

Department of Geography, Geology, and Planning

Merit Evaluation Plan

Revised for 2009

Procedures

- Each full-time member of the GGP faculty shall submit an Annual Report in January, summarizing all accomplishments in teaching, research, and service for the preceding calendar year.
 - The Annual Report should use pages 3 through 11 of this Merit Evaluation Plan as a template.
 - The Annual Report is not intended to be a portfolio. Full citation information should be included for each accomplishment listed, but supporting documentation is not expected. If the Merit Evaluation Committee wants documentation or additional information about any accomplishment listed, they will request it.
- Each faculty member's merit evaluation will be based on the accomplishments reported on the Annual Report.
 - Starting with the Spring 2009 evaluation, each GGP faculty member, whether tenured or untenured, will be evaluated each year, based on the accomplishments for the preceding calendar year.
- The GGP Merit Evaluation Committee consists of three tenured, full-time members of the GGP faculty.
 - Members for the coming academic year are elected by vote of the faculty in late Spring (usually April) as part of the annual election for departmental representatives to the various bodies of the faculty governance system.
 - The term of membership on the GGP Merit Evaluation Committee is one year.
 - All tenured GGP faculty members are eligible and expected to serve on the GGP Merit Evaluation Committee; no faculty member is eligible for election to a second term until all other eligible GGP faculty members have served a term.
- The GGP Merit Evaluation Committee and the Department Head will independently examine the Annual Report for the preceding calendar year for each faculty member being evaluated. The Committee and the Department Head will independently assess whether the faculty member has met the minimum expectations and will tabulate the number of Level-5, Level-4, and Level-3 accomplishments in each of the three categories of performance: teaching, research, and service.
 - In this tabulation, the GGP Merit Evaluation Committee and the Department Head will each, independently, exercise their judgment concerning the value of each accomplishment reported on the Annual Report. Both the GGP Merit Evaluation Committee and the Department Head can, independently, move any particular accomplishment from the level where it was reported to a different level, based on their judgment of the value of that accomplishment. Furthermore, both the GGP Merit Evaluation Committee and the Department Head can, independently, choose not to count any particular reported accomplishment, if in their judgment, that accomplishment has little or no value. (For example, service on a committee that did not meet or do any substantive work during the evaluation period.)
 - The GGP Merit Evaluation Committee and the Department Head will then meet to compare their tabulations and to try to reconcile any differences.
 - In those instances where a difference between the committee's tabulation and the Department Head's tabulation in a particular category cannot be reconciled, both values will be reported to the faculty member, and the average of the two values will be used in the subsequent calculations.
- For each faculty member deemed to have met minimum expectations in a particular category (teaching, research, service), a "Weighted Total Performance" value will be determined for that faculty member's performance in that category by adding eight (8) times the number of Level-5 accomplishments plus three (3) times the number of Level-4 accomplishments plus one (1) times the number of Level-3 accomplishments in that category. These "Weighted Total Performance" values for all the faculty members being evaluated will

then be ordered in each category, and the Merit Performance Rating (5, 4.5, 4, 3.5, or 3) for each faculty member will be determined from these ordered distributions for each of the categories of performance using the following cutoff values:

Rating	Cutoff Scores		
	Teaching	Research	Service
5	24	34	30
4.5	20	22	23
4	16	12	16
3.5	12	4	9

These cutoff values are based on departmental results from 2005-2008 and are chosen to produce mean ratings of approximately 4.0 for each of the three categories.

- The Department Head will submit to the Dean a total of seven numbers for each full-time faculty member: an integer Merit Performance Rating for each of the three areas of faculty responsibility; a percentage weighting for each of the three areas; and a composite “Merit Score” based on the algebraic combination of those six numbers.
 - For the performance ratings, the Department Head will follow the recommendations of the departmental Merit Evaluation Committee in all instances unless there is a compelling reason to question one or more of those recommendations.
 - The percentage weightings will be determined by negotiation between the faculty member and the Department Head, within the allowable ranges prescribed by the Provost and Dean for that faculty member’s rank and teaching load, prior to the evaluation.
 - The composite “Merit Score” determined by multiplying each merit rating by its respective weighting percentage, will be reported to the Dean with three significant digits (ex.—3.72).

