

GOVERNORS STATE UNIVERSITY
STATEMENT OF DIVISION CRITERIA
FOR
EVALUATION OF FACULTY FOR RETENTION, PROMOTION, TENURE
IN THE DIVISION OF MANAGEMENT, ADMINISTRATIVE SCIENCES,
MARKETING, AND PUBLIC ADMINISTRATION
EFFECTIVE AY2005-2006

PREAMBLE

This preamble provides guidance and an overview of the considerations the various committees and individuals should make when evaluating faculty members in the Division of Management, Administrative Sciences, Marketing, and Public Administration for retention, promotion, or tenure. These division criteria specify that faculty must be judged in three areas of accomplishment: Teaching/Performance of Primary Duties, Research/Creative Activities, and Service.

The criteria provide differing standards depending upon the faculty member's "year of consideration" or whether he/she is applying for promotion or tenure. Additionally, these division criteria provide examples of evidence that the faculty member may submit to show that the standards have been achieved. While examples of evidence are provided, e.g., "course materials prepared by the faculty member," "book reviews," "essays," "serving as an officer in a professional organization," the mere submission of such evidence is not sufficient. Reviewing individuals and committees are obligated to consider and make judgments about such matters as the content, quality, appropriateness, currency, frequency, thoroughness, clarity, and relevance of all evidence submitted (the previous listing is illustrative and not inclusive).

The reviewing individuals and committees will consider the candidate's achievement of the criteria by considering, in the aggregate, the quality and importance of all evidence presented, keeping in mind that "Of the three areas of responsibility, teaching/performance of primary duties is considered the most important."

INTRODUCTION

For the purpose of evaluating Division faculty, the Division shall be divided into two separate subcommittees for recommendation purposes, with tenured-Public Administration members of the faculty recommending for Public Administration faculty and tenured Management, Marketing, and Administrative Science faculty members recommending for Management, Marketing, and Administrative Science faculty. Recommendations will be presented to the Division Personnel Committee for final action. The person being evaluated shall not vote or participate in deliberations in his/her own case.

Candidates for tenure must be deemed doctorally qualified by the appropriate accrediting bodies, namely, North Central Accreditation Agency, NASPAA, and ACBSP, or other professional accreditation organizations. (NASPAA is for Public Administration, ACBSP for the business disciplines.)

The application of evaluation criteria stated below is understood to be a guideline. Judgment, informed by the professional norms of the relevant disciplines, is to be used in determining how well faculty members meet the established criteria. The evaluation process should ensure that performance will be evaluated in terms of quality and that achievements are not merely enumerated.

Evaluation for retention/tenure/professional advancement is based on judgment of performance in three areas:

- I. Teaching/Performance of Primary Duties
- II. Research/Creative Activity
- III. Service

These three areas are to be achieved at the levels of appropriate, satisfactory, effective, highly effective, significant, highly significant or superior depending upon the evaluation area and the number of years credited toward tenure or application for Professional Advancement.

The following table identifies the standards that a faculty member's performance must meet for retention or tenure/associate professor and for full professor.

	Teaching/Primary Duties Standards	Research Standards	Service Standards
Year One:	<i>Satisfactory</i>	<i>Appropriate</i>	<i>Appropriate</i>
Year Two:	<i>Effective</i>	<i>Effective</i>	<i>Effective</i>
Year Three:	<i>Highly Effective</i>	<i>Effective</i>	<i>Effective</i>
Year Four:	<i>Highly Effective</i>	<i>Effective</i>	<i>Effective</i>
Year Five:	<i>Highly Effective</i>	<i>Significant</i>	<i>Effective</i>
Tenure/Associate Professor:	<i>Superior</i>	<i>Highly Significant</i>	<i>Effective</i>
Promotion to Full Professor:	<i>Superior</i>	<i>Superior</i>	<i>Effective</i>

Note that as per Article 17.4 of the contract, "The evaluation period for tenure shall be the entire term of employment in probationary status at the university."

Implementation Date for Division/Department/Unit Criteria

The new Division/Department /Unit criteria shall be effective subject to the provisions of 17.4 (b) on September 1, 2005 and shall remain in effect for the duration of this Agreement.

