College of Education and Applied Human Sciences (CEAHS)
Policy on Tenure and Promotion
Revised April 2023

Consistent with University Policy: 4.6.4 POL Tenure and Promotion, and the AAUP and AAC&U "1940 Statement of Principles on Academic Freedom and Tenure," the CEAHS Policy on Tenure and Promotion establishes specific objective criteria and processes by which tenure and promotion decisions shall be made within the College.

CEAHS respects the uniqueness of disciplines within the College. Accordingly, primary responsibility (and weight) for evaluations of tenure-track faculty is given to the elected, tenured, faculty members within the Department, and the Department Chair. At Eastern Kentucky University, providing excellent teaching is every faculty member's primary - but not exclusive - mission. University policy states that the basis for decisions related to a faculty member's tenure and promotion shall be made on documented verifiable evidence compared to specific criteria for teaching, scholarly/creative activities, and service, in a confidential and transparent process.

The CEAHS criteria for teaching and service are uniform across all departments. However, expectations for scholarship may differ by department based on the nature of the discipline, presentation and publication standards of the discipline, and the definition of a "terminal graduate degree" in an appropriate discipline, and as approved in compliance with Policy 4.6.1, Determining Qualifications for Faculty Teaching Credit-Bearing Courses. The terminal degree is the highest academic degree awarded in a field. Generally, the terminal degree will be the doctorate; however, sometimes an advanced professional degree or a master's degree will be the terminal degree in a particular field.

Examples of scholarship include but are not limited to peer-reviewed publications, presentations of practice, research, or theory, grant awards, collaboration with colleagues in the conduct of research or scholarship, the scholarship of teaching and learning, serving as a journal reviewer or editor, published textbooks, books, or chapters, professional publications, and recognition as a scholar in an identified area. A more precise definition may be provided in department P&T policies.

Degree Requirements by department follow:

Department of American Sign Language & Interpreter Education (ASLIE)

For ASLIE tenure-track faculty, the terminal degree is the master's degree in ASL Teaching, Interpreter Education, Linguistics, or a related field

AND

appropriate national professional certifications (for example from the Registry of Interpreters for the Deaf (RID), American Sign Language Teachers Association (ASLTA), or other related certifications)

OR

may substitute certification with a minimum of an ASL Proficiency Interview (ASLPI) rating level of 4, or an ASL: Sign Language Proficiency Interview (SLPI) rating level of "Superior" and obtain ASLTA certification within 2 years of initial employment for the continuation of a contract.

Department of Applied Human Sciences (AHS)

For AHS faculty in the **Child and Family Studies Program**, the terminal degree is an EdD or PhD in any of the following areas: Human Development and Family Studies, Human Ecology, Family and Consumer Sciences, Applied Human Sciences, Curriculum and Instruction, Marriage and Family Therapy, Child Development, Interdisciplinary Early Childhood Education, Special Education, Education, or a related field.

For AHS faculty in the **Family and Consumer Sciences Education Program**, the terminal degree is an EdD or PhD in any of the following areas: Family and Consumer Sciences Education, Career and Technical Education, Education, Apparel Design and Merchandising, or Interior Design.

For AHS faculty in the **Food and Nutrition Program**, the terminal degree is a PhD in one of the following areas: Public Health, Clinical Nutrition, Nutrition, Food Science, Hospitality Management, Health Education, Exercise Science, or Nutritional Science; or an EdD in Health Promotion or Kinesiology.
> Note: While a Chef credential (CHE) is unique and fulfills a need for the Culinary Nutrition and Food Management Concentration, it would not be the terminal degree.
> Note: The Dietetics Concentration is accredited and must have a Didactic Program Director that is a registered dietitian nutritionist credentialed by the Commission on Dietetic Registration.

