
179 international conferences or symposia; serving on editorial boards of peer
180 reviewed journals or as an associate editor, discipline editors, or editor-in-chief.
181

182 *6) Other*

183

184 Other evidence of national or international impact of the candidate's research
185 program may be presented. The burden of proof is on the candidate to
186 demonstrate the national or international significance of any other research
187 accomplishment.
188

189 **c. Professional Development Guidelines for Promotion to**
190 **Associate Professor and Award of Tenure**

191
192 For an assessment of *Excellent*, the candidate has produced a record of
193 scholarship establishing a national reputation in his or her discipline.
194

195 For each year of service as an Assistant Professor, the candidate has published
196 typically on average more than one refereed article or book chapter, or the
197 candidate has published a book during the tenure-earning period.
198

199 The candidate has been a PI on an externally funded project including "seed"
200 grant funding, or has been Co-PI (or Co-I) on an externally funded project and/or
201 has made sustained attempts at funding as PI with positive reviews.
202

203 The candidate has made presentations at national conferences, and has played
204 active roles in professional service.
205

206 **d. Professional Development Guidelines for Promotion to**
207 **Professor or Award of Tenure at the Rank of Professor**

208
209 For an assessment of *Excellent*, the candidate has produced a record of
210 scholarship with a clearly established national reputation in his or her discipline.
211

212 For each year of service as an Associate Professor, or for each year since the last
213 post-tenure review, the candidate has published at least an average of one
214 refereed article or book chapter, or the candidate has published a book in a well-
215 regarded press.
216

217 The candidate has a record of maintaining a top-quality research program and,
218 where appropriate to disciplinary norms, has sustained external funding as PI.
219

220 The candidate has made presentations at national conferences, and has played
221 leadership roles in service to the profession.
222
223

224 **e. Evidence of Teaching**
225

226 The record of Teaching built by the candidate should show a commitment to
227 communicating the Geosciences to students and developing in them an
228 excitement about, and understanding of, the many and varied components and
229 aspects of the Earth system and its inhabitants. In this area, the candidate will

230 present evidence that includes his or her teaching portfolios from the years
231 under review in addition to other supporting documentation. The materials
232 should document not only classroom teaching, but also work with individual
233 undergraduate and graduate students. In addition, participation in pedagogical
234 development or conferences is recognized as an important activity. Where
235 appropriate, candidates may include the development and/or presentation of
236 local, regional, or national instructional workshops as evidence of Teaching.

237
238 The candidate must submit documentation of teaching activities organized
239 according to the categories of teaching listed in the College Manual (section V.F.).
240 The following evidence may be considered in assessing Teaching.

241
242 *1) Course Development*

243
244 Documents showing development of new courses, and updating of older courses,
245 may be presented in course portfolios. Courses should show up-to-date
246 expertise in the field, effective use of instructional technologies, as appropriate,
247 and high standards. Such material may include syllabi, course handouts, student
248 exemplar products, and other materials.

249
250 *2) Guidance of Student Research*

251
252 Documents showing effective guidance of student research, which may include
253 thesis and dissertation signature pages, directed studies, honors theses, grants
254 and awards obtained by students, and other related materials.

255
256 *3) Evidence of Positive Student Feedback*

257
258 One set of markers of effectiveness in classroom, laboratory, and field
259 instruction includes the pattern of scores and tone of comments across student
260 course evaluations, which are evaluated taking into account such factors as the
261 type of course. Numerical measures of student feedback and written comments
262 should indicate the candidate's abilities to enhance student interest and to
263 stimulate work and achievement by students. Written comments should show
264 evidence of a supportive teacher with high standards.

265
266 *4) External Grants for Teaching, Pedagogy, and Research Training*

267
268 In addition to grants specifically supporting instructional, pedagogical, or
269 training programs, fellowships and stipends for undergraduates, graduate
270 students, and post-docs on external research grants may be included.
271 Competitive internal grants supporting Teaching may also be applicable.