Criteria -- Teaching

Basic Expectations in Teaching (All of the following are required for a ranking of Level-3 or above in Teaching.)

- a. Prepare and distribute appropriate Policy Statements and Course Outlines for all assigned courses throughout the one-year evaluation period.
- b. Meet all assigned classes regularly and reliably, and regularly and reliable maintain office hours throughout the one-year evaluation period.
- c. Present appropriate subject material in all courses taught throughout the one-year evaluation period.
- d. Assess student performance in a manner that is fair and consistent with Policy Statement in all courses taught throughout the one-year evaluation period.
- e. Serve as a member of the curriculum and assessment committee for one of the department's five undergraduate degree programs (geography, geology, planning, geospatial science, or earth science education).

A faculty member who satisfies all of the above Basic Expectations in Teaching for the entire one-year evaluation period AND receives a University-wide (Foundation) award in Teaching during that evaluation period shall receive a ranking of Level-5 in Teaching.

Individual Level-5 Teaching Accomplishments (Each occurrence of each of these Level-5 activities over the one-year evaluation period constitutes a separate Level-5 Teaching Accomplishment.)

- a. Write, edit, or compile a textbook published and distributed commercially.
- b. Develop an entirely new course, get it approved through the faculty governance system, and offer it for the first time.
- c. Significantly redesign an existing course, or offer an existing course via a new delivery mode (ITV, web, etc.) or using a new instructional technology (BlackBoard, web notes, etc.) for the first time, and disseminate the results of this project to colleagues outside the department. (Note—If this project does not include a formal dissemination of results to colleagues outside the department, this counts as a Level-4 teaching activity under T-4-c, below. If the dissemination of the results of this project involves professional presentations and/or publications claimed as Research Accomplishments, then the Teaching Accomplishment associated with this project counts only under T-4-c.)
- d. Receive an external award for teaching.
- e. Receive a University-wide or external award for thesis direction or undergraduate advisement.
- f. Other (Include brief description in Annual Report—200 words maximum—including a brief discussion of why you feel this activity should qualify as a Level-5 Teaching Accomplishment.)

Individual Level-4 Teaching Accomplishments (Each occurrence of each of these Level-4 activities over the one-year evaluation period constitutes a separate Level-4 Teaching Accomplishment.)

- a. Design or create supplemental teaching materials such as PowerPoint slides, test and quiz banks, etc., to accompany a published textbook and to be distributed (via CD, online, or otherwise) to an audience beyond your own classes.
- b. Write, edit, or compile a laboratory manual or set of supplemental course materials printed and distributed locally or in-house.
- c. Significantly update or redesign an existing course, or offer an existing course via a new delivery mode (ITV, web, etc.) or using a new instructional technology (BlackBoard, web notes, etc.) for the first time, or take over an existing course and offer it for the first time.

- d. Complete a one-academic-year term as chair of the curriculum and assessment committee for the department's graduate program.
- e. Complete a one-academic-year term as the program director (or coordinator) for one of the department's five undergraduate degree programs (geography, geology, planning, geospatial science, or earth science education); chair the curriculum and assessment committee for that program; and oversee all necessary program review and re-accreditation efforts associated with that program.
- f. Complete a one-academic-year term as chair of the curriculum and assessment committee for one of the department's multi-instructor General Education courses (GRY 100, GRY 135, GLG 110, GLG 171).
- g. Maintain Master Advisor certification and serve as academic advisor for, on average throughout the one-year period of this evaluation, at least 150% of your fair share of the declared undergraduate majors in the department. (Note—If the department has approximately 180 declared undergraduate majors and 18 full-time faculty members eligible to serve as advisors, each faculty member's "fair share" of the advisement load would be approximately 10 advisees, and the 150% minimum for Level 4 performance would be 15 advisees.)
- h. Teach (or team-teach) a section of one of the Department's field-based courses (GLG 360, GLG 412, GRY 470). (Note—Teaching (or team-teaching) two or more such sections during the one-year evaluation period would count as two Level-4 Teaching Accomplishments, but that's the limit. You can't get more than two Level-4 Teaching Accomplishments per evaluation period for this type of activity.)
- i. Other (Include brief description in Annual Report—200 words maximum—including a brief discussion of why you feel this activity should qualify as a Level-4 Teaching Accomplishment.)