For AHS faculty in the **Global Hospitality and Tourism Program**, the terminal degree is a PhD in one of the following areas: Hospitality Management; Hotel Administration; Food and Hospitality Systems; Hospitality Administration; Retail, Hospitality, and Tourism Management; Hospitality and Tourism Management; Hospitality and Tourism; Food Service and Lodging Management; Parks, Recreation and Tourism Management; Recreation, Parks and Tourism; Recreation, Park and Tourism Sciences; Hospitality, Tourism, and Retail Management; Hotel and Tourism Management

Department of Clinical Therapeutic Programs (CTP)

For CTP faculty in the **Communication Sciences and Disorders Program**, the terminal degree is a research doctorate (PhD or EdD) in Communication Sciences and Disorders, Speech-Language Pathology, Rehabilitation Sciences, or a related field.

For CTP faculty in the **Counselor Education Program**, the terminal degree is a research doctorate (PhD or EdD) in Counselor Education, Counselor Education and Supervision, or a related field.

Department of Teaching, Learning, & Educational Leadership (TLEL)

> For TLEL faculty, the terminal degree is an earned doctorate (PhD or EdD) in Education, Curriculum and Instruction, or closely related field from a regionally accredited or internationally recognized institution.

It shall be the responsibility of the Dean to ensure that faculty members' qualifications meet the College-level criteria prior to their hiring and candidacy. Some candidates for promotion and/or tenure may wish to apply prior service at another institution toward the EKU probationary period. For work at another institution to be considered for promotion and tenure purposes at EKU, complete documentation must be provided, including teaching evaluations, service record, and scholarly accomplishments. 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.

No later than April 15, the Dean shall notify the Department Chair of faculty eligible for tenure in the next academic year.

No later than May 1, the Department Chair shall notify faculty eligible for tenure in the next academic year of their eligibility and provide them with guidelines and deadlines for application submission in the next academic year.

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.

No later than September 1, all eligible candidates for tenure shall notify the Department Chair in writing, with a copy to the Dean, of the intent to apply for promotion or tenure in the present academic year.

Failure to comply with these dates does not result in de facto tenure.

It is the responsibility of the faculty member seeking tenure and/or promotion (Candidate) to assemble a complete collection of supporting evidence of successful work in a dossier that will be evaluated by the Department Committee. The dossier must include appropriate evaluations of performance in teaching, scholarly/creative activities, and service.

The Department review shall be limited to professionally-relevant considerations and shall include documented evidence of performance from the Candidate, students, other faculty, and appropriate administrators. Performance is reviewed in the areas of teaching, scholarly/creative activities, and service to assure that it meets established criteria. In reviewing all three areas, collegiality shall be considered. The documented evidence shall be reported by the faculty member in a self-evaluation (application), which is a major part of the Candidate's dossier. Committee decisions will be based on the evidence presented. Thus, the failure of the faculty member to provide supporting evidence of any activity will cause the Committee to discount that activity. At each level, the Candidate shall be notified in writing of the results of the deliberations, including the reasons for the resulting recommendations. No individual participant in the process may vote at more than one level of the process.

Following Committee review, the Candidate's dossier is reviewed by the Department Chair. The Chair may concur or disagree with the Committee's findings. The Department Committee and the Department Chair shall provide justification for or against tenure and/or promotion, in writing, in the dossier.

CEAHS policy is consistent with University Policy 4.6.4 POL in all respects concerning tenure Appointments. Faculty members should consult University Policy 4.6.4 POL for:

- Eligibility, Page 2
- Adjustment to Probationary Period, Pages 2 & 3
- Tenure Recommendations, Page 3
- Failure to Attain Tenure, Page 3
- Provisions of Tenure, Pages 3 & 4
- Application of Tenure and Promotion, Page 4
- Criteria for Tenure and Promotion, Pages 4, 5, 6, & 7

CEAHS CANDIDATE PROCEDURES AND RESPONSIBILITIES

Candidates are expected to be familiar with Department, College, and University promotion and tenure policies and procedures.

