

Policy on Annual Review, Promotion, and Tenure

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PURPOSE

The Department of Sociology at Appalachian State University is a community of teachers and scholars and is dedicated to outstanding teaching, research, and service. Given that the quality of a university reflects the quality of its faculty, decisions about tenure and promotion are crucial to the maintenance of excellence in the Department and University at large. The three major areas of faculty performance are: (1) instruction and student development; (2) scholarship, research, and publication, and (3) service to the department, University, profession, and community.

While recognizing that it is not possible to provide rigid and absolute criteria for evaluation, the purpose of this document is to provide guidance as to the generally accepted timeline, expectations, and criteria for promotion and tenure such that decisions of this kind are made in a uniform and fair manner consistent with the mission of the Department and University at large. It is intended to be general enough to be applicable to faculty with different skills, commitments, and interests, and the standards it defines are meant to supplement those identified in the current Appalachian State University Faculty Handbook.

Individual Sociology faculty members are evaluated on the basis of their total contribution in teaching, scholarship, and service. It is recognized, however, that these types of contributions differ in their importance to the University and the Department, and that faculty strengths and commitments in these areas will differ across the department and may differ for individuals over time.

This document also describes the categories to be used during the annual review process and in the assignment of merit salary increases. The list of indicators at each level of performance in the sections that follow are not meant to be exhaustive. In general, the mission statements of the University and Department provide the context for determining appropriate directions for faculty performance and for assessing the effectiveness of performance.

SECTION I. TIMELINE & DOSSIER INFORMATION FOR PROMOTION AND TENURE

This timeline is provided for informational purposes and should not be substituted for in-person meetings with the Department Chair. Further, this timeline presents a sample progression that does not consider delayed promotion and tenure decisions governed by Faculty Handbook Section 3.8.5.11 and/or early tenure review pursuant to Faculty Handbook Section 3.8.5.13. In the event that a faculty member should feel that they need to pursue an extension to the probationary period or desire to pursue early tenure review, it is imperative that the faculty member consult with the Department Chair as soon as needs arise for counsel and to ensure that any and all requests are made in a timely and appropriate manner.

First Year: Fall

Department Chair discusses procedures and criteria for promotion and tenure with new faculty members. New faculty are encouraged to review all applicable promotion and tenure materials.

Annual Reviews: Each Spring

Faculty member completes Annual Review document by reflecting on the three areas of faculty performance (see Section III) and their progress toward promotion, tenure, and post-tenure review through discussing the faculty member's strengths and areas for development.

Faculty member meets with Department Chair to review the Chair's comments regarding the faculty member's performance and to discuss progress toward promotion and/or tenure. At the conclusion of the meeting, both parties sign the Annual Review document and each party receives a copy. The faculty member may express disagreement with the comments by submitting a signed supplementary document explaining the faculty member's position.

Reappointment: Fall, Year 3

Department Chair schedules a meeting with the candidates for reappointment to discuss the reappointment process, to review the promotion and tenure document, and to set a date by which the reappointment dossier should be completed for submission to the Department. Candidates should begin to assemble and organize third year reappointment materials.

Reappointment: Spring, Year 3

On the date specified by the Department Chair, candidates must submit their reappointment dossiers. After reviewing the dossiers, the Department of Sociology Promotion and Tenure Committee meets to discuss the materials and vote on the reappointment.

Promotion & Tenure: Spring, Year 5

Department Chair schedules a meeting with the candidates for promotion and tenure to discuss the promotion and tenure

process, to review the promotion and tenure document, and to discuss the date by which the promotion and tenure dossier must be turned into the Department. Candidates should begin to assemble and organize promotion and tenure materials.

Promotion & Tenure: Fall, Year 6

On the date discussed with the Department Chair during the previous spring, all promotion and tenure materials must be submitted for review by the Promotion and Tenure Committee.

Post Tenure Review

Each tenured member of the teaching faculty will be subject to Post-Tenure review no less frequently than every five years (reviews undertaken to decide on promotion qualifies as such cumulative review). The procedures governing post-tenure review are found below in Section II and in Faculty Handbook Section 4.7.

