

Faculty Workload and Merit Metrics Document for the Department of Art Conservation

This document was passed by the Department of Art Conservation on November 16, 2024

All full-time tenured and tenure-track and continuing-track faculty members in the Department of Art Conservation are expected to engage in teaching, scheduled advisement, scholarship, and service further defined below. The field of art conservation encompasses a wide variety of approaches to the study and preservation of cultural heritage. It is interdisciplinary and collaborative in nature. Depending upon the area of concentration, research and teaching may involve studio art and craft, design technologies, project management, humanities and social science disciplines, library, and information science, and/or natural sciences and engineering. It is therefore recognized that art conservation faculty will exhibit a wide variety of teaching, research, and creative/scholarly interests.

Teaching includes oral and interpersonal transmission, transformation, and extension of knowledge. Research/creative activities include quantitative, qualitative, and theoretical research, as well as creative activities that expand and enrich the preservation of cultural heritage. Teaching and research/creative activities can occur within and across disciplines. Service includes activities that advance the University, the professions and allied disciplines, and the community. All activities of a faculty member are valued and considered as an integrated whole.

Faculty activity in each of the areas may vary from year to year, or even semester to semester, according to the interests and abilities of the faculty member, and according to the needs of their department, College, or the University as agreed to by the Department Chair. The Department Chair and faculty member, guided by the needs of the Department of Art Conservation, will develop a written workload plan each spring for the following academic year. The workload policy will be administered with the terms of the University's Collective Bargaining agreement. Although members of the faculty are normally required to teach only during the spring and fall semester, responsibilities of faculty members do not cease at other times during the year.

Standard Expectations of Tenure-Track or Tenured Faculty

Teaching Expectations. Art conservation demands both theoretical and experiential education and training strategies and teaching is an essential component of faculty workload. The typical teaching load for tenured and tenure-track faculty is 6 credit hours per semester, which constitutes a workload of 50% allocated to teaching.

Art conservation education and training includes substantial practical training hours that are similar to scientific laboratory or art studio environments. Therefore, in some situations, instructional contact hours should be counted as 1/2 credits, as defined in the CBA. In this case, the average teaching and advisement portion of our faculty workload will not exceed 12 contact hours per week, per semester, for a 50% teaching workload. Increased teaching demands may warrant an increased teaching workload, a

discussion in partnership with the chair and faculty member. Increases in percentage of overall effort devoted to teaching will be calculated by the Chair in accordance with the Collective Bargaining Agreement.

Teaching may include the preparation for and in-class instruction of semester-long department courses or portions thereof, e.g., teaching one discipline-specific “block” the supervision of graduate-level students in a given subject specialty, on one-on-one basis, supervision of thesis, dissertation activities, technical study or research projects, summer work projects, graduate and undergraduate internships, and academic advisement, and improvement in instructional methods beyond what is expected in teaching. Each faculty member is expected to advise students and to keep a minimum of five office hours per week for this purpose. Each faculty member is also expected to undertake other teaching-related activities, such as attendance at department functions, participation in curricular planning and assessment, student recruitment, safety training, etc.

Research/ Scholarship/ Creative Activity Expectations

The generation and dissemination of knowledge are central to the mission of the University. The fundamental principle of open scholarly exchange is essential to this mission. Consistent with this mission and academic traditions, the University research community shall conduct research responsibly and disseminate research results. **(Faculty Handbook)**

Research/ scholarship/ creative activity is considered an essential component of faculty workload. This may include scholarly and scientific research, conservation activities including the examination, documentation, and treatment and/or preventive care of cultural property, creative and consultative activities, all of which may lead to publications, professional presentations, the development of research proposals, engaged community partnerships, and other activities detailed in the Department’s *Promotion and Tenure Guidelines*.