If an applicant for promotion chooses to withdraw from candidacy, the applicant shall inform the Department Chair, Dean, and Provost in writing.

It is the responsibility of the Candidate to apply 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 apply, shall be given a terminal appointment. If an applicant for tenure chooses to withdraw from candidacy, the applicant shall submit a letter of withdrawal informing the Department Chair, Dean, and Provost before March 20 in the academic year the Candidate had been seeking tenure. Candidates for tenure who withdraw from the process will be issued a terminal appointment.

The Candidate will be responsible for putting all promotion and tenure material in the University's current recording system for faculty teaching, service, and scholarship. The documentation for promotion and tenure must be recorded in this system to be considered as part of the dossier. Materials must be prepared as specified in the Guidelines for Completing the Promotion and/or Tenure Application.

CEAHS DEPARTMENT PROCEDURES AND RESPONSIBILITIES

By September 10, each Department shall elect a Committee of no fewer than three full-time, tenured, members of the Department faculty to review dossiers of faculty members being considered for promotion and tenure and enact operational guidelines for the Committee. These guidelines shall include procedures for initial consideration, reconsideration, and appeal. If a Department is too small to provide such a committee, the Department may select a full-time tenured faculty outside the Department with the advice of the College Dean. In this case, the

faculty member may not serve on the promotion and tenure committee of more than one Department.

The members of the Department P&T Committee will select their own chair. Whenever possible, the Department P&T Committee should be chaired by an experienced individual who has previously served on a Promotion and Tenure Committee.

Operational guidelines, policy, and procedures shall be approved by a majority vote of the full-time tenured and tenure-track members of the Department faculty and reviewed by the Dean of the College for compliance with the University and College documents. They shall be filed in the offices of the Provost, the Dean, and the Department.

Changes in the procedures shall be made by a majority vote of the full-time tenured and tenure-track members of the Department faculty and reviewed by the Dean by May 1 prior to the academic year in which they are to take effect.

A faculty member may not serve on the Promotion and/or Tenure Committee of an immediate family member.

The Committee shall use the University form to report its recommendations regarding promotion and/or tenure.

The Department P&T 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 self-evaluation (application), the written recommendation, and the signed form(s) shall be submitted to the Department Chair. The Candidates' signature merely acknowledges that the faculty member is aware of the documentation. The signature does not imply agreement with the recommendation.

CEAHS DEPARTMENT CHAIRS PROCEDURES AND RESPONSIBILITIES

Department Chairs shall NOT serve as a member on any Promotion and Tenure Committees, at any level, or on the Faculty Evaluation Appeals Committee. Furthermore, Department Chairs shall not sit in during Committee deliberations unless invited by the Department Committee.

If the Department Chair's recommendations coincide with the findings and recommendations of the Department Committee, the Chair will indicate approval of that action.

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.

The Department Chair, singly, or with the Chair of the Departmental Committee, shall review the recommendations of the Department Committee and the Department Chair with the Candidate,

provide the Candidate with a copy of the report (and all addenda), and secure the Candidate's signed receipt.

A faculty member may request reconsideration of the decision of the Department Committee or Department Chair by submitting 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.

All recommendations will be submitted in a folder that shall include the University form and any statements or material the Candidate chooses to submit, provided that 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.

The Department Chair is responsible for ensuring that a reassessment of the Policy on Promotion and Tenure is conducted at least every five years.

CEAHS COLLEGE PROMOTION AND TENURE COMMITTEE PROCEDURES AND RESPONSIBILITIES

The Dean will submit the recommendations approved by the Departmental Committee and/or by the Department Chair to the College Promotion and Tenure Committee for review. College Promotion and Tenure Committee must be comprised of six members, plus one alternate, each of whom holds the rank of Associate or Full Professor and collectively characterize the diversity within the College.

The College Promotion and Tenure Committee shall review dossiers (applications).