272
273 *5) Publications in Education or Pedagogical Journals*

274

275 Publications contributing to the scholarship of teaching and learning are valued.
276 Such publications may be considered in Professional Development (with
277 justification) or Teaching, but not in both. As with publications considered
278 under Professional Development, publications considered under Teaching
279 should be in rigorous peer-reviewed literature.
280

281 *6) Appropriate Levels of Student Performance*
282

283 Rates of students withdrawing or being awarded grades of D or F (DFW rates)
284 should not be significantly outside Department norms. Rates of students being
285 awarded grades of A-, A or A+ should not be significantly outside Department
286 norms. For both DFW and A-/A/A+ rates, the Undergraduate Director will
287 provide the candidate with Department grade distribution data for introductory
288 and upper level courses. It is up to the candidate to contextualize their grade
289 distribution data and provide supporting explanations of grade distributions
290 significantly outside Department norms.
291

292 *7) Evidence of Student Success*
293

294 As the goal of mentoring, advising, and research training is to provide students
295 with tools for success, it is useful to provide evidence of that success. Such
296 evidence may include documentation of former students entering graduate
297 programs, obtaining awards and honors, or taking professional positions.
298 Presentations or publications by students stemming from research may also be
299 applicable.
300

301 *8) Evidence of Teaching Creativity*
302

303 Examples of evidence for teaching creativity may include but not limited to: the
304 development of innovative pedagogical methods (relative to past delivery of
305 courses or relative to current ways of teaching for a given course) for
306 undergraduate or graduate teaching; the successful implementation of
307 innovative teaching methods; and publications/workshops/presentations
308 teaching pedagogical methodologies.
309

310

311 **f. Guidelines for Assessment of Teaching**
312

313 For an assessment of *Excellent*, the candidate has produced a strong record of
314 teaching. The candidate provides evidence documenting achievement in 5 of the
315 8 areas of evidence of Teaching including 1, 2, and 3.
316

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321 **g. Evidence of Service**

322
323 All faculty members are expected to be “good citizens” in the department, helping to
324 promote and to support the academic and other programs that the department
325 provides. The faculty member should strive for a sound service record. Service on
326 appropriate Department, College, University, and/or USG committees should be
327 accepted in consultation with the Chair.

328
329 The candidate must submit documentation of service activities organized according
330 to the categories of service listed in the College Manual (section V.G.). Service
331 activities considered include the following:

- 332 • Supervision of the purchase, repair, and maintenance of Department
333 instrumentation.
- 334 • Providing technical training to faculty, staff, or students, in field, laboratory,
335 or other analytical methods.
- 336 • Recruitment of undergraduate or graduate students to the Department.
- 337 • Membership on Department committees.
- 338 • Membership on College or University Committees.
- 339 • Membership on committees of professional organizations.
- 340 • Leadership in professional organizations.
- 341 • Membership in professional advisory boards serving the public.
- 342 • Engaging in K-12 support activities that are not suitable for inclusion as a
343 Teaching activity.
- 344 • Engaging in professionally-related public outreach.

345
346 **h. Guidelines for Assessment of Service**

347
348 Effective service is important to the function of the Department and the institution.
349 However, the Department acknowledges that extensive service, especially for
350 untenured faculty, can decrease the potential for scholarship and teaching. It is thus
351 expected that a candidate will perform service requests competently and in a timely
352 fashion, but that the Department will minimize requests for service from untenured
353 faculty. In general, Assistant Professors are expected to perform service at the
354 Departmental level, rather than at the College or University level.

355
356 Assistant Professors may be judged to have performed *Good* service, thus suitable
357 for promotion to the rank of Associate Professor if they submit evidence of effective
358 service at the Department level.

359
360 Associate Professors seeking promotion to Professor and untenured Professors
361 seeking tenure at their present rank must be evaluated as *Very Good* in Service to be
362 recommended for promotion. An evaluation of *Very Good* at this level entails a
363 strong record of service, including effective participation not only at the Department
364 level, but also at the College and/or University level and in the academic discipline.