Service Expectations. Each member of the faculty is expected to serve the department, the College of Arts and Sciences, the University, the profession, and the broader community in ways best suited to the faculty member’s talents and the needs of the department, college, and university. Service obligations and activities may include participation in faculty governance, serving as faculty advisor to student groups, assisting with student recruitment events, guest lectures in courses of other departments, membership on committees, service to professional societies and national organizations, and special activities outside the university. Community and professional service can include lecturing to community groups, professional consulting and/or service on city, regional, state, or national boards or councils, professional boards, committees, working groups, and task forces, conference organization and implementation, and leading convenings and strategic planning initiatives.

Modified Tenured/Tenure-track Faculty Workloads

The Chair may approve requests for nonstandard workloads that otherwise are consistent with the Collective Bargaining Agreement and University policies and procedures. The Chair may also assign nonstandard workloads as long as such assignments are otherwise consistent with the Collective

Bargaining Agreement and University policies and procedures. Examples of such nonstandard workloads for tenured and tenure-track faculty are summarized below.

Emphasis on Teaching. By mutual agreement of a tenured or continuing-track or tenure-track faculty and the chair a faculty member may ask to emphasize teaching in their workload and thereby ask to teach one or more additional courses during the year beyond the standard administered teaching workload. If the Chair accepts this proposal, the faculty member will be assigned additional courses and will have their teaching workload percentage increased accordingly.

Emphasis on Scholarship. By mutual agreement of a tenured or continuing-track or tenure-track faculty and the chair a faculty member may ask to emphasize research/ scholarship/ creative activity in their workload. This may be related to the time commitments on externally funded grants, the launch of a new project, or pressing publication and presentation deadlines. If the Chair accepts this proposal, the faculty member will be assigned an increased scholarly workload.

Low Productivity in Scholarship. The Chair may assign one or more extra courses per semester beyond the typical administered teaching load to faculty members whose research/ scholarship/ creative activity productivity has been low and who are not actively engaged in scholarship.

Extraordinary Service. With prior approval of the Chair, a faculty member who undertakes an extraordinary service role may request a teaching load or research/ scholarship/ creative activity effort reduction. If granted, the faculty member's workload percentages will be adjusted accordingly.

Other Modifications. With the stipulations set forth in the Collective Bargaining Agreement and University policies and procedures, the Chair retains the flexibility to average workloads over semesters or years. This most likely will occur when it is necessary to assign courses to cover for faculty who are on sabbatical or other leave, to account for co- or team-taught courses, or to take into consideration courses whose time requirements are substantially more (or less) than the 3-credit contact hour standard. In no case will the chair assign a workload that exceeds the limitations specified by the Collective Bargaining Agreement without the informed written consent of the faculty member. If a teaching assignment results in an overload, extra compensation will be given at the prevailing rate.

Standard Expectations for Continuing-Track Faculty

For continuing-track faculty, workload is typically constituted as 100% for the combined activities of teaching, teaching-related activities, and departmental service. Activities related to teaching consist of such assignments as student advisement, development, delivery, and assessment of courses and course materials, curriculum review, instructional support, internship placement and supervision, and serving as a guest speaker for courses outside of the department and faculty advisor to student groups. Service activities include undergraduate and graduate recruitment, departmental administrative duties, membership on college and university committees, collaborative initiatives with programs in art conservation and national professional societies in conservation and allied fields, fund raising,

preservation advocacy and public outreach. Each faculty member is expected to advise students and to be available as required for this purpose. The maximum teaching load shall not exceed 11 credit hours per week per semester (the equivalent would be 22 contact hours per week per semester).

Modified Workload for Continuing-Track Faculty

With the agreement of the Chair, faculty may have their workload administered in order to pursue special and timely scholarly/creative projects. In general, such agreement will be for a single semester, and the administered teaching load will not be lower than the department norm of 50% administered teaching load. This will be conducted in a manner consistent with University guidelines, approved program procedures, and our collective bargaining requirements.