The Committee confirms that College-level criteria are met and that the Department criteria have been fairly applied.

The College Promotion and Tenure Committee may consult with the Department Chair, the Chair and/or member(s) of the Department Committee, other faculty members, and/or the Candidate before making a recommendation.

The voting members of the Committee shall complete the appropriate recommendation form(s) for tenure, promotion, or both. If the Committee does not concur with the recommendations of the Department Committee, the Department Chair, or both, the College Committee shall state in writing the reasons for the differing recommendations. 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 College Dean.

Changes in the College procedures shall be made by a majority vote of the full-time tenured and tenure-track members of the College and shall be reviewed by the Provost by May 1 prior to the academic year in which the changes are to take effect.

CEAHS DEAN PROCEDURES AND RESPONSIBILITIES

Upon receipt of the College Promotion and Tenure Committee's report on a Candidate, the Dean shall review the application and recommendations. The Dean may consult with previous decision-makers and/or the Candidate before making a recommendation. The Dean shall provide a separate recommendation regarding tenure and/or promotion.

If the Dean does not concur with the recommendations of the Department Committee, the Department Chair, the College Committee, or any of the three, the Dean shall state in writing the reasons for the differing recommendations. The Dean shall notify the Candidate in writing of the recommendations of the College Committee and of the Dean, with justification for these decisions.

Promotion applications receiving a negative recommendation by the Dean shall not be reviewed further unless the Candidate submits a brief letter to the Dean, with a copy to the Department Chair, within 5 calendar days of notification by the Dean requesting that the review process continue. This is not an appeal.

The recommendation and the application materials (per University guidelines) shall then be forwarded to the Provost.

UNIVERSITY REVIEW

The Provost shall review applications. The Provost shall ensure that University level criteria are met and shall determine that the appropriate procedures have been followed at all levels.

The Provost may consult with previous decision-makers and/or the Candidate before making a recommendation. The Provost shall provide a separate recommendation regarding tenure and/or promotion. If the Provost does not concur with the recommendations of the Department Committee, the Department Chair, the College Committee, the Dean, or any of the four, the Provost shall state in writing the reasons for the differing recommendations.

The Provost shall notify the Candidate in writing of his/her recommendation, with justification for the recommendation.

No later than March 15, the Provost shall submit all recommendations to the President of the University.

APPEALS PROCESS

Following notification of the Provost's negative recommendation, the Candidate may appeal to the President, who shall convene the Faculty Evaluation Appeals Committee (FEAC). Acceptable grounds for requesting such an appeal are:

- a decision is arbitrary, capricious, or not supported by factual data
- a violation of procedural due process

- a violation of academic freedom

The Candidate will submit a written request for appeal to the President of the University within ten (10) calendar days of notification of the Provost's recommendation, with a copy to the Provost and to the Dean of the College. The request shall state the grounds for an appeal and shall provide evidence in support of such grounds.

The President shall convene the FEAC to review the appeal.

The FEAC shall evaluate the body of evidence as it relates to the grounds for appeal. The FEAC may meet with decision-makers, meet with the Candidate, or consult with others as necessary to evaluate the grounds for appeal. The FEAC shall report its findings and recommendations to the President—with a copy to the Candidate, the Department Chair, the Dean, and the Provost— within fourteen (14) calendar days of receipt of the case, except in extenuating circumstances.

The President shall decide on the appeal within fourteen (14) calendar days of receiving the findings of the FEAC, except in extenuating circumstances. Possible actions by the President could include, but are not limited to:

- Upholding the recommendation of the lower level(s)
- Reversing the recommendation of the lower level(s)
- Reconvening the FEAC to meet with appropriate decision-makers and report additional findings. The FEAC should meet with the Candidate before reporting additional findings to the President.

The President shall notify the Candidate in writing of the appeal decision. All appeal decisions are final.

