

COLORADO STATE UNIVERSITY
COMMITTEE ON NON-TENURE TRACK FACULTY
Unit Code Assessment Report on Service, Spring 2023

As multiple committees including the Workload Equity Task Force and the Advocates & Allies working group look at equity issues, the conversation around what service is and how it is evaluated has developed and begs further investigation. To help these groups and others identify areas where department codes could be improved and updated around service and in an attempt to uncover the best models currently in use at CSU for defining and evaluating service, CoNTTF reviewed codes across the colleges. The model for our review relied on our previous review of department codes with regard to the implementation of non-tenure track appointment types, promotions, and voting rights conducted in 2020-2021 with our report delivered in Spring 2021. As in that prior review, we read and analyzed 55 department codes across all 8 colleges and the libraries.

Our assessment reviewed each unit code with regard to

1. Definitions of service,
2. Service requirements and expectations,
3. Compensation for service,
4. Service assignments,
5. Performance expectations for service,
6. Metrics for evaluating service.

Results:

1. While the majority of codes mention service, the definitions of service show significant variation. Generally, the codes mention that service is a standard component in faculty's job responsibilities and may include meetings, committees, and events. Few codes provide a clear definition of what exactly service is and what counts as service. The following departments may provide the best starting point for crafting a well-defined understanding of service at CSU:

- Human Dimensions of Natural Resources
- Biomedical Sciences
- Mathematics
- Computer Science
- Economics
- Anthropology
- Design and Merchandising

These definitions are provided in Appendix I of this report.

2. Some codes do address service requirements for different ranks or appointment types, but the distinctions are often unclear or arbitrary. Many codes do not provide any guidelines for different service expectations among ranks or appointment types.

3. Performance expectations for service are often unclear, undefined, or arbitrary. Some codes like Agricultural Biology, Agricultural and Resource Economics, and Soil and Crop Sciences, provide specific expectations only for non-tenure track faculty, but not tenure line. Some codes like Human Development and Family Studies and Libraries specify an FTE percentage

appropriate for the faculty type, but do not supply guidelines about what those percentages mean. Most codes simply say that service is required, but do not provide further information about what the expectations are.

4. No codes describe or discuss compensation for service or how workload or FTE for service is calculated.

5. Few codes address how service is assigned. Some mention that faculty may be appointed to committees by department chairs, but other service is not described. No differences are made between service that might be assigned or service that people volunteer for.

6. No metrics for how FTE is calculated, what a percent of service is equal to, or how service is evaluated were discovered in any code. Several departments have rubric-like documents or white papers that provide guidelines for evaluation, but these guidelines are not part of the codified agreements in the departments. Sample metrics for the evaluation of service from Human Development and Family Studies, Agricultural Biology, Soil and Crop Sciences, Design and Merchandising, and the Libraries are provided in Appendix II of this report.

Recommendations:

1. Codes should provide a clear, measurable definition of service. Since departments are responsible for evaluating service, metrics for what constitutes a particular rating should be clearly and explicitly provided in the code.
2. Service, like teaching and research, needs to be defined more consistently across CSU and deployed more equitably. Some non-tenure track are teaching a 4/4 load with 10% service on top of that. As stated in the *Faculty Manual*, when service was added to Contract and Continuing Faculty workloads, service could not simply be added to their full-time jobs. Faculty needed to receive **either** additional compensation to reflect the larger responsibilities (above and beyond the raising of the base, which was irrelevant to service being added to Contract and Continuing Faculty responsibilities) **or** receive a course release. Section E.13.3.7 of the *Faculty Manual* states:

Departments are encouraged to include contract and continuing faculty in service assignments, especially through membership on appropriate departmental committees. Also, contract and continuing faculty are encouraged to participate in service activities when the opportunity arises. Such service shall be acknowledged in the effort distribution and the annual evaluation of the faculty member. In addition, it shall be compensated for by a reduction in other duties and/or supplemental pay. It is understood that a reduction in other duties may need to be averaged over more than just one or two semesters. For example, a continuing service percentage of 5% might be compensated for by a release of one course every fourth semester.

To our knowledge, no Contract or Continuing Faculty member has ever received a course release as an acknowledgement or in compensation for doing service over and above their full-time teaching load.