Individual Level-3 Teaching Accomplishments (Each occurrence of each of these Level-3 activities over the one - year evaluation period constitutes a separate Level-3 Teaching Accomplishment.)

- a. Complete a one-academic-year term as a member of the curriculum and assessment committee for the department's graduate program.
- b. Serve as a member of the curriculum and assessment committee for an additional one of the department's five undergraduate degree programs (geography, geology, planning, geospatial science, or earth science education). (In addition to the curriculum and assessment committee listed under "Basic Expectations in Teaching", above.)
- c. Complete a one-academic-year term as a member of the curriculum and assessment committee for one of the department's multi-instructor General Education courses (GRY 100, GRY 135, GLG 110, GLG 171).
- d. Serve as academic advisor for, on average throughout the one -year period of this evaluation, at least 50% of your fair share of the declared undergraduate majors in the department. (Note—If the department has approximately 180 declared undergraduate majors and 18 full-time faculty members eligible to serve as advisors, each faculty member's "fair share" of the advisement load would be approximately 10 advisees, and the 50% minimum for Level 3 performance would be 5 advisees.)
- e. Other (Include brief description in Annual Report—200 words maximum—including a brief discussion of why you feel this activity should qualify as a Level-3 Teaching Accomplishment.)

Composite Teaching Accomplishments

- a. Total Student Credit Hour production (Note—The Department Head will provide the relevant data to the Merit Evaluation Committee.)
 - Total Student Credit Hour production for the one-year evaluation period exceeds the median for all full-time GGP faculty by a factor of three counts as one Level-5 Teaching Accomplishment
 - Total Student Credit Hour production for the one-year evaluation period exceeds the median for all full-time GGP faculty by a factor of two counts as one Level-4 Teaching Accomplishment

- b. Administer student evaluations for all sections taught (except for sections with fewer than five students) (Note—The Department Head will provide the relevant data to the Merit Evaluation Committee.)
- Average score on the “Overall Teaching Effectiveness of Instructor” question for all sections taught during the one-year evaluation period for which the student response rate exceeded 50% equals 1.5 or better counts as one Level-5 Teaching Accomplishment
 - Average score on the “Overall Teaching Effectiveness of Instructor” question for all sections taught during the one-year evaluation period for which the student response rate exceeded 50% equals 2.0 or better counts as one Level-4 Teaching Accomplishment
 - Average score on the “Overall Teaching Effectiveness of Instructor” question for all sections taught during the one-year evaluation period for which the student response rate exceeded 50% equals 2.5 or better counts as one Level-3 Teaching Accomplishment
- c. Obtain grant funding (external, internal, or combined; as PI or co-PI) for an educational purpose such as conducting teacher-training workshops or short courses or for the purchase of teaching equipment and/or teaching materials.
- Total dollar value (regardless of number of sources) for the one-year evaluation period up to \$10,000 counts as one Level-3 Teaching Accomplishment
 - Total dollar value (regardless of number of sources) for the one-year evaluation period > \$10,000 counts as one Level-4 Teaching Accomplishment
 - Total dollar value (regardless of number of sources) for the one-year evaluation period > \$25,000 (or includes full support for at least one full-time staff position or graduate assistantship for a full academic year) counts as one Level-5 Teaching Accomplishment
 - Total dollar value (regardless of number of sources) for the one-year evaluation period > \$50,000 (or includes full support for at least two full-time staff positions or graduate assistantships for a full academic year) counts as two Level-5 Teaching Accomplishments (Note—That’s the limit. You can’t get more than two Level-5 Teaching Accomplishments per evaluation period from funding, regardless of the number of sources or total dollar amount of the funding.)
- d. Serve as thesis advisor (chair of the thesis committee) for an M.S. student who successfully completes their graduate program.
- One thesis advisee completing within the one-year evaluation period counts as one Level-4 Teaching Accomplishment
 - Two thesis advisees completing within the one-year evaluation period counts as one Level-5 Teaching Accomplishment
 - Three or more thesis advisees completing within the one-year evaluation period counts as two Level-5 Teaching Accomplishments (Note—That’s the limit. You can’t get more than two Level-5 Teaching Accomplishments per evaluation period from thesis advising.)
- e. Serve as second or third member of the thesis committee for an M.S. student who successfully completes their graduate program.
- One thesis student completing within the one-year evaluation period counts as one Level-3 Teaching Accomplishment
 - Two thesis students completing within the one-year evaluation period counts as one Level-4 Teaching Accomplishment
 - Three or more thesis students completing within the one-year evaluation period counts as two Level-4 Teaching Accomplishments (Note—That’s the limit. You can’t get more than two Level-4 Teaching Accomplishments per evaluation period from thesis committee service.)
- f. Supervise undergraduate research projects to successful completion.
- One undergraduate research project completed within the one-year evaluation period counts as one Level-3 Teaching Accomplishment
 - Two undergraduate research projects completed within the one-year evaluation period counts as one Level-4 Teaching Accomplishment
 - Three or more undergraduate research projects completed within the one-year evaluation period counts as two Level-4 Teaching Accomplishments (Note—That’s the limit. You can’t get more than two Level-4 Teaching Accomplishments per evaluation period from supervising undergraduate research projects.)