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IV. DEPARTMENT ADVISORY COMMITTEES ON PROMOTION AND TENURE

Candidates for promotion to the rank of Associate Professor with Tenure and untenured Associate Professors who are candidates for Tenure will be reviewed by the Department Promotion and Tenure Committee I (P&T-I). P&T-I is composed of all tenured faculty members in the Department, excluding the Department Chair.

Candidates for promotion to the rank of Professor and untenured Professors who are candidates for Tenure will be reviewed by the Department Promotion and Tenure Committee II (P&T-II). P&T-II is composed of all tenured faculty members holding the rank of Professor, excluding the Department Chair.

The Department Chair will appoint one of the members of each Committee as the Chair of the Committee. The Dean will appoint Committee members from other Departments to comprise a Committee of at least 3 faculty members of the appropriate rank if necessary. No faculty member with a conflict of interest may participate in the review process at any level.

All Committees will report by majority vote and issue a recommendation to the Department Chair. If necessary, a dissenting minority report must be submitted to the Chair along with the Committee report. Signatures for the report and any minority report should be on a separate sheet of paper.

APPENDIX I:
Ratings Guidelines for Pre-Tenure Review

389 **A. Professional Development**

390

391 **Poor:** The faculty member maintains no program of professional development. No
392 publications, presentations, or grants are presented.

393

394 **Fair:** The faculty member has a limited research program evidenced by only
395 occasional publications or meeting presentations with no indication of growth in
396 research profile.

397

398 **Good:** The faculty member has a limited but growing research program, evidenced
399 by some peer-reviewed publications or attempts for grants.

400

401 **Very Good:** The faculty member has a research program with the potential to
402 develop into an emerging nationally competitive research program, evidenced by
403 publications, acquisition of modest grants and attempts for major funding (as
404 appropriate to the faculty member's subdiscipline), and presentations.

405

406 **Excellent:** The faculty member has established a nationally recognized research
407 program, or there are clear indications that the faculty member is well on the way to
408 establishing a nationally recognized research program, as evidenced by
409 publications, acquisition of major funding (as appropriate to the faculty member's
410 subdiscipline), and presentations.

411

412 **Outstanding:** The faculty member has achieved an internationally recognized
413 research program, as evidenced by national or international awards, publications,
414 acquisition of major funding (as appropriate to the faculty member's subdiscipline),
415 and presentations.

416 **B. Teaching**

417

418 **Poor:** The faculty member's teaching record shows a need for significant
419 improvement, and suggests that the faculty member is a substandard, ineffective
420 teacher. Only one of the Departmental criteria listed in the Promotion and Tenure
421 document is met.

422

423 **Fair:** The faculty member's teaching record shows him or her to meet all obligations
424 sufficiently. Only one or two of the Departmental criteria listed for Teaching in the
425 Promotion and Tenure document are met.

426

427 **Good:** The faculty member's teaching record shows him or her to meet all
428 obligations sufficiently. Two or three of the Departmental criteria listed for
429 Teaching in the Promotion and Tenure document are met.

430

431 **Very Good:** The faculty member's teaching record shows him or her to be an
432 effective teacher, making efforts at improving his or her teaching effectiveness.
433 Three or four of the Departmental criteria listed for Teaching in the Promotion and
434 Tenure document are met (including 1, 2, and 3).

435

436 **Excellent:** The faculty member's teaching record shows him or her to be an
437 innovative, exceptional teacher who has marked impact on student learning and
438 success, providing major leadership in development of instruction in the
439 department and/or university community. Five of the Departmental criteria listed
440 for Teaching in the Promotion and Tenure document are met (including 1, 2, and 3).

441

442 **Outstanding:** The faculty member's teaching record shows him or her to be an
443 innovative, exceptional teacher who has marked impact on student learning and
444 success, recognized as a national leader in development of instruction and/or
445 training of students or post-docs. Seven or eight of the Departmental criteria listed
446 for Teaching in the Promotion and Tenure document are met (including 1, 2, and 3).