3. Many people who engage in service are contributing far more than is or should be required. Without metrics, CSU cannot know whether people are performing an appropriate amount of service, too much, or not enough. Somehow we must determine what 1% of service equals.
4. Consideration should be given as to pay or buy outs for those faculty found to be exceeding their service requirements. Equally, consideration should be given to changing pay or FTE percentages when faculty are found to be below their service requirement.

Requested Action Items

1. The Provost's Office provide templates of definitions of service and metrics to evaluate service as guidelines for departments. These could include rubrics or a tools like a Service Calculator (We have created a preliminary tool which is included as a supplement to this report).
2. All departments provide a specific and measurable definition of service.
3. All departments align specific and measurable expectations of service with ranks and appointment types and percent effort.
 - Service expectations for Senior Instructor should be equivalent to those of Assistant Professor, as these ranks are equivalent.
 - Service expectations for Master Instructor should be equivalent to those of Associate Professor, as these ranks are equivalent.
 - Note that in the College of Business several codes require Master Instructors to demonstrate the most successful level of service, more than Associate or Full Professors. This requirement should be re-aligned to an appropriate level for the rank immediately.
4. A review is conducted by the Provost's Office in conjunction with Faculty Council, and in accordance with the President's stated objectives, to determine if at the time that faculty were moved to Contract or Continuing appointments, whether their pay increased by 5-10% to account for their additional service duties (again, not counting changes to their pay accruing from raising the base or promotion; solely for the enlargement of the responsibilities that count as full-time) or whether they are owed a course release (or more) in accordance with the *Faculty Manual*.
5. Department codes are reviewed by the Provost's Office on a consistent and predictable schedule to ensure that codes are clear, consistent, and appropriate.

Appendix I: Sample Definitions of Service

➤ Human Dimensions of Natural Resources

University service may include: committee work (Departmental, College and University); interdisciplinary collaboration on academic programs or governance; development of special forums, symposia and other events; participation on search committees; and advising student organizations. b. Public service is often reflected in work on boards, commissions, task forces or working groups at the community, state, or national level and relevant to the faculty member's expertise. Technical assistance, training, development of extension activities and materials (e.g., handbooks, technical reports, videos, media interviews, field days, etc.), participation on evaluation or mediation teams - especially where they are directed at agencies or similar clients that we serve in our discipline – are all demonstrations of service. Awards for such service may prove a measure of quality. c. Participation in and contribution to professional societies may be evaluated by length of membership, offices held, conferences or symposia the person has helped organize, and service on editorial boards or as editor for journals. Invited presentations at professional meetings (e.g., plenary or keynote addresses) are evidence of the person's leadership and progressive work in the field. Letters of appreciation or recognition by outreach clients may serve as tangible evidence of contribution for both public and professional service.

➤ Biomedical Sciences

C. Outreach and Engagement

Service-related activities tend to increase in importance and number of assignments as an individual proceeds to a higher rank. Willingness to accept various assignments will be taken into consideration as being a contribution to the Department, the College, the University and the scientific community. Three forms of service-related activities are considered:

1. University and Public Service include service to the College and University in the form of assistance in governance; service on Department, College or University committees; service to State or Federal government or to the scientific community in the form of membership in groups reviewing or making funding recommendations for competitive grants; and reviewing of manuscripts.
2. Professional Service includes participation in professional societies by organization of symposia, service on committees, or holding office; provision of professional services to the public in University-sponsored clinics or laboratories; or organization of, or instruction in, short courses, continuing education, or other academic activities to transfer knowledge or techniques to fellow professionals or citizens in general.
3. Outreach and engagement include scholarship-based models that promote or stimulate interaction with the community including K-12 STEM activities that enhance engagement between the public, CSU students, staff and faculty. For the activity to be scholarly it should draw upon the academic and professional expertise of the faculty member while contributing to the public good and addressing or responding to real-world problems. Engagement and outreach activities such as service-learning, and conducting workshops and seminars; consultations; and the preparation of educational materials for these purposes may be integrated into research and teaching efforts.

➤ Mathematics

X.d.c Outreach and service

Given the mission of the Department and the College, outreach and service responsibilities of most faculty will be secondary to teaching and research. Outreach serves the local, state, and national communities. Service contributions can be to the Department, College, University, and to the profession.

