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## RUBRICS – SCHOLARSHIP/CREATIVE ACTIVITIES STANDARDS AND SAMPLE EVIDENCE

These rubrics provide a quick reference. Faculty should not rely exclusively on these documents, as they cannot substitute for a careful study of the written policy. The Policy itself, if different from what appears below, takes precedence.

### TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

Standards	Sample Evidence <sup>1</sup>
<p><b>RIGOR</b></p> <p>To reach its potential, scholarship/creative activity must be shared and tested publicly. Thus, across the University, peer review is considered the hallmark of academic rigor and the primary indicator of high quality academic and creative pursuits. Thus, the candidate must provide evidence that scholarly and/or creative activities have been subjected to the peer review process in a manner appropriate to the discipline and form of scholarship/creative activity.</p>	<p>Peer-reviewed publications (books, journal articles, textbooks, review articles, essays, poems, book reviews, accepted in-press publications), exhibitions, shows, and/or performances. Presentations at prestigious conferences; grants/grant proposals; colleague letters. Substantive reports, derived from community-based research, consulting projects, outcome evaluation projects, etc. Vetted essays in general interest periodicals; electronic media (blogs, electronic media, educational resources, etc); software; patents.<sup>2</sup></p>
<p><b>ENGAGEMENT</b></p> <p>The candidate must demonstrate active participation with and contribution to her/his discipline, and/or interdisciplinary activities that emphasize the candidate's disciplinary strengths. As a teacher-scholar, the candidate must demonstrate the influence of scholarship on classroom instruction/curriculum development/librarianship and/or the involvement of students in research/creative activities.</p>	<p>Evidence offered as examples of rigor, above. Also: conference attendance; refereeing/reviewing grant applications, journal articles, book manuscripts; op-ed pieces; radio/TV/film appearances. Collaborative work with students; curriculum development; mentoring SURE recipients, senior projects, ISYs. If/as appropriate, significant involvement of the community in scholarly or creative work.<sup>2</sup></p>
<p><b>EVOLUTION</b></p> <p>Scholarly and creative activities must reflect the incorporation of current practices within the discipline and demonstrate that the candidate is developing his or her own line of scholarship since arriving at Stetson.</p>	<p>Record of development of scholarly/creative activity, scholarship, and/or creative achievement within the context of the discipline, as demonstrated by the kinds of examples offered above for "rigor" and "engagement."</p>

<sup>1</sup> The form of scholarship varies by discipline and those who react to scholarly/creative activities critically will also vary. Thus, the candidate may provide any evidence that demonstrates that the standards for effectiveness in scholarly and creative activities have been met. In order to be considered, scholarly and/or creative activities must be primarily completed since the time of initial employment at Stetson. Works in progress (e.g., under review, under contract, submitted for publication) will not be considered as publications but may be provided as evidence of ongoing scholarly and/or creative activities. The candidate should be mindful that evaluators may not be familiar with terminology, professional associations, journals, acronyms, certifications, and other language of a particular field. Thus, providing evaluators an understanding of one's professional competence and achievements is critical. *Disciplinary interpretations of standards for scholarship and creative activity (currently being developed) will also apply in the future.*

<sup>2</sup> Scholarship and creative activities are evaluated based on factors such as scope, impact, size, and sophistication of intended audience. Candidates presenting expanded forms of scholarship (substantive reports derived from community-based research, consulting projects, outcome evaluation projects, electronic media, software, patents, etc.) must include appropriate peer evaluation of that work and ensure that external evaluators of said scholarship possess appropriate credentials, expertise, and objectivity.