Article 17.5 c provides that: “In retention evaluations, the performance standards shall be used to judge an employee’s performance during the entire evaluation period. In tenure evaluations, the performance standards shall be used to judge whether an employee’s performance has reached the required degree of effectiveness by the end of the evaluation period.”

Article 21.2 d on PAI, provides that: “Awards are based on performance over a period of three or more consecutive years considered in the aggregate, that is taken as a whole through the period of evaluation. The evaluation period shall be a period that ends with the Spring/Summer trimester of the academic year preceding the application. At least the three academic years (nine trimesters, Fall through Spring/Summer) must be included.”

Performance Standards and Types of PAIs

- (1) There are two types of PAIs for Full Professors. The applicant for a PAI may choose to apply based on any one of the two following sets of performance standards identified in the table below:

Performance Standards for PAI for Full Professors			
	Teaching/Primary Duties Standards	Research Standards	Service Standards
PAI Teaching/ Research	Superior	Superior	Effective
PAI Teaching/ Service	Superior	Highly Effective	Superior

- (2) There are three types of PAI for University Professors. The applicant for a PAI may choose to apply based on any one of the three following sets of performance standards identified in the table.

PAIs for Faculty Who Remain University Professors			
	Teaching/Primary Duties Standards	Research Standards	Service Standards
PAI/ Teaching	Superior	Significant	Significant
PAI/ Research	Superior	Superior	Effective
PAI/Service	Superior	Effective	Superior

Particular emphasis shall be given to those activities which are directly connected to the University’s Mission, Goals and Priorities as reflected in the criteria and the College’s Strategic Plan. It is appropriate for the faculty member to identify the latter activities that may be noteworthy.

TEACHING/PRIMARY DUTIES

Of the three areas of responsibility, teaching/performance of primary duties is considered the most important.

Evaluation of teaching/performance of primary duties for a non-tenured faculty member and all tenured Unit A Faculty who are applying for promotion or professional advancement increase must include review of SEIs and the actual SEIs in every class taught during the evaluation period unless explicitly excluded by agreement between the faculty member and the chair, e.g., if a faculty member is teaching a new course or if the course is not in the faculty member's area of expertise. The evaluation of teaching/performance of primary duties shall also be based on a review of:

1. syllabi and other course materials prepared by the faculty member,
2. observations by faculty peers and dean/division chair.
3. indicators of indirect instruction, and
4. other factors related to quality of performance.

Sources for evaluation judgments:

1. Samples of all instructional materials prepared by the faculty member and employed in the teaching process shall be reviewed. This includes, but is not limited to, syllabi, outlines, reading lists, examinations, study guides, audio- and videotapes, computer software, laboratory preparations, and transparencies. However, all syllabi must be included. Where multiple sections have been taught during an academic year, one example will suffice. These materials shall be evaluated for teaching effectiveness as indicated by:
 - a. Content - Accuracy, currency, appropriateness
 - b. Organization - Logic, consistency, clarity
 - (1) Syllabi should include the following elements: course number and title; instructor's name; brief description of course content; expected student outcomes; topical outline; major reading and writing assignments; evaluation procedures; textbooks; and bibliography (if appropriate).
 - (2) Course outlines must demonstrate that subject matter is thoroughly presented and that current information is included in course content.
 - (3) Evaluation mechanisms are consistent with content covered in the course.
 - (4) Faculty member should select appropriate instructional materials.