Election of the Summer Research Option

Faculty on 9-month academic appointments may request that performance in a summer program of sponsored or unsponsored scholarship and research, course instruction for study abroad or onsite delivery, may be included in the annual faculty evaluation. The faculty member must make the request for inclusion of such a program to the Chair on an annual basis during the workload planning process. The Chair may turn down the faculty member's proposal on substantive grounds related to the content of the proposal, the appropriateness of the proposed program as part of the workload for the faculty member, or the department's needs and priorities. If the request is granted, the agreement must be documented as part of the individual's workload plan for the subsequent year. Documentation must include a statement of the summer program of scholarship and research, and the expected products of that program, and it must stipulate the duration of the summer program up to three months. When it has been an agreed part of the faculty member's annual workload plan, the summer program of scholarship and research must be considered in computing the overall percentage distribution of faculty effort in teaching, research, and service for the year, with a weighting appropriate to the agreed duration of the summer program.

Reassignment of Workload

When any faculty member is unable to perform the work that has been assigned during the annual planning process, the Chair is responsible for assigning alternate work that in his or her judgment is appropriate to ensure that the faculty member meets his or her full obligation to the department. Reassignment to alternative work can occur whenever it becomes clear to the Chair that a faculty member has proved unable or incapable of discharging any element-teaching, research/ scholarship/ creative activity, or service-of the original workload plan and there has been consultation with the faculty member regarding their failure to meet the workload expectations.

Criteria for Faculty Appraisal Evaluation

Documenting precise demarcation between the teaching, research/ scholarship/ creative activity, and service may be challenging as these areas are generally intersectional. Within the Department of Art Conservation engagement at all levels is highly valued. Scholarly community engagement may occur within teaching, research/ scholarship/ creative activities, or service. Scholarly community engagement is

co-planned, co-implemented and co-assessed with a community partner. Community partners may be local, regional, national, or global. The results of engagement activities should be disseminated to a variety of appropriate audiences, both academic and otherwise. The criteria, outlined below, for assessing the type and quality of scholarship, teaching, and service applies for all tenure-track and continuing-track faculty.

Teaching will be evaluated as follows:

Strength in teaching includes both quality course content and an ability to communicate. Teaching performance evaluation will be based upon faculty class observations (peer, CTAL - Center for Teaching and Assessment of Learning, etc.), student course evaluations, and/or demonstration of initiative and innovation in the introduction and/or development of significant new courses, course materials and/or of teaching techniques in existing courses. Other evidence for the quality of teaching and course effectiveness may include the receipt of teaching or advising awards, improvement of instruction grants, invitations to teach at outside universities or institutes, published articles and/or presentations relevant to teaching, etc. Advisement of graduate and undergraduate students will also be considered, e.g., involvement with students' research projects, internships placement and supervision, etc. Additional aspects of teaching and instruction to be considered include the development of community-engaged educational programs, study abroad programs, contract courses, workshops, or programs for specific audiences, educational programs for alumni, and engagement with distance and continuing education. Supervision of any honors and master's theses and doctoral dissertations as well as a listing of CTAL consultations and pedagogical workshops or the attendance of conferences related to teaching will also be considered.

Research/ Scholarship/ Creative activity will be evaluated as follows:

Research productivity will be measured by considering both the amount and quality (including originality and significance to the field) of the work undertaken. Active participation in research or creative activity can be documented in many ways. Projects should offer creative or innovative challenges, research opportunities, or a learning experience to enhance the faculty member's teaching capability. Indications of performance can include photographic and written documentation provided by the candidate. Faculty members are encouraged to involve students with research, publications, examinations, and treatments wherever appropriate and this too is critical to a positive highly ranked appraisal.