- g. Supervise Independent Study projects (graduate, undergraduate, or combined) to successful completion.
 - One independent study project completed within the one-year evaluation period counts as one Level-3 Teaching Accomplishment
 - Two independent study projects completed within the one-year evaluation period counts as one Level-4 Teaching Accomplishment
 - Three or more independent study projects completed within the one-year evaluation period counts as two Level-4 Teaching Accomplishments (Note—That’s the limit. You can't get more than two Level-4 Teaching Accomplishments per evaluation period from supervising independent study projects.)
- h. Lead (or co-lead) out-of-class-time field trips
 - One out-of-class-time field trip within the one-year evaluation period counts as one Level-3 Teaching Accomplishment
 - Two out-of-class-time field trips within the one-year evaluation period counts as one Level-4 Teaching Accomplishment
 - Four out-of-class-time field trips within the one-year evaluation period counts as two Level-4 Teaching Accomplishments (Note—That’s the limit. You can't get more than two Level-4 Teaching Accomplishments per evaluation period from leading field trips.)

Criteria – Research

Basic Expectations in Research for Ranked Faculty (All of the following are required for a ranking of Level-3 or above in Research.)

- a. Establish and actively pursue a research agenda that has the potential to lead to scholarly publications and/or presentations.
- b. Strive to expand scholarly expertise by attending at least one professional meeting or by maintaining membership in at least one professional organization during the evaluation period.

A faculty member who satisfies all of the above Basic Expectations in Research for the entire one-year evaluation period AND receives a University-wide (Foundation) award in Research during that evaluation period shall receive a ranking of Level-5 in Research.

Individual Level-5 Research Accomplishments (Each occurrence of each of these Level-5 activities over the one-year evaluation period constitutes a separate Level-5 Research Accomplishment.)