The Promotion and Tenure Dossier in its entirety shall be approximately 35 pages plus a curriculum vita (CV). The candidate's Promotion and Tenure dossier shall consist of the following and be placed in the following order in accordance with Faculty Handbook Section 4.4.5.1:

1. Cover letter
2. Summary one-page vita;
3. Candidate's vita, including evidence related to teaching, research/creative endeavors, and service. The organization of these entries is up to the candidate, but the outline should include education and experience; awards and honors; peer-reviewed/juried products (grant/contract funding, publications, presentations, exhibits, etc.); course development and teaching responsibilities and innovations; outreach and/or service to the department, college, school, University, and discipline;
4. Candidate's departmental P&T policies;

(Sections 5-7 below should be no more than a total of 18 pages and each section should be no less than 2 pages.)

5. Evidence of quality and effective teaching: (a) a narrative statement describing the candidate's teaching philosophy and experience; and (b) a discussion of three particularly notable indicators.
6. Evidence of quality research/creative activities: (a) a narrative statement describing the candidate's plans for continuing research/creative activities and how these activities contribute to the discipline; and (b) a discussion of three particularly notable indicators.
7. Evidence of contributions to the department/college/university and/or the profession through service or outreach: (a) a narrative statement describing the candidate's commitment to service; and (b) a discussion of three particularly notable indicators.
8. Copies of Annual Reviews by the department chair;

9. Written recommendations of the departmental promotion and tenure committee, chair, dean, and provost and executive vice chancellor will accompany the P&T dossier forward at each appropriate stage of the review
10. Supplemental Materials: (a) copies of publications; (b) articles under review; (c) sample syllabi; and/or (d) teaching evaluations
11. Graduate faculty membership (optional): If also requesting graduate faculty membership, faculty shall submit with the dossier an independent packet: the graduate faculty membership form (<http://www.graduate.appstate.edu/facultystaff/>), a CV, and a letter summarizing evidence of engagement in graduate education and of staying current in the discipline; and evidence of effective teaching and mentoring at the graduate level. These materials will be considered by the departmental promotion and tenure committee in a separate vote at the same time as the P&T review. The graduate faculty membership application will be sent forward to the academic dean for approval, and then to the graduate dean for final action (for more information see section 4.5 The Graduate Faculty).

SECTION II. ANNUAL REVIEW, THIRD-YEAR REAPPOINTMENT, PROMOTION, TENURE, AND CAREER DEVELOPMENT

The nature of faculty performance is expected to vary according to skills, interests, and stage of career development. Third-year reappointment, promotion, and tenure are granted on the basis of evidence of continuing growth and success in teaching, scholarship, and service, as well as on the basis of demonstrated potential for future growth and success in these areas. Furthermore, third-year reappointment, promotion, and tenure decisions can include consideration of a candidate's professionalism, which is broadly defined as a faculty member's willingness to share their time, energy, and expertise with departmental colleagues, as well as a faculty member's willingness to contribute, both formally and informally, to the preservation and enhancement of the well-being of the department. There are both objective indicators of professionalism (e.g., attending regularly scheduled meetings, collaborative teaching or research efforts, acting in accordance with Faculty Handbook Sections 3.5 and 3.6) and subjective indicators of professionalism (e.g., contributions regarding one's profession, discipline, department, university and colleagues). This statement is understood to include only behavior relevant to University decision making as outlined under section 4.4.2 of the Faculty Handbook.

1. Assistant Professor

As outlined in Faculty Handbook Section 3.8.5.2, appointment to the rank of Assistant Professor minimally requires: (a) the appropriate earned terminal degree from an accredited institution, unless there are exceptional circumstances, (b) demonstrated ability in teaching, (c) evidence of ability for research, and (d) willingness to participate in institutional affairs and professional service to the University and/or to the public. Furthermore, Assistant Professors are expected to act in accordance with Sections 3.5 and 3.6 of the Faculty handbook with regards to Professional Ethics and Integrity in Scholarship and Scientific Research, respectively.

Assistant Professors should place primary emphasis on developing their effectiveness in instruction and student development as well as in the development and creation of a productive pattern of scholarly activity. The service contributions of Sociology Assistant Professors generally should be focused on departmental and college academic affairs until instructional and scholarly competencies are well established.

2. Annual Review

As outlined in Faculty Handbook Section 4.3.2, faculty members will undergo an annual review in the spring term each year. While the Faculty Handbook governs the scheduling of the annual review, the topics to be covered, and the like, this document describes the indicators that can be relied upon when drafting the annual review narrative and should serve as a guide throughout this process.