Professional service includes:

- i. membership on national or international committees of professional societies
- ii. attendance at and organization of conferences and workshops
- iii. refereeing and reviewing journal manuscripts, conference proceedings, books, book chapters, and grant proposals
- iv. participation in grant proposal review groups for national and international agencies
- v. translating mathematical manuscripts for publication
- vi. journal editing
- vii. writing letters of recommendation for job applicants or scholarships, and nomination letters for awards
- viii. Institutional service contributions include: administrative assignments; service on Departmental, College, and University Committees; participation in recruiting undergraduates, graduate students, faculty, and staff. Evidence of outreach activity could include documentation of:
 - ix. participation in educational outreach programs
 - x. participation in programs for K-12 science and mathematics teachers
 - xi. participation in on-campus outreach events
 - xii. participation in campus-wide educational programs
 - xiii. development and delivery of distance education courses and materials
 - xiv. collaborative efforts with business and industry

➤ Computer Science

Evidence of effectiveness in professional service includes membership on national and international committees of professional societies; organization of workshops and conferences; memberships on program committees; reviewing journal manuscripts, conference submissions, books, book chapters, and grant proposals; participation in grant proposal review groups for national/international agencies; membership in standing and ad hoc committees that advise funding entities on research directions; positions on editorial boards and as editors; and recruitment and retention of diverse populations.

Evidence of effectiveness in university service includes membership on or chairing of standing or ad hoc committees at the department, college and university levels; and administrative assignments.

➤ Economics

Service contributions primarily include funded research, activities on department, college, and university programs and committees, and service in professional organizations. Non-refereed publications are a form of communication with the public and count as a service contribution. Service and outreach activities will only be counted if they are professional in nature. Extra-professional involvements with the community (such as volunteer work) are commendable but do not constitute service activities for the purpose of the annual evaluation.

➤ Anthropology

Activities that directly contribute to the ongoing functioning or development of departmental, college, and university organization, community, and the anthropological or geographical professions. Professional service includes activities which contribute to the organizational development and administration of professional and related scholarly organizations or to other universities and colleges or scholarly services to publishers. Service that supports the operation of the Department and elevates its reputation within the College of Liberal Arts and university.

➤ Design and Merchandising

Service and Outreach

Service and engagement are responsibilities that contribute to the academic mission of the University and advance the professions. At the departmental level, service involves participation in established committees, department activities, and/or special assignments. Participation in Department activities offers support to fellow faculty members and students and contributes to a departmental culture of collaboration. Examples include graduate student seminars, candidate presentations, special lectures, senior design show, fashion show, Ram Welcome, student organizations, and other departmental events. It also is important for faculty to participate in public relations on behalf of the Department. This includes contributing to the Department web page, sharing successes in the Department newsletter, assisting in student recruitment, and promoting the Department's reputation. Beyond the Department, faculty members are expected to contribute service in at least one category of College/University, Professional Association, Curriculum Development, Editorial, or Development activities. For these categories of service and engagement, faculty members are to describe the nature of their contributions as officers, board members, committee chairs, and committee members. Additional indicators for service of journal, grant, and dossier reviewing do not replace expectations in the two major categories.

Appendix II: Sample Metrics for Evaluation of Service

➤ Human Development and Family Studies

IV. SERVICE AND OUTREACH/ENGAGEMENT GUIDELINES

Expectations for Service and Outreach for faculty in the Department of Human Development and Family Studies are that faculty service contributions comprise 15% of load (unless otherwise approved by the Department Head) and include activities both internal and external to the University. The following Service and Outreach Guidelines represent the types of behaviors faculty members may use to document their performances. Service may result from assignment, election, or appointment. Service and Outreach includes the categories of department and program service, college and university service, professional service, and community service and outreach. Service accomplishments will be expressed not only in terms of hours of involvement, but in terms of leadership, scope, and depth of influence as well. Thus, as with all other missions, demonstration of impact is important and leadership on one committee that has a very strong influence may count as much as or higher than participation in a number of committees or even as chair of a committee with a smaller workload.

