

Department of Chemistry
Policy on Merit Ratings
Accepted October 8, 2007

All ranked faculty members in the Department of Chemistry are expected to participate in three broad areas of activity: Teaching, Research, and Service. All evaluations of ranked faculty members, for whatever purpose, will be made in these three areas. Specific activities included in each of these areas shall be as described below. All faculty members are expected to carry out their activities in a manner consistent with the American Chemical Society's Code of Conduct (available from the American Chemical Society, and through its web site). Merit evaluations should be consistent with current Department guidelines for tenure and promotion.

1. Performance Reviews – Overview

1.1 Period of review

All tenured faculty members, probationary faculty members, and renewable instructors shall submit annual performance reports to the department head. Performance evaluations for shall normally be carried out on an annual schedule, as determined by University and CNAS policy. Likewise, the time period over which a faculty member's performance is evaluated will be in accordance with CNAS policy.

In the first round of evaluations (carried out in early 2006), University policy allowed tenured faculty members to opt to be evaluated in alternate years. University Policy has changed to requiring annual evaluations for all faculty members. However, for the Spring 2008 evaluation, the University has permitted tenured faculty members in CNAS to keep their evaluations from last year.

Therefore, for the Spring 2008 evaluations, tenured faculty members whose final composite rating was 3.0 or above and who wish to keep their final ratings from last year may elect to do so, though they have the option to be reevaluated. For these faculty members only, the period of evaluation for the review carried out in Spring, 2009, will encompass a two year period, specifically the 2007 and 2008 calendar years. For all other evaluations, the period of evaluation will be the preceding calendar year.

1.2 Establishing weightings

Each year, based on a schedule determined by the Provost's Office, every Chemistry Department faculty member will discuss with the Department Head the percentage weightings he or she wishes to assign to each of the three areas of activity. Those weightings should be consistent with guidelines provided by the University and the College. Faculty members may, after consultation with and permission from the Department Head, alter their percentage weightings prior to the evaluation process. However, no faculty member may alter the percent weightings once the evaluation process has begun. Percent weightings will not appear in copies of performance reports available to the evaluation panel.

1.3 Merit Evaluation panel

Only tenured faculty members are eligible to serve on the Merit Evaluation Panel, which will consist of five panelists selected to serve staggered two year terms. All eligible faculty members will be given the opportunity to serve on this panel before previous members are reappointed. However, any faculty member may decline to be a member of the panel.

The charge of this panel will be to evaluate faculty members within the Chemistry Department and provide narrative evaluations and tentative performance rankings to the department head.

1.4 Evaluations by Merit Evaluation panel

Each faculty member's performance will be evaluated in each area by all five members of the Merit Evaluation panel. The overall evaluation in each area will be taken as the median (not average) of the five rankings. In this system, each committee member will need to evaluate his/her own performance. This will allow each individual member's rankings to remain anonymous. The use of median scores, rather than average scores, should minimize difficulties with the individual's self-evaluation issue.

Each panel member will submit his or her evaluations anonymously through the departmental secretary. Evaluations should be accompanied by a brief narrative assessment explaining the ratings assigned for each area, particularly justifying any rankings other than "3". Each individual panel member's narrative assessments and rankings will be forwarded to the department head.

Note: According to policies established at the University level, any probationary faculty member in his or her first year will automatically be assigned rankings of *equivalent to the college average*.

1.5 Weighted evaluations

The weightings for each area of activity will be used to weight the scores for the three areas to come up with a single composite value for each faculty member.

1.6 Department Head review

The department head will utilize narrative assessments and rankings from the Merit Evaluation panel, as well as consultation with panel members, as a component in assigning rankings. The department head will provide the evaluated faculty member with:

- copies of the committee's narrative reviews and the committee's ratings in the three performance areas;
- the department head's own narrative review and ratings;
- a written rationale for any differences between the committee evaluations and the department head evaluations.

The department head will forward his/her evaluations to the CNAS Dean.

1.7 Appeals

Appeals of rankings will be carried out in accordance with guidelines set forth by the College and University.

2. Evaluation guidelines

2.1 General Guidelines

The underlying principles upon which the following guidelines are based are:

- Merit plans must be consistent with tenure and promotion policies at both the University and Departmental levels. Activities that are required and/or encouraged for tenure and promotion should be recognized as such in merit policies. Likewise, merit policies should not have any specific requirements for merit evaluations that are not tied to tenure and promotion guidelines.