3. **Third-Year Reappointment**

Reappointment to the rank of Assistant Professor during the third year of an initial contract minimally requires: (a) an earned doctorate or terminal degree from an accredited institution, (b) demonstrated ability in teaching, (c) demonstrated ability for research, and (d) demonstrated participation in institutional affairs and professional service to the University and/or to the public. Reappointment at this time at a *minimum* will be based on a candidate consistently meeting expectations in accordance with the standards set forth in this document as well as providing evidence of future productivity rising to the level of Associate Professor and tenure outlined below. Furthermore, candidates for third-year reappointment are expected to act in accordance with Sections 3.5 and 3.6 of the Faculty handbook with regards to Professional Ethics and Integrity in Scholarship and Scientific Research, respectively.

In crafting the third-year reappointment dossier, faculty members should follow the instructions for compiling the tenure dossier described above and in Faculty Handbook Section 4.4.5.1. It is understood, however, that candidates for third-year reappointment are not necessarily required or expected to have three particularly notable indicators for each of the areas of instruction, scholarly activity, and service as required for candidates applying for tenure and promotion.

4. **Associate Professor**

As per Faculty Handbook Section 3.8.6.2, the following minimal criteria are required for consideration for appointment to the rank of Associate Professor: (a) an earned doctorate or terminal degree from an accredited institution, and at least five (5) completed years of appropriate experience unless there is exceptional performance; (b) recognized skill in teaching; (c) recognized accomplishment in research; (d) recognized accomplishment in professional service to the University and/or to the public; and (e) demonstrated willingness to participate in institutional affairs. Furthermore, Associate Professors are expected to act in accordance with Sections 3.5 and 3.6 of the Faculty handbook with regards to Professional Ethics and Integrity in Scholarship and Scientific Research, respectively.

Promotion to Associate Professor minimally will be based on the following: a candidate must (a) consistently meet and/or exceed expectations with regards to teaching; (b) consistently meet and/or exceed expectations with regards to research, which, at the level of Associate Professor includes the publication of *four peer reviewed articles or their equivalent* as outlined in Section III(2) below; and (c) consistently meet and/or exceed expectations with regards to service. As such, individuals appointed or promoted to the rank of Associate Professor should place continuing emphasis on effectiveness in instruction, and are expected to maintain a record of continuing scholarly productivity while aspiring and working toward building a reputation for distinguished scholarship among peers in their area of primary specialization. Furthermore, in relation to Assistant Professors, Associate Professors are expected to engage in relatively more service activities, additional service activities at higher levels, and to assume greater responsibility in such activities.

In crafting the tenure dossier, faculty members should follow the instructions described above and in Faculty Handbook Section 4.4.5.1.

5. Tenure

At minimum, tenure requires: (a) an earned doctorate or terminal degree from an accredited institution, and at least five (5) completed years of appropriate experience unless there is exceptional performance; (b) recognized skill in teaching; (c) recognized accomplishment in research; (d) recognized accomplishment in professional service to the University and/or to the public; and (e) demonstrated willingness to participate in institutional affairs. Furthermore, to be awarded tenure, faculty must act in accordance with Sections 3.5 and 3.6 of the Faculty handbook with regards to Professional Ethics and Integrity in Scholarship and Scientific Research, respectively.

At minimum, to be awarded tenure a faculty member must (a) consistently meet and/or exceed expectations with regards to teaching; (b) consistently meet and/or exceed expectations with regards to research, which, at the level of Associate Professor includes the publication of four peer reviewed articles or their equivalent as outlined in Section III(2) below; and (c) consistently meet and/or exceed expectations with regards to service. In addition, a recommendation of tenure will be based on an expectation that the candidate will continue to meet and/or exceed expectations in all three major performance areas in the future.

In crafting the tenure dossier, faculty members should follow the instructions described above and in Faculty Handbook Section 4.4.5.1.

6. Professor

As per Faculty Handbook Section 3.8.7.2, the following minimal criteria are required for consideration for appointment to the rank of Professor: (a) an earned doctorate or terminal degree from an accredited institution, and at least ten (10) completed years of appropriate experience unless there is exceptional performance; (b) recognized skill in teaching; (c) evidence of either outstanding accomplishment in research or other germane creative activity with ongoing recognized accomplishment in professional service to the University and/or public, or outstanding accomplishment in professional service to the University and/or to the public with ongoing, recognized accomplishment in research; and (d) demonstrated ability and participation in institutional affairs. Furthermore, to be awarded the rank of Professor, faculty must act in accordance with Sections 3.5 and 3.6 of the Faculty handbook with regards to Professional Ethics and Integrity in Scholarship and Scientific Research, respectively.