THE PRESIDENT AND THE BOARD OF REGENTS

The President shall evaluate recommendations, including those reviewed by the FEAC, on their merits and shall provide a final recommendation to the Board of Regents.

Official notification of a Candidate that tenure will not be awarded shall be given at least one year prior to the Candidate's termination of employment at the University.

The Board of Regents shall have final approval authority for tenure and promotion recommendations.

The President shall formally notify Candidates in writing of the decision of the Board of Regents.

APPENDIX A

Tenure and Promotion Matrix

This Matrix is meant to provide general guidance for
Department P&T Committees in
the College of Education and Applied Human Sciences
to be used in support of the professional judgment of the faculty

Tenure Criteria

Teaching	Service	Scholarship
Accomplished overall with evidence and Accomplished with evidence in three of the five categories	Competent to Accomplished overall with evidence and Accomplished with evidence in two of the five categories	Competent to Accomplished in scholarly activities with evidence and Accomplished with evidence in two or more categories

Promotion Criteria

Promotion to Assistant Professor

Teaching	Service	Scholarship
Competent to Accomplished overall with evidence and Accomplished with evidence in two of the five categories	Competent with evidence in at least three categories or Accomplished in one category and Competent in one other category with evidence	Competent with evidence in two or more categories

Promotion to Associate Professor

Teaching	Service	Scholarship
Competent to Accomplished overall with evidence and Accomplished with evidence in two of the five categories	Competent to Accomplished overall with evidence and Accomplished with evidence in two of the five categories	Accomplished in scholarly activities overall with evidence and Accomplished with evidence in two or more categories

Promotion to Professor

Teaching	Service	Scholarship
Accomplished overall with evidence and Exceptional in one of the five categories and Accomplished in one other category with evidence	Accomplished overall with evidence and Exceptional in one of the five categories and Accomplished in one other category with evidence	Accomplished to Exceptional overall with evidence and Exceptional in one of the categories with evidence and Accomplished with evidence in two of the other five categories

Teaching Matrix

Categories	Exceptional	Accomplished	Competent	Novice
Instructional Planning	Demonstrates well-organized approach to teaching/clinical supervision that places emphasis on relationship and application of knowledge and skills and models of best practices in the professions	Demonstrates an organized approach to teaching/clinical supervision that places emphasis on the relationship and application of knowledge and skills	Demonstrates an organized approach to teaching/clinical supervision. Inconsistent emphasis on application of skills and knowledge	Lapses in organizational approach to teaching/clinical supervision. No emphasis on application of skills and knowledge
	Establishes reasonable, quality-oriented standards of performance, shares those standards with students, and evaluates objectively according to those standards	Establishes reasonable standards of performance, shares those standards, and evaluates according to the standards	Establishes evaluation criteria for course work	Evaluation criteria lacks clarity, is subjective, or not shared with students.
	Demonstrates appropriate use of educational technology for planning and implementation of instructional goals, well-designed learning activities, and student assessment in distance learning courses (e.g., two-way video, online)	Demonstrates appropriate uses of educational technology for planning and implementation for course management and teacher, content, and student-student interaction in distance learning courses (e.g., two-way video, online)	Moving toward integration of technology into teaching and learning activities	Little to no integration of technology into teaching and learning activities
	Instructional plans reflect understanding of the function of their course(s) within the Program, Department, College, and University	Instructional plans reflect understanding of the function of their course (s) within the Program, Department and College	Instructional plans reflect an understanding of the function of their course(s) within the Program and Department	Instructional plans reflect a lack of understanding of the function of their course(s) within the Program or Department
Instructional Effectiveness (Departments may wish to identify [in advance] difficult-to-teach courses which may require some downward adjustment in ratings expectations.)	Demonstrates exceptional teaching methods/clinical supervision skills	Demonstrates good teaching methods/clinical supervision skills for all of his/her courses	Demonstrates good teaching methods/clinical supervision skills for most of his/her courses	Demonstrates ineffective teaching methods/clinical supervision skills
	Majority of student evaluations (more than 50% on official University evaluation of courses taught) rate the overall instructor mean as '4' to '5'. Majority of student comments when evaluated across semesters are consistent with quantitative ratings	Majority of student evaluations (more than 50% on official University evaluation of courses taught) rate the overall instructor mean as '4'. Majority of student comments when evaluated across semesters are consistent with quantitative ratings	Majority of student evaluations (more than 50% on official University evaluation of courses taught) rate the overall instructor mean as '3' to '4'. Majority of student comments when evaluated across semesters are consistent with quantitative ratings	Majority of student evaluations (more than 50% on official University evaluation of courses taught) rate the overall instructor mean as 3 or below. Or inconsistency noted in student comments and quantitative ratings