Administrative assignments (e.g., center director) are considered here as well, and in the following, chair of a significant committee (e.g., T&P) would be considered similarly to director of program or center. Thus, the following are rough guidelines for committee work, with the expectation that there will be variability based on type and extent of assignment. It will be the expectation that pre-tenure individuals will have smaller service assignments than individuals post-tenure, and expectations for service will be commensurate with rank (e.g., new early-career faculty will not be necessarily expected to serve as chairs of committees to earn superior).

IV A. DEPARTMENT, COLLEGE, UNIVERSITY, AND STATE SERVICE

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Chair of a major Department/College/University/State standing or ad hoc committee with accomplishment of set goals/charge	Chair of Department/College/University/State standing or ad hoc committee	Membership on one standing or ad hoc Departmental or College committee, or two or more time-limited and non-labor-intensive committees	Poor performance on a committee and with assigned committee work (e.g., irregular attendance, assigned tasks incomplete or late, not carrying weight in assignments - including asking others to do one's tasks that have been assigned, etc.)	No committee work Regularly declines committee assignments (e.g., assigned tasks that are not completed or contain significant errors, etc.)
Member of two or more major and/or work-intensive (i.e., frequent meetings, heavy workload or significant product outcome expected, etc.) Department/College/University/State committees with accomplishment of set goals	Member of two or more Department/College/University/State regular or ad hoc committees	Nominated for College/University/State service award	Meets committee goals, accomplishes charge of committee and produces expected outcome according to the timeline	Work delayed or not getting completed; tasks slipping through cracks; inadequate communication with Department Head, students, or faculty
Contributes to committee work and assignments in creative, innovative, and collaborative ways		Regularly attends Department faculty meetings	Minimal effort to improve when given feedback	Goals not met; no effort to improve when given feedback
Received College/University/State service award		Assigned tasks are completed on time		
		Goals are addressed and met; tasks are completed		

IV B. FACULTY AND PROFESSIONAL MENTORSHIP (NOTE: This is expected for faculty who are at the rank of Associate Professor, Professor, Senior Instructor or Master Instructor)

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Mentors department faculty or cooperative extension professionals in teaching and/or scholarship on a regular basis, resulting in demonstrated improvement in course, workshop, accepted paper or funded grant, or other significant product by the mentee	Mentors department faculty in teaching or scholarship (working with another faculty member on writing; working with other faculty to improve teaching) on a regular basis, resulting in submitted paper and/or grant submission on the part of the mentee	Collaborates with department faculty in teaching or scholarship Reviews article or grant proposal for a colleague through multiple drafts	Minimal faculty mentoring and collaboration (e.g., reviews an article or grant proposal once for a colleague) Does not demonstrate a collegial attention to help mentees	No faculty mentoring when asked Undermines the work of others
Looks for opportunities for the mentee to accomplish their goals and inspires a collegial culture	Encourages mentee to look for opportunities to accomplish their goals			

IV C. PROFESSIONAL/COMMUNITY SERVICE AND OUTREACH

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Leadership in national, state, or regional professional organization	Leadership in state or local professional organization	Membership in national, regional, state, or local professional organizations	Lack of participation in a national, regional, state, or local professional	No professional activities or memberships, and/ or avoids professional responsibilities
	Service on			

Receives national, state, or regional service award	committees in local or state organizations Service on committees in national organizations Recognition for service at any level; nominated for national/state award; receipt of local award	(e.g., AAMFT, APA, GSA, NCFR, SRCF, SRA)	organizations (e.g., minimal attendance at meetings, incomplete tasks, etc.)
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IV D. EDITORIAL/GRANT/PROFESSIONAL REVIEW

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Editor or Associate Editor of national or international refereed journal	Editorial board of a national or international refereed journal	Reviews at least 2-3 articles annually for refereed journals	Minimal review activity Only reviews or edits articles for state or local publications	No activity or avoids participation in reviewing grants or articles
Reviews grant proposals for a national funder	Reviews grant proposals for an international, regional, or state funder	Reviews grant proposals for a local funder		
Guest editor of journal/special edition/issue of journal	Reviews multiple journal articles for multiple journals (an expectation of about 6-8 year)			
	Serves as external reviewer on T&P request from peer institution or better			