2. Observation of teaching/primary duties is an important consideration and can be used as part of evaluation. Observations may be those of other faculty in the division or program, and the division chair, or others as appropriate. Guidelines for observations are:
 - a. At their discretion the dean and/or the division chair may observe the performance of faculty within their unit. Generally, no more than three visits will be made during a particular trimester to the classes of an individual faculty member. Visits will include at least one faculty member of the Division Personnel Committee. If after diligent effort the chair is unable to get a faculty member to accompany him/her, the chair may conduct the observation alone.
 - b. Peer review/mandatory observation by a peer faculty member for a minimum of one class during the evaluation period is required for all non-tenured Unit A Faculty members. A faculty member will not be held accountable for peer observations if he/she has requested peer observation and the faculty member(s) requested to observe did not follow through with the observation. These observations should be arranged at mutually agreeable times. Observations shall result in a written statement that follows a standard protocol. It should be addressed to the person observed with comments concerning factors from among those below.
 - c. Observation should normally be by prior arrangement one month in advance and at the mutual convenience of observer(s) and faculty.
 - d. Failure of division chair or dean to conduct the observations shall not prejudice the faculty member's application.
3. Other factors for teaching/primary duties evaluation judgment include but are not limited to the following assignments:
 - a. advising;
 - b. working with adjunct and/or other colleagues to improve instruction/service;
 - c. participating in and contributing to program development and University program reviews;
 - d. participating in the development and evaluation of students; e.g., serving on thesis and Master's Research Paper/Practicum committees, developing and grading exams, etc.;
 - e. supervision of student internships and practica; and
 - f. developing and implementing international programs.
4. Among the factors to be considered in evaluating teaching performance are:
 - a. instructor's knowledge of content;
 - b. organization of content presentation;

- c. ability to promote student participation;
 - d. effective use of classroom time;
 - e. consistency of classroom content with outline in syllabus;
 - f. appropriate learning strategies;
 - g. whether the course is taught for the first time;
 - h. whether technique, format, or strategies are new or presented for the first time;
 - i. analysis of SEI scores;
 - j. appropriate and clearly defined grading policy,
 - k. other materials as presented by the faculty member; and
 - l. other appropriate evidence.
5. Evaluation of performance of primary duties is based on:
- a. the amount of time required to discharge these duties;
 - b. the timeliness, quality, thoroughness and accuracy of the work; and
 - c. the employee's record in effectively cooperating with individuals and groups necessary to discharge these duties.

Levels of Performance

Evaluators are required to rate the employee's level of performance with regard to teaching/primary duties on the five point interval measurement scale of :

Not Satisfactory
Satisfactory
Effective
Highly Effective
Superior

Retention in Probationary Year One--Satisfactory Performance

In order to be retained in probationary year one evaluators must rate teaching performance and performance of primary duties as at least satisfactory in the aggregate using the above five point interval scale.

Examples of factors for evaluative judgments include, but are not limited to:

1. Student SEIs including comments (mandatory).
2. Course syllabi. Illustrative evaluative judgment: Course syllabi provide required information and reflect accurate, current and appropriate content.
3. Course outline. Illustrative evaluative judgment: Course outline is logical and reflects thorough presentation of subject matter.
4. Utilization of appropriate teaching supplements: guest lectures, field trips, computer software, films, videotapes, etc. Illustrative evaluation judgment: Teaching supplements are appropriately utilized.
5. Instructional material: Illustrative evaluation judgment: Instructional material is current, accurate, clear, and logical.
6. Grading policies. Illustrative evaluative judgment: Grading policies are rated fair and satisfactory.

Other examples of factors that might be included in an evaluative judgment on teaching/primary duties performance:

- Contribution to ongoing curriculum development
- Use of research in teaching.
- Performance of advising responsibility, if appropriate.
- Documentation of additional teaching activities: master's theses, practica, seminars, independent studies, development of practicum, field experience, or observation site.

In the aggregate, the Year One performance level must be rated satisfactory for a recommendation of retention.

Retention in Probationary Year Two-Effective Performance

In order to be retained in probationary year two, evaluators must rate teaching performance/ performance of other primary duties as at least “effective” on the five point measurement scale.

Examples for evaluative judgments include, but are not limited to the list presented for Year One. However, the aggregate performance level of the factors considered must be rated at least effective.

Retention in Probationary Years Three through Five--Highly Effective Performance

In order to be retained in probationary years three through five, evaluators must rate teaching performance and performance of primary duties as at least “highly effective” on the five point measurement scale.

Examples for evaluative judgments include, but are not limited to the list presented for Year One. However, the aggregate performance level on the factors considered must be rated at least highly effective.

Tenure and Professional Advancement Increases—Superior Performance

In order to obtain tenure and/or professional advancement increases, evaluators must rate teaching performance and performance of primary duties as “superior” on the five point measurement scale.

Examples for evaluative judgments may include, but are not limited to the list presented for Year One. However, the aggregate performance level on the factors considered must be rated “superior” on the five point interval measurement scale: not satisfactory, satisfactory, effective, highly effective, superior.