Nonetheless, the tie-in between merit evaluations and tenure and promotion decisions is, of necessity, only qualitative. Merit evaluations reflect performance over relatively short periods of time, whereas tenure and promotion decisions are based on a faculty member's cumulative performance over an extended period of time. Low to moderate levels of achievement may be sufficient to attain merit evaluations of "Competent" (3) and perhaps even "Commendable" (4) without, over the extended period, meeting requirements and expectations for tenure and promotion.

- The University guidelines for Awards of Excellence have generally been adopted to provide indications of activities or accomplishments that show meritorious teaching, research, and service.
- Faculty members within the Department may legitimately report a wide variety of activities and outcomes that contribute to their evaluations. Guidelines for assigning activities and outcomes to the specific categories of Teaching, Service, and Research are provided in the Appendix. Assignment of some items into a specific area may be required by the Faculty Handbook and/or by Chemistry Department policies (e.g., academic advising is considered a Teaching activity, not a Service activity). Furthermore, consistency in assigning particular activities and outcomes to specific areas will generally facilitate evaluations. However, there are a number of activities or outcomes that may legitimately be assigned to different areas, depending on circumstances (e.g., serving on a graduate student's thesis committee may be considered Teaching if the faculty member worked extensively on the project, or as Service if the faculty member's role was limited primarily to reviewing the thesis and being part of the defense panel). Assignment of a particular activity or outcome to a particular area, so long as that assignment is not inconsistent with the Faculty Handbook and/or departmental policy statements, is acceptable as long as the assignment is rational and supportable.
- "Double-counting" of activities and outcomes is not acceptable. While it is possible to reasonably assign some items to more than one category, no specific item may be listed in more than one category. However, this does not mean that related items have to be in the same category. For example, mentoring of a research student should be listed under Teaching, but the publications resulting from the student's work should be listed as a research outcome.
- For each area of activity, ratings should be assigned as follows:

Expectations for rating of 3 (Competent): For a rating of 3 for a category, the faculty member should perform well in the basic responsibilities outlined in Section 2.2 below, without any major deficiencies in any of these basic responsibilities. A rating of "3" will be the normal starting point for each evaluation, and members of the Merit Evaluation panel should provide justification for ratings above or below that value. Note that a rating of "3" does not automatically indicate that one is meeting requirements for tenure or promotion.

(A few paragraphs were deleted in here)

Expectations for rating of 4 (Commendable) or 5 (Exceptional): For a rating of 4 or 5 for a category, the faculty member should perform well in all of the basic responsibilities outlined in Section 2.2 below, and should, in addition, demonstrate significant contributions in several of the meritorious activities as indicated in Section 2.3 and 2.4 below. A rating of 4 should indicate overall performance significantly above the basic responsibilities. A rating of 5 should indicate overall outstanding performance.

Rating of 1 (Unsatisfactory) or 2 (Development needed): Ratings of 1 and 2 reflect an assessment that the performance of the faculty member is significantly deficient. A rating of 2 for a category will normally indicate a significant deficiency in performance of at least one of the basic responsibilities outlined below. A rating of 1 for a category may be assigned based on the following:

- This will normally indicate significant deficiency in at least two basic responsibilities.
- A rating of 1 may also be assigned in the category of teaching for serious deficiency in a fundamental responsibility such as meeting classes reliably.

2.2 Specific guidelines for merit evaluation – basic responsibilities required for a rating of 3:

Teaching: According to the Department of Chemistry Policy on Tenure and Promotion adopted in 2005:

Teaching includes, but is not limited to, all activities involving instruction of students in the classroom, advisement of students, direction of undergraduate and graduate research, independent readings, revision of courses and teaching methods, and participation in workshops and seminars devoted to instruction of students. Designing new courses, materials and methods for classroom use shall also be included in the teaching component.