Promotion to Professor is the highest academic honor bestowed in the university. As such, professors should be leaders in the department in instruction and student development; scholarship, research, and publication; and service. Individuals promoted to Professor must have a record of consistently meeting and/or exceeding expectations in accordance with the standards set forth in this document, and also must have a reputation in the profession for instructional or

scholarly excellence or highly distinguished service in a major international, national, or regional professional association.

7. Post-Tenure Reviews

As described in detail in Faculty Handbook Section 4.7, Post-Tenure Review is a comprehensive, formal, periodic evaluation of faculty performance designed to ensure faculty development and support and to encourage faculty excellence. Each tenured member of the teaching faculty will be subject to Post-Tenure review no less frequently than every five years. A review undertaken to decide on promotion qualifies as such cumulative review. At the beginning of the post-tenure review cycle, the faculty member shall develop with his/her department chair a five-year goal or plan. This plan can be modified annually by the faculty member, in consultation with the department chair, as deemed appropriate by changes in institutional, departmental, or personal circumstances. Annual performance evaluations should be considered as a component of post-tenure review, but alone are not a substitute for a comprehensive five-year evaluation.

**SECTION III. STANDARDS OF INSTRUCTION AND STUDENT DEVELOPMENT,
SCHOLARLY ACTIVITIES, AND SERVICE TO THE DEPARTMENT,
UNIVERSITY, PROFESSION, AND COMMUNITY FOR ANNUAL REVIEWS,
PROMOTION AND TENURE, AND POST-TENURE REVIEW**

The three major areas of faculty performance are: (1) instruction and student development; (2) scholarly activities; and (3) service to the Department, University, profession and community. In each area, there are descriptions and indicators of the standards required to both meet and exceed expectations. This section and the indicators delineated below are not intended to prescribe a single model of performance. Rather, this section is offered to define general expectations in each of the basic areas of faculty performance, indicate the varied ways in which individual faculty members and the department as a whole may strive for excellence, and to identify the criteria and means for achieving reappointment promotion, tenure, and career development.

The descriptions and lists of indicators found in each subsection are not meant to be exhaustive. Further, to both meet and exceed expectations, a faculty member is not required to engage in all of the items listed as indicators. Rather, the indicators are offered as guidance regarding the items that the faculty of the Department of Sociology have previously determined to satisfy the requirements of each category described in the following sections and are offered to faculty as examples that can be relied up as they build their careers, prepare annual review narratives, and assemble reappointment and tenure/promotion dossiers. In general, the mission statements of the University and Department provide the context for determining appropriate directions for faculty performance and for assessing the effectiveness of performance.

1. Instruction and Student Development

Instruction and Student Development: Meeting Expectations

Along with the College and University, the Department of Sociology recognizes teaching as a primary and integral part of our mission. To **meet expectations** with regards to instruction and student development, all faculty are expected to be effective teachers, as the satisfactory performance in the broader area of teaching is a necessary condition when decisions are made in reappointment, promotion, and tenure. Effective teaching may have a variety of meanings and the Department recognizes the following as meeting this standard: knowledge of the subject matter, organization of course materials in a clear and understandable fashion, respect for students and accessibility inside and outside the classroom, contribution to curriculum design and development, maintenance of high academic standards, and the ability to challenge students and motivate them to be active learners.

While recognizing the valuation of **teaching effectiveness** is difficult, it is nonetheless believed to be best approximated by the following indicators. As described above, faculty members are not expected to meet all of these indicators; rather, faculty should strive to meet some combination of these indicators, the number of which is determined by the stage of the faculty member's career and the type of review a faculty member is undergoing.

- Department-level documented effectiveness in teaching (e.g., formal student evaluations, peer evaluations). The Promotion and Tenure Committee is obliged in reviewing the data supplied by evaluation forms to consider the level of the class, whether it is a required course, the size of the class, the proportion of students completing the evaluation, and any other relevant factor(s).
- Funded internal competitive instructional development grant (e.g., Department, College, University).
- Engaging in pedagogical scholarship through a presentation at a conference or workshop on teaching for professional colleagues or a published work dealing with teaching materials, instructional advances, or related materials.
- Supervision of completed independent or individual study projects.
- Documented effectiveness in formal student advising (e.g., exit interviews, departmental advising surveys).
- Development of new course material (i.e., both courses already "on the books" as well as courses not previously taught).
- Participation in a teaching or instructional development workshop.
- Serving on a committee for an undergraduate honors project, master's thesis or dissertation project.