<p><b>CONSISTENCY</b> The candidate must demonstrate commitment to the discipline by providing evidence of continued participation in scholarly or creative activities. Though quality of scholarship and creative activity is more significant than quantity, candidates for tenure and promotion must demonstrate an involvement in ongoing scholarly and/or creative work and the ability to complete and communicate high quality work. Generally speaking, consistency is demonstrated by some form of scholarly contribution and/or creative expression every year.</p>	<p>Record of scholarship and creative activity; as demonstrated by the kinds of examples offered above for “rigor” and “engagement.”</p>
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**PROMOTION TO PROFESSOR**

<b>Standards</b>	<b>Sample Evidence (since promotion to associate)</b>
<p><b>RIGOR</b> To reach its potential, scholarship/creative activity must be shared and tested publicly. Thus, across the University, peer review is considered the hallmark of academic rigor and the primary indicator of high quality academic and creative pursuits. Thus, the candidate must provide evidence that scholarly and/or creative activities have been subjected to the peer review process in a manner appropriate to the discipline and form of scholarship/creative activity.</p>	<p>Peer-reviewed publications (books, journal articles, textbooks, review articles, essays, poems, book reviews, accepted in-press publications); exhibitions, shows, and/or performances. Conference presentations; substantive grants/grant proposals (to include evaluative comments); awards for/recognition of scholarship/creative activity. Substantive reports, derived from community-based research, consulting projects, outcome evaluation projects, etc. Vetted essays in general interest periodicals; electronic media (blogs, electronic media, educational resources, etc); software; patents. Colleague letters, and, effective 2013, letter(s) from external reviewers. See also n2, p1.</p>
<p><b>ENGAGEMENT</b> The candidate must demonstrate active participation with and contribution to her/his discipline, and/or interdisciplinary activities that emphasize the candidate’s disciplinary strengths. As a teacher-scholar, the candidate must demonstrate the influence of scholarship on classroom instruction/curriculum development/librarianship and/or the involvement of students in research/creative activities.</p>	<p>Evidence offered as examples of “rigor” above. Also: conference attendance; scholarly/professional service (reader, editor, editorial committee, grant or panel reviewer/evaluator); grants/grant proposals; op-ed pieces; radio/TV/film appearances; collaborative work with students; curriculum development; mentoring SURE recipients, senior projects, ISYs. If/as appropriate, significant involvement of the community in scholarly or creative work. See also n2, p1.</p>

<p><b>MATURITY</b> The candidate must demonstrate intellectual growth in scholarly and creative activities since tenure/promotion to Associate Professor and over time.</p>	<p>Record of scholarship and creative achievement, as demonstrated by evidence offered as examples of “rigor” and “engagement” above. Also: record of presentations; invited papers or speaker invitations; consultancies; awards for scholarship/creative activity; leadership in professional or community organizations. Effective 2013, letter(s) from external reviewers.</p>
<p><b>DEVELOPMENT OF EXPERTISE</b> Scholarly and creative activities must have sufficient focus that demonstrates that the candidate has distinguished herself/himself by becoming an expert in some aspect(s) of her/his field and making meaningful contributions to the field.</p>	<p>Evidence offered as examples of “rigor” and “maturity” above, with particular attention to the demonstration of expertise and work that has made a meaningful contribution to the field. Effective 2013, letter(s) from external reviewers.</p>
<p><b>RECOGNITION</b> The candidate must demonstrate that her/his contributions to the discipline have been acknowledged as significant by peers/peer review and/or prestigious organizations.</p>	<p>Evidence offered as examples of “maturity” and “expertise” above, with particular attention to work acknowledged as significant by external reviewers with appropriate credentials, expertise, and objectivity. Also: significant change to social, business, or public policy/practice based on scholarly activities or recommendations; widespread adoption of products of scholarly and/or creative activities; media coverage; community acknowledgement, to include popular press. Effective 2013, letter(s) from external reviewers.</p>
<p><b>CONSISTENCY</b> While it is recognized that there are often legitimate reasons for periods of inactivity with regards to scholarly or creative activities, the ability to meet other standards (e.g., maturity and development of expertise) requires consistent scholarly or creative output. Thus, significant gaps in productivity should be addressed in the narrative, and the candidate must demonstrate that she/he has a lifetime record of scholarly or creative achievement that is highly likely to continue. Thus, sufficient time must elapse following periods of inactivity to demonstrate a solid resumption of activity that is highly likely to continue beyond promotion.</p>	<p>Record of productivity, as demonstrated by cumulative evidence in the categories above. Effective 2013, letter(s) from external reviewers.</p>