Specifically, the faculty member should have, during the period the review is evaluating:

- Prepared appropriate syllabi and teaching materials for all assigned classes
- Met classes reliably and on time.
- Submitted absence reports in advance and arranged for alternate class coverage for any class period that he or she must miss due to professional travel or similar professional commitments.
- Competently communicated appropriate material to classes. Lecture material should be up-to-date and the instructor should be aware of relevant developments in the field.
- Provided fair and timely feedback to students, by having returned exams, assignments, and laboratory reports in a timely manner.
- Exhibited quality teaching as reflected in evaluations by students. Evaluation may include student evaluations for all statistically-evaluated courses over the period of merit evaluation. Note that numerical course evaluations should not be a primary criterion for determining teaching rankings because those are affected by many factors besides teaching quality (e.g., by class sizes, majors versus non-majors courses, difficulty level of courses, etc.). However, teaching evaluations consistently higher than 2.0 (for a scale with best rating = 1.0) will normally be considered unsatisfactory.
- Actively supervised the research or project of at least one student. Undergraduate or graduate students assigned to a faculty member should have been carrying out project-related work on a regular basis or actively working on their theses in order to be considered. Inactive graduate students should not count. This requirement does not apply to instructors.
- For the teaching laboratories for which he or she is responsible, established and communicated appropriate policies to maintain a safe environment for students and staff.
- For the teaching laboratories for which he or she is responsible, worked to insure that laboratory preparations were completed in a timely manner and prior to the start of the lab.
- Performed quality academic advisement if assigned.

Research: According to the Department of Chemistry Policy on Tenure and Promotion adopted in 2005:

Research and scholarly productivity are expected to be in the faculty member's discipline or to be interdisciplinary work that draws from or makes a contribution to the faculty member's discipline. Research includes activities directed toward the discovery and elucidation of new chemical phenomena and laws, integrating already existing chemical knowledge, and producing new applications of chemical knowledge. Research may also include research in chemistry education that is consistent with the American Chemical Society's 1992 Chemistry Education Research report prepared by the American Chemical Society's Task Force on Chemical Education Research.

The Department recognizes that scientific publications and funding are important indicators of a faculty member's scholarly activities. In particular, external funding through competitive grant processes represents an important evaluation by the scientific community of the faculty member's achievements and potential.

Specifically, the faculty member should have, during the period the review is evaluating:

- Performed scholarly activity during the period of review that has potential to lead to peer-reviewed publication based on current research carried out at MSU.
- A satisfactory record of peer-reviewed publications based on work carried out since coming to MSU.
- Have or sought funding consistent with one of the following (all references to points are based on the Department's Policy on Evaluation, Promotion, Tenure, and Annual Appointment):
 - Has had an active external research worth at least 10 points in force within the past two years. For a grant scheduled to last more than two years, the value of the grant should be rated on a per year basis for allocation of points (e.g., a 3-year grant valued at \$30,000 would be valued at \$10,000 per year). A grant that was awarded more than two years earlier but which is active (based on its original schedule, not because of any extensions) will count toward merit.
 - Has applied for external funding worth at least 10 points within the past two years.
 - Instructors who elect to engage in research are encouraged to seek external funding, but are not required to do so.
- For research laboratories for which he or she is responsible, established and communicated appropriate policies to maintain a safe environment for students and staff.

Service: According to the Department of Chemistry Policy on Tenure and Promotion adopted in 2005:

Service includes the routine departmental functions, the committee and governance structures of the department, the college, and the university, and all activities contributing to the advancement of this department outside the university. This can include, but is not limited to, serving on boards and committees of professional organizations, government advisory panels, reviewing of papers submitted to professional journals, reviewing of textbooks, recruitment on behalf of the department, and contributions to the nation, the state, and the local community in matters of public concern. Faculty members are expected to assume some leadership roles in service activities.

Specifically, the faculty member should have, during the period the review is evaluating:

- Served effectively on Department, College, and/or University committees.