Instruction and Student Development: Criteria for Exceeding Expectations

While the above outlined activities define the generally accepted criteria regarding meeting expectations for faculty members with regards to instruction and student development, it is also possible for faculty to **exceed expectations** in this area. To achieve this level of teaching effectiveness, faculty must meet expectations in teaching as described in the previous section, while also demonstrating some combination of the following, the number of which is determined by the stage of the faculty member's career and the type of review a faculty member is undergoing.

- Department-level documentation of sustained excellence in teaching (e.g., formal student evaluations, peer evaluations). The Promotion and Tenure Committee is obliged in reviewing the data supplied by evaluation forms to consider the level of the class, whether or not it is a required course, the size of the class, the representativeness of students completing the evaluation, and any other relevant factor(s).
- Funded external instructional development grant.
- Recognition for teaching or advising excellence based on objective criteria and/or given by a committee or formal organization.
- Chairing a completed undergraduate honors project, master's thesis or dissertation project
- Supervising a student extra-departmental scholarly paper, article, or presentation.
- Development of nontraditional courses, teaching methodologies, and/or teaching materials.

2. Scholarly and Creative Activities

Scholarly and Creative Activities: Meeting Expectations

All Sociology faculty are expected to be active and productive scholars, and to maintain an ongoing program of scholarly activities. Whatever the nature or direction of scholarly activity, it is expected that this activity periodically will result in tangible products of high quality. It is assumed that scholarly products will contribute to the body of knowledge in one's discipline, and that involvement in serious scholarship will enhance effectiveness in instruction and student development, and in service. Both quality and quantity of scholarship, research, and publication are important. Scholarly productivity is a necessary, but not sufficient, condition for promotion and tenure. Peer review is defined for the purposes of this policy as a process by which publication outlets ensure that articles, monographs, books, and/or equivalent products represent a level of quality high enough to merit publication.

Demonstrating that a candidate **meets expectations** with regards to scholarly activities can be done by providing evidence of the following indicators. As described above, faculty members are not expected to meet all of these indicators; rather, faculty should strive to meet some combination of these indicators, the number of which is determined by the stage of the faculty member's career and the type of review a faculty member is undergoing.

- Peer reviewed research articles published in academic journals.
- A peer reviewed scholarly book published by a university press or comparable academic publisher, which will be treated as the equivalent of two peer reviewed articles.
- A funded, peer reviewed substantial grant from an external agency which draws on sociological principles.
- A peer reviewed book chapter.
- Serving as an editor of a peer reviewed journal.
- Serving as an editor of a scholarly edition.
- While the above listed products count toward the minimum requirement that faculty publish four peer reviewed publications or their equivalents before being promoted to Associate Professor and/or earning tenure, other products also demonstrate the maintenance of an ongoing program of scholarly activities. The following products, therefore could be offered by candidates for tenure and promotion, as well as for annual reviews, reappointment, and post-tenure reviews, as evidence of involvement in scholarly activity, however, they do not apply toward the minimum publication requirement for promotion to Associate Professor or for tenure.
 - Formal presentation of scholarly ideas at a professional conference.
 - Presentation of a workshop for the development of research or practice skills for professional colleagues.
 - Submission of an external grant proposal.
 - A funded, competitive internal grant proposal.
 - Publication of an academic textbook or a major revision of an academic textbook.
 - Technical reports, assessments, or equivalent products.

Scholarly and Creative Activities: Criteria for Exceeding Expectations

While the above outlined activities define the generally accepted criteria for meeting expectations for faculty members with regards to scholarly and creative activities, it is also possible for faculty to **exceed expectations** in this area. To achieve this level of scholarly productivity, faculty must meet expectations in scholarship as described in the previous section while also demonstrating a combination of the following, the number of which is determined by the stage of the faculty member's career and the type of review a faculty member is undergoing:

- Publication of additional peer reviewed research articles, scholarly books published by a university press or comparable academic publisher, and/or peer reviewed book chapters beyond minimum publication requirements.
- The acquisition of additional funded, peer reviewed substantial grants from external agencies drawing on sociological principles.
- Recognition of scholarship as being high quality and significant as demonstrated by the quality and significance of publication venues, citation indices, reprints of published work, book reviews, media coverage, author-meets-critic sessions at professional meetings, and national awards.
- Serving as an editor of a major journal that draws on sociological principles (only non-compensated editorships will count).