RESEARCH/CREATIVE ACTIVITY

Research and creative activities should be evaluated based on their contribution to the discipline, division, college, or the University.

The division recognizes the Boyer model - scholarship of teaching , integration, discovery and application as forms of scholarship, research and creative activity. Research may be theoretical or applied. The phrase "creative activities" refers to activities which increase the faculty member's knowledge of the relevant discipline (or disciplines) and its integration with other disciplines (interdisciplinary perspective) without necessarily developing knowledge that is new to that discipline. Both research and creative activity increase the faculty member's disciplinary expertise and thus promote greater teaching effectiveness. Research and creative activities should relate to the faculty member's academic area or disciplinary role or have clear application to University or community needs, and should be of a degree of quality and significance required at the level of competence of the candidate's review year.

It is recognized that an individual faculty member does not have control over the specific date of acceptance of an article, book, etc. for publication or the specific publication date. With this in mind and with regard to the activities required for Years 1 through 5, if more publications than required by the DC were completed, submitted, and accepted and/or published in year(s) prior to the next evaluation year, they will carry over to the next year. If the work in the aggregate prior to a specific year demonstrates an ongoing pattern of scholarship (as required in Years 1 through 5 in the Division Criteria) and meets the requirements for a particular evaluation year, it will be

considered as meeting the criteria for the particular evaluation year even though it was completed early.

With regard to evaluation for tenure/promotion to Associate Professor, promotion to Full Professor, and application for PAI Teaching/Research, or PAI Teaching/Service criteria must be met as specified in the division criteria for the appropriate years.

1. Examples of suitable research are:

- a. Production/publication of an original work is highly valued. This product may be a book, monograph, journal article, book review, translation, essay, film, videotape, audiotape, internet course, exhibit, computer software, lab equipment, or patent. Several factors considered when evaluating this work are:
 - 1) the quality of the work (this may be based on the judgment of the evaluators and/or on evaluations by professionals in the field);
 - 2) the significance of the work (this may be based on internal and external evaluations by professionals in the field);
 - 3) the nature of the work (whether professional or popular);
 - 4) the reputation of the medium of publication/presentation (whether refereed journal, juries, exhibition, etc.); and
 - 5) The role of the faculty member in the production (author, co-author, editor, coordinator, producer).
 - 6) Publications relating to areas outside the employee's area of teaching and primary duties may receive consideration.
 - 7) Other appropriate activities.
- b. Presentations at professional meetings. These may be invited lectures, panel discussions, papers, or poster sessions.

2. Examples of creative activities that are suitable if they are research based or lead to faculty improvement that advances the college's strategic plan, or may be recognized as scholarship of teaching, integration, discovery or application.

- a. Professional development activities such as advanced study that leads to improvements relevant to teaching, research /creative activities and/or service.
 - The completion of fellowships, internships, professional development, advanced study, and certificate completion used to meet Research/Creative Activities requirements must be defined, must meet the standards in the area of Research/Creative Activity for the appropriate year of evaluation, and must receive prior approval of the division/department chair.
- b. Obtaining certifications.

- c. Fieldwork in business, government, or non-profit organizations is considered Research/Creative Activity if it is in the individual's discipline, and results in an output that meets the standard for the appropriate year of evaluation.
- d. Internships in business or government.
- e. Service in business, government, or non-profit organizations may receive consideration for Research/Creative Activities if the service increases the faculty member's abilities to perform his or her duties, i.e. service in which the faculty member develops new expertise. Developing increased expertise in areas outside the employee's area of teaching and primary duties may receive consideration.
- f. Consultancy in business, government, or non-profit organizations that increases the faculty member's abilities to perform his or her duties, i.e., consultancy in which the faculty member has an expertise may receive consideration if it is discipline specific and meets the standard for the appropriate year of evaluation. Developing increased expertise in areas outside the employee's area of teaching or primary duties may receive consideration.
- g. Service in business, government, organizations may receive consideration for Research/Creative Activities if the service
 - meets the standard of professional development for the appropriate year of evaluation, and
 - increases the faculty member's abilities to perform his or her duties, i.e. service in which the faculty member develops new expertise, and
 - develops increased expertise in areas outside the employee's area of teaching and primary duties.