Evidence of this work may include (but is not limited to):

- Published Materials: articles in refereed journals, scholarly books, invited chapters in books, other articles, conference proceedings, monographs, literature reviews, works of art, recordings, and other permanent additions, applied technical and popular press publications
- Presentations at conservation-focused conferences, meetings, or colloquia (these are typically competitive and include a rigorous peer-selection process) or other competitive and scholarly conferences, meetings, or colloquia
- Presentations at non-competitive conferences, meetings, or colloquia

- Presentations or invited lectures at other institutions
- Performances at other institutions or at conferences, meetings, or colloquia
- Exhibitions of conservation content (like treatments or reconstructions of historical techniques)
- Awarded grants or contracts through a competitive process
- Intellectual Property, sponsored research outputs, use & licensing, entity creation, patents, trademarked works, trade secrets, novel designs, open innovations, startups, social ventures, and evidence of other creative outputs that make a broader (societal) impact (e.g., news coverage).
- Awards and prizes
- Scholarly products of mutually beneficial community engagement, e.g., policy documents, publications, grants, curricular innovations, executive summaries, exhibitions, performances, etc.
- Unsolicited external evaluations
- Reviews of their published materials, performances, or exhibits.
- Unpublished material that document research/ scholarship/ creative activities (e.g.: examination, treatment, or scientific reports, surveys, the development of conservation policies, other types of internal reports, patent-protected research, etc.)
- Unpublished material that might include long-term or longitudinal projects requiring a multi-year process, manuscripts under revision, rejected/not-funded final drafts or manuscripts or grants, etc. may be considered.
- The translation and application of research for community engagement will be evaluated based on intellectual merit and societal and professional impact.
- Professional consultation and free-lance work will be considered if research/ scholarship/ creative activity can be specifically identified.

Service will be evaluated as follows:

The willingness to undertake service and competence in performing it are taken into account in the appraisal process. Service to the department, college, and/or university and to the profession is expected of all faculty members.

The quality of contributions may be documented through the following: record of committee memberships and actual service rendered; documentation of special assignments by supervisors colleagues or participants; documentation of program participation in professional organizations; letters of commendation from organization officers; documentation of professional consultations.

Service activities may include (but are not limited to):

- Committee and task force membership or leadership, which can be at the departmental, college, university, or professional level
- Service on commissions, advisory councils, and task force membership or leadership
- Departmental representation on college or university senates
- Funding and/or merit evaluation for grants and proposals
- External reviewer for faculty promotion and tenure dossiers
- Peer reviews for publications
- Editorial duties for research/ scholarship/ creative activity outlets

- Faculty mentoring
- Non-academic advisement of students, including faculty advisor for student groups or clubs
- Engagement with student recruitment activities
- Administrative appointments
- Guest lectures and programs
- Leadership of professional societies and organization
- Serving as an officer of a professional organization or sub-group
- Engagement with professional meetings planning and implementation
- Chairing sessions of professional meetings
- Leading colloquia and workshop organization and development
- Service to professional societies and organizations
- Professional consulting
- Collection assessments
- Conservation documentation, examination, analysis, treatment, preventive care, collection assessments and surveys, and/or policy development that does not rise to the level of research/scholarship/ creative activity
- Fundraising and development activities centered on cultural heritage
- Lecturing to community groups
- Board membership or leadership
- Expert testimony and policy analysis
- Special assignments

Assignment of Evaluation and Merit Scores

An individual's rating in each of the three evaluation criteria of teaching, research/scholarship/creative activity, and service shall be assigned by the Department Chair and weighted by workload percentages. These three values will be summed to determine a weighted score. Faculty whose weighted score is below a 3 will be excluded from the merit pool.

A total rating for all Department faculty will be determined by summing the weighted scores for all faculty in the unit with scores of 3 or above. An individual's proportional weighted score is computed as their individual weighted score divided by the total weighted score. The distribution of scores is shared as departmental average for teaching, research and service.

The merit pool for each department will be determined as the negotiated merit percentage for that year multiplied by the department's total salaries of bargaining unit faculty. Each faculty member's proportional weighted score will be multiplied by the total merit to determine the faculty member's salary increase in dollars.

ARTC Merit definitions

This rubric is used to promote consistency in departmental annual appraisal evaluation. Faculty members are to use it to guide the self-assessments they prepare for their reviews and the chair is to use it for their subsequent review of those assessments.

Departmental faculty will evaluate themselves on the scales of 1 - 9 outlined below for teaching, research/creative activities, and service.