- a. Publish (as author or co-author) a peer-reviewed scholarly book or peer-reviewed research monograph. (Note—If the book or monograph reports original research findings that, in the opinion of the Merit Evaluation Committee, could have been published as two or more separate peer-reviewed journal articles, then it counts at two Level-5 Research Accomplishments. However, that's the limit. No single scholarly book or research monograph can count as more than two Level-5 Research Accomplishments. Furthermore, each scholarly review monograph or guidebook counts as a single Level-4 Research Accomplishment under R-4-a, and each textbook counts as a single Level-5 Teaching Accomplishment under T-5-a, no matter how extensive.)
- b. Publish (as author or co-author) a full-length (i.e., not abstract) article reporting primary research findings in a peer-reviewed journal of international or national scope.
- c. Publish (as author or co-author) a full-length (i.e., not abstract) article (or chapter) reporting primary research findings in a peer-reviewed edited volume of international or national scope, including a peer-reviewed "Proceedings" volume of an international or national conference.
- d. Receive an external award for research.
- e. Other (Include brief description in Annual Report—200 words maximum—including a brief discussion of why you feel this activity should qualify as a Level-5 Research Accomplishment.)

Individual Level-4 Research Accomplishments (Each occurrence of each of these Level-4 activities over the one-year evaluation period constitutes a separate Level-4 Research Accomplishment.)

- a. Publish (as author or co-author) a scholarly review monograph or guidebook.
- b. Publish (as author or co-author) a full-length (i.e., not abstract) review article in a peer-reviewed journal of international or national scope.
- c. Publish (as author or co-author) a full-length (i.e., not abstract) review article (or chapter) in a peer-reviewed edited volume of international or national scope, including a peer-reviewed "Proceedings" volume of an international or national conference.
- d. Publish (as author or co-author) a full-length (i.e., not abstract) article reporting primary research findings in a peer-reviewed journal of regional or state scope.
- e. Publish (as author or co-author) a full-length (i.e., not abstract) article (or chapter) reporting primary research findings in a peer-reviewed edited volume of regional or state scope, including a peer-reviewed "Proceedings" volume of a regional or state conference.
- f. Publish (as author or co-author) an abstract reporting primary research findings in a peer-reviewed journal of international or national scope.

- g. Give a presentation (as author or co-author) of primary research findings at a professional meeting of international or national scope. (Note—If an abstract of the presentation is published in the conference program or an abstracts volume, the abstract does not count as a separate level-4 accomplishment.)
- h. Other (Include brief description in Annual Report—200 words maximum—including a brief discussion of why you feel this activity should qualify as a Level-4 Research Accomplishment.)

Individual Level-3 Research Accomplishments (Each occurrence of each of these Level-3 activities over the one - year evaluation period constitutes a separate Level-3 Research Accomplishment.)

- a. Publish (as author or co-author) a full-length (i.e., not abstract) review article in a peer-reviewed journal of regional or state scope.
- b. Publish (as author or co-author) a full-length (i.e., not abstract) review article (or chapter) in a peer-reviewed edited volume of regional or state scope, including a peer-reviewed “Proceedings” volume of a regional or state conference.
- c. Publish (as author or co-author) an abstract reporting primary research findings in a peer-reviewed journal of regional or state scope.
- d. Give a presentation (as author or co-author) of primary research findings at a professional meeting of regional or state scope. (Note—If an abstract of the presentation is published in the conference program or an abstracts volume, the abstract does not count as a separate level-3 accomplishment.)
- e. Publish (as author or co-author) a full-length (i.e., not abstract) non-refereed working paper or contract report in support of one of the University's research centers (CRPM, OEWRI, etc.).
- f. Make significant progress toward a multi-year research project. (Include brief description in Annual Report—200 words maximum.) (Note--Limit of two Level-3 accomplishments available in this category.)
- g. Other (Include brief description in Annual Report—200 words maximum—including a brief discussion of why you feel this activity should qualify as a Level-3 Research Accomplishment.)