Other appropriate activities may be considered if they are approved by the chairperson in consultation with the dean.

Awards may be considered evidence of achievement in the area of research/creative activity. Awards include grants, contracts, fellowships, and internships. A recognition award that carries no monetary value may also be considered. The submission of an application for such awards may be recognized as evidence of research/creative activity when such applications require extensive writing and research for completion. These awards used to meet Research/Creative Activities requirements must be defined, must meet the standards in the area of Research/Creative Activity for the appropriate year of evaluation, and must receive prior approval of the division/department chair.

The faculty member should document her/his research/creative activity by including in the portfolio such information as necessary and appropriate to assist the evaluator in assessing the activity(ies) and its(their) significance.

Levels of Performance

Evaluators are required to rate research/creative activity on a six point interval measurement scale of:

Not appropriate
 Appropriate
 Effective
 Significant
 Highly significant
 Superior

Retention in Probationary Year One—Appropriate Performance

In order to be retained in probationary year one, evaluators must rate aggregate performance in research/creative activity as at least “appropriate” on the six point interval measurement scale given above.

Appropriate Performance - A faculty member’s research/creative activity must be considered in light of the requirement that teaching/primary duties is given greater importance. An “appropriate” scope of research/creative activity is defined as a limited amount of activity selected from those items listed below under Probationary Year Two and performed in a satisfactory manner. In the first year of employment a faculty member should concentrate his/her major efforts in the category teaching/primary duties. For that reason, the rating of “appropriate” is the minimum performance level required for retention in Year One.

Retention in Probationary Years Two through Four; and an option for Professional Advancement-Effective Performance

In order to be retained in probationary years two through four or to satisfy an option for obtaining a Professional Advancement Increase, evaluators must rate aggregate performance in research/creative activity as at least “effective” on the six point interval scale. Effective performance is defined as increase toward achievement of defined activities – particularly movement toward publication. Effective Performance in the area of research/creative activity is evidenced by, but not limited to, the following:

1. Research activity associated with teaching and primary duties—scholarship of teaching.
2. Documentation of specified research/creative objectives as stated in Assignment of Duties Worksheet.
3. In the third year, the candidate must complete planned scholarly activities as demonstrated by acceptance, publication or presentation of a scholarly product.
4. In the fourth year, the candidate must implement planned scholarly activities as demonstrated by acceptance, publication or presentation of a peer-reviewed scholarly product.

5. The completion of fellowships, internships, professional development, advanced study, and certificate completion used to meet Research/Creative Activities requirements must be defined, must meet the standards in the area of Research/Creative Activity for the appropriate year of evaluation, and must receive prior approval of the division/department chair.
6. A juried or refereed Creative Activity in the faculty member's professional discipline that is evaluated as effective.

Retention in Probationary Year Five—Significant Performance

In order to be retained in the fifth year of probation or to obtain tenure, evaluators must rate performance in research/creative activity as at least “significant” on the six point interval scale: not appropriate, appropriate, effective, significant, highly significant, superior. There should be only more rigorous activities included at Year 5. The less rigorous activities from the Year 1, 2, 3, and 4 list of what is acceptable should be eliminated.

Significant Performance in the area of research/creative activity is evidenced by a minimum of one of the activities defined below,

1. Co-author of refereed journal articles in professional/trade journals, and/or publication of books, chapters in books. Publications relating to areas outside the employee's area of teaching and primary duties may receive consideration based on University Mission and related disciplinary interests.
and/or
2. Earning a fellowship, grant, contract, or other external funding to pursue professional activity.
and/or
3. The completion of fellowships, internships, professional development, advanced study, and certificate completion used to meet Research/Creative Activities requirements must be defined, must meet the standards in the area of Research/Creative Activity for the appropriate year of evaluation, and must receive prior approval of the division/department chair.
and/or
4. Serving as an author of a major piece of application software in the faculty member's professional area that is accepted and evaluated as significant by a user or users external to the faculty member's degree program.
and/or
5. Preparation and acceptance of seminars, workshops, exhibits, presentations, video-taped forums, or similar refereed/peer reviewed presentations at state, regional, national or international levels.
and/or
6. A juried or refereed Creative Activity in the faculty member's professional discipline that is evaluated as significant.