1 – 4 Needs Improvement

5 Good

6 High Quality

7 Excellence

8 - 9 Above and beyond expected excellence and not expected to be achieved on a regular basis

The scores for merit rankings *do not* directly correlate to defining excellence with regard to promotion and tenure. The department's Promotion and Tenure Guidelines are to be used to direct all evaluations for promotion and tenure purposes.

When writing and evaluating self-assessments:

- Multi-faceted projects with activities in more than one evaluation area will be presented in a way that clearly indicates what portions of a project apply to which area of consideration.
- To earn a particular score, it is not necessary to have done everything noted as possible indicators at that level. Throughout this document, examples are intended to clarify or illustrate the particular level of achievement being described. They do not constitute an exhaustive list.
- In cases where a faculty member's workload percentage, work output, and merit ranking are in apparent misalignment the chair and faculty member may agree to assign a point value higher/lower than what is specified, and not to exceed 9.

Teaching Rubric

In this section, "average" student evaluations are defined by the midpoint of the point scale for any individual evaluation data set (*e.g.*, 2.5 on a 4-point scale or 3 on a 5-point scale).

A well-developed syllabus is one that includes instructor information, course description, learning outcomes, learning resources, learning assessments, course calendar, and course policies that also include UD standard policies as outlined in the Center for Teaching and Assessment of Learning (CTAL) template (<https://ctal.udel.edu/resources-2/>)

"Timely" is meant to indicate that a professor has provided feedback on assignments so that students might consider that feedback and implement suggestions before the next assessment due date. At a minimum, "timely" means submitting mid-term and final grades per the UD Academic Calendar.

Student evaluations are listed as one possible piece of evidence for the various levels. They should not be considered as the only piece of evidence when determining the appropriate score given. Research shows that students consistently under-rate women and people of color. There is also little

correlation between student ratings and student learning or teaching effectiveness. The most recent version of the Faculty Handbook acknowledges this potential bias.	
1	A persistent record of major deficiencies in teaching, such as recurrent student complaints, inadequate syllabi and course materials, failure to submit final grades, and exceptionally low student evaluations (averages below the midpoint of the point scale) or lack of attempting to obtain student evaluations when maintaining anonymity is not a concern; failure to meet routine teaching obligations such as meeting classes and returning student work.
2	A record of consistently underdeveloped syllabi and/or teaching materials, poorly articulated course goals and objectives, lack of providing clear instruction or activities for students to expand their knowledge and skills, and low student evaluations (averages below the midpoint of the scale); frequent failure to meet routine teaching obligations such as meeting classes and returning student work.
3	Failure to provide accommodations for students who have official DSS accommodation requirements, no matter other quality of teaching, automatically results in a score of 3. Evidence of underdeveloped syllabi or materials as well as failure to update content, lack of providing clear instruction or activities for students to expand their knowledge and skills, student evaluations that indicate unrealistic expectations and lack of professor feedback for assignments. Some evidence of weakness in carrying out teaching obligations such as meeting classes, returning student work in a timely manner, and submitting final grades on time.
4	A record characterized by average syllabi and/or teaching materials, providing only some intellectually challenging instruction or opportunities for students to improve their skills, and average student evaluations; meets teaching obligations such as meeting classes, returning student work in a timely manner, and submitting final grades on time.
5 good	A record characterized by well-developed and updated syllabi and other teaching materials, as well as updating content. Clear explanations of course goals and policies, evidence of incorporating content reflective of diversity, evidence of intellectually challenging instruction, evidence of opportunities (consistent with the size and goals of the course) for students to improve their skills, above-average student evaluations; evidence of consistently conscientious performance of teaching obligations such as meeting classes, returning student work, and submitting final grades in a timely manner.
6 high quality	A record characterized by well-developed and updated syllabi and other teaching materials, as well as updating content. Assessments that are evaluative of student learning, including a clear explanation of course goals and policies, evidence of incorporating content reflective of diversity, evidence of intellectually challenging