3. Service to the Department, University, Profession, and Community

Service: Meeting Expectations

Service to the Department, University, discipline, and community is an obligation of all full-time faculty members and is an important requirement for reappointment, tenure, and promotion decisions. To **meet expectations** with regards to service, faculty must engage in active and constructive participation on Department and University committees, in service to one's discipline and profession, and/or in service to the community. The number and nature of service contributions are likely to differ according to individual skills, interests, and stage of career development as well as the intensity of the committee work.

Demonstrating that a candidate meets expectations may include some combination of the following, the number of which is determined by the stage of the faculty member's career and the type of review a faculty member is undergoing.

- Service to the Department
 - Service as a regular contributing member on departmental committees.
 - Service in an advisory role with student organizations or extracurricular clubs.
 - Actively revising departmental documents.
 - Organization of scholarly events (e.g., research presentations or symposia).
 - Participation in recruitment events (e.g., University Open House, student majors fair).
 - Service by the Department Chair or Program Directors that is not part of the regular duties of those positions.
- Service to the Institution
 - Interdisciplinary service to programs or divisions outside of the Department of Sociology (e.g., Global Studies, Gender, Women, and Sexuality Studies, University College).
 - Service as a member on a committee, board, or task force at the College, University, or UNC System level.
 - Service by the Department Chair or Program Directors that is not part of the regular duties of those positions.
- Service to the Discipline and Profession
 - Organization of sessions for a state, regional, national, or international conference
 - Committee or sub-committee member for a state, regional, national, or international organization or meeting.
 - Peer reviewer for a state, regional, national, or international organization, for a refereed journal or publisher, or as a book reviewer.
 - Service as a juror/presider for a state, regional, national, or international organization or professional meeting.
- Service to the Community
 - Presentations to external community organizations regarding sociological issues.
 - Media coverage at all levels regarding sociological issues (e.g., editorials, television/radio appearances).
 - Participation on a board of an external community organization whose mission is related to sociological issues.

- Participation in a community engaged project related to sociological issues.
- Organizing a workshop for a local community group.

Service: Criteria for Exceeding Expectations

While the above outlined activities define the generally accepted criteria regarding meeting expectations for faculty members with regards to service, it is also possible for faculty to **exceed expectations** in this area. To achieve at this level, faculty must meet expectations as outlined above, while also engaging in tasks that demonstrate leadership and/or distinguished service. This threshold can be demonstrated a combination of the following, the number of which is determined by the stage of the faculty member's career and the type of review a faculty member is undergoing.

- Service to the Department
 - Service as a chair on a departmental committee unless the service is part of a faculty member's administrative responsibility.
 - Development of outreach efforts leading to scholarships, endowed chairs, facility improvements, and/or honoraria.
 - Authors significant document or report for the Department (e.g., five year plan)
 - Engaging in a heavier than typical service load given the faculty member's stage of career development.
- Service to the Institution
 - Elected or Appointed to University office (e.g., Faculty Senate, Ombudsperson)
 - Chair of a committee, board, or task force for the College, University, or UNC System.
 - Director of a special university-wide program (e.g., summer reading) unless this service is part of a faculty member's administrative responsibility.
 - Engaging in a heavier than typical service load given the faculty member's stage of career development.
- Service to the Discipline and Profession
 - Organization of a state, regional, or national conference.
 - Member of an editorial board of a refereed journal.
 - Committee or sub-committee chair for a state, regional, national, or international organization or meeting.
 - Service on an accreditation team (e.g., for SACS accreditation).
 - Service as an officer or program coordinator for a state, regional, national, or international organization or professional association.
 - Receipt of an award for service from a professional organization.
 - Engaging in a heavier than typical service load given the faculty member's stage of career development.
- Service to the Community
 - Ongoing/regular presentations to external community groups.
 - Leadership roles in civic and/or community organizations related to one's academic discipline (e.g., as a primary investigator or organizer).
 - Service on a government commission, committee, task force, or board.

- Engaging in a heavier than typical service load given the faculty member's stage of career development.