Tenure in Probationary Year Six and Promotion to Associate Professor - Highly Significant Performance

To obtain tenure in the sixth year of probation, evaluators must rate performance in research/creative activity as at least “highly significant” on the six point interval scale : not appropriate, appropriate, effective, significant, highly significant, superior.

Highly significant performance in the area of research/creative activity is evidenced by, a minimum of two activities defined below which must be *in at least one of the categories listed below is required*:

- Co-author or first authorship for publication of refereed journal articles in professional/trade journals, and/or
- Publication (co-author) of a book, chapters in books with a respected and independent publisher and/or
- Earning a major peer reviewed fellowship, grant, contract, or other external funding to pursue professional activity and/or
- Serving as an author of a major piece of application software in the faculty member’s professional discipline that is accepted and evaluated as significant by a user or users external to the faculty member’s degree program.
- A juried or refereed Creative Activity in the faculty member’s professional discipline that is evaluated as significant.

Promotion to Full Professor - Superior Performance

In order to be recommended for Full Professor, evaluators must rate performance in research/creative activity as “superior” on the six point interval scale: not appropriate, appropriate, effective, significant, highly significant, superior.

Superior Performance in the area of research/creative activity-is evidenced by three or more activities defined below, completed since last promotion, which must be *in at least one of the categories listed below is required*:

- Sole responsibility or first authorship for publication of refereed journal articles in professional/trade journals, and/or
- Publication (sole author) of a book with a respected and independent publisher and/or
- Earning a major fellowship, grant, contract, or other external funding to pursue professional activity if these awards are defined and meet the standards in the area of Research/Creative Activity for promotion to Full Professor.

PAI for Full Professors

In order to satisfy the research standards for the teaching/research PAI option, evaluators must rate research/creative activity as “superior” on the six point scale: not appropriate, appropriate, effective, significant, highly significant, superior.

More than two activities defined below, completed since promotion to Full Professor or since last PAI, which must be in *at least one* of the categories listed below is required:

- Sole responsibility or first authorship for publication of refereed journal articles in professional/trade journals, and/or
- Publication (co-author) of a book with a respected and independent publisher.
- Earning a major fellowship, grant, contract, or other external funding to pursue professional activity if these awards are defined and meet the standards in the area of Research/Creative Activity for PAI following promotion to Full Professor.

In order to satisfy the research standards for the teaching/service PAI option, evaluators must rate research /creative activity as “Highly Effective” on the scale: not appropriate, appropriate, effective, significant, highly significant, superior.

- For Highly Effective performance, the candidate must implement planned scholarly activities as demonstrated by acceptance, publication or presentation of a peer-reviewed scholarly product such as one of the activities listed above in Year 4.

PAI for University Professors

In order to satisfy the research standards for the teaching PAI, evaluators must rate research/creative activity as “Significant” on the six point interval scale: not appropriate, appropriate, effective, significant, highly significant, superior.

In order to satisfy the research standards for the Research PAI, evaluators must rate research/creative activity as “Superior” on the scale: not appropriate, appropriate, effective, significant, highly significant, superior.

In order to satisfy the research standards for the Service PAI, evaluators must rate research/creative activity as “Effective” on the scale: not appropriate, appropriate, effective, significant, highly significant, superior.

SERVICE

University faculty are expected to play an important role in providing service to the community at the local, state and national levels, and to the University.

There are two categories of Service which are indicated below. As employees move progressively towards tenure, it is expected that the mix of activities will shift. In early probationary years, the mix of activities may include more from Category B, Service to the University Community. In probationary years three through five and thereafter, it is expected that the extent of external activities will increase. It is expected that there will continue to be a mix of internal and external activities.