447 **C. Service**

448

449 **Poor:** The faculty member may show up at general faculty meetings but manifests
450 no other significant service accomplishments. The faculty member may serve on
451 other departmental committees, but without a documentable, significant impact.

452

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

457

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

461

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

465

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

470

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

APPENDIX II:
Ratings Guidelines for Post-Tenure Review

475 **A. Professional Development**

476

477 **Poor:** The faculty member maintains no program of professional development. No
478 publications, presentations, or grants are presented.

479

480 **Fair:** The faculty member has a limited research program evidenced by only
481 occasional publications or meeting presentations with no indication of growth in
482 research profile.

483

484 **Good:** The faculty member has a limited but growing research program, evidenced
485 by some peer-reviewed publications or attempts for grants.

486

487 **Very Good:** The faculty member has an emerging nationally competitive research
488 program, evidenced by publications, acquisition of modest grants and attempts for
489 major funding (as appropriate to the faculty member's subdiscipline), and
490 presentations.

491

492 **Excellent:** The faculty member continues to maintain and advance a nationally
493 recognized research program, as evidenced by publications, a sustained level of
494 major funding (as appropriate to the faculty member's subdiscipline), and
495 presentations.

496

497 **Outstanding:** The faculty member has achieved an internationally recognized
498 research program, as evidenced by national or international awards, publications, a
499 sustained level of major funding (as appropriate to the faculty member's
500 subdiscipline), and presentations.

501 **B. Teaching**

502

503 **Poor:** The faculty member's teaching record shows a need for significant
504 improvement, and suggests that the faculty member is a substandard, ineffective
505 teacher. Only one of the Departmental criteria listed in the Promotion and Tenure
506 document is met.

507

508 **Fair:** The faculty member's teaching record shows him or her to meet all obligations
509 sufficiently. Only one or two of the Departmental criteria listed for Teaching in the
510 Promotion and Tenure document are met.

511

512 **Good:** The faculty member's teaching record shows him or her to meet all
513 obligations sufficiently. Two or three of the Departmental criteria listed for
514 Teaching in the Promotion and Tenure document are met.

515

516 **Very Good:** The faculty member's teaching record shows him or her to be an
517 effective teacher, making efforts at improving his or her teaching effectiveness.
518 Three or four of the Departmental criteria listed for Teaching in the Promotion and
519 Tenure document are met (including 1, 2, and 3).

520

521 **Excellent:** The faculty member's teaching record shows him or her to be an
522 innovative, exceptional teacher who has marked impact on student learning and
523 success, providing major leadership in development of instruction in the
524 department and/or university community. Five of the Departmental criteria listed
525 for Teaching in the Promotion and Tenure document are met (including 1, 2, and 3).
526 Normally, the record should demonstrate significant and highly effective
527 involvement in the direction of individual student work (item 2) beyond that which
528 is expected at the junior faculty level.

529

530 **Outstanding:** The faculty member's teaching record shows him or her to be an
531 innovative, exceptional teacher who has marked impact on student learning and
532 success, recognized as a national leader in development of instruction and/or
533 training of students or post-docs. Seven or eight of the Departmental criteria listed
534 for Teaching in the Promotion and Tenure document are met (including 1, 2, and 3).

535 **C. Service**

536

537 **Poor:** The faculty member may show up at general faculty meetings but manifests
538 no other significant service accomplishments. The faculty member may serve on
539 other departmental committees, but without a documentable, significant impact.

540

541 **Fair:** The faculty member may show up at general faculty meetings but manifests
542 few other significant service accomplishments. The faculty member may serve on
543 other departmental committees, but with few effective contributions to the business
544 of those committees.

545

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

549

550 **Very Good:** The faculty member demonstrates extensive, collegial, diligent, and
551 effective service and leadership at the department and college levels, as well as
552 participating in professional associations.

553

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

558

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