- Served as chair of one or more committees during each academic year. This requirement will not apply to probationary faculty members or to tenured faculty members in their first year since receiving tenure, and will not apply to instructors.
- Performed effective service to the chemistry profession such as the following
 - Refereeing articles for conferences and/or journals
 - Evaluating grant proposals from funding agencies
 - Serving on the editorial board for one or more journals
 - Serving on the organizing board for one or more conferences
 - Serving as an officer in one or more professional organizations
 - Performing assessment tasks for professional organizations

2.3 General guidelines for evaluation of meritorious activities for ratings of 4 or 5:

Evaluation of merit inevitably requires some judgment on the part of the evaluators. Section 2.4 lists activities that may contribute to a rating of 4 or 5 for a faculty member. However, a general guideline is that ratings of 4 or 5 should reflect active contributions significantly above normal expectations. Some factors that should be considered when assigning merit include the following:

- In some cases, faculty members are assigned release time to permit concentration on a particular activity, e.g., release time for research or a service activity. Because release time should allow the faculty member to be more productive in that activity, the performance expectations should be correspondingly greater for the assignment of merit. Having release time, per se, should in no way detract from the faculty member's ability to receive a meritorious rating for the activity. However, the faculty member's record of accomplishment should reflect an increased level of achievement commensurate with that release time.
- Contributions should be real and significant.
 - For activities such as committee service, simple membership on a large number of committees should not automatically be considered evidence of meritorious service. There should be an expectation of active participation and contribution in committee work.
 - For academic advising, having a large number of advisees is not, by itself, evidence of meritorious service. Likewise, pre-professional and related advising is not, in itself, evidence of meritorious service. Meritorious academic advising of any type necessitates that the faculty member:
 - be knowledgeable about and able to communicate program requirements to advisees;
 - be willing and available to meet with assigned advisees in a timely manner;
 - carry out advising activities greater than normal expectations.
 Significant advising work with students from other departments beyond normal advising within the Chemistry Department may be considered meritorious.
 - With respect to publications, the number of publications should not be the primary criterion for a meritorious rating. Full papers and communications in major journals should be regarded as reflecting merit much more so than abstracts and similar outputs that reflect a lower level of contribution to the scientific community. Likewise, panel members may evaluate the relevance of presentations, particularly student presentations, with respect to merit. There is an expectation that student presentations should ultimately lead to related research publications.

- The three examples given above should be viewed as a representative, not exhaustive, list of factors that should be considered when assigning meritorious ratings. Individual evaluators will, of necessity, need to exercise judgment when distinguishing between normal, competent levels of performance and performance that is truly meritorious.

2.4 Specific guidelines for merit evaluation – meritorious activities for ratings of 4 or 5:

Teaching – during the period the review is evaluating:

- Created a new course (or courses) not taught previously at MSU.
- Taught a course (or courses) he or she had not taught previously.
- Exceptional quality of teaching as reflected in evaluations over the period of merit evaluation.
- Showed effective innovation in teaching and/or in preparation of teaching materials
- Actively supervised undergraduate students and the thesis research of graduate students significantly beyond the basic responsibilities listed in Section 2.2.
- Submitted one or more applications for equipment grants to support teaching within the last 2 years.
- Received one or more equipment grants to support teaching within the last 2 years.
- Published teaching textbook within the last two years, or is actively writing or editing a teaching textbook.

Research:

- Had one or more publications in appropriate peer-reviewed journals within the past two years.
- Received one or more research grants as principal investigator (PI) or co-PI within past two years with monetary value, as assessed in the Department's Policy on Evaluation, Promotion, Tenure, and Annual Appointment, equivalent to the amount required for promotion (40 points).
- Supervised one or more successfully completed theses within the past two years.
- Published a professional book, or contributed a chapter to a multi-author professional book, or is actively writing or editing such a contribution. The book or chapter should be related to the faculty member's area of professional expertise.
- Made presentations at professional conferences. Included in this activity are both oral and poster presentations, and presentations by either the faculty member or his or her students.
- Submitted one or more external research grant applications within the period of merit evaluation.

Service – during the period the review is evaluating:

- Served effectively on one or more subcommittees at the College or University level.
- Actively served on Masters theses committee of graduate students at MSU or at other universities.
- Served as chair of one or more committee at the College or University level.
- Served the Department by maintaining and/or improving facilities.
- Served on the executive committee of a Department, College, or University committee.
- Performed unpaid chemistry-based consulting for outside organizations.
- Submitted and/or received one or more service grant applications (e.g., for scholarships) over the past two years.
- Performed academic advising, including advising for students outside the Chemistry Department, beyond normal academic advising loads and expectations.
- Made presentations at colleges or high schools aimed at recruiting either undergraduate or graduate students.
- Performed effective service to the chemistry profession, including some of the following:
 - Refereed articles for conferences and/or journals.