➤ Agricultural Biology

Table 3.1: Evidence for <u>Service/ Outreach</u> : If >35% workload allocated to service/ outreach				
Categories	Instructor	Senior Instructor/ Assistant Professor	Master Instructor/ Associate Professor	Professor
Superior/Exceeds Expectations-	<p><i>Meets a minimum of 'meets expectations' criteria and one of the five following categories for exceeds expectations and three of the five following categories for superior (See types of service/outreach examples for each category in the Service/Outreach Categories and Examples Table)</i></p> <ul style="list-style-type: none"> • Department, College, University, and State Service • Faculty and Professional Mentorship • Professional/ Community Service • Editorial/ Grant/ Professional Review • Leadership 	<p><i>Meets a minimum of 'meets expectations' criteria and two of the five following categories for exceeds expectations and three of the five following categories for superior (See types of service/outreach examples for each category in the Service/Outreach Categories and Examples Table)</i></p> <ul style="list-style-type: none"> • Department, College, University, and State Service • Faculty and Professional Mentorship • Professional/ Community Service • Editorial/ Grant/ Professional Review • Leadership 	<p><i>Meets 'superior/ exceeds expectations' under Senior Instructor/ Assistant Professor rank AND exemplifies leadership AND broader scope of impact for conducted work.</i></p>	<p><i>Meets 'superior/ exceeds expectations' under Master Instructor/ Associate Professor rank AND exemplifies leadership AND broader scope of impact for conducted work.</i></p>
Meets Expectations-	<p><i>Meets a minimum of two of the following four criteria.</i></p> <ul style="list-style-type: none"> • Serves on department, college, and/or university committees • Participates in the normal operations of the department and program by attending faculty meetings, provides constructive input on issues, and attends functions such as student poster presentations and seminars • Contributes to the department/college/university commensurate to job description. • Is an affiliate and/or member of at least one professional organization <p>AND</p> <p><i>Meets a minimum of one of the following three criteria.</i></p> <ul style="list-style-type: none"> • Provides outreach to lay audiences on topics within area of expertise • Develops opportunities and fosters relationships for professional development or continuing education in the area of service. • Contributes to or participates in activities that showcase the department, college and/or university to external audiences 	<p><i>Meets the following four criteria.</i></p> <ul style="list-style-type: none"> • Serves on department, college, and/or university committees • Participates in the normal operations of the department and program by attending faculty meetings, provides constructive input on issues, and attends functions such as student poster presentations and seminars • Contributes to the department/college/university commensurate to job description. • Is an affiliate and/or member of at least one professional organization <p>AND</p> <p><i>Meets a minimum of one of the following three criteria.</i></p> <ul style="list-style-type: none"> • Provides outreach to lay audiences on topics within area of expertise • Develops opportunities and fosters relationships for professional development or continuing education in the area of service. • Contributes to or participates in activities that showcase the department, college and/or university to external audiences 	<p><i>Meets "meets expectations" under Senior Instructor/ Assistant Professor rank AND exemplifies leadership OR broader scope of recognition for conducted work by demonstrating significant impact in accordance with position description</i></p>	<p><i>Demonstrate evidence of sustainably meeting criteria under the Associate Professor rank AND/OR demonstrates national/international recognition.</i></p>
Below Expectations-	<p><i>Does not meet the minimum criteria for Service/Outreach excellence and mentoring as described under 'meets expectations.'</i></p>	<p><i>Does not meet the minimum criteria for Service/Outreach excellence and mentoring as described under 'meets expectations.'</i></p>	<p><i>Does not meet the minimum criteria for Service/Outreach excellence and mentoring as described under 'meets expectations.'</i></p>	<p><i>Does not demonstrate evidence of sustainably meeting criteria under the Associate Professor rank AND/OR does not demonstrate national/international recognition.</i></p>