Department Evaluation of Instruction	Second form of teaching evaluation, which may include peer evaluation and/or Department Chair evaluations, rate teaching as above average to high	Second form of teaching evaluation, which may include peer evaluations and/or Department Chair evaluations, rate teaching as average to above average	Second form of teaching evaluation, which may include peer evaluations and/or Department Chair evaluations, rate teaching style as average	Second form of teaching evaluation, which may include peer evaluations and/or Department Chair evaluations, rate teaching style as average to below average or Second form of evaluation is not provided
Effective Teaching Method	Always displays exemplary teaching fundamentals including arriving early and starting on time, informs students of the expectations for the course, enthusiastically models best instructional practices, and provides meaningful feedback in a timely manner. Routinely reflects on one's own teaching.	Usually displays sound teaching fundamentals including starting on time, informs students of the expectations for the course, enthusiastically models instructional practices, and provides meaningful feedback in a timely manner. Is reflective.	Sometimes displays appropriate teaching fundamentals including starting on time, shares expectations for most assignments in the course, uses appropriate instructional practices, and provides feedback.	Is still developing appropriate teaching fundamentals. Usually starting on time, is still developing appropriate instructional practices including the provision of meaningful feedback.
Technology integration	Is able to develop an online course that meets QM guidelines. Is very adept at using the Learning Management System, online library resources and common instructional applications including word processor, spreadsheet, social media, Smart classroom, adaptive devices, and multimedia.	Is able to develop an online course. Is able to use the Learning Management System, online library resources and common instructional applications including word processor, spreadsheet, social media, Smart classroom, adaptive devices, and multimedia.	Is able to teach an online course. Is able to use the Learning Management System, online library resources and the most common instructional applications including word processor, spreadsheet, and social media.	Is able to teach an online course. Can navigate the most common parts of the Learning Management System, and the most common instructional applications including word processor, spreadsheet, and social media.

Service Matrix

Categories	Exceptional	Accomplished	Competent	Novice
Service to the University: Committee Work, including master's Thesis, Dissertation Committees, and mentoring student-led research	Demonstrates leadership or extensive service at College or University level with evidence of service	Demonstrates leadership or extensive service on Department and College level Committees with evidence of service	Actively serves on Department level Committees and one or more College or University level Committees with evidence of service (minutes of meetings, documentation of involvement, etc.)	Serves on Department level Committees or provides little evidence of service
Service to the University: Other including uncompensated clinical supervision and independent studies	Demonstrates engaged leadership and/or extensive work in service activities with evidence (e.g., minutes, agendas, presentations, etc.), such as those areas listed in Competent or Accomplished	Involved in College and/or Department level service in areas such as those listed under Competent, (examples could also include coordinating Programs; assisting part-time colleagues; assisting with accreditation work; analyzing data related to admission, recruitment, retention, accreditation; and sponsoring student groups)	Demonstrates willingness to provide service to the Department (e.g., in such areas as supervising-students, assisting colleagues, mentoring new faculty, serving on Program admission interview Committees, recruitment events, and providing professional development)	Demonstrates little willingness to provide service to the Department or provides little evidence of service
Service to the profession	Demonstrates engaged leadership and/or extensive work for professional organizations with evidence. Provides professionally-related in- service workshops and consultation to schools and other organizations	Shows active support for professional organizations through Committee work and/or leadership roles with evidence. Provides professionally-related in-service, workshops, and consultation to schools and other organizations	Membership and participation in professional organizations with evidence	Little membership or participation in professional organizations or no evidence is presented
Professionally-related service to the community and professionally-related service to community agencies	Demonstrates engaged leadership and/or extensive involvement in professionally-related community service with evidence	Is consistently involved in more than one professionally-related community service activity	Has been involved in one professionally-related community service activity	No involvement in professionally-related service to the community or no evidence is presented