Category A. Service to the External Community Examples of suitable service are:

1. Public (Community) Service. This category includes activities related to the employee's area of specialization that benefit the community, university-community relations or the profession. Examples include: instruction in courses; non-instructional services; serving as an officer in a professional organization; work in the employee's area of specialization that aids social, economic, or political organizations attempting to improve community life. This does not include externally sponsored activities or activities normally associated with responsible citizenship such as coaching little league or being a scoutmaster, etc., unless an employee's specific training or position at GSU is directly related to these types of activities.
2. Service to the profession or the community as a member or chair of a committee, or as an officer of an external organization. Factors to be considered in the category are:
 - a. the nature of the committee organization;
 - b. the frequency of meeting attendance required by the responsibility;
 - c. the documentation of meeting attendance; and
 - d. the level of responsibility required by the employee's role.
3. Service on editorial boards of professional journals or magazines or service as a referee, evaluator, grant reviewer, or book reviewer. Factors to be considered in the category are:
 - a. the quality of the publication and its relation to the applicant's discipline or disciplinary role;
 - b. the extent of the applicant's responsibility;
 - c. evaluations by others involved.
4. Participation in external accreditation, evaluation and/or program reviews.
5. Develop, deliver or coordinate, or participate in workshops/seminars not included in primary duties.
6. Public appearances as guest speaker or panel member.
7. Service on governmental bodies including commissions, boards, councils, etc.
8. Service as a consultant to government or business.
9. Service as a referee, evaluator, or grant reviewer.

Category B. Service to the University Community

1. Services to the University as a member or chair of a committee, or as an officer of a University organization. This may also include student recruitment, advisorship of a student organization, or other student organization work, or other initiatives of the university, such as involvement in student outcomes assessment and participation in academic articulation with appropriate lower division programs to improve student access to GSU. Factors to be considered in the category are:
 - a. The nature of the committee/organization (divisional, collegial, university-wide);
 - b. The frequency of meeting attendance required by responsibility and documentation thereof, and
 - c. The level of responsibility required by the employee's role and evidence of contribution to the committee/organization effort.
2. Develop, deliver or coordinate workshops/seminars not included in primary duties.

The faculty member should document her/his service in each category by including in the portfolio such things as a description of service activities along with committee minutes and reports, written evaluations from committee members or the committee chair, evaluations from the agencies in which the applicant served, programs and other printed materials that list the faculty member as a participant, and other documentation.

Levels of Performance

Evaluators are required in all cases to rate service on a five point interval measurement scale of:

Not appropriate
 Appropriate
 Effective
 Significant
 Superior

Retention in Probationary Year One - Appropriate Performance

Appropriate Performance - A faculty member's service must be considered in light of the requirement that teaching/primary duties is given greater importance. An appropriate scope of activity is defined as a limited amount of activity selected from those items listed under Probationary Year Two and performed in a satisfactory manner. In the first year of employment, a faculty member should concentrate her/his major efforts in the category teaching/primary duties. For that reason, an "appropriate" rating is the minimum performance level required for retention in Year One.

Retention in Probationary Years Two through Tenure, and an option for Professional Advancement - Effective Performance

1. The candidate documents regular participation in a University-wide committee.
2. The candidate documents regular participation in a division or collegial committee(s).
3. The candidate documents participation in an external service activity.

Professional Advancement - Significant Performance

In order to satisfy the PAI option in teaching and service, service performance must be rated in the aggregate as "Significant" on a five point interval measurement scale of: not appropriate, appropriate, effective, significant, superior.

1. The candidate documents significant service to the community in the area of his/her discipline requiring significant time commitment.
2. The candidate documents significant performance in a leadership role externally or at the Division, College and/or University level.

Professional Advancement-Superior Performance

In order to satisfy the Full Professor - Teaching/Service or University Professor- Service, options for obtaining professional advancement increases, service performance must be rated in the aggregate as "Superior" on a five point scale of: not appropriate, appropriate, effective, significant, superior.

1. The candidate documents superior service to the community in the area of his/her discipline requiring superior time commitment.
2. The candidate documents superior performance in a leadership role externally or at the Division, College and/or University level.

SUMMARY STATEMENT

The evaluation of an employee's performance is not a science. These criteria and guidelines are designed primarily to provide the employee with the range of factors which the evaluators consider. The criteria and guidelines are not designed as explicit standards against which a particular employee's performance may be judged in a kind of mechanistic fashion.

Once again, it should be reemphasized: "The evaluation criteria stated are understood to be guidelines. Judgment is to be used in determining how well employees meet the established criteria. The evaluation process should ensure that performance will be evaluated in terms of quality and that achievements are not merely enumerated."