

## RUBRICS – SERVICE/LEADERSHIP STANDARDS FOR T/P

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 this overview, takes precedence.

### TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

Standards	Evidence
<p><b>CAMPUS ENGAGEMENT</b> The candidate must willingly and effectively participate in service activities. Service responsibilities should be limited initially and should, after a reasonable period, evolve into activities that support the Departmental/School/College/Library/University mission to a greater extent.</p>	<p>FARs/Librarian self-evaluations; pre-tenure reviews and responses; committee chair evaluations; committee reports; evidence of effective advising/recruitment activity; letters from faculty or professionals who have interacted with the candidate in the context of professional service and can comment on the effectiveness of the candidate's service.</p>
<p><b>CIVIC ENGAGEMENT</b> While not required, community service contributions included as evidence for tenure and promotion should bear a relationship to the candidate's field of expertise and the mission of the University. Civic engagement that is noted in portfolios should be integrated with teaching and scholarship.</p>	<p>FARs/Librarian self-evaluations; pre-tenure reviews and responses; newspaper articles; reports; commendations; letters from faculty or professionals who have interacted with the candidate in the context of professional service and can comment on the effectiveness of the candidate's service. All evidence should relate to candidate's field of expertise and/or University mission.</p>

### PROMOTION TO PROFESSOR

Standards	Evidence (since promotion to associate):
<p><b>ENGAGEMENT</b> The candidate must demonstrate that the breadth of service contributions has expanded from that expected of an Assistant Professor to broader areas of focus, importance, and effectiveness across the University.</p>	<p>FARs/Librarian self-evaluations; post-tenure reviews and responses; committee chair evaluations; committee reports; evidence of effective advising/recruitment activity; letters from faculty or professionals who have interacted with the candidate in the context of professional service and can comment on the effectiveness of the candidate's service. Leadership in scholarly/professional organizations; service learning or other community-engaged learning; administrative service; mentoring junior faculty. Evidence of external civic engagement (letters, newspaper articles, reports, commendations) should relate to the candidate's field of expertise and/or University mission.</p>
<p><b>IMPACT</b> The candidate must demonstrate significant participation in service activities that have a positive effect on University life.</p>	<p>Committee chair evaluations; committee reports; letters from colleagues, administrators, or committee members; letters from faculty or professionals external to Stetson who have interacted with the candidate in the context of professional service. Leadership in scholarly/professional organizations; administrative service; mentoring junior faculty.</p>

**MATURITY**

The candidate must demonstrate the ability to complete complex service tasks successfully, to communicate across disciplines, and to work with faculty and administrators effectively.

FARs/Librarian self-evaluations; service as committee chair; committee chair evaluations; committee reports; letters from colleagues, administrators, or committee members; letters from faculty or professionals external to Stetson who have interacted with the candidate in the context of professional service. Administrative service; mentoring junior faculty.