Composite Research Accomplishments

- a. Obtain research funding (external, internal, or combined; as PI or co-PI)
 - Total dollar value (regardless of number of sources) for the one-year evaluation period up to \$10,000 counts as one Level-3 Research Accomplishment
 - Total dollar value (regardless of number of sources) for the one-year evaluation period > \$10,000 counts as one Level-4 Research Accomplishment
 - Total dollar value (regardless of number of sources) for the one-year evaluation period > \$25,000 (or includes full support for at least one full-time staff position or graduate assistantship for a full academic year) counts as one Level-5 Research Accomplishment
 - Total dollar value (regardless of number of sources) for the one-year evaluation period > \$50,000 (or includes full support for at least two full-time staff positions or graduate assistantships for a full academic year) counts as two Level-5 Research Accomplishments (Note-That’s the limit. You can't get more than two Level-5 Research Accomplishments per evaluation period from funding, regardless of the number of sources or total dollar amount of the funding.)
- b. Citations of previously published research. (Note--citing yourself doesn’t count.)
 - One new citations published within the one-year evaluation period counts as one Level-3 Research Accomplishment
 - Two or more new citations published within the one-year evaluation period counts as two Level-3 Research Accomplishments (Note-That’s the limit. You can't get more than two Level-3 Research Accomplishments per evaluation period from citations.)

Criteria – Service

Basic Expectations in Service (All of the following are required for a ranking of Level-3 or above in Service.)

- a. Give a presentation at, or serve as a judge for, at least one regional or statewide outreach activity (Expanding Your Horizons, Science Olympiad, Ozarks Regional Science and Engineering Fair, Missouri Junior Academy of Science, Missouri Minerals Workshop, etc.) OR use professional expertise to give at least one public affairs (as opposed to research) presentation to an on-campus or local audience (other University departments or research Centers, area schools, civic organization, etc.).
- b. Competently and conscientiously perform all service activities assigned by the Department Head

A faculty member who satisfies all of the above Basic Expectations in Service for the entire one-year evaluation period AND receives a University-wide (Foundation) award in Teaching during that evaluation period shall receive a ranking of Level-5 in Service.

Individual Level-5 Service Accomplishments (Each occurrence of each of these Level-5 activities over the one-year evaluation period constitutes a separate Level-5 Service Accomplishment.)

- a. Complete a one-year term as editor or associate editor for a refereed journal of international or national scope.
- b. Complete a one-year term as an officer of an international or national professional organization.
- c. Complete a one-year term as chair or officer of a committee or working group for an international or national professional organization.
- d. Organize and host a professional meeting or research conference for an international or national audience.
- e. Organize and lead a scholarly field trip for an international or national audience.
- f. Serve as primary organizer/coordinator for a regional or statewide outreach activity (Expanding Your Horizons, Science Olympiad, Ozarks Regional Science and Engineering Fair, Missouri Junior Academy of Science, Missouri Minerals Workshop, etc.).
- g. Complete a one-year term as chair of a body of the faculty governance system (ex.—Faculty Senate, Graduate Council, PEC, CGEIP, College Council) or a University-wide or College-wide committee.
- h. Other (Include brief description in Annual Report—200 words maximum—including a brief discussion of why you feel this activity should qualify as a Level-5 Service Accomplishment.)

Individual Level-4 Service Accomplishments (Each occurrence of each of these Level-4 activities over the one-year evaluation period constitutes a separate Level-4 Service Accomplishment.)

- a. Complete a one-year term as editor or associate editor for a refereed journal of regional or state scope.
- b. Complete a one-year term as an officer of a regional or state professional organization.
- c. Complete a one-year term as a member of a committee or working group for an international or national professional organization.
- d. Complete a one-year term as chair or officer of a committee or working group for a regional or state professional organization.
- e. Organize and host a professional meeting or research conference for a regional or state audience.
- f. Organize and lead a scholarly field trip for a regional or state audience.
- g. At the request of the editor, review an article submitted for publication in a peer-reviewed journal of international or national scope.
- h. At the request of the conference organizer, review an article submitted for presentation at an international or national research conference.
- i. At the request of the program director, review a proposal seeking external grant funding.
- j. Serve as a member of a site-visit team for the accreditation of an academic program at another institution.