	instruction, evidence of opportunities (consistent with the size and goals of the course) for students to improve their skills, good student evaluations; evidence of consistently conscientious performance of teaching obligations such as meeting classes, returning student work, and submitting final grades in a timely manner.
7 excellence	A record characterized by consistently well-developed and updated syllabi and other teaching materials that reflect multiple ways of assessing student acquisition of the content and goals of the course, and those assessments are evaluative of student learning. Evidence of contents update(s). Strong evidence of intellectually challenging instruction with documented learning outcomes; evidence of substantial opportunities (consistent with the size and goals of the course) for students to improve their skills; very good student evaluations.
8	A record of outstanding accomplishment on the measures outlined in Level 7. Evidence of additional contributions to teaching beyond the candidate's own classroom, such as oversight of student theses, dissertations, undergraduate research; creation of new courses and approaches; participation in interdisciplinary teaching or guest lecturing in other's courses; mentoring work beyond normal academic advisement of students and assigned workload; engagement in collegial or mentoring relationships with other faculty for the improvement of teaching; participation in teaching professional development, such as attending CTAL or ACHIEVE courses or workshops.
9	A record of extraordinary accomplishment on the measures outlined in levels 7 and 8; further evidence of contributions beyond the candidate's own classroom, creating online and/or physical teaching resources, publishing textbooks in one's field, serving on teams evaluating teaching in other institutions, receiving (or being nominated for) teaching grants or awards; leading workshops or other forms of instruction for faculty, staff, and teaching assistants at UD; and similar indicators of achievement and recognition; other evidence of being a model teacher and a leader in creating a strong teaching culture in and beyond the department.

Research/Creative Activities Rubric

Evidence of scholarly attainment may be subdivided into four different categories:

Department

Scholarly activities that include resources, faculty, and/or students within ARTC.

University

Scholarly activities that include resources, faculty, and/or students outside ARTC, within UD.

Profession

Scholarly activities that include resources, faculty, and/or students outside ARTC and UD.

Community

Scholarly activities that engage with the public and/or create interest with the general public.

The word “author” is meant to indicate the creator or driver of the scholarly or creative activity. The evidence of that activity may not be written. It may be presented, performed, recorded, etc.

In a multi-author work, an explanation of the faculty members specific role should be included.

The term “peer-reviewed” is meant to include a broad concept of peer selection and invitation to scholarly and creative activities. This includes acceptance to present at conferences where the application/abstract process is competitive, invitations to professional communities, direct invitations to present work at professional gatherings, as well as the classic concept of blind critical evaluation of written work.

The term “evidence of original research/creative activities” is fully defined in the *Criteria for Faculty Appraisal Evaluation* section of this Workload Document.

1	No evidence of original research/creative activities. No attendance of workshops, conferences, talks, etc.
2	Evidence of original research/creative activities although none as primary “author”, and only works in progress, no final drafts, etc. No attendance of workshops, conferences, talks, etc.
3	Evidence of original research/creative activities as the primary “author” but only works in progress, no final drafts, etc. No attendance of workshops, conferences, talks, etc.
4	Evidence of original research/creative activities as the primary “author” submitted / under review / accepted / published. Evidence may be only at the Departmental level and it is not peer-reviewed. Documented attendance of workshops, conferences, talks, etc.
5 good	Evidence of original research/creative activities as the primary “author” submitted / under review / accepted / published. Evidence may demonstrate a collaborative nature of the work, involving at least two levels (Departmental and/or University and/or Professional levels). One piece of evidence is peer-reviewed at the local or national level. Documented attendance of workshops, conferences, talks, etc.
6 high quality	Evidence of original research/creative activities as the primary “author” submitted / under review / accepted / published. Evidence demonstrates the collaborative nature of the work, involving the three levels (Departmental, University, and Professional levels). The evidence includes one piece of evidence that is peer-reviewed and one other activity listed in <i>Criteria for Faculty Appraisal</i> , with at least one at the national level. Documented attendance of workshops, conferences, talks, etc.
7 excellence	Evidence of original research/creative activities as the primary “author” submitted / under review / accepted / published. Evidence demonstrates the collaborative nature of the work, involving the three levels (Departmental, University, and Professional