➤ Soil and Crop Sciences

Figure 1. Career Promotion Pathways for CCAF: Instructor and Professor

Instructor Pathway *	Professor Pathway *
<p>Rank/ HR Classification: Instructor Working Title: Instructor</p> <p>Required:</p> <ol style="list-style-type: none"> 1. Minimum Master's degree (or commensurate specialized experience/training) 2. Minimum of 2 years professional experience <p>Preferred:</p> <ol style="list-style-type: none"> 1. Teaching experience in higher education setting 	
<p>Rank/ HR Classification: Senior Instructor Working Title: Senior Instructor</p> <p>Required:</p> <ol style="list-style-type: none"> 1. Minimum Master's degree (or commensurate experience) OR Instructor Rank 2. Minimum of 5 years professional experience as instructor (or equivalent) <p>Preferred:</p> <ol style="list-style-type: none"> 3. Teaching experience at CSU <p>Demonstrated Excellence in the following areas (dependent on FTE):</p> <ol style="list-style-type: none"> 4. <u>Effectiveness in Teaching</u> – As defined below 5. <u>Continuing education</u>- 5 hours per year 6. <u>Service</u> to the <i>department</i> that draws upon the individual's expertise 	<p>Rank/ HR Classification: Assistant Professor Working Title: Assistant Professor of Practice</p> <p>Required:</p> <ol style="list-style-type: none"> 1. Discipline specific terminal degree <p>Preferred:</p> <p>Record of achievement in the areas of instruction, Research, and Service</p> <p>Demonstrated Excellence in the following areas (dependent on FTE):</p> <ol style="list-style-type: none"> 7. <u>Effectiveness in Teaching</u> – As defined below 8. <u>Quality of Research</u>- As defined below 9. <u>Service</u> to the <i>department</i> that draws upon the individual's expertise

<p>Rank/ HR Classification: Master Instructor Working Title: Master Instructor</p> <p>Required:</p> <ol style="list-style-type: none"> 1. Minimum Master's degree (or commensurate experience) OR Senior Instructor Rank 2. Minimum of 5 years professional experience as Senior instructor (or equivalent) <p>Preferred:</p> <p>Teaching experience at CSU</p> <p>Demonstrated Excellence in the following areas (dependent on FTE):</p> <ol style="list-style-type: none"> 1. <u>Leadership in Teaching</u> – as defined below and with <i>comprehensive evaluations of these innovations</i> 2. <u>Continuing education</u>- 5 hours per year 3. <u>Service to Campus/ University</u> beyond the department that draws upon the individual's expertise 	<p>Rank/ HR Classification: Associate Professor Working Title: Associate Professor of Practice</p> <p>Required:</p> <ol style="list-style-type: none"> 1. Discipline specific terminal Degree OR Assistant Professor Rank 2. Minimum of 5 years professional experience <p>Demonstrated Excellence in the following areas (dependent on FTE):</p> <ol style="list-style-type: none"> 1. <u>Leadership in Teaching</u> – as defined below and with <i>comprehensive evaluations of these innovations</i> 2. <u>Leadership and Productivity in Research</u> 3. <u>Service to Campus/ University</u> beyond the department that draws upon the individual's expertise
	<p>Rank/ Classification: Full Professor Working Title: Full Professor of Practice</p> <p>Required:</p> <ol style="list-style-type: none"> 1. Discipline specific terminal Degree OR Associate Professor Rank 2. 10 years of professional experience Demonstrated Excellence in the following areas (dependent on FTE): 3. <u>Leadership in Teaching</u> – as defined below and with <i>comprehensive evaluations of these innovations</i> 4. <u>Sustainability in Research</u> 5. <u>Service to Communities</u> and partners beyond the University that draws upon the individual's expertise

➤ Design and Merchandising

C. SERVICE, ENGAGEMENT, AND OUTREACH

Service, engagement, and outreach are responsibilities that contribute to the academic mission of the University and advance the professions. At the departmental level, service involves participation in ongoing activities and in committee or special assignments. Participation in ongoing Department activities offers support to fellow faculty members and students and contributes to a departmental culture of collaboration. Examples include graduate student seminars, candidate presentations, special lectures (such as Executive in Residence), senior design show, fashion show, Ram Welcome, student organizations, and other departmental events. It is also important for faculty to participate in public relations on behalf of the Department. This includes contributing to the Department web page, sharing successes in the Department newsletter, assisting in student recruitment, and promoting the Department's reputation. Beyond the Department, faculty members are to contribute service in at least one category of College/University, Professional Association, Curriculum Development, Editorial, or Development activities. For these categories of service and outreach, faculty members are to describe the nature of their contributions as officers, board members, committee chairs, and committee members. Additional indicators for service are journal, grant, and dossier reviewing.

In addition to quantifiable benchmarks, it is important that the faculty member describe and make judgments concerning the quality of their work as it contributes to the faculty member's discipline. Numbers attached to the levels of evaluation are parameters that warrant supporting evidence of impact.

Department Service

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Leadership on one Department committee or special assignment	Service on two Department committees or special assignments	Participates in and contributes to Department activities AND Service on one Department committee or special assignment	No activity	

AND

Engagement

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Actively involved in engagement with community, industry, alumni, and/or professional partners	Developed relationships with community, industry, alumni, and/or professional partners	Initiating relationships with community, industry, alumni, and/or professional partners	No activity	
Active involvement of Avenir activities with the public	Developed relationships through Avenir activities with the public Exhibition of a body of work	Initiating relationships through Avenir activities that engage the public		

Plus service in at least ONE of the following categories

College/University Service

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Leadership on a College or University committee, council, or board Service award	Service on two College or University committees, councils, or boards	Service on one College or University committee, council, or board		

Professional Service

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
President of international or national association OR Annual conference program chair for international or national association OR Selected Fellow of international or national association Receives award for Service	Leadership of international, national, regional, or state-level committee OR Board member or officer of international or national association	Service on international, national, regional, or state committee		

Curriculum or Museum Programming Development

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Leadership on state or national curriculum or museum programming development project	Service on a national curriculum development or museum programming project	Service on a state curriculum development or museum programming project		

Editorial Activity

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Serves as Editor of an international/national refereed journal	Serves as Associate Editor of an international/national refereed journal	Serves on the editorial board of an international/national refereed journal		

Development Activity

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Brings in donations over \$25,000	Brings in donations between \$5,000-\$25,000	Brings in donations below \$5,000	No activity	No activity

Other Activity

Journal Reviewing

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Reviews three or more articles for a refereed journal OR Serves as a juror for three or more juried exhibitions	Reviews two or more articles for a refereed journal OR Serves as a juror for two or more juried exhibitions	Reviews one article for a refereed journal OR Serves as a juror for one juried exhibition		

Grant Reviewing

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Reviews grant proposals for a national agency or foundation	Reviews grant proposals for a regional or state agency or foundation	Reviews grant proposals for a local agency or foundation		

Dossier Reviewing

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Reviews three or more external T&P dossiers	Reviews two external T&P dossiers	Reviews one external T&P dossier		

Accreditation/External Program or Internal Department Review

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Leadership in national accreditation activity OR Internal department review	Serves as a team member on accreditation or review teams	Supports the accreditation or review process		

➤ Libraries

ASSESSING SERVICE, OUTREACH, AND ENGAGEMENT

Service and outreach include participation or leadership in organized activities that positively impact the Libraries, university, and profession. The merits of the faculty member's service will be evaluated as to the role of the faculty member, the importance of the service to the entity served, and on the extent of effort associated with the activity. Contributions to groups and task forces internal to the Libraries should be reviewed for Librarianship or Service. If the work of the group is part of the essential duties or goals of the individual's position, then it should be considered Librarianship (e.g., a collections task force and a librarian from Collection Strategy serving on it). Otherwise, it will typically be considered service. If there is ambiguity, the faculty member should consult with their supervisor to determine what counts as Service versus Librarianship.

Faculty members are expected to participate in service activities each year and are responsible for documenting the impact of their service activities. A faculty member is not expected to have significant service commitments in their first year of service.

Assessment	Definition	Examples
Superior	Extensive activity and/or leadership in service and outreach.	<ul style="list-style-type: none"> • Consistent and significant contribution in multiple service roles. • Significant leadership roles in library or university service, such as committees and/or professional organizations at the local, state, regional,

		national, or international level.
Exceeds Expectations	Substantial service activity.	<ul style="list-style-type: none"> • Multiple active service roles. • Active leadership or other significant role in service activities.
Meets Expectations	Engaged service activity.	<ul style="list-style-type: none"> • Active service roles. • Engaged service activity.
Below Expectations	Limited service activities.	<ul style="list-style-type: none"> • Limited, inconsistent, or passive service roles. • Lack of engagement in service roles.
Unsatisfactory	Minimal to no record of service.	<ul style="list-style-type: none"> • Minimal to no Libraries or university service activities.