- k. Serve as an external reviewer for a tenure or promotion application for a faculty member at another institution.
- l. Complete a one-year term as a member of a public service board, regulatory agency, planning committee, or professional registration commission of international, national, regional, or state scope.
- m. Use professional expertise to give a public affairs (as opposed to research) presentation to an international, national, regional, or state audience.
- n. Complete a one-year term as a member of a body of the faculty governance system (ex.—Faculty Senate, Graduate Council, PEC, CGEIP, College Council) or of a University-wide or College-wide committee.
- o. Complete a one-year term as chair of the department’s Tenure, Promotion, and Reappointment Committee.
- p. Complete a one-year term as chair of the department’s Undergraduate Recruitment Committee or the department’s Graduate Recruitment Committee and represent the department at a minimum of two off-campus recruitment events.
- q. Complete a term as chair of a departmental search committee or complete a one-year term as chair of another departmental committee (exclusive of the curriculum and assessment committees listed above under “Teaching Accomplishments”).
- r. Complete a one-year term as a member of the department’s Merit Evaluation Committee.
- s. Complete a one-year term as faculty sponsor for a University-sanctioned student organization.
- t. Prepare and supervise a section or theme session for a regional or statewide outreach activity (Expanding Your Horizons, Science Olympiad, Ozarks Regional Science and Engineering Fair, Missouri Junior Academy of Science, Missouri Minerals Workshop, etc.).
- u. Other (Include brief description in Annual Report—200 words maximum—including a brief discussion of why you feel this activity should qualify as a Level-4 Service Accomplishment.)

Individual Level-3 Service Accomplishments (Each occurrence of each of these Level-3 activities over the one-year evaluation period constitutes a separate Level-3 Service Accomplishment.)

- a. Complete a one-year term as a member of a committee or working group for a regional or state professional organization.
- b. At the request of the editor, review an article submitted for publication in a peer-reviewed journal of regional or state scope.
- c. At the request of the conference organizer, review an article submitted for presentation at a regional or state research conference.
- d. Give a presentation at, or serve as a judge for, a regional or statewide outreach activity (Expanding Your Horizons, Science Olympiad, Ozarks Regional Science and Engineering Fair, Missouri Junior Academy of Science, Missouri Minerals Workshop, etc.). (In addition to any item listed under Basic Expectations in Service, above.)
- e. Complete a one-year term as a member of a public service board, regulatory agency, planning committee, or professional registration commission of local scope.
- f. Use professional expertise to give a public affairs (as opposed to research) presentation to an on-campus or local audience (other University departments or research Centers, area schools, civic organization, etc.). (In addition to any item listed under Basic Expectations in Service, above.)
- g. Complete a one-year term as a member of the department’s Tenure, Promotion, and Reappointment Committee or one of its subcommittees.
- h. Complete a one-year term as a member of the department’s Undergraduate Recruitment Committee or the department’s Graduate Recruitment Committee and represent the department at a minimum of one off-campus recruitment event.
- i. Complete a term as a member of a departmental search committee or complete a one-year term as a member of another departmental committee (exclusive of the curriculum and assessment committees listed above under “Teaching Accomplishments”).
- j. Other (Include brief description in Annual Report—200 words maximum—including a brief discussion of why you feel this activity should qualify as a Level-3 Service Accomplishment.)

Composite Service Accomplishments

- a. Obtain grant funding (external, internal, or combined; as PI or co-PI) for a service-oriented purpose.
 - Total dollar value (regardless of number of sources) for the one-year evaluation period up to \$10,000 counts as one Level-3 Service Accomplishment
 - Total dollar value (regardless of number of sources) for the one-year evaluation period > \$10,000 counts as one Level-4 Service Accomplishment
 - Total dollar value (regardless of number of sources) for the one-year evaluation period > \$25,000 (or includes full support for at least one full-time staff position or graduate assistantship for a full academic year) counts as one Level-5 Service Accomplishment
 - Total dollar value (regardless of number of sources) for the one-year evaluation period > \$50,000 (or includes full support for at least two full-time staff positions or graduate assistantships for a full academic year) counts as two Level-5 Service Accomplishments (Note-That's the limit. You can't get more than two Level-5 Service Accomplishments per evaluation period from funding, regardless of the number of sources or total dollar amount of the funding.)