- Refereed external proposals for funding organizations such as NSF, PRF, NIH, etc.

Categorizing activities and outcomes: Appendices A, B, and C provide lists of activities and outcomes appropriate to Teaching, Research, and Service. A few comments about using these lists:

- These lists are provided to help faculty members categorize their contributions appropriately, and to help make such categorizations consistent between different faculty members.
- The order of items in the lists does not in any way imply relative merit.
- In a number of cases, the lists indicate that a particular item may be assigned to either of two categories (though never both).
- The lists are illustrative, not exhaustive. A faculty member may claim activities or outcomes not specified in these lists, provided such claims can be reasonably justified and are not contrary to the Faculty Handbook and/or specific Chemistry Department policies.

Appendix A. Teaching

See also 2007 Faculty Handbook, Sections 4.2.1, attached in Appendix D.

The activities and outcomes listed here are not presented in order of relative merit, and they should not be regarded as an exhaustive enumeration of all meritorious activities and outcomes.

Teaching Activities:

1. Coordination of a multi-instructor course.
2. Supervision of classroom teachers (teaching assistants, instructors, etc.).
3. Supervision of pre-service teachers.
4. Academic advising of undergraduate students is a normal expectation for tenured faculty members but not necessarily for untenured faculty members and instructors. Advising contributions beyond normal assignments, including participation in SOAR and extensive pre-professional advising, may be considered as meritorious. Note, however, that advising as part of a committee-based pre-professional committee (e.g., premedical committee) should be considered under service.
5. Member of an MSU graduate student thesis or seminar committee, or as an external member of a graduate student thesis or seminar committee, particularly when the faculty member provides significant guidance to the graduate student. This activity may alternately be included under service (University service for an MSU student, Service to professional peers for an external student).
6. Development of a new course.
7. Development of a new laboratory or studio exercise.
8. Preparation or revision of educational materials such as textbooks, lab manuals, class handouts, educational software, and educational websites, and related efforts such as preparation of a grant or contract proposal to support these activities. These activities may alternately be considered as research activities if they involve a significant research component.
9. Improvement in course/curriculum content, including significant revisions to a course's content.
10. Incorporation of novel pedagogical techniques or technologies.
11. Faculty development in the area of teaching (participation in workshops, seminars, institutes, or meetings to develop teaching or advising skills).
12. Supervision of independent study.
13. Guest lectures in classes that are not your official responsibility.
14. Incorporation of additional topics or exercises for an honors section, for students in a regular section taking the course for honors credit, or for graduate students in a combined undergraduate level-graduate level class.
15. Providing help/tutorial sessions outside of scheduled contact hours.
16. Administration or supervision of service learning or cooperative education opportunities, and supervision of interns.
17. Organizing and/or conducting educational field trips for students, especially for the first time.
18. Presentation at a workshop or conference on teaching.
19. Preparation of a grant proposal to support or enhance teaching.
20. Administration of a grant received for the support or enhancement of teaching.
21. Contributing to or helping provide access to educational opportunities for MSU students at other institutions (Study away, London program, National study tour, etc.)
22. Development of assessment tools to help evaluate teaching effectiveness (e.g., entrance/exit exams).
23. Use of writing-intensive exercises to assess student learning.

24. Other (must justify recognition as a teaching activity).

Teaching outcomes:

1. Peer evaluation of teaching effectiveness by another faculty member.
2. Evaluation of teaching effectiveness prepared by an administrator based on a review of your portfolio.
3. Student evaluations.
4. Results of standardized exit exams.
5. Completion of a graduate thesis or seminar paper under your supervision.
6. Textbooks, text chapters, lab manuals, and class handouts. Publication of a textbook may alternately be considered under research if the preparation of the text involved a significant research component, and especially if the text could also serve as a professional reference.
7. Receipt of a grant to support textbook or lab manual. This may alternately be included under Research if the text or lab manual itself would be evaluated under research.
8. Educational software and websites prepared.
9. Receipt of a teaching award (as a classroom teacher or thesis advisor).
10. Receipt of an award for academic advising.
11. Grant proposal submitted to support or enhance teaching or academic advising.
12. Receipt of a grant to support or enhance teaching or academic advising.
13. Research presentation by a student (graduate or undergraduate) mentored by you.
14. Research publication by a student (graduate or undergraduate) mentored by you, on which you are *not* an author.
15. Recognition or award received by a student for whom you provided significant mentoring (thesis award, etc.).
16. Other (must justify relevance as an indicator of teaching effectiveness).