	levels). The evidence includes two pieces of evidence that are peer-reviewed and one other activity listed in <i>Criteria for Faculty Appraisal, with some at the national level</i> . Documented attendance to workshops, conferences, talks, etc.
8	Evidence of original research/creative activities as the primary “author” submitted / under review / accepted / published. Evidence demonstrates the collaborative nature of the work, involving the three levels (Departmental, University, and Professional levels). The evidence includes three pieces of evidence that are peer-reviewed and one other activity listed in <i>Criteria for Faculty Appraisal, with some at the national and international level</i> . Documented attendance to workshops, conferences, talks, etc.
9	Evidence of original research/creative activities as the primary author submitted / under review / accepted / published. Evidence demonstrates the collaborative nature of the work, involving the three levels (Departmental, University, and Professional levels). The evidence includes four pieces of evidence that are peer-reviewed and one other activity listed in <i>Criteria for Faculty Appraisal, with some at the national and international level</i> . Documented attendance to workshops, conferences, talks, etc.

Service Rubric

A list of activities that exemplify service is listed above in <i>Criteria for Faculty Appraisal</i> . The list and the descriptions below are not exhaustive. They are provided as guides not definitive lists.	
1	<i>No evidence</i> of service to the department, university, profession, or community.
2	A record of service that includes <i>infrequent</i> attendance at department, university, professional, or community events, or committee meetings, with <i>no evidence of further contributions</i> .
3	A record of service that includes <i>consistent attendance</i> at department, university, professional, or community events, or committee meetings, with evidence of <i>some additional contributions</i> .
4	A pattern of contributions that include <i>active participation one or two times a year on at least two committees</i> within the department, college, or university; <i>other low-impact service</i> commitments.
5 good	A pattern of contributions that reflect the following levels of commitment and activity: playing an <i>active role on multiple committees, active engagement / membership in professional or community organization(s), leading</i> a low to moderately demanding committee within the department or college, carrying out other specific leaderships tasks of benefit to the department, university, profession, or community, that <i>require regular effort across several weeks or months</i> .

6 high quality	A pattern of contributions that reflect the following levels of commitment and activity: <i>continued, active service on multiple committees</i> within the department, college, or university, <i>contributing to the development of a policy or shared resource</i> that contributes to a climate of diversity and inclusion, holding an office at the university wide level, holding a position of responsibility on a committee or organization outside the university, <i>peer reviewing</i> articles for scholarly journals or book proposals of manuscripts for scholarly presses.
7 excellence	A pattern of contributions that reflect the following levels of commitment and activity: <i>leading</i> a moderately to high demanding committee(s) within the department, university, profession, or community or <i>highly active engagement</i> in several committees, <i>inaugurating and leading</i> a department or college initiative, holding office in the college or university senate, taking <i>responsibility for a major function</i> , such as running graduate examinations or serving as a faculty sponsor for a student organization or publication, chairing thesis or dissertation committees, reviewing candidates for promotion at other institutions.
8	A pattern of <i>outstanding</i> contributions that reflect the following levels of commitment and activity: <i>chairing</i> a moderately to high demanding committee(s) within the department, university, profession or community or <i>highly active engagement</i> in several committees, holding a <i>national position</i> in a professional organization, <i>initiating and leading a conference or special event</i> , achieving <i>official recognition as a leader</i> in the university or in a professional organization, serving as an editorial participant for a journal, inaugurating and leading a <i>challenging</i> department or college initiative, <i>directing a program</i> .
9	A pattern of <i>extraordinary service</i> to the department, college, university, and larger professional communities that involves successfully engaging in the kinds of activities described in Levels 7 and 8 in an exceptionally high quantity or at an exceptionally high level of responsibility and achievement.

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