Academic advising	Majority of advising evaluations rate advising skills as exceeds expectations	Majority of advising evaluations rate advising as meets expectations to exceeds expectations	Majority of advising evaluations rate advising as meets expectations	Majority of advising evaluations rate advising as below expectations or no advising evaluation data is provided

Service Notes:

Professionally-related service is service that reflects the special training or education of the person who is delivering it. If anyone, regardless of background, could provide the service it is probably not professionally-related. All service to the community or to community agencies is valuable and worthwhile but professionally-related service is valued more for the P&T process.

Scholarship Matrix

Categories		Exceptional	Accomplished	Competent	Novice
Publications[1] (Peer-reviewed refereed count more than non-peer reviewed non-refereed publications)	Articles Research Scholarship of Teaching Bibliographical Essay Proceedings/Annual	Publishes at national/ international level	Publishes at regional level	Publishes at state/local level	Submits works for publication
	Books Monographs	Entire book or editor of book	Book chapter(s)	Refereed/invited book review	Submits works for publication
	Journal Editor	National level	Regional/state level		
Presentations[1] (Peer-reviewed refereed count more than non-peer reviewed non-refereed presentations)	Professional Organizations Paper Workshop Symposium Seminar	Juried at national/ international level	Juried at regional level	Juried at state/local level	Submits presentation proposals
	Invited[2] Participation in forums Television presentations	National/ international level	Regional/state level	Local level	Not applicable
	Expert Witness[2]	National/ international level	Regional/state level	Local level	Not applicable
Grants/contracts[3]		Externally Funded (above $10,000 or Principal Investigator or extensive work with evidence)	Externally ($10,000 or less)/Internally Funded	Externally/internally Not Funded	No evidence of submitting grants
Creative Activity[2]	Performances Exhibits Books for Youth Compositions	Juried at national/ international level	Juried at regional/state level	Juried at local level	Non-juried or no evidence

Technological Achievements	Web Sites (Creation) Video Multimedia Blogs Apps	Content and technologically reviewed, outside University or award recognition inside and/or outside University	Content and technologically reviewed, inside and/or outside College	Content and technologically reviewed, inside and/or outside Department	No evidence of technological achievements or content not reviewed

Scholarship Notes:

1. To be considered as refereed or juried these tests must be passed:
   - Jury Test - published materials are blind-reviewed by professionals and/or utilize editorial review boards (applied to only specific content areas).
   - Vanity Test - the publication receives no more than 15% of the cost of publications from the authors (or the equivalent of the cost of reprints.)

2. Quality Test - professionals in the field should advise as to the rigor of the invited presentations and/or creative activity.

3. Quality Test - professionals in the field should advise as to the rigor of the competition and the significant benefits to the Department, College and/or University.

4. Scholarship is professionally-related and reflects the special training or education of the person who is delivering it. If anyone, regardless of background, could produce the scholarship it is probably not professionally-related. Faculty may provide readership, viewer analytics, or reference data to substantiate relevance to the profession.

5. Awards related to technology products utilized for instruction may be counted as a technological achievement with documentation that demonstrates that the award was made based on the evaluation of the technology rather than the instruction.