Appendix B. Research

See also 2007 Faculty Handbook, Sections 4.2.2, attached in Appendix D.

The activities and outcomes listed here are not presented in order of relative merit, and they should not be regarded as an exhaustive enumeration of all meritorious activities and outcomes.

Research activities:

1. Faculty development in the area of research:
 - Participation in workshops, seminars, colloquia, professional meetings, etc. for the purpose of enhancing research skills, refining research questions, or improving research knowledge base.
 - Internship, apprenticeship, or collaborative work with other professional researchers (at MSU or elsewhere) for the purpose of learning new research skills. The new skills and their value must be described.
 - Maintenance or acquisition of expertise in areas of professional research interest by reading professional journals and monographs.
2. Preparation of a grant or contract proposal for funding to support research (including teaching research) or other scholarly activity.
3. Administration of a grant or contract received for research (including teaching research) or other scholarly activity.
4. Preparation of a new text, or revision of a previously published text, and related activities such as preparation of a grant or contract proposal to support those activities, where that activity involves a significant research component.
5. Other research activities (must justify).

Research outcomes:

1. Publication or exhibition of a creative project, original results or a synthetic review, as author or coauthor, in a peer-reviewed professional journal or venue.
2. Publication of original results or a synthetic review, as author or coauthor, in a peer-reviewed book or monograph intended for a professional audience. Publication should be by a recognized publisher in the field.
3. Peer-reviewed research contract report, submitted to and accepted by the funding agency. If the endorsement of peers was not a prerequisite for acceptance of the report, then the nature of the peer-review must be described and the results must be documented.
4. Patent received for a discovery or invention arising from discipline-appropriate research.
5. Publication, not peer-reviewed, of original results or a synthetic review, as author or coauthor, in a book or monograph intended for a professional audience.
6. Publication of original results or a synthetic review, as author or coauthor, by invitation in an edited professional volume.
7. Publication of original results or a synthetic review, as author or coauthor, in a journal, proceedings volume, or report that is not peer-reviewed but is intended for a professional audience. For presentations where the proceedings is an integral requirement, the presentation and proceedings should not be counted separately.
8. Research contract report accepted by the funding agency, not peer-reviewed.
9. Book review or letter to the editor that contributes original research results or synthesis in your professional area. The novel research component must be explained and justified.
10. Invited presentation of research results at a professional meeting.
11. Peer-reviewed presentation of original results at a professional meeting, either orally or by poster. The nature of the review process must be described.

12. Non-reviewed presentation of original results at a professional meeting, either orally or by poster.
13. Co-authorship on a presentation of original results at a professional meeting. If peer-reviewed, the nature of the review process must be described.
14. Research presentation (seminar) at another academic or research institution.
15. Citations to your research in scholarly publications by persons other than yourself and co-authors.
16. Research (including teaching research) grant or contract proposal submitted to a local, state, regional, national, or international funding agency or organization.
17. Research (including teaching research) grant or contract received.
18. Receipt of a scholarship, fellowship, internship, or endowment to provide research opportunities (sabbatical leave, summer fellowship, endowed professorship, etc.).
19. Evaluations of research quality and impact solicited from academic peers at other institutions (external review).
20. An honorary research award, including election to honorary professional societies.
21. Reprinting of original research articles in special collections or texts.
22. Editorials, commentaries, or book reviews featuring your research, that were contributed to professional or popular journals by persons other than yourself, co-authors, or collaborators.
23. Publication of a new text, or publication of a revised text, where the text reflects significant research, especially when the text may serve as a professional reference.
24. Receipt of a grant or contract to support publication of a new or revised text, where the text itself would be considered under research.
25. Other (must justify relevance as an indicator of research productivity).

Appendix C. Service

See also 2007 Faculty Handbook, Sections 4.2.3, attached in Appendix D.

The activities and outcomes listed here are not presented in order of relative merit, and they should not be regarded as an exhaustive enumeration of all meritorious activities and outcomes.

Service activities

Service to the University

1. Chairperson of a committee or council of the department, college, or university.
2. Non-classroom and non-committee departmental assignments. Examples include, but are not limited to: equipment and inventory maintenance; specimen collection, preparation and curation; library development; graduate student coordinator; secondary education coordinator; monitoring of dual-enrollment courses; computer lab network manager; webmaster.
3. Director of a formal unit or Center within the University (CASE, JVIC, BSFS, etc.)
4. Member of an MSU graduate student thesis or seminar committee. This activity may alternately be evaluated under teaching, particularly when the faculty member provides significant guidance to the graduate student.
5. Service as a faculty mentor.
6. Sponsorship of student organizations or clubs (Tri-Beta, SPS, OAAC, Premedical Society, etc.).
7. Preparation of grant proposals to support service activities.
8. Administration of a grant received to support service activities.
9. Faculty development in the area of service (participation in workshops, meetings, symposia, etc. designed to build or enhance service skills).
10. Obtain and/or maintain licensing status in a professional area.
11. Participation in university promotional activities (fund solicitation, etc.).
12. Student recruitment activities (Majors fair, recruitment trips to local high schools and colleges, etc.).
13. Conduct peer-review of teaching effectiveness for a colleague.
14. Contribution toward program or departmental accreditation.
15. Organize or lead a scholarly field trip for a Department or campus organization.
16. Other University service activities (must justify).

Service to professional peers

1. Service to professional societies and organizations as an officer, committee member, meeting organizer, symposium organizer, meeting host, panel member, etc.
2. Editorial work for a professional journal.
3. Editorial work on a professional book.
4. Peer-reviewing of manuscripts submitted to professional journals or edited volumes.
5. Peer-reviewing of original designs or creative projects that are appropriate to the discipline.
6. Peer-reviewing of grant proposals submitted to external funding agencies.
7. External member of graduate student thesis or seminar committee. This activity may alternately be evaluated under teaching, particularly when the faculty member provides significant guidance to the graduate student.
8. Preparation of software or a website that is a useful resource for peers in the areas of service, teaching, and/or research.
9. Member of a site-visit team for the accreditation of an academic program at another institution.
10. External reviewer of a promotion and/or tenure application for a faculty member at another institution.

11. Organize or lead a scholarly field trip for an external audience.
12. Other professional service activities (must justify).

Service to the Community

1. Service to the public education system beyond MSU, such as: presentations in local schools; organization or presentation of workshops for primary and secondary students (Expanding Your Horizons, Science Olympiad, etc.); participation in science fairs, the Missouri Junior Academy of Sciences, Math contests, the Missouri Minerals Workshop, etc.
2. Participation in discipline-appropriate career-development events and organizations (FFA, 4H, agricultural events at public fairs, etc.)
3. Public speaking engagements related to your professional expertise and duties.
4. Service as a board member or officer of a private organization whose mission is complementary to that of the university or the department, such as the Nature Conservancy, the Missouri Prairie Foundation, the Sierra Club, etc.
5. Participation in television, radio, or print media interviews that relate to professional duties.
6. Use professional expertise to serve as a member of a public service board, regulatory agency, planning committee, or professional registration commission of state, regional, national, or international scope.
7. Non-compensated professional consultation that is outside of formally assigned committee or advisory duties and is appropriate to the discipline. Examples include fielding phone calls from the general public, running workshops for colleagues or public groups, providing statistical advice, providing expert testimony, outreach to farmers and other agricultural organizations, etc.
8. Other community service activities (must justify).

Service outcomes:

1. Reports, survey instruments, guides, and other documents generated in pursuit or fulfillment of service activities.
2. Service awards from the college or university.
3. Awards for meritorious service to external societies or organizations.
4. Written evaluations received that address the quality of, or the effort devoted to, service to the department, college, or university. Such evaluations should come from colleagues who supervised or cooperated in service activities, and may be solicited or unsolicited.
5. Popular articles or books directly related to your professional expertise or duties.
6. Materials designed to enhance the teaching, service, or research effectiveness of professional peers, such as special collections, computer programs, web sites, and improved technologies, provided that no profit is realized.
7. Professional book or monograph for which you are an editor or co-editor.
8. Published book review that draws upon your professional expertise.
9. Other service outcomes (must justify).