
Department of ASL and Interpreter Education
College of Education
Eastern Kentucky University

Tenure & Promotion Policy, Procedures, Guidelines

Approved by ASLIE Faculty: 03/26/2021

Due date for review of ASLIE P&T document (initiated by the ASLIE Chair): 03/26/2026

I. INTRODUCTION

This document describes the process for promotion and tenure in the Department of ASL and Interpreter Education (ASLIE). The document is congruous with the policies described in the College of Education and the University's approved procedures for tenure and promotion and shall not supersede or conflict with them:

College of Education P&T Policy and materials can be found here: <https://coe.eku.edu/faculty-and-staff-resources>

University P&T Policy can be found on the University's Policy website, under "Promotion and Tenure": <https://policies.eku.edu/policies/p>

The present document is meant to add specificity to how ASLIE manages the procedures of promotion and tenure at the department level. It is intended to provide guidance and clarity to the department's academic expectations and to guide candidates in completing their applications.

The contents listed herein explain the requirements and procedures to be utilized by faculty and the compilation of supportive evidence and appeal (reconsideration) procedures to ensure due process for faculty within ASLIE.

Eastern Kentucky University, as a matter of principle, complies with the American Association of University Professors and the Association of American Colleges and Universities – [1940 Statement of Principles on Academic Freedom and Tenure](#). The AAUP and AAC&U statement addresses policy and procedural expectations for a wide variety of institutions of higher education. These principles have served as a guide in adopting the procedures as applied to the ASLIE Department, College of Education, as well as the University Policy.

Principles

1. The policy principles identified in the University policy (4.6.4P) shall be applied to the College and the Department evaluations of all faculty.
2. The primary and initial recommendation on matters of promotion and tenure shall be the responsibility of the Department committee elected by each Department to do these evaluations. Throughout the process at the

College of Education level, it will be remembered that the Department evaluations are given weight appropriate to this primacy.

3. The Departmental and College procedures not determined by the promotion and tenure procedures outlined in the University policy referenced above shall be developed by the faculty composing these units or their representatives and shall be known and agreed to by the faculty.
4. Throughout the promotion and tenure processes, principles of confidentiality must be respected.

II. CANDIDATE PROCEDURES AND RESPONSIBILITIES

- A. Candidates should be familiar with Department, [College](#), and [University](#) promotion and tenure policies and procedures.
- B. No later than May 1, the Department Chair shall notify faculty eligible for tenure in the next academic year of their eligibility. If a faculty member has not been notified by May 1 of tenure eligibility and believes this to be in error, the faculty member must submit a written request for review to the Department Chair, with a copy to the Dean.
- C. No later than September 1, eligible candidates for tenure and/or promotion shall notify the Department Chair in writing, with a copy to the Dean, of the intent to apply for tenure and/or promotion in the present academic year.
- D. It is the responsibility of the candidate to submit an application for tenure and/or promotion by the deadline stipulated in the Department promotion and tenure policy document. A candidate who is eligible for tenure but fails to submit an application shall be given a terminal appointment.
- E. Should an applicant for *promotion* choose to withdraw from candidacy, the applicant shall inform the Department Chair, the Dean, and the Provost in writing. Should an applicant for *tenure* choose to withdraw from candidacy, the applicant shall inform the Department Chair, the Dean, and the Provost in writing, and shall submit a letter of withdrawal prior to March 20 in the academic year the candidate is seeking tenure. *Tenure candidates* who withdraw from the process will be issued a terminal appointment.
- F. Materials will be prepared as specified in the Guidelines for Completing the Promotion and/or Tenure Application (available on the [COE Faculty and Staff Resources webpage](#)).

III. DEPARTMENT PROCEDURES AND RESPONSIBILITIES

- A. Each Department shall establish procedures for: 1) selecting a committee to consider promotion and tenure, and 2) operational guidelines for the committee. These shall include procedures for initial consideration, reconsideration and appeal.
- B. Procedures shall be approved by a majority vote of the members of the Department and reviewed by the Dean of the College for compliance with the University and College documents. They shall be filed in the Dean's office and the Departmental office.
- C. Changes in the procedures shall be made by a majority vote of the members of the Department and reviewed by the Dean by May 1 prior to the academic year in which they are to take effect.

- D. Department Chairs shall not serve as members on promotion and tenure committees at any level or on the Faculty Evaluation Appeals Committee. Furthermore, the Department Chair shall not sit in during committee deliberations; however, the committee chair may consult with the Department chair as needed.
- E. The committee shall be elected by all full-time faculty members of the department by September 10 for that academic year. The committee shall consist of no fewer than three voting members, elected from the full-time tenured faculty members in the department. When three full-time tenured faculty members are not available within the Department to serve on the committee, the Department chair, with consultation from the Department committee members, shall solicit the remaining membership from other departments within the College of Education.
- F. If a faculty member (or a member of his/her immediate family) is being considered for promotion and/or tenure, that person shall not serve on the committee.
- G. The committee shall use the University form for its report for recommending promotion and/or tenure.
1. The Department committee shall make a written recommendation, stating reasons for or against tenure and/or promotion. The voting members of the committee shall complete the appropriate recommendation form(s) for tenure, promotion, or both. Members of the committee shall sign the form(s), indicating the report's accuracy as it was approved by the majority of the committee. The application, the written recommendation, and the signed form(s) shall be submitted to the Department Chair.
 2. If the Department Chair's recommendations coincide with findings and recommendations of the Department committee, the Chair will indicate approval of that action.
 3. If the Department Chair disagrees with the committee's findings, the Chair will so indicate on the form, and will attach to the form the rationale for disagreeing with the committee's recommendation.
 4. The Department Chair, and/or together with the chair of the Departmental committee, shall review the recommendation of the Department Chair and the recommendation of the Departmental committee with the candidate, provide the candidate with a copy of the report (and all addenda), and secure the candidate's signed receipt.
 5. A faculty member may request reconsideration of the decision of the Department committee or Department Chair by submitting a written notification to the chair of the committee and the Department chair, with a copy to the Dean, within ten calendar days of notification and shall include relevant evidence.
 6. All recommendations will be submitted in an approved manner (e.g., folder, electronic folder, etc.) which shall include the University form and any statement or material the candidate chooses to submit, providing the Departmental committee and the Department Chair are fully aware of these items. The request for reconsideration should address concerns raised by the Department committee and/or the Department Chair and may include additional information in support of that clarification.
 7. The Dean will submit the recommendations approved by the Departmental committee and/or by the Department Chair to the College Promotion and Tenure Committee.
- H. Good Practices For ASLIE Department Faculty
1. All Department Chairs, members of Departmental and College Promotion

and Tenure Committees, and candidates for promotion and/or tenure are expected to be familiar with and to comply with the [University](#), [College of Education](#), and Departmental promotion and tenure policies and expectations (see criteria matrices at the end of this document).

2. Throughout the promotion and tenure processes, principles of confidentiality must be respected.
3. To ensure the procedural rights of the candidates for promotion and/or tenure, the Department Chair should provide copies (hardcopy or electronic) of the College and Departmental promotion and tenure guidelines to the candidate and to the appropriate Departmental committees as soon as a determination has been made that the faculty member is to be considered for promotion and/or tenure.
4. Policies for promotion and tenure shall state specific criteria to be used in the evaluation and how they shall be applied.
5. Policies for promotion and tenure shall be reassessed to ensure that they are continuing to support the stated purpose, mission, and goals of the University at least every five years.
6. A Departmental promotion and tenure committee should be chaired by an experienced individual who has previously served on a promotion and tenure committee.
7. Credit toward tenure and/or promotion. Some candidates for promotion and/or tenure may wish to apply prior service at another institution or place of employment toward the ECU probationary period. This must be agreed upon by the Department Chair and College Dean at the time of initial appointment and documented in the initial hiring letter and contract. Furthermore, for work at another institution to be considered for promotion and tenure purposes at ECU, complete documentation must be provided, including teaching evaluations, service record, and scholarly accomplishments.

Please refer to COLLEGE PROCEDURES AND RESPONSIBILITIES at <https://coe.ecu.edu/faculty-and-staff-resources>

Criteria for Reappointment of Tenure Track Faculty

Teaching	Service	Scholarly/Creative Activity
<p>Progress on Goals. Satisfactory progress on short- and long- term <u>teaching</u> goals established to achieve performance criteria (see Matrices below). Goals should be developed in consultation with the Department Chair and should <u>explicitly acknowledge and address</u> the re-appointment committees' recommendations from the previous year.</p> <p>Self-Evaluation. Satisfactory narrative that demonstrates depth and breadth of candidate's self-evaluation and self-awareness of performance against the Tenure Criteria. The narrative should be a reflective summary that is accurate and transparent about strengths and areas of growth. The narrative will be evaluated using criteria of: accountability to students and colleagues, collegiality, commitment to self-management, and a pattern of growth as an academic leader that will likely continue beyond the tenure period.</p> <p>Evidence. Adequate evidence to support the teaching narrative and listing of accomplishments.</p>	<p>Progress on Goals. Satisfactory progress on short- and long- term <u>service</u> goals established to achieve performance criteria (see Matrices below). Goals should be developed in consultation with the Department chair and should <u>explicitly acknowledge and address</u> the re-appointment committees' recommendations from the previous year.</p> <p>Self-Evaluation. (Same criteria as listed under "Teaching")</p> <p>Evidence. (Same criteria as listed under "Teaching")</p>	<p>Progress on Goals. Satisfactory progress on short- and long- term <u>scholarly/creative activity</u> goals established to achieve performance criteria (see Matrices below). Goals should be developed in consultation with the Department chair and should <u>explicitly acknowledge and address</u> the re-appointment committees' recommendations from the previous year.</p> <p>Self-Evaluation. (Same criteria as listed under "Teaching")</p> <p>Evidence. (Same criteria as listed under "Teaching")</p>

Criteria for <u>Tenure</u>		
Teaching	Service	Scholarly/Creative Activity
<p>Satisfactory narrative and supporting evidence that demonstrates depth and breadth of candidate's self-evaluation of performance against the following criteria:</p> <p>Accomplished overall AND Accomplished in <u>three</u> of the four categories:</p> <ol style="list-style-type: none"> 1. Instructional Planning & Design for Learning 2. Instructional Effectiveness 3. Department Evaluation of Instruction 4. Academic Advising 	<p>Satisfactory narrative and supporting evidence that demonstrates depth and breadth of candidate's self-evaluation of performance against the following criteria:</p> <p>Competent to Accomplished overall AND Accomplished in <u>two</u> of the four categories:</p> <ol style="list-style-type: none"> 1. Service to the University: Committee Work 2. Service to the University: Other 3. Service to the Profession 4. Professionally-related Service to the Community 	<p>Satisfactory narrative and supporting evidence that demonstrates depth and breadth of candidate's self-evaluation of performance against the following criteria:</p> <p>Competent to Accomplished in scholarly activities AND Accomplished in <u>two</u> or more categories:</p> <ol style="list-style-type: none"> 1. Publications 2. Presentations 3. Grants/Contracts 4. Creative Activity 5. Technological Achievements

Criteria for Promotion to Associate Professor		
Teaching	Service	Scholarly/Creative Activity
<p>Satisfactory narrative and supporting evidence that demonstrates depth and breadth of candidate's self-evaluation of performance against the following criteria:</p> <p>Competent to Accomplish overall AND Accomplished in <u>two</u> of the four categories:</p> <ol style="list-style-type: none"> 1. Instructional Planning & Design for Learning 2. Instructional Effectiveness 3. Department Evaluation of Instruction 4. Academic Advising 	<p>Satisfactory narrative and supporting evidence that demonstrates depth and breadth of candidate's self-evaluation of performance against the following criteria:</p> <p>Competent to Accomplished overall AND Accomplished in <u>two</u> of the four categories:</p> <ol style="list-style-type: none"> 1. Service to the University: Committee Work 2. Service to the University: Other 3. Service to the Profession 4. Professionally-related Service to the Community 	<p>Satisfactory narrative and supporting evidence that demonstrates depth and breadth of candidate's self-evaluation of performance against the following criteria:</p> <p>Accomplished in scholarly activities AND Accomplished in <u>two</u> or more categories:</p> <ol style="list-style-type: none"> 1. Publications 2. Presentations 3. Grants/Contracts 4. Creative Activity 5. Technological Achievements

Criteria for Promotion to Full Professor		
Teaching	Service	Scholarly/Creative Activity
<p>Satisfactory narrative and supporting evidence that demonstrates depth and breadth of candidate's self-evaluation of performance against the following criteria:</p> <p>Competent overall AND Outstanding in <u>one</u> of the four categories AND Competent in <u>one</u> other category*:</p> <ol style="list-style-type: none"> 1. Instructional Planning & Design for Learning 2. Instructional Effectiveness 3. Department Evaluation of Instruction 4. Academic Advising 	<p>Satisfactory narrative and supporting evidence that demonstrates depth and breadth of candidate's self-evaluation of performance against the following criteria:</p> <p>Competent overall AND Outstanding in <u>one</u> of the four categories AND Competent in <u>one</u> other category*:</p> <ol style="list-style-type: none"> 1. Service to the University: Committee Work 2. Service to the University: Other 3. Service to the Profession 4. Professionally-related service to the community 	<p>Satisfactory narrative and supporting evidence that demonstrates depth and breadth of candidate's self-evaluation of performance against the following criteria:</p> <p>Accomplished to Exceptional overall AND Exceptional in <u>one</u> of the categories AND Accomplished in <u>two</u> of the other four categories*:</p> <ol style="list-style-type: none"> 1. Publications 2. Presentations 3. Grants/Contracts 4. Creative Activity 5. Technological Achievements

ASLIE Teaching Criteria Matrix

Categories	Exceptional	Accomplished	Competent
Instructional Planning & Design for Learning	<p>Organization & alignment. Demonstrates a well-designed, learning-centered approach to teaching that places emphasis on the alignment of:</p> <ul style="list-style-type: none"> • course-level student learning outcomes (SLOs), • program-level learning objectives, • relevant standards (CCIE, ACTFL, critical thinking, etc.), • big ideas/powerful concepts in the discipline, and • enduring questions in the profession. <p>Demonstrates continuous improvement of their courses and the curriculum. Makes <u>significant</u> contributions to curriculum development and revisions. Wisely integrates current, evidence-based practices and models of ASL and interpreter education.</p>	<p>Organization & alignment. Demonstrates a well-designed, learning-centered approach to teaching that places emphasis on the alignment of:</p> <ul style="list-style-type: none"> • course-level student learning outcomes (SLOs), • program-level learning objectives, • relevant standards (CCIE, ACTFL, Critical Thinking, etc.). <p>Demonstrates continuous improvement of their courses and the curriculum. Contributes to curriculum development and revisions.</p>	<p>Organization & alignment. Demonstrates a well-designed, learning-centered approach to teaching that places emphasis on the alignment of:</p> <ul style="list-style-type: none"> • course-level student learning outcomes (SLOs), • program-level learning objectives, • relevant standards (CCIE, ACTFL, Critical Thinking, etc.). <p>Demonstrates continuous improvement of their courses.</p>
	<p>Assessment criteria. Establishes reasonable, balanced performance criteria that are <u>strongly-aligned</u> with the SLOs and critical thinking standards, shares those criteria with students <u>in advance</u>, and evaluates fairly and equitably according to those criteria. Encourages <u>high-levels</u> of student self-assessment. <u>Extensive</u> use of formative/summative assessment results to improve and individualize teaching, make course & program improvements, and further refine assessment tools.</p>	<p>Assessment criteria. Establishes reasonable, balanced performance criteria that are <u>aligned</u> with the SLOs, shares those criteria with students, and evaluates fairly and equitably according to those criteria. Encourages student self-assessment. <u>Some</u> use of formative/summative assessment results to improve and individualize teaching, make course & program improvements, and further refine assessment tools.</p>	<p>Assessment criteria. Establishes reasonable, balanced performance criteria that are <u>aligned</u> with the SLOs, shares those criteria with students, and evaluates fairly and equitably according to those criteria.</p>
	<p>Learning technology.</p>	<p>Learning technology.</p>	<p>Learning technology.</p>

	<p>Demonstrates <u>wise, creative,</u> and effective use of a <u>variety of routine and emerging</u> technologies to support <u>high levels</u> of: student engagement in learning, <u>innovation</u> in assessment, and achievement of SLOs. Supports students' future adaptability to new technology and models the use of tools in creative problem-solving within the discipline.</p>	<p>Demonstrates effective use of a <u>variety of routine technologies</u> to support student engagement in learning, assessment, and achievement of SLOs.</p>	<p>Demonstrates effective use of a <u>basic, routine technology</u> tools for supporting learning, course management, communication, and interaction.</p>
	<p>Function of courses. Design reflects <u>deep and broad</u> understanding of the function of their courses within the program, university and the achievement of entry-level competencies in students' professional service to future clients. Strongly supports the integration, and synthesis of skills and knowledge across the university curriculum. Supports students' curiosity, questioning, deep-learning, independent learning skills and tools for life-long growth. Helps prepare students to pursue their unique interests, secure society's freedoms, and connect with others in contributing to the vitality of a diverse, complex, and changing world.</p>	<p>Function of courses. Design reflects a <u>considerable level</u> of understanding of the function of their courses within the program, university and the achievement of entry-level competencies in students' professional service to future clients. Supports the integration, and synthesis of skills and knowledge across the university curriculum.</p>	<p>Function of courses. Design reflects a <u>basic</u> understanding of the function of their courses within the program and department.</p>
Instructional Effectiveness	<p>Effectiveness. Demonstrates <u>exceptional</u> teaching methods and strategies in <u>all</u> courses that reflects <u>high levels</u> of student engagement and success.</p> <p>Examples of exceptional teaching practices include the discussion in the book <i>What the Best College Teachers Do</i> by Ken Bain.</p>	<p>Effectiveness. Demonstrates <u>good</u> teaching methods and strategies in <u>all</u> courses that reflect student engagement and success.</p>	<p>Effectiveness. Demonstrates <u>good</u> teaching methods and strategies for <u>most</u> of their courses that reflect student engagement and success.</p>
	<p>Student opinion of teaching. Majority of student course evaluations on the university approved instrument (i.e., eXplorance Blue) rate overall</p>	<p>Student opinion of teaching. Majority of student course evaluations (eXplorance Blue) rate overall teaching style as "Good." Broad themes of</p>	<p>Student opinion of teaching. Majority of student course evaluations (eXplorance Blue) rate overall teaching style as "Average." Broad themes of</p>

	<p>teaching style as “Excellent.” Broad themes of student comments are commensurate with Outstanding performance. Demonstrates <u>a deep level of</u> reflectiveness in interpreting evaluation results. Consistently and precisely aligns and achieves teaching professional development goals based on results.</p>	<p>student comments are commensurate with Above Average performance. Demonstrates reflectiveness in interpreting evaluation results. Consistently aligns and achieves teaching professional development goals based on results.</p>	<p>student comments are commensurate with Average performance. Aligns and achieves teaching professional development goals based on results.</p>
<p>Department Evaluation of Instruction</p>	<p>Peer evaluation. Peer evaluation and/or department chair evaluations are reflective of Outstanding performance. Demonstrates <u>a deep level of</u> reflectiveness in interpreting evaluation results. Consistently and precisely aligns and achieves teaching professional development goals based on results.</p>	<p>Peer evaluation. Peer evaluation and/or department chair evaluations are reflective of Above Average performance. Demonstrates reflectiveness in interpreting evaluation results. Consistently aligns and achieves teaching professional development goals based on results.</p>	<p>Peer evaluation. Peer evaluation and/or department chair evaluations are reflective of Average performance. Aligns and achieves teaching professional development goals based on results.</p>
<p>Academic Advising</p>	<p>Advising evaluation. Majority of advising evaluations rate advising skills as reflective of Outstanding performance. Demonstrates <u>a deep level of</u> reflectiveness in interpreting evaluation results. Consistently and precisely aligns and achieves advising professional development goals based on results.</p>	<p>Advising evaluation. Majority of advising evaluations rate advising skills as reflective of Average performance. Demonstrates reflectiveness in interpreting evaluation results. Consistently aligns and achieves advising professional development goals based on results.</p>	<p>Advising evaluation. Majority of advising evaluations rate advising skills as reflective of Average performance. Aligns and achieves advising professional development goals based on results.</p>

ASLIE Service Criteria Matrix

Categories	Exceptional	Accomplished	Competent
Service to University: Committee Work	University committees. Demonstrates leadership at college or university level as committee chair and service on all committee levels.	University committees. Serves on department and college level committees. Demonstrates leadership as chair of one or more committees or subcommittees.	University committees. Serves on department level committees and one or more college or university level committees.
Service to University: Other	Other University service. Demonstrates leadership and/or extensive work in service activities, such as those areas listed in Average and Above Average. Additional examples of Outstanding performance include serving as Department Chair, Chair of CCIE Self-Study Review, and significant mentoring of tenure-track faculty.	Other University service. Involved in college and/or department level service in areas such as those listed under Average and leadership/service in areas such as, but not limited to: mentoring of adjunct instructors, advising ASLA, ASL challenge test coordinator, assessment coordinator (TracDat), leadership on a successful Action Agenda project, leadership at annual DeafBlind retreat, providing professional development for colleagues that increases the effective and progressive use of technology.	Other University service. Demonstrates willingness of service to the Department in such areas including but not limited to: translation and interpretation services, support of recruitment events, support of ASLA, ASL LLC, DeafBlind events, contributing content to Department website and Facebook page, involved in the production of various video projects for the Department, assisting colleagues, and providing professional development/technology support.
Service to the Profession & Social Justice Organizations in the Deaf Community	Service to the profession/Deaf community. Demonstrates leadership and/or extensive work for professional organizations, including national, regional, or state agency partnerships. May include leadership in non-profit organizations related to the well-being of Deaf/Hard of Hearing/DeafBlind people. Outstanding performance includes serving in the role of Co-PI on an MOA with a state agency that provides services/outreach.	Service to the profession/Deaf community. Shows active support for professional organizations through committee work and/or leadership roles. Serves on state agency and/or non-profit boards or committees. Provides professionally-related in-service workshops such as the summer ASL immersion. Other examples include serving as a local test administrator for RID or EIPA.	Service to the profession/Deaf community. Member of professional organizations and attends conferences.
Professionally Related Community Service/ Regional Stewardship	Professional service to the region. Demonstrates leadership and/or extensive involvement in community service such as areas listed under Above Average. May include <u>extensive</u> pro-bono professional services to non-profit organizations, ASL mentoring to Deaf children or families with Deaf members, and/or SSP services to DeafBlind people.	Professional service to the region. Is consistently involved in more than one community service activity. Professionally-related community service includes being an SLPI interviewer/rater, providing interpreter/translation services, serving DeafBlind individuals as a SSP, ASL mentoring to Deaf children and/or parents of Deaf children, being a supervisor for temporary licensed interpreters.	Professional service to the region. Has been involved in one community service activity.

ASLIE Scholarly/Creative Activity Criteria Matrix

Categories	Types of Activity	Exceptional	Accomplished	Competent
ASL or English Publications	ASL or English articles <ul style="list-style-type: none"> ● Research ● Field-related Commentary, etc. ● Scholarship of Teaching ● Bibliographical Essay ● Proceedings 	<p>ASL or English publications. Publishes original empirical/theoretical work in peer-reviewed publications.</p> <p>Outstanding performance may include 2 to 3+ publications as lead/sole author, or equal contribution to co-authored works (2 authors). It may also include extensive multi-author publications of original research articles and/or an extensive combination of all publication types that is commensurate with Outstanding performance.</p> <p>Target peer-reviewed academic journals may include: Deaf Studies Digital Journal, Journal of American Sign Languages and Literatures, Journal of Interpretation, International Journal of Interpreter Education, Sign Language Studies, etc.</p>	<p>ASL or English publications. Publishes various field-related work in peer-reviewed publications including:</p> <ul style="list-style-type: none"> ● commentaries, ● popularized scholarly summaries, ● action research ● reviews of books/ curriculum/ media, ● interviews with experts, ● entries in specialized encyclopedia, or ● translations of short pieces <p>Examples of Above Average performance may include 1 to 2 original empirical/theoretical publications and 2 to 3+ field-related works or a combination of all publication types that is commensurate with Above Average performance.</p> <p>Target field-related publications may include: Acadeafic.com, ASLTA newsletter, Streetleverage.com, RID Views, CIT website, Acadeafic.com, etc.</p>	<p>ASL or English publications. Publishes (non-peer-reviewed) with positive impact.</p> <p>Examples include but are not limited to:</p> <p>Self-published field-related work that has legitimate positive reviews, a number of legitimate purchases/downloads at a level commensurate with Average performance.</p> <p>Professional vlog/blog series that has a number of followers or views at a level commensurate with Average performance.</p> <p>Field-related Wikipedia entries that have considerable level of crowd-sourced quality ratings.</p> <p>Self-published translation works with evidence of a positive impact on the audience.</p>
	Books or translation of books, ASL language resources (curricula, archives, databases, dictionaries).	<p>ASL or English book/sections/resources. Entire book or editor of book published by a reputable publisher.</p> <p>Outstanding performance could include 3+</p>	<p>ASL or English book/section/resources. Book chapter(s) published with a peer-review process by a reputable publisher.</p> <p>May include a combination of all</p>	<p>ASL or English book/section/resources. Self-published field-related work that has legitimate positive reviews, a number of legitimate purchases, or downloads</p>

<p>ASL or English Publications (continued)</p>		<p>peer-reviewed chapters of substantial quality published by a reputable academic publisher or university press (Gallaudet University Press, John Benjamins).</p> <p>May include an extensive combination of all publication types that is commensurate with Outstanding performance.</p>	<p>publication types that is commensurate with Above Average performance.</p>	<p>commensurate with Average performance.</p>
	<p>Journal editor</p>	<p>Editor. Significant service on a peer reviewed academic journal board such as the ones listed above.</p>	<p>Editor. Significant service on a peer reviewed professional publication board such as RID Views.</p> <p>Above Average could include being a guest/ad hoc reviewer on several academic journal articles or book/book sections published by reputable publishers. Explain whether the invitation to review is based on the candidate's recognized level of expertise/ publications on the topic.</p>	<p>Editor. Guest/ad hoc reviewer.</p>
<p>ASL or English Presentations (Having an abstract accepted is not equivalent to actually being present at the venue and making the presentation to your audience.)</p>	<p>Professional/ research conferences</p> <ul style="list-style-type: none"> ● Paper ● Poster ● Workshop ● Symposium ● Seminar <p>Evidence of the level of quality of professional development workshops can include evaluation results from participants.</p>	<p>Peer-reviewed presentations. Original empirical/theoretical research presentations especially at national/ international level.</p> <p>Outstanding performance may include 3 to 4+ national/int'l presentations on a variety of topics as lead/sole presenter, or equal contribution on co-presented papers (2 authors). It may also include an <u>extensive</u> combination of all</p>	<p>Peer-reviewed presentations. Action-research papers, posters of original research, or high-quality professional development workshops at a variety of state/regional/national levels.</p> <p>Above Average performance may include 3 to 4+ presentations on a variety of topics as lead/sole presenter, or equal contribution on co-presented papers (2 authors). It may also include a combination of</p>	<p>Peer-reviewed presentations. Peer-reviewed <u>or invited</u> professional development workshops at state/local conferences.</p>

		presentation types that is commensurate with Outstanding performance.	all presentation types that is commensurate with Above Average performance.	
	Invited presentations <ul style="list-style-type: none"> • Forums/panels • Television presentations • Keynotes 	Invited presentations. National/international level	Invited presentations. Regional/state level	Invited presentations. Local level
	Expert Witness	Expert witness. National/international level	Expert witness. Regional/state level	Expert witness. Local level
Research/ Creative Activity Grants/ Contracts	Sponsored research or creative endeavors from: <ul style="list-style-type: none"> • Federal agencies • Non-profit foundations • Corporate contracts <p>Service/Outreach grants, contracts, or MOA generally are not considered scholarship; however, in some instances sufficient justification can be made for consideration.</p> <p>(For general Service/Outreach funding, see Service Criteria Matrix)</p>	Research/creative activity grants. Externally Funded. Examples of Outstanding performance include significant funding from competitive federal grants or foundation gifts.	Research/creative activity grants. Externally/internally Funded. Examples of Above Average performance may include several competitive awards.	Research/creative activity grants. Externally/internally not Funded. Includes quality proposals that were not funded.
Creative Activity	Creative activity types include: <ul style="list-style-type: none"> • ASL Performances • Deaf Art Exhibits • Production or translation of ASL eBooks for Deaf youth • Original ASL literary/poetic compositions • Curation of Deaf history documents/artifacts 	Creative activity. Juried at national/international level or creative works published by reputable publisher such as DawnSignPress, Journal of American Sign Languages and Literatures, etc.	Creative activity. Juried at regional/state level or creative works published with considerable external positive reviews.	Creative activity. Juried at local level or creative works self-published with some positive comments by users.

	<ul style="list-style-type: none"> • Highly competitive call for conference interpreters 			
Technology Advancements	<p>Technology development types:</p> <ul style="list-style-type: none"> • Developed web or mobile apps • Created videogames/VR/AR that support ASL learners • Creative/innovative adaptation of existing technology • Develop online language or interpretation resources or databases 	<p>Technology. Content and technology innovation widely adopted and/or positively evaluated by several opinion leaders/experts.</p> <p>Outstanding performance may include the commercialization or widely-adopted use of a technology product.</p>	<p>Technology. Content and technology innovation positively evaluated by two experts outside the University and/or adopted by a considerable number of users.</p>	<p>Technology. Content and technology innovation positively evaluated